



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 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
English	KNOWLEDGE	Modern Prose: Animal Farm How did George Orwell utilise allegory in Animal Farm?	Modern Prose: Big Ideas How do writer's comment the fundamental themes of literature in their work?	Writing: Writing for Impact How can we use written language to influence our community and society?	Transition: Multi-text: Women in literature How have women been represented in fiction across time?	Transition: Shakespeare: Othello Tragic genre How did Shakespeare explore the tragic hero paradigm?	Poetry: Spoken word and social protest How do spoken word poets' critique and change the world?
	SKILLS	Reading: Allegorical genre, Whole text analysis, Character (symbolism) Historical context Exploring literature thematically Analytical writing	Reading: Character (symbolism) Themes, Check and line, - self abridge, reading with different foci Writing: Character and Setting, Language (Narrative Voice) Author's purpose	Reading: Form, Language and Structure (persuasive writing) Character and Setting, Language (Narrative Voice) Writing: Form, Language and Structure (constructing persuasive writing) Form, Language and Structure (Descriptive writing for effect)	Reading: Non-fiction and fiction reading strategies, understanding character construction and the importance of context. Writing: Evaluating a writer's viewpoint. To write with precision and clarity. To structure a narrative with the appropriate amount of detail. GCSE Transition: Lady Macbeth character study	Speaking and Listening: Performance, Themes, Overall effect (WHY), Academic Writing GCSE transition: Ozymandias analysis	Reading: Reading: Form, Language and Structure (HOW), Evaluation (Own interpretation), Academic Writing (analytical verbs) Writing: Creating a spoken word poem. GCSE Transition: London study & Comparison of poetry

Maths	KNOWLEDGE	Straight Line Graphs. Forming and Solving Equations. Testing Conjectures.	Three Dimensional Shapes. Constructions and Congruency.	Numbers. Using Percentages. Maths and Money.	Deduction. Rotation and Translation. Pythagoras' Theorem.	Enlargement and Similarity. Solving Ratio and Proportion Problems. Rates.	Solving Problems using Graphs, Tables and Algebra.
	SKILLS	Revisit two-step equations. Interpreting straight line graphs. Finding the equation of a straight line. Compare linear sequences and finding the rule for the nth term. Forming and solving equations in context with angles, probability and area. Conjectures about odd, even and prime numbers. Is a given term in a sequence? Are these lines parallel? What would happen if..?	Revisit constructions of geometric shapes, Revisit Area of 2-D shapes. Faces, edges and vertices, names of prisms and non-prisms. Identifying 2D shapes, within 3D shapes. Volume and surface area of cuboids and cylinders. Volume of prisms. Nets, scale drawing, constructing perpendiculars and bisectors. Exploring congruency via construction.	Revisit fraction addition and subtraction, Revisit standard form, Revisit prime factorisation. Types of number, Highest common factor, lowest common multiple. Percentage increase and decrease. Percentages over 100%. Finding multipliers. Wages and taxes, bills and bank statements, interest. Unit pricing – best buys.	Revisit angle rules, within special quadrilaterals and algebraic situations. Revisit line symmetry and reflection. Identify the order of rotational symmetry, rotate shapes, translate shapes and points. Identify the hypotenuse of a right-angled triangle. Determine whether a triangle is right-angled. Calculate missing sides in right-angled triangles.	Enlarge shapes by a positive scale factor, including from a given point. Calculate lengths of missing sides in similar shapes. Direct proportion and graphs, conversion graphs, solving ratio problems. Working with compound units and compound measures. Speed, distance and time. Density.	Revisit data charts, graphs and bivariate data. Revisit sequences, Revisit sets and probability. Frequency trees, standard form. Reading and interpreting tables and timetables. Inequalities on number lines, including error intervals. Misleading graphs. Representing word problems in a variety of forms such graphs, tables and expressions. Probability.

Science	KNOWLEDGE	<ul style="list-style-type: none"> • Non-Renewable Energy Resources • Renewable Resources • Hydrocarbons • Climate Change • Earth's Atmosphere • Ecosystems • Biodiversity • Food Chains and Food Webs • Energy Transfer in Living Organisms • Sustainable Farming • Recycling • Selective Breeding and Genetic Engineering • Fuels • Generating Electricity • Power and Efficiency • Metals Extraction • Reactivity Series • Displacement Reactions • Reactions of Metals with Acids, Oxygen, and Water • Oxidation, Reduction, and Corrosion • Catalysts • Rates of reaction 	<ul style="list-style-type: none"> • Communicable Diseases • Non-communicable Diseases • Pathogens • DNA • Inheritance • Genetic Diseases • Mutations • Cancer and Treatments • The Immune System • Allergies • Chemical and Physical Barriers to Infection • Hygiene • Vaccines • Development of Vaccines • Antibiotics and Antibiotic Resistance • Development of Antibiotics • Testing New Medicines • Organ Transplants • Ethics of Medicine • Stem cells and Medical treatments • Human Genome Project • Medical Careers 	<ul style="list-style-type: none"> • Series Circuits • Parallel Circuits • Electrical Current • Potential Difference • Resistance • Charge • Static Electricity • Different types of Resistors • Magnetism • Electromagnetism • Uses of Magnetism
	SKILLS	<p>Practical skills:</p> <ul style="list-style-type: none"> • Lab safety • Identifying risks and hazards • Use of a Bunsen burner • Manipulating lab equipment • Planning an experiment • Writing conclusions • Evaluating results <p>Mathematical skills:</p> <ul style="list-style-type: none"> • Calculations and rearranging equations • Using standard form • Significant figures and decimal places • Identifying anomalies • Drawing graphs • Identifying and describing trends <p>Literacy Skills:</p> <ul style="list-style-type: none"> • Correct meanings and use of words that are central to understanding scientific concepts • Identifying common prefixes and suffixes to decode keywords <p>Career Links:</p>	<p>Practical skills:</p> <ul style="list-style-type: none"> • Lab safety • Identifying and managing biological hazards • Use of a microscope • Manipulating lab equipment <p>Mathematical skills:</p> <ul style="list-style-type: none"> • Calculations and rearranging equations • Using standard form • Significant figures and decimal places • Identifying anomalies • Drawing graphs • Identifying and describing trends <p>Literacy Skills:</p> <ul style="list-style-type: none"> • Correct meanings and use of words that are central to understanding scientific concepts • Identifying common prefixes and suffixes to decode keywords <p>Career Links:</p> <p style="text-align: center;">Understanding how science is linked to various careers now and in the future</p>	<p>Practical skills:</p> <ul style="list-style-type: none"> • Lab safety • Identifying risks and hazards • Manipulating lab equipment- including building electrical circuits • Planning an experiment • Writing conclusions <p>Mathematical skills:</p> <ul style="list-style-type: none"> • Calculations and rearranging equations • Using standard form • Significant figures and decimal places • Identifying anomalies • Drawing graphs • Identifying and describing trends <p>Literacy Skills:</p> <ul style="list-style-type: none"> • Correct meanings and use of words that are central to understanding scientific concepts • Identifying common prefixes and suffixes to decode keywords <p>Career Links:</p> <p style="text-align: center;">Understanding how science is linked to various careers now and in the future</p>

		Understanding how science is linked to various careers now and in the future					
History	KNOWLEDGE	How democratic was Britain by 1928? and Who should we remember in the fight for women's suffrage?	Why did World War One break out in 1914? and What was life really like in the trenches?	How and why did the Holocaust happen?	How did the experience of World War Two change the British public?	How similar were the protest movements of the 1960's in the UK and the USA?	The best way to make a change What's the best way to bring about change? Is conflict a good way to bring about change? Can people cause change by refusing to fight?
	SKILLS	Change and continuity and Significance	Causation and Evidence/source analysis	Causation	Change and continuity	Similarity and difference	Analytical narrative
Geography	KNOWLEDGE	Resource Security What is the UK's energy mix and where does it come from? Will we have enough resources to support an increasing global population?		Natural hazards What are natural hazards and how do they impact humans and environments?		Our unequal world How and why are global populations changing? What are the impacts of an unequal world?	

	SKILLS	<p>Bar graphs – describe, interpret and be able to draw</p> <p>Pie charts – describe, interpret and be able to draw (AO4)</p> <p>Extended writing – students should be able to describe and explain the issues by writing for extended periods of time.</p>		<p>GIS – describe and interpret GIS maps</p> <p>Interpret and analyse data such as photographs, cartoons, articles (AO3)</p> <p>Annotating and interpreting photographs (AO2) (AO4)</p>		<p>Atlas maps – physical maps, land use maps, thematic maps (AO1) (AO4)</p> <p>Extended writing – students should be able to describe and explain the issues by writing for extended periods of time. Students should be able to develop their points.</p> <p>Students should be able to use examples and evidence to back up their points.</p> <p>Students should be able to structure their work into logical paragraphs. (AO3)</p>	
French	KNOWLEDGE	<p>Module 1: Ma vie sociale d'ado</p> <p>Facebook, opinion about someone, arranging to go out, a date, a music event</p> <p>Cultural capital: La Fête de la Musique L+R</p>	<p>Module 5: Moi dans le monde childrens' rights, what's important to you, fair trade, Cultural capital: A French NGO: "Enfants Entraide" (Free the children)</p>	<p>Module 2: Bien dans sa peau (units 2,3,4), sport, healthy eating, plans to get fit, Cultural capital: La Chandeleur: making crepes L+R+W GCSE TASTER</p>	<p>Module 2: Bien dans sa peau (units 1,5) parts of the body, levels of fitness, teenage health issues</p>	<p>Module 3: A l'horizon jobs, learning languages, what you used to do, your future and your past, your job Cultural capital: French entrepreneurs L+R+S</p>	<p>revision</p> <p>End of year test L+R+W (Speaking if time allows)</p> <p>intervention/preparation for GCSE-grammar/tense focus</p> <p>end of year project - French cinema (Truffaut)/fashion -Gaultier</p>
	SKILLS	<p>-Listening: understanding descriptions and using the 4Ws</p> <p>-Grammar: Present tense verbs, direct object pronouns, the near future tense, the perfect tense, 3 tenses together</p>	<p>Speaking: making yourself understood, saying the right thing in different situations</p> <p>-Grammar: expressions with <i>Avoir</i>, direct object pronouns, <i>si</i> in complex sentences, complex structures</p>	<p>-Writing: checking for accuracy, looking up new words</p> <p>-Grammar: <i>à</i> + the definite article, <i>il faut</i>, near future tense,</p>	<p>using reference materials, extended reading</p> <p>-Grammar: 3 tenses together</p>	<p>-Speaking: giving a presentation and using complex sentences</p> <p>-Grammar: Masculine and feminine nouns, modal verbs, using imperfect tense, different tenses together</p>	-

Spanish	KNOWLEDGE	<p>Repaso Te presento revision of present and preterite tenses and talking about yourself in more detail Module 1 – Somos así things you like, your week, films, celebrating birthdays (and life as a celebrity) Cultural capital: Spanish cinema: Javier Bardem and “El sueño de Iván” L+R European Day of Languages/BHM</p>	<p>Module 3 – En forma diet, an active lifestyle, daily routine, getting fit, aliments Cultural capital: La dieta mediterránea L+R+S</p>	<p>Module 4 – Jóvenes en acción children’s rights, fair trade, recycling, fundraising Cultural capital: Fair trade in Latinamerica S</p>	<p>Module 4 – Jóvenes en acción how your town has changed- environmental issues Cultural capital: Chueca: an LGBT neighbourhood in central Madrid</p>	<p>Module 2 - ¡orientate! what you have to do at work, what job you would like to do, your future, describing your job Cultural capital: Spanish entrepreneurs L+R+W</p>	<p>Revision End of year test L+R+W (Speaking if time allows) Intervention/preparation for GCSE (grammar - tenses -and speaking activities) End of yr project – reportage on how green is Woodside High School a latin american study - <i>eg Castro, Khalo, Ché</i></p>
	SKILLS	<p>giving opinions and justification. Listening: understanding descriptions - Grammar: irregular and regular verbs in the present tense, the near future tense, the preterit, 3 tenses together</p>	<p>Speaking: giving a presentation and using complex sentences -Grammar: direct object pronouns, stem changing verbs, reflexive verbs, SE DEBE/NO SE DEBE, ME DUELE(N)</p>	<p>-Writing: choosing the correct Spanish words -Grammar: the verb PODER, expressing your point of view using SE DEBERÍA, the imperfect tense</p>	<p>-translation, speaking - defending a point of view Grammar - the imperfect tense (ser, hacer, tener, haber, estar), using 2 tenses in one sentence Writing: checking for accuracy, looking up new words and using reference materials</p>	<p>-Grammar: TENER QUE, correct adjective agreement, future tense, 3 tenses together</p>	<p>Adonde fuiste? - using the 4 Ws to understand listening extracts. Mi rutina - initiating and developing a conversation Solidarios - using decoding skills with authentic reading material</p>
Computer Science	KNOWLEDGE	<p>Understanding Computers 2 Learn about the different components of a computer, for example the CPU & Main Memory. Explain the difference between RAM & ROM.</p>	<p>Storage & Data Representation Binary conversion. Binary addition. Hexadecimal. Compression. What are Bitmap images.</p>	<p>Database Development The need for a database The role of queries and reports. Purpose of input forms. Primary Keys.</p>	<p>Advanced Database Development Permissions. Search engines as databases. Benefits of a computerised database compared to a paper-based database.</p>	<p>Computer Networks What is a network. Different types of network Advantages of a network. How does the Internet work. LANs & WANs.</p>	<p>Python Programming Sequence, Selection, iteration, Arrays, Procedures & Functions.</p>

	SKILLS	<p>Explain how a CPU works. Explain the different parts of a CPU and what they do. Explain the role of memory and why it is needed.</p>	<p>How to convert between Binary & Denary. How to add together Binary numbers. Explain the purpose of compression. How to create Bitmap images</p>	<p>How to create a Database, input forms, queries, reports.</p>	<p>How to restrict access to a database. What are the advantages/disadvantages of a paper based database.</p>	<p>Explain the differences between Bus/Star network. How to create a Network. What is the difference between LAN's & WAN's. When to use each type of network.</p>	<p>What do we mean by Selection? How to use Selection. Using an Array. How to use Procedures & Functions.</p>
PE	KNOWLEDGE	<p>Topic Invasion</p> <p>Threshold concept How can coaching and analysis be used to help improve performance and outwit an opponent. What is analysis, what are the strengths and weaknesses of different forms of analysis. Do individual differences impact the effectiveness of analysis? What are the fundamentals of coaching and how can we improve performance? How can tactics influence a game and how do we respond to changing scenarios within a game?</p>	<p>Topic Trampolining</p> <p>Threshold concepts How can coaching and analysis be used to help improve performance and outwit an opponent. What is analysis, what are the strengths and weaknesses of different forms of analysis. Does individual differences impact the effectiveness of analysis . What are the fundamentals of coaching and how can we improve performance</p>	<p>Topic Badminton / Tennis</p> <p>Threshold concept How can coaching and analysis be used to help improve performance and outwit an opponent. What is analysis, what are the strengths and weaknesses of different forms of analysis. Does individual differences impact the effectiveness of analysis . What are the fundamentals of coaching and how can we improve performance</p>	<p>Topic Fitness</p> <p>Threshold concept How can data and analysis be used to monitor progress in area of fitness. What are the principles of training and how can they be applied to a personal exercise plan</p>	<p>Topic Striking & Fielding</p> <p>Threshold concept How can coaching and analysis be used to help improve performance and outwit an opponent. What is analysis, what are the strengths and weaknesses of different forms of analysis. Does individual differences impact the effectiveness of analysis. What are the fundamentals of coaching and how can we improve performance</p>	<p>Athletics</p> <p>Threshold concept How can coaching and analysis be used to help improve performance? How can a skill be broken down into phases? How can we as coaches design a practice that develops a phase of the complete skill? Can a technique be refined, is the perfect model always perfect</p>
	SKILLS	<p>Pupils to explore what analysis is, what different types of analysis are there and how can it be used. Pupils to consider individual needs and the strengths and weaknesses of each form of analysis? Pupils will develop the knowledge and understanding of how to use data to inform and support decisions ie inbound ball routines and set plays Pupils will identify different areas and positions within the sports and will be able to move between these areas</p>	<p>Substantive: Throughout this scheme pupil will continue to refine and develop previously learnt skills to develop more advanced fluent routines. Body tension, control, body extension and aesthetics will be developed through compositional ideas. Demonstrate high quality performances, techniques, and routines. They will understand what "looks" good and the term aesthetics. Pupils will develop their ability to</p>	<p>Substantive and disciplinary Pupils to explore what analysis is, what different types of analysis are there and how can it be used. Pupils to consider individual needs and the strengths and weaknesses of each form of analysis? Pupils will develop the knowledge and understanding of how to use data to inform and support decisions ie where to hit the implement how to exploit an opponent's weakness Pupils will identify different areas of the court and be able to move between these areas</p>	<p>Substantive and disciplinary Pupils will be taught how to devise and implement their own Personal exercise programme they will record their results and monitor over a period of time. Pupils should understand that different types of training are suited to different sports and demand different components of fitness. Students should be able to accurately describe the equipment provide examples of activities and safety considerations for each type of training. Pupils should also be</p>	<p>Substantive and Disciplinary Pupils to explore what analysis is, what different types of analysis are there and how can it be used. Pupils to consider individual needs and the strengths and weaknesses of each form of analysis? Pupils will develop the knowledge and understanding of how to use data to inform and support decisions ie where to hit the implement how to exploit an opponent's</p>	<p>Substantive + Disciplinary Pupils to explore what analysis is, what different types of analysis are there and how can it be used. Pupils to consider individual needs and the strengths and weaknesses of each form of analysis? Pupils will develop the knowledge and understanding of how to use data to inform and support decisions ie speed / measurements / Pupils to explore and refine techniques which is</p>

		<p>using a variety of techniques. Pupils will understand how to outwit opponents using strategies and tactics during game play</p> <p>In the individual sports pupils should constantly face strategic and tactical decisions based on their opponents and the scenario in the game. Pupils to consider how disguise can be applied consistently to outwit opponent</p> <p>Pupils should also develop the capability to use the data obtained from analysis and use this to predict patterns of play and how can it be used to overcome problems within the game. Pupils to use this data to devise strategies and tactics to outwit opponents</p> <p>Pupils will develop the skills necessary to outwit opponents. Pupils will replicate advanced skills with control and accuracy. Using their non-dominant limbs skills will be developed through game play and conditional situations.</p> <p>Demonstrating high quality performances and accurate replication will be assessed. When coaching pupils must have a clear knowledge and understanding of the teaching points for each skill and concept they are coaching to their peers.</p> <p>Pupils should also be able to suggest practices in order to develop their own and other games</p>	<p>observe and evaluate providing feedback using appropriate terminology. Pupils will look to combine movements using rotations in order to increase the complexity of their sequence</p> <p>These rotations should now become more advanced and should be performed with fluency and control</p> <p>Disciplinary: Pupils should be able to accurately replicate more advanced shapes, turns, drops and rotational movements. Pupils will be able to demonstrate correct take-off and landing technique, as well as a clear body shape whilst airborne or in contact with the bed.</p> <p>Pupils should look to generate greater height and perform their moves at the top of the bounce/. Pupils will select, combine and perform skills demonstrating varied levels of creativity and will develop an understanding of the tariff system when devising their sequence.</p> <p>Pupils should demonstrate the ability to perform both compulsory and optional routines demonstrating variety and control of movements</p>	<p>using a variety of techniques. Pupils will understand how to outwit opponents using strategies and tactics during game play</p> <p>In the individual sports pupils should constantly face strategic and tactical decisions based on movement of their opponent and the scenario in the game. Pupils to consider how disguise can be applied consistently to outwit opponent</p> <p>Pupils should also develop the capability to use the data obtained from analysis to predict patterns of play and how can it be used to overcome problems within the game.</p> <p>Pupils to use this data to devise shot routines to outwit opponents ie clear drop, smash</p> <p>Pupils will develop the skills necessary to outwit opponents. Pupils will replicate strokes and shots with control and accuracy.</p> <p>Serves, overhead clears (forehand & backhand), drop shots & smashes will be developed through game play and conditional situations.</p> <p>Demonstrating high quality performances and accurate replication will be assessed. When coaching pupils must have a clear knowledge and understanding of the teaching points for each skill and concept they are coaching to their peers. Pupils should also be able to suggest practices in order to develop their own and others games</p>	<p>encouraged to apply the principles of training to their training sessions</p> <p>Pupils will begin to develop coaching and leadership skills by leading small groups of students through different types of training. Pupils will also evaluate the effectiveness of their PEP, identifying its strengths and possible limitations</p>	<p>weakness . How does one set a field and why</p> <p>Pupils will identify different areas of the court and be able to move between these areas using a variety of techniques. Pupils will understand how to outwit opponents using strategies and tactics during game play ie use of spin , variation in delivery and shots played</p> <p>pupils should constantly face strategic and tactical decisions based on decision that they make with particular reference to shot selection , delivery bowled and position of fielders. Pupils to consider how disguise can be applied consistently to outwit opponent</p> <p>Pupils should also develop the capability to use the data obtained from analysis to predict patterns of play and how can it be used to overcome problems within the game.</p> <p>Pupils to use this data to devise field placements and the area they wish to bowl into or what shot to play.</p> <p>Pupils will develop the skills necessary to outwit opponents. Pupils will replicate shots both front and back foot, delivery's as well as advanced fielding techniques with control and accuracy. All three areas of striking and fielding will be developed through game play and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.</p>	<p>best suited to them and why, Can the perfect model be adapted</p> <p>Pupils to consider the use of strategies and how this differs in different events</p> <p>Pupils should also develop the capability to use the data obtained from analysis, Pupils to use this data and information to refine and develop their technique</p> <p>When coaching pupils must have a clear knowledge and understanding of the teaching points for each skill and concept they are coaching to their peers. Pupils should also be able to suggest practices in order to develop their own and others performance</p> <p>. In this unit, pupils will further enhance replication and performance across all disciplines. Pupils to gain a further understanding of fitness and its relationship to performance. Pupils will focus on planning, preparing for and competing in a range of athletic competitions organised by themselves and others. In athletic activities, pupils will engage in performing skills and personal and collective bests in relation to speed, height and distance. Additionally, pupils will observe and analyse others breaking down skills into parts identifying technical strengths and areas for development</p>
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						When coaching pupils must have a clear knowledge and understanding of the teaching points for each skill and concept they are coaching to their peers. Pupils should also be able to suggest practices in order to develop their own and others games	
Music	KNOWLEDGE	Pop Ballads Writing songs Understanding chord progressions Song structures	Swing and Jazz Devising and creating an arrangement or original song in a clear structure	Programmatic Music and Soundtracks Developing atmospheric music and devising a soundtrack for a given brief	Music and Media Devising adverts or a podcast for TV, Radio or Film Trailers. Building on creative skills and communication skills	Dance Music Developing an appreciation of world music Club Dance and disco	Fusion Music Indian, Arabic and Folk Devise or perform a medley of two songs from different genres
	SKILLS	Listening and Appraisal Performing Composing	Listening and Appraisal Producing Composing Performing	Composing Performing	Creative skills Producing Ensemble skills	Developing creative skills Composing and arrangement Listening	Communication Social skills Teamwork
Drama	KNOWLEDGE	<u>Fragile Earth</u> SOW looking at the world we live in and economic issues we face	<u>Physical Theatre</u> Looking at the Genre of Physical Theatre	<u>Stimulus (event based)</u> Learning how to devise from stimulus.	<u>DNA</u> Understanding of text, learning about the characters and the context of the performance. Context of social classes in Britain in 1970s What was happening in the economy in 1970s.	<u>Behind the wall</u> SOW based around domestic violence and the emotional issues connected.	<u>Mogadishu</u> SOW based around the play 'Mogadishu' looking at the power of words and racism.
	SKILLS	Performance skills, Narration, Script writing, improvisation, devising, stimulus, factual (AO1, AO2, AO3, AO4)	Genre, Physical theatre, teacher in role, storytelling, music, suspense and tension (AO1, AO2, AO3, AO4)	Performance skills, Narration, Script writing, improvisation, devising, stimulus, factual (AO1, AO2, AO3, AO4)	Revision, knowledge organisers, time management, organisation, note taking, (AO3, AO4) Memory skills, research skills, performance skills. (AO1, AO2)	Performance skills, Narration, Script writing, improvisation, devising, stimulus, factual (AO1, AO2, AO3, AO4)	Improvisation, factual improvisation, facial expressions, still images, body language, evaluation
Religious Studies	KNOWLEDGE	Religious Studies - Christianity beliefs unit Students will study a variety of lessons covering religious practices in Christianity 7 lessons	Religious Studies - Islam beliefs unit Students will study a variety of lessons covering religious practices in Islam 6 lessons	Religious Studies - Crime and punishment unit Students will study a variety of lessons covering religious in context	Religious Studies - Life and death unit Students will study a variety of lessons covering religious in context	Religious Studies - Religion and family unit Students will study a variety of lessons covering religious in context	Ethics - British values unit Students will study a variety of lessons covering British values. Including mutual respect and

							understanding and tolerance
	SKILLS	Developing mutual respect and understanding of our diverse community. Class debates and discussions, researching and presentation skills. Working collaboratively with peers					
DT	KNOWLEDGE	Investigation/Design /Make Design movement Jewellery Project. Rm/Graphics	Design/Make Design movement Jewellery Project RM/GRAPHICS Make – this will include testing and evaluation	Make/Evaluation Design movement Jewellery Project. RM/GRAPHICS Evaluation of outcome against specification	Investigation/Design/Make Speaker project RM/Electronics/Systems	Design/Make Speaker Project RM/Electronics/Systems	Make/Evaluation Speaker Project RM/Electronics/Systems
	SKILLS	Design movement Jewellery Project. Understanding different design movements. Putting together a design specification, understanding the client and their needs. What a specification is and how to develop one Design specification, putting together a client profile. Researching a selecting information to use within the design process	Understanding what an EPA is. Using Access FM to help analysis and existing product. Producing a range of design ideas, review of initial, development of design ideas into a chosen design Understanding the design process – producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design.	Finishing process to achieve a high-quality outcome. Finishing materials with different finishes. Health and safety within the workshop. Selecting the correct tools/machines in making the outcome Finishing Materials	Problem solving. Use research. Understand the user needs. Respond to needs in a variety of situations. Develop specifications. To be creative. Develop design skills. Designing through sketching and modelling. Innovation through iterative design. Prototyping. Select tools, processes, equipment, and machinery precisely.	Making through Prototyping. Select tools, processes, equipment, and machinery precisely Health and safety within the workshop. Understanding what a circuit is and how it works. Electronic components Health and safety of soldering. Soldering techniques. Constructing a wood joint to join materials.	Finishing process to achieve a high-quality outcome. Finishing woods with different finishes. Using different processes Health and safety within the workshop. Selecting the correct tools/machines in making the outcome. How to structure an evaluation referring to the specification/client and the end user. Considering a product life cycle.

			Making to include different manufacture and quality and accuracy				
Art	KNOWLEDGE	<p>Street Art. Expectations, re-cap of The Formal Elements and Art vocabulary.</p> <p>Artist analysis (Banksy, J.R, Keith Haring) & reflection. Street Art Mood board & Title Page. Drawing a range of lettering styles, proportion, scale & perspective.</p> <p>Designing & drawing icons/symbols, colour theory, blending, 'tags' & 'pieces', reviewing & refining work. Final Piece, evaluation.</p>	<p>Word & Image. Artist Analysis and copy (Eduardo Bertone) using mixed media: oil pastels and pen, Artist Analysis of pattern & colour (Robert Indiana word sculpture), combining words and images (Mel Bochner, Ben Eine, Kay Rosen, Steve Powers, Ray Johnson), collage using found objects, composition, cultural letterforms: drawing hieroglyphics, typography portrait exploring identity.</p>	<p>Hybrids. Introduction to hybrids. Exquisite Corpse game: Surrealism (Andre Breton, Marcel Duchamp, Jake & Dinos Chapman, Dan Hillier, grid drawing surreal creatures.</p> <p>Artist Analysis & my opinion, copy & interpretation using a range of media combinations of animals, machines and everyday objects.</p> <p>Observational drawings & research of mythological creatures from history, art and cinema.</p>	<p>Hybrids. Designing, drawing and creating a Hybrid final piece using mixed media, inspired by artists studied (Redmer Hoekstra, Nicholas di Genova, Katie McCann, Tony Meeuswissen).</p>	<p>Cities. Introduction to cities and busy urban life: Iconic & historical buildings and cities. Observational drawing (Steven Wiltshire & Nigel Peake). Printing, recapping drawing skills & colour theory (Yoni Alter & Paul Catherall)</p>	<p>Cities Creating a 3D building (pair-work) resulting in a street per small group.</p> <p>Artist Analysis and copy. Producing a city in mixed media inspired by artists studied (Anna Serrano, Luke Sullivan, Annalise Rees & John Brickell).</p>
	SKILLS	Analysing artists & understanding social & political issues, drawing bubble, block & graffiti lettering, one point perspective drawing and creating 3D lettering, graffiti lettering, tramlines.	Analysis of artists, drawing & refining skills, typography and fonts, grid drawing skills, oil pastel mixing and blending & blocks of colour, collage skills using mixed media, combining word &	Artist Analysis – My opinion, researching, interpreting, responding, collage, painting, observational drawing, pen & ink, carbon paper monoprints, grid drawing, drawing exercises: opposite	Refining, reviewing & evaluating skills as work progresses. Collage, painting, observational drawing, pen & ink, carbon paper monoprints, drawing exercises.	Analysing architecture & researching a theme, Analysis of artists – my opinion, developing observational drawing skills showing	Analysis of artists, refining skills, clay, collage, 3D relief, problem solving & creativity, refining, reviewing & evaluating, pair-work, small group work & collaboration skills.

		<p>Creating personal icons/symbols, blending using coloured pencils, ombres, difference between a 'tag' and a 'piece' composition, proportion, risk taking in design, developing & refining work to produce a final piece, evaluation.</p>	<p>image, reviewing & evaluating.</p>	<p>hand, blind contour, continuous line, upside down, design skills, pair-work, collaboration skills.</p>		<p>understanding of shape, form, tone & mark making, printing skills, colour theory.</p>	
<p>Food Prep & Nutrition</p>	<p>KNOWLEDGE</p>	<p>To demonstrate knowledge and understanding of The eatwell plate guidelines and proportions. To cook and serve a healthy savoury lunch product for a teenager</p>	<p>To become familiar with ingredients and cuisine from another country. To use nutrition information and allergy advice panels on food labels to help make informed food choices.</p>	<p>To identify the different groups of the population who have special dietary requirements (including food allergies, food intolerance, and religious cultural needs). To investigate the range of special dietary products available today. To know and understand where key ingredients come from and how they are grown, reared or</p>	<p>To adapt original recipe to include ingredients which have been locally sourced or are seasonal. To select and plan to cook a main meal dish that celebrates the cuisine of an Asian country.</p>	<p>To name the micronutrients and state why they are needed in the diet. To prepare and cook a main meal dish which demonstrates the role of calcium and vitamin D in the diet, such as: macaroni cheese, tuna pasta bake, vegetarian pasta bake or lasagne.</p>	<p>To identify the functions and uses of the main ingredients used in cake making. To carry out a detailed analysis of the task. To identify and select a cuisine of choice. To research possible recipes and select one to two ideas that will be suitable to meet the design brief. To prepare and cook a savoury main course dish of choice, suitable for</p>

				caught.			selling at a large sporting event or festival that celebrates the cuisine and culinary traditions of another culture.
	SKILLS	<p>To identify the main nutrients required for a healthy balanced diet.</p> <p>To identify the nutritional needs of a teenager.</p> <p>To identify the main factors that affect dietary needs throughout different life stages.</p> <p>To select a suitable starter or savoury light lunch dish to make that meets guidelines of The eatwell plate, nutritionally balanced and appealing to a teenager.</p> <p>To demonstrate and apply the principles of food safety and</p>	<p>To recognize that a variety of food is needed in our diets because different foods provide different nutrients for good health and a balanced diet</p> <p>To describe and explain the importance of energy balance, physical activity and the implications of dietary excess/deficiency, eg malnutrition, maintenance of a healthy weight.</p> <p>To demonstrate the essential knife skills of preparing and cooking both meat and vegetables safely and hygienically.</p>	<p>To identify vegetarian alternatives to the meat and fish using vegetable sources, Quorn, soya or tofu as a meat substitute.</p> <p>To carry out sensory analysis of the risotto and record findings on a star profile.</p> <p>To investigate what happens when rice and other grains are cooked</p> <p>To investigate the information and guidance available to the consumer regarding food labelling, availability, traceability, food assurance</p>	<p>To create a recipe card for a local farm shop of chosen recipe</p> <p>To identify the equipment and cooking methods used in Asian cuisine.</p> <p>To explain how food choices can be related to different religious and cultural beliefs.</p> <p>To identify any high risk foods in chosen recipe and suggest ways to cook safely and minimize risk of food poisoning.</p>	<p>To explain the sources, types and functions of vitamins A, D, B group and C.</p> <p>To explain the sources, types and functions of calcium, iron and sodium.</p> <p>To explain the process of gelatinisation in sauce making and the principles of what makes a sauce thicken.</p> <p>To calculate the nutritional profile and compare the effect of using alternative ingredients.</p> <p>To demonstrate the preparation of an all-in-one sauce; demonstrate</p>	<p>To explain the science of aeration and what makes cakes rise?</p> <p>To demonstrate the skills of creaming/all-in-one cake making, preparing baking tins, baking.</p> <p>To demonstrate accuracy and precision when weighing out ingredients to ensure a high quality outcome.</p> <p>To use the all in one or creaming method of cake making to make fruit based tray bake.</p> <p>To identify ways of adapting cake recipes to reduce the fat and sugar and increase their fibre</p>

		<p>hygiene when cooking</p> <p>To explain how the ingredients in their dish provide the necessary energy and nutrients to meet the dietary reference values (DRVs) for teenagers.</p>	<p>To use a broader range of preparation techniques and methods when cooking.</p>	<p>schemes and animal welfare.</p>		<p>safe use of the hob/ grill, accurate weighing and measuring, boiling, draining, mixing.</p>	<p>content.</p> <p>To apply a variety of technical skills and make some creative and quality products with skill and precision.</p>
PSHE	KNOWLEDGE	<p>PSHE – Citizenship Understanding the role of Media unit</p> <p>7 lessons</p>		<p>PSHE – Healthy relationships, Self esteem and body image unit</p> <p>7 lessons</p>		<p>PSHE - Citizenship Criminal justice system unit 4 lessons</p> <p>PSHE - (RSE) Relationships and Sex Education - lessons focusing on reproduction 3 lessons</p>	
	SKILLS	<p>Developing an understanding of themselves and the community around them. Class debates and discussions, researching and presentation skills. Working collaboratively with peers</p>					