



THE WOODSIDE CURRICULUM

CURRICULUM MAP 2022 - 2023

INTENT: To create a personalised curriculum that promotes a love of learning; provides breadth of knowledge and skills; that is enriching and supportive and seeks to bridge the cultural knowledge gap in order to provide a platform for our students to succeed in whatever they aspire to do.

Year 11		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
English	KNOWLEDGE	19 th Century Text: A Christmas Carol		Unseen Poetry Mock exam March		Revision: Macbeth & AIC	Final Exams
	SKILLS	GCSE Language Paper 2 Language Paper 2 Section A		Revision: GCSE Language Paper 1		Revision: GCSE Language Paper 2 Timed essay practice Planning strategies Walking talking mocks	
Maths	KNOWLEDGE	<u>Express Curriculum</u> Algebra, Fractions and Decimals, Shape, Number, Graphs	<u>Express Curriculum</u> Ratio and Proportion, Shape, Data	<u>Express Curriculum</u> Algebra, Pythagoras and Trigonometry, Probability	<u>Express Curriculum</u> Number, Transformations, Constructions, Algebra	<u>Express Curriculum</u> Vectors, Similarity	

	SKILLS	<p><u>Aiming for Grade 4</u> Simplifying expressions, Substitution, Solving linear equations, FDP equivalence, Calculating percentages, Basic Angle facts, Properties of shapes, Interior and Exterior angles, Four rules with integers and fractions, Rounding and estimation, Directed number arithmetic, Plot $y=mx+c$, Interpret real-life graphs, Plot quadratics</p> <p><u>Aiming for Grade 5/6</u> Linear inequalities and number lines, Solve quadratics by factorisation, Reverse percentages, Bearings, Roots and indices, Limits of accuracy, Parallel lines, Find the equation of a line, Cubic and Reciprocal graphs</p> <p><u>Aiming for Grade 7/8/9</u> Completing the square, Recurring decimals, Circle Theorems, Fractional indices, upper and lower bounds, Perpendicular lines</p>	<p><u>Aiming for Grade 4</u> Simplify ratios, Share a ratio, Direct proportion, Perimeter and area of 2D shapes, Volume and surface area of prisms, finding averages, Charts and graphs, Recognise correlation</p> <p><u>Aiming for Grade 5/6</u> Use fractions in ratios, Density and pressure, Inverse proportion, Arc length and sector area, Volume of cones, Plans and elevations, Cumulative frequency graphs, Box plots, lines of best fit</p> <p><u>Aiming for Grade 7/8/9</u> Equations with proportion, Gradients of curves, Histograms</p>	<p><u>Aiming for Grade 4</u> Laws of indices, Linear sequences, changing the subject of a formula, Find sides using Pythagoras, Find sides and angles using trigonometric ratios, Single even probability, Listing outcomes</p> <p><u>Aiming for Grade 5/6</u> Quadratic sequences, Factorise quadratics, Use trigonometry in 3-D, Tree diagram – independent events</p> <p><u>Aiming for Grade 7/8/9</u> Geometric sequences, Complex changing the subject of the formula, Proof of functions, Use sine and cosine rules, Find the area of triangles using $A=\frac{1}{2}ab\sin C$, Dependent events, Conditional probability</p>	<p><u>Aiming for Grade 4</u> Calculate with percentages, Convert to and from standard form, Product of prime factors, Reflections, Rotations, Translations, Positive enlargements, Construct triangles, Simultaneous linear equations, read solutions from graphs</p> <p><u>Aiming for Grade 5/6</u> Compound interest, Growth and decay, Calculate with standard form, Negative and fractional enlargements, Identify and describe transformations, Construct bisectors, Simultaneous equations with one linear and one quadratic</p> <p><u>Aiming for Grade 7/8/9</u> Surds, Transformation of graphs, Trigonometric graphs, Loci, Quadratic inequalities, Iteration</p>	<p><u>Aiming for Grade 4</u> Add and subtract vectors, Find missing sides in similar shapes, Understand congruency</p> <p><u>Aiming for Grade 5/6</u> Multiply vectors by scalars, Solve complex similar triangles, recognise similar triangles</p> <p><u>Aiming for Grade 7/8/9</u> Proof with vectors, Solve problems with similar areas and volumes, Prove triangles are congruent</p>	
Science	KNOWLEDGE	<p>Biology Paper 2</p> <p>Unit 1:</p> <ul style="list-style-type: none">• Photosynthesis• Plant Transport Processes• Plant Cell Adaptations <p>Unit 2:</p> <ul style="list-style-type: none">• Hormones <ul style="list-style-type: none">• The Menstrual Cycle and Hormones <ul style="list-style-type: none">• Control of Blood Glucose by Hormones• Type 1 and Type 2 Diabetes <p>Unit 3:</p> <ul style="list-style-type: none">• Aerobic Respiration <ul style="list-style-type: none">• Adaptations of the Respiratory System<ul style="list-style-type: none">• The Circulatory System <p>Unit 4:</p> <ul style="list-style-type: none">• Ecosystems <ul style="list-style-type: none">• Human Impacts on Ecosystems<ul style="list-style-type: none">• Material Cycles	<p>Physics Paper 2:</p> <p>Unit 1:</p> <ul style="list-style-type: none">• Work and Power• Interacting Fields• Vector Diagrams <p>Unit 2:</p> <ul style="list-style-type: none">• Circuits <ul style="list-style-type: none">• Current, Potential Difference, and Resistance<ul style="list-style-type: none">• Transferring Energy• Electrical Safety <p>Unit 3:</p> <ul style="list-style-type: none">• Magnetism• Electromagnetism• Motor Effect• Transformers <p>Unit 4:</p> <ul style="list-style-type: none">• Kinetic Theory and Density <ul style="list-style-type: none">• Specific Heat Capacity and Specific Latent Heat<ul style="list-style-type: none">• Kelvin Temperature Scale• Springs and Extension	<p>Chemistry Paper 2:</p> <p>Unit 1:</p> <ul style="list-style-type: none">• Group 1 Elements• Group 7 Elements• Group 0 Elements <p>Unit 2:</p> <ul style="list-style-type: none">• Rates of Reaction• Factors Affecting Rates of Reaction<ul style="list-style-type: none">• Catalysts• Endothermic and Exothermic Reactions <p>Unit 3:</p> <ul style="list-style-type: none">• Crude Oil <ul style="list-style-type: none">• Fractional Distillation• Combustion• Cracking• Earth's Early Atmosphere• Climate Change			

SKILLS

- Practical skills:
- Lab safety
 - Identifying and managing biological hazards
 - Use of a microscope
 - Manipulating lab equipment
 - Planning an experiment
 - Writing conclusions
 - Evaluating results
 - Evaluating experimental techniques
- Mathematical skills:
- Calculations and rearranging equations
 - Using standard form
 - Unit conversions and the use of SI prefixes
 - Significant figures and decimal places
 - Identifying anomalies
 - Drawing graphs
 - Identifying and describing trends
 - Rate calculations
- Literacy Skills
- Meanings and use of words that are central to understanding scientific concepts
- Identifying common prefixes and suffixes to decode keywords

- Practical skills:
- Manipulating lab equipment
 - Measuring accurately
 - Planning an experiment
 - Writing conclusions
 - Evaluating results
 - Evaluating experimental techniques
 - Using a data logger
- Mathematical skills:
- Calculations and rearranging equations
 - Use of mathematical symbols (e.g. delta, Δ)
 - Unit conversions and the use of SI prefixes
 - Using standard form
 - Significant figures and decimal places
 - Selecting the correct equation from a given list
 - Constructing vector diagrams to scale
- Literacy Skills
- Meanings and use of words that are central to understanding scientific concepts
- Identifying common prefixes and suffixes to decode keywords

- Practical skills:
- Lab safety
 - Identifying risks and hazards
 - Use of a Bunsen burner
 - Manipulating lab equipment
 - Planning an experiment
 - Writing conclusions
 - Evaluating results
 - Evaluating experimental techniques
- Mathematical skills:
- Calculations and rearranging equations
 - Using standard form
 - Significant figures and decimal places
 - Calculations using moles (H)
 - Calculating numbers of subatomic particles
 - Calculating rates of reaction
 - Identifying and describing trends
 - Use of positive and negative numbers in relation to calculating energy changes in reactions
- Literacy Skills
- Meanings and use of words that are central to understanding scientific concepts
- Identifying common prefixes and suffixes to decode keywords

History	KNOWLEDGE	Germany 1918-39 creation of the dictatorship: Third Reich)	Cold War (Development of Cold War and the Berlin Blockade)	Cold War (Cuban Missile C.; Czechoslovakia; Détente and the collapse of the Soviet Union)	Elizabeth I (Problems, plots, religious tension)	Elizabeth I (War with Spain; society and colonisation)	
	SKILLS	Modern Depth Study; Interpretations	Period study; Causation and consequence; key features	Period study; Analytical narrative	Depth study; causes and consequences	Depth study; causes and consequences	
Geography	KNOWLEDGE	Resource Reliance Will we run out of natural resources? Can we feed nine billion people by 2050?	Global Hazards Why do we have extreme weather? When does extreme weather become a hazard? Fieldwork 1 Investigating – Olympic Park	Geographical Exploration Exam practice	Revision: All papers	Revision: All papers	
	SKILLS	Interpretation and analysis of resources, including maps, diagrams, graphs, photographs. Investigating the impacts of increase demand for resources. Reaching valid conclusions.	Interpretation of GIS maps Detailed analysis of two case studies, one UK based, and one non-UK based. Use of data to draw conclusions.	Analysis Evaluate Interpretation of graphs, pie charts, maps, photographs, diagrams. Extended writing. Reaching justified and valid conclusions.			
French	KNOWLEDGE	<u>Module 8: Un oeil sur le monde</u> problems facing the	<u>Module 6: Au college</u> your school, comparing school in	<u>Module 7: Bon travail!</u> career choices, plans,	<u>EXAM PRACTICE 1:</u>	<u>EXAM PRACTICE 2:</u> S- examination Past paper L, R,	<u>EXAM PRACTICE 3:</u> drop down final revision session

		world, protecting the environment, ethical shopping, volunteering, big events <u>Cultural capital:</u> A French NGO: OXFAM	the UK and in French-speaking countries, school rules, getting the best out of school, a school exchange <u>Cultural capital:</u> French school system	hopes and wishes, the importance of languages, applying for jobs, understanding case studies <u>Cultural capital:</u> International French speaking celebrities	-Speaking: role plays, photo cards and general conversation -Listening practice -Reading:including literary texts and translation (Fr to Eng)- CGP book	Writing: photo card, 40 and 90 word/ 90 and 150 work task and translation (Eng to Fr) practice and past papers	
	SKILLS	-Listening, reading, writing, speaking and translation <u>-Grammar:</u> connections between word types, the modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional, the passive voice, indirect object pronouns, arguments for and against	-Listening, reading, writing, speaking and translation <u>-Grammar:</u> the pronouns <i>il</i> and <i>elle</i> , the pronouns <i>ils</i> and <i>ells</i> , <i>il faut</i> and <i>il est interdit de</i> , the imperative, past, present and future timeframes	-Listening, reading, writing, speaking and translation <u>-Grammar:</u> “better/worse” and “the best/worst thing”, the subjunctive, adverbs, direct object pronouns in the perfect tense, verbs followed by <i>á</i> or <i>de</i>	exam skills	Exam skills	
Spanish	KNOWLEDGE	<u>Module 8 - Hacia un mundo mejor</u> the environment, global issues, local actions, healthy lifestyles, international sporting events and natural disasters <u>Cultural capital:</u> Santi Morales: sustainable architecture	<u>Module 2 - Mi vida en el insti</u> school subjects, teachers, school facilities, uniform, rules and problems, plans for an exchange, extracurricular activities and achievements. <u>Cultural capital:</u> Jatun Kasa, education project in Bolivia	<u>Module 7 - A currar!</u> Talking about jobs, work experience, the importance of learning languages, job applications, gap year and future plans <u>Cultural capital:</u> Tourism in Spain: Islas Baleares, a case study	<u>EXAM PRACTICE 1:</u> Repaso booklet mod 1-3,4-6,7-9/- CGP reading and listening exam practice Speaking – PhotoCard, Role Play and conversation, (see separate revision schedule)	<u>EXAM PRACTICE 2:</u> S- examination Past paper L, R, Writing: photo card, 40 and 90 word/ 90 and 150 work task and translation (Eng to Fr) practice and past papers	<u>EXAM PRACTICE 3:</u> drop down final revision session

	SKILLS	Writing and speaking: presenting a written argument, giving extended reasons, explaining your point of view and applying grammar knowledge in translation -Grammar: the present subjunctive	- Speaking and writing: justify opinions, asking and answering questions -Listening: tackling harder listening exercises -Grammar comparatives and superlatives, - previous tenses + future	Listening, reading, writing, speaking and translation. -Grammar: SOLER + imperfect, using SABER/CONOCER, writing a formal letter, conditional tense, future tense and subjunctive + CUANDO	Exam skills	Exam skills	
D&T	KNOWLEDGE	Timbers. Sources of timber. Natural timbers. Manufactured timber. Strengthening timber. Manufacturing processes.	Timbers. Physical characteristics of timber. Stock Forms and sizes. Scales of production. Wood joints. Surface treatments.	Timbers. Social footprint. Selection of timbers. Environmental Factors.	Timbers. Availability factors. Cost factors. Social factors. Cultural and ethical factors. NEA – Make.	Timbers Revision. NEA – Make.	Revision
	SKILLS	Making skills. Safe working practise. Working accurately.	Making skills. Safe working practise. Working accurately. Revision skills.	Making skills. Safe working practise. Working accurately. Evaluations skills. Revision skills.	Making skills. Safe working practise. Working accurately. Evaluation skills. Revision skills. NEA – Make.	Revision skills. NEA – Make.	
Food Technology	KNOWLEDGE	Nea1 Understanding the scientific principles of how& why certain ingredients change. Science investigation task set by the Exam board.	Using complex processes to produce a quality outcome Recap/revisit Batch production Understanding and evaluating how and why they work	Nea2 Planning two dishes in guidance with AQA set tasks Sensory evaluation and analysis. Suitability of final dishes against criteria	Written task supporting practical choices using evidence and data Knowledge of nutrition and functions Presenting evidence in a logical and relevant way	Revision Exam techniques vocabulary	Revision

	SKILLS	Hypothesising, investigating, analysing and evaluating how and why. Examples raising agents, starches, protein alternatives	Aerators steam= profiteroles Meringues = decorative Encasing – consistency of filling Shaping, forming, glazing, cooking...	Making skills. High level skills, planning, preparation, organisation and timings.	Dove tailing tasks Complexity of task and skills	Revision skills Making linked to trouble shooting in order to gain a breadth of knowledge for multiple choice	
Art	KNOWLEDGE	Portraits /Identity. (Continued from Yr 10) A01 Artist Research page. Research. My opinion. Copy artist work developing personal style & challenge skills /techniques. Artist Analysis. Personal Response. Interpretation.	Portraits /Identity. AO's 1, 2 & 3 Combination of interpretations. Development of ideas. Experimentation of media. Final piece plan & a final piece in exam conditions: 10 hrs. Written Evaluation.	Exam Topic. Present coursework portfolio on boards. Review & refine working on A0 weaknesses. Targets & independent learning. A01 Artist Analysis page. Research. My opinion. Copy artist work developing personal style & challenge skills /techniques. Artist analysis. Personal response. Interpretation.	Exam Topic. AO's 1, 2 & 3 Research another artist if necessary & produce an interpretation. Combination of interpretations. Final piece plan. Development of ideas. Experimentation with media.	Exam Topic. AO4 Final Piece plan. Personal response (Research link with Theme /Artist(s)). 3 ideas, Final Piece produced in exam conditions: 10 hrs. Written Evaluation	Revision
	SKILLS	Understanding A01 Developing through analysing & assessing previous student's work with particular focus on initial ideas & artist analysis.	Understanding AO's 1,2,3,4 through analysing & assessing previous student's work with particular focus on A02&3 Recording.	How to present & refine a portfolio of work effectively to meet their full potential. Developing A01 skills through analysing & assessing previous	Developing AO's 1,2 3,4 through analysing & assessing previous work in Years 10 & 11with particular focus on A02&3 Recording.	Consolidating skills in producing final piece ideas, experimenting with a range of materials &	

			How to produce final piece ideas & experiment with different materials. Realisation of project, evaluation of project.	work in Years 10 & 11.		techniques and realising a project. Evaluating a project.	
Photography	KNOWLEDGE	<p><u>Formal Elements.</u></p> <p>AO3 recording Line, Tone & Colour, Space, Form, Shape & Pattern through photography. AO1 analysing photographers use of the formal elements and creating personal responses.</p> <p>Karl Blossfeldt Robert Mapplethorpe Edward Weston Imogen Cunningham Aaron Siskind Jerome Tina Modotti Walker Evans Paul Strand William ^{SEP} Eggleston.</p> <p>Contact Sheet – selecting & editing work. Formal Elements</p>	<p><u>Portraits.</u></p> <p>AO1, 2 & 3 Artist Analysis & Response (Gillian Lambert). Artist Analysis & Responses through collage & ICT (David Hockney Photomontage). All work documented together with primary & secondary visual evidence.</p>	<p><u>Portraits.</u></p> <p>AO2 Experiment & Refine: Portrait Workshop (5 hr Mock Exam) – drawing & sewing onto photographic images, use of ICT (PiXlr & GIMP) to manipulate & edit.</p> <p>Rupert Shrive Aldo Tolino Lubaina Himid Kensuke Koike Miguel Leal Leslie David Hattie Stewart Joe Cruz Josh Bryan Inge Jacobsen Maurizio Anzeri</p> <p>Students record ideas, observations & insights through written annotations, explaining intentions and reflecting on</p>	<p><u>Exam Project (TBC)</u></p> <p>Review & refine coursework with focus on AO weaknesses. Targets & independent learning.</p> <p>Initial responses to theme. Exploiting opportunities to alter images as a process of refinement and experimentation to support coverage of AO2 and AO3. AO1 Artist analysis: Artist Page.</p>	<p><u>Exam Project (TBC)</u></p> <p>AO4 Present, Final Piece evidencing the journey from initial engagement to the realisation of intentions.</p> <p><i>Technical principles camera workshops.</i> Re-embedding knowledge of camera controls and their impact on the recorded image to support coverage of all AO's.</p> <p>Students review, select & present their portfolio for final submission with teacher guidance, ensuring that the component requirements are fulfilled.</p>	Revision

		presentation with annotation.		their work as it progresses.			
	SKILLS	<p>Analysing an Artist & how to respond.</p> <p>Experimentation with focus, composition, birds' eye & worms eye view, macro setting, properties of materials to record the Formal Elements.</p>	<p>Analysing an Artist & how to respond.</p> <p>Photo shoot planning, portrait camera settings, selecting from contact sheets, photomontage, collage, ICT (PixLr & GIMP), composition and image manipulation.</p>	<p>Experimentation with a range of media & techniques: drawing, folding, collage, sewing, cropping, distorting, melting.</p> <p>ICT experimentation (PixLr & GIMP).</p> <p>How to annotate work successfully to refine ideas and progress.</p> <p>Written analysis of sources.</p>	<p>Working independently creating an Artist Page through personal research & analysis and use of preparatory work.</p>	<p><i>Technical Principles workshops:</i> exposure, aperture, shutter speed, lighting, composition. Re-embedding knowledge of camera controls and their impact on the recorded image to support coverage of all AO's. Addressing gaps in knowledge.</p> <p>Produce final piece ideas experimenting with different materials.</p> <p>Realisation of project.</p> <p>How to present & refine a portfolio of work effectively to meet full potential.</p>	
Music	Tech Awards	<p>Component 3</p> <p>Developing skills as a producer and creating a product</p>	<p>Component 3</p> <p>Create a product based on a given brief</p>	<p>Responding to a brief</p> <p>Activity 1 and 2 to be completed in a controlled assessment</p>	<p>Activity 3 to be recorded and submitted</p>	<p>Collating coursework for submission</p>	

	GCSE – OCR Exam	AOS4 Film & Games Music Exploration of how music can create a mood/emotion, significant characters or actions	My Music AOS1 Composition Controlled tasks Completion of composition for Integrated Portfolio and submission.	AOS1 - Recording Solo and Group Performances + AOS3 RHYTHMS OF THE WORLD Israeli, Greek, Arabic etc.	Collating AOS1 and AOS2 coursework + Listening Paper Revision AOS2,3,4 & 5	Listening Exam Paper + Coursework submission	
	Skills	Research Independence Theory skills Listening Composing Performing	Research Independence Theory skills Listening Composing Performing	Independence Theory skills Listening Composing Performing Communication	Independence Theory skills Listening Composing Performing Communication		
Drama	KNOWLEDGE	<u>Devising Exam</u> Creating a piece of theatre from external stimulus. 1 lesson a week coursework. (AO1, AO2, AO3, AO4)		<u>Scripted Exam</u> Perform a scripted performance to an examiner Currently Blood Brothers in duos, if necessary, a trio. Eddie and Mickey, Mrs Lyons and Mrs Johnstone, Eddie, Mickey and Linda. Could also be Mickey and Linda. 1 lesson a week on written exam skills. (AO1, AO2)		<u>Written Exam</u> Write about a key text as well as a theatre review (AO3, AO4)	
	SKILLS	Creative ideas, inclusion of devising skills, directing skills, teamwork, leadership skills, note taking. Performing. (AO1, AO2, AO3, AO4)		Memory skills, research skills, performance skills. (AO1, AO2)		Revision, knowledge organisers, time management, organisation, note taking, (AO3, AO4)	
Computer Science	KNOWLEDGE	Ethical, legal, cultural & environmental Data Representation SQL (2.5) – The IDE	Non Examined Assessment Students will use their programming techniques knowledge to complete their coursework	Non Examined Assessment Students will use their programming techniques knowledge to complete their coursework	Revision Based on personalised revision plan	Revision and Exam Preparation	
	SKILLS	Identify ECLE issues raised through the use of CS SQL Tables SQL Selection statements SQL Wildcards	basic string manipulation basic file handling operations: ○ open ○ read ○ write ○ close	records to store data SQL to search for data Arrays Subprograms Data Types	Command words Planning answers Exam questions Algorithms Flowcharts Pseudocode Truth tables Logic Circuits Number Conversion	Command words Planning answers Exam questions Algorithms Flowcharts Pseudocode Truth tables Logic Circuits Number Conversion	
Business	KNOWLEDGE	Introduction to Theme 2 Topic 2.1 Growing the business 2.1.1 Business growth 2.1.2 Changes in business aims and objectives	Topic 2.2 Making marketing decisions 2.2.1 Product 2.2.2 Price 2.2.3 Promotion 2.2.4 Place	Topic 2.3 Making operational decisions 2.3.1 Business operations 2.3.1 Business operations 2.3.2 Working with suppliers	Topic 2.4 Making financial decisions 2.4.1 Business calculations 2.4.1 Business calculations 2.4.2 Understanding business performance	Topic 2.5 Making human resource decisions 2.5.1 Organisational structures 2.5.1 Organisational structures	

		2.1.3 Business and globalisation 2.1.3 Business and globalisation 2.1.4 Ethics, the environment and business Revision Theme 1	2.2.5 Using the marketing mix to make business decisions Revision Theme 1	2.3.3 Managing quality 2.3.4 The sales process Revision Theme 1	2.4.2 Understanding business performance Revision Theme 1	2.5.2 Effective recruitment 2.5.2 Effective recruitment 2.5.3 Effective training and development 2.5.4 Motivation Revision Theme 1 and Exam Techniques	
	SKILLS	Key Skills:AO1 &AO2, A03. Knowledge Identify Define. Complete the table Discuss Calculate Analyse Justify Evaluate	Key Skills:AO1 &AO2, A03. Knowledge Identify Define. Complete the table Discuss Calculate Analyse Justify Evaluate	Key Skills:AO1 &AO2, A03. Knowledge Identify Define. Complete the table Discuss Calculate Analyse Justify Evaluate	Key Skills:AO1 &AO2, A03. Knowledge Identify Define. Complete the table Discuss Calculate Analyse Justify Evaluate	Key Skills:AO1 &AO2, A03. Knowledge Identify Define. Complete the table Discuss Calculate Analyse Justify Evaluate	
Sociology	KNOWLEDGE	Crime and Deviance 3.5.1 The social construction of crime and deviance The social construction of concepts of crime and deviance and explanations of crime and deviance. 3.5.2 Social control Formal and informal methods of social control. 3.5.3 Criminal and deviant behaviour Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate. 8 weeks	Crime and Deviance 3.5.4 Data on crime Are official statistics of crime accurate? Revision for the Mock Social Stratification 3.6.1 Functionalist theory of stratification Different views of the functionalist theory of social stratification. 7 ½ weeks	Social Stratification 3.6.2 Socio-economic class Different views of socio-economic class. 3.6.3 Life chances Different views on factors affecting life chances. 3.6.4 Poverty as a social issue Different interpretations of poverty as a social issue. Revision for the Mock 6 weeks	Social Stratification 3.6.5 Power and authority Different forms of power and authority. 3.6.6 Power relationships Describe and explain different views on factors affecting power relationships. Revision for the GCSE 5 ½ weeks	Revision for the GCSE 4 weeks	

	SKILLS	<p>Identify and describe the main sources of data on crime</p> <p>Describe the pattern and trends in crime figures using relevant statistical data</p> <p>Evaluate the use of different research methods</p> <p>Describe and explain various research methods</p>		<p>Identify, describe and explain the factors affecting life chances.</p> <p>Identify, describe and explain different interpretations of poverty as a social issue</p> <p>Identify, describe and explain different forms of power and authority</p>	<p>Identify, describe and explain different factors affecting power relationships including social class, gender, sexuality, race, age, disability, religion and beliefs</p>	<p>Identify and describe the main sources of data on crime</p> <p>Describe the pattern and trends in crime figures using relevant statistical data</p> <p>Evaluate the use of different research methods</p> <p>Describe and explain various research methods</p>	
Religious Studies	KNOWLEDGE	<p>Theme D Religion, peace and conflict Revision</p>	<p>Paper 1 - Preparation for the mock 1</p> <p>Theme E - Religion, crime and punishment</p>	<p>Theme E - Religion, crime and punishment</p> <p>Revision Paper 2 - Preparation for the mock 2</p>	<p>Revision in preparation for the GCSE</p>	<p>Revision in preparation for the GCSE</p>	
	SKILLS	<p>AO1: Recalling knowledge and understanding and analysing and evaluating</p> <p>Exam skills: Answering give, explain and discuss questions</p>	<p>AO1: Recalling knowledge and understanding and analysing and evaluating</p> <p>Exam skills: Answering give, explain and discuss questions</p>	<p>AO1: Recalling knowledge and understanding and analysing and evaluating</p> <p>Exam skills: Answering give, explain and discuss questions</p>	<p>Developing effective revision and exam writing skills</p>	<p>Developing effective revision and exam writing skills</p>	
Citizenship	KNOWLEDGE	<p>Theme 3: Politics and Participation</p> <ul style="list-style-type: none"> - How do others govern themselves? - Bringing about political change 	<p>Theme 4: Taking Citizenship Action</p>	<p>Theme 4: Taking Citizenship Action</p> <p>Revision paper 2</p>	<p>Revision paper 1 and 2</p>	<p>Revision paper 1 and 2</p>	
	SKILLS	<ul style="list-style-type: none"> - How can citizens try to bring about political change? 	<ul style="list-style-type: none"> - Deciding the question or issue - Carrying out the initial research - Planning the action - Taking the action 	<ul style="list-style-type: none"> - Assessing the impact of the action - Evaluating the whole process 			
Health and Social Care	KNOWLEDGE	<p>Health and Wellbeing</p> <p>Defining health and wellbeing: combining physical health and social emotional wellbeing</p> <p>Physical and lifestyle factors that can have positive and or negative effects on health and wellbeing:</p> <p>Genetic inheritance</p> <p>Ill health</p> <p>Personal hygiene</p> <p>Substance use etc...</p>	<p>Health and Wellbeing</p> <p>Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.</p> <p>Physiological indicators that are used to measure health: pulse, blood pressure, peak flow, body mass index (BMI).</p> <p>Using published guidance to interpret data relating to these physiological indicators.</p>	<p>Health and Wellbeing</p> <p>Learners will explore the features of health and wellbeing improvement plans.</p> <p>The importance of a person-centred approach that takes into account an individual's needs wishes and circumstances.</p> <p>Information to be included in plan: recommended actions to improve health and</p>	<p>Health and Wellbeing</p> <p>Learners will explore the obstacles that individuals face when implementing these plans and how they may be mitigated.</p> <p>Potential obstacles: emotional/psychological – lack of motivation, low self-esteem, acceptance of current state.</p> <p>Time constraints – work and family commitments.</p>		

		<p>Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing. Economic factors that can have positive or negative effects on health and wellbeing. Environmental factors that can have positive or negative effects on health and wellbeing.</p> <p>The impact of life events relating to relationship changes and changes in life circumstances.</p>	<p>The potential significance of abnormal readings: risks to physical health. Learners will interpret lifestyle data in relation to risks posed to physical health. Interpretation of lifestyle data, specifically risks to physical health associated with: smoking, alcohol consumption, inactive lifestyles.</p>	<p>wellbeing, short term (less than 6 months) and long-term targets, appropriate sources of support (formal and informal).</p>	<p>Availability of resources – financial, physical e.g. equipment. Unachievable targets – unachievable for the individual or unrealistic timescale. Lack of support e.g. from family and friends. Other factors specific to individual – ability/disability, addiction. Barriers to accessing identified services.</p>		
	SKILLS	<p>This links to and extends, knowledge and understanding of life events covered in Component 1, but the focus here is on wellbeing.</p>		<p>These features links, consolidates knowledge and understanding from Component 2, in particular support services and also care values in terms of the need for a person catered approach.</p>	<p>Learners will demonstrate knowledge learned in the two hour external assessment in Summer 2020; however they will practice in the mock exam period 2019.</p>		
PE	KNOWLEDGE						
		<p>Football</p> <p>Trampolining</p> <p>Table tennis</p>			<p>Ultimate Frisbee</p> <p>Volleyball /badminton</p> <p>Athletics</p>		
	SKILLS						
PSHE	KNOWLEDGE	<p>PSHE - Addition: Drugs, alcohol and health</p> <p>7 lessons</p>	<p>PSHE Preparing for post 16 lessons</p> <p>7 lessons</p>	<p>PSHE Personal finances - Money management unit</p> <p>+</p> <p>Independent revision</p>	<p>PSHE Independent revision</p> <p>7 lessons</p>		

				6 lessons			
	SKILLS	Class discussions and developing skills at discussing sensitive issues	Developing personal finance skills Developing planning for the future skills	Developing independence skills, planning for the future			