



# **Our Curriculum**

*Academic Year 2025 - 2026*

## STEP 4: IMPACT

- Positive Outcomes
- Positive Stakeholder Views
- Positive Contribution to Academy life
- Positive Contribution to our Community
- Positive Academy Climate
- Positive Behaviour & Attitudes
- Positive Destinations Data

Our IMPACT will capture the values and culture of our Academy.

## STEP 3: IMPLEMENTATION

- Subject Leadership
- SK & CPD
- Innovative SoL
- Purposeful Resources
- Classroom Delivery
- Breadth & Depth
- Assessment & Feedback
- Intervention
- Reading
- LTM

Our IMPLEMENTATION STRATEGY is based on 10 pillars derived from the OFSTED framework.

## STEP 2: INTENT

- Locality
- Ambitious for ALL
- Equitable Delivery
- Broad and Balanced
- Sequence & Progression
- Holistic Development

Our curriculum is carefully constructed based on 6 INTENT pillars. We believe these pillars are the foundational structure to provide the RIGHT curriculum for our learners.

## STEP 1: KEY DRIVERS

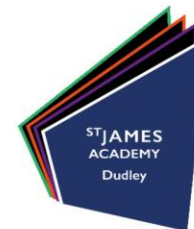
- Passion
- Professionalism
- Performance

Our Journey Starts Here!

# THE SJA

## VISION ROADMAP

# Improving Life Chances Daily





Curriculum Overview: MATHEMATICS

Exam Board: EDEXCEL

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	<ul style="list-style-type: none"> <li>PLACE VALUE</li> <li>FOUR OPERATIONS WITH INTEGERS AND DECIMALS</li> <li>FACTORS MULTIPLES AND PRIMES</li> </ul>	<ul style="list-style-type: none"> <li>UNDERSTANDING FRACTIONS</li> <li>COMPARE AND ORDER FRACTIONS</li> </ul>	<ul style="list-style-type: none"> <li>FOUR OPERATIONS WITH FRACTIONS</li> <li>SOLVING EQUATIONS</li> <li>PROBABILITY AS A CONCEPT</li> </ul>	<ul style="list-style-type: none"> <li>ANGLE PROPERTIES</li> <li>PRESENTING AND INTERPRETING DATA</li> </ul>	<ul style="list-style-type: none"> <li>PROPERTIES OF 2D SHAPES</li> <li>PERIMETER AND AREA</li> </ul>	<ul style="list-style-type: none"> <li>INTRODUCTION TO RATIO</li> <li>SEQUENCES</li> <li>PARALLEL LINES AND ANGLES</li> </ul>
8	<ul style="list-style-type: none"> <li>POWERS AND ROOTS</li> <li>ORDER OF OPERATIONS</li> <li>APPLICATION OF RATIO</li> </ul>	<ul style="list-style-type: none"> <li>PROPORTION</li> <li>UNDERSTANDING PERCENTAGES</li> <li>PERCENTAGES AND MULTIPLIERS AS OPERTORS</li> </ul>	<ul style="list-style-type: none"> <li>DATA HANDLING</li> <li>PROBABILITY CALCULATIONS</li> </ul>	<ul style="list-style-type: none"> <li>SIMPLIFY AND MANIPULATE ALGEBRA</li> <li>AREA OF CIRCLES</li> </ul>	<ul style="list-style-type: none"> <li>COORDINATES AND TRANSFORMATIONS</li> <li>PLOTTING AND INTERPRETING GRAPHS</li> </ul>	<ul style="list-style-type: none"> <li>SIMILARITY AND CONGRUENCE</li> <li>CONSTRUCTIONS</li> <li>3D SHAPES CAPACITY AND VOLUME</li> </ul>
9	<ul style="list-style-type: none"> <li>CALCULATIONS WITH FRACTIONS, DECIMALS AND PERCENTAGES</li> <li>MULTIPLICATIVE REASONING:</li> </ul>	<ul style="list-style-type: none"> <li>ALGEBRAIC PROPORTION AND PROPORTIONAL RATES OF CHANGE</li> <li>COMPOUND MEASURES</li> </ul>	<ul style="list-style-type: none"> <li>EXPANDING, FACTORISING EXPRESSIONS AND SEQUENCES</li> <li>QUADRATIC GRAPHS</li> </ul>	<ul style="list-style-type: none"> <li>INDEX LAWS, STANDARD FORM AND SURDS</li> </ul>	<ul style="list-style-type: none"> <li>ANGLES AND PYTHAGORAS' THEOREM</li> <li>TRIGONOMETRY</li> </ul>	<ul style="list-style-type: none"> <li>REPRESENTING AND INTERPRETING DATA:: HISTOGRAMS AND SCATTER GRAPHS</li> </ul>
10	<p><b>FOUNDATION/HIGHER</b></p> <ul style="list-style-type: none"> <li>FDP RECAP</li> </ul> <p><b>FOUNDATION/HIGHER</b></p> <ul style="list-style-type: none"> <li>PROBABILITY CALCULATIONS</li> </ul>	<p><b>FOUNDATION/HIGHER</b></p> <ul style="list-style-type: none"> <li>TRANSFORMATIONS</li> </ul> <p><b>FOUNDATION</b></p> <ul style="list-style-type: none"> <li>PLANS ELEVATIONS AND BEARINGS</li> </ul> <p><b>HIGHER</b></p> <ul style="list-style-type: none"> <li>CIRCLE THEOREMS</li> </ul>	<p><b>FOUNDATION:</b></p> <ul style="list-style-type: none"> <li>SURFACE AREA AND VOLUME</li> </ul> <p><b>HIGHER:</b></p> <ul style="list-style-type: none"> <li>REAL LIFE GRAPHS</li> </ul> <p><b>FOUNDATION/HIGHER</b></p> <ul style="list-style-type: none"> <li>PYTHAGORAS &amp; TRIG</li> </ul>	<p><b>FOUNDATION</b></p> <ul style="list-style-type: none"> <li>LINEAR AND REAL-LIFE GRAPHS</li> <li>EQUATIONS &amp; INEQUALITIES</li> </ul> <p><b>HIGHER</b></p> <ul style="list-style-type: none"> <li>EQUATIONS &amp; INEQUALITIES, INCLUDING QUADRATICS</li> <li>PLANS/ELEVATIONS/ CONSTRUCTIONS/BEARINGS</li> </ul>	<p><b>FOUNDATION</b></p> <ul style="list-style-type: none"> <li>GROUPED FREQUENCY AVERAGES AND SCATTER GRAPHS</li> </ul> <p><b>HIGHER:</b></p> <ul style="list-style-type: none"> <li>SURFACE AREA &amp; VOLUME</li> </ul> <p><b>ALL: MOCK PREPARATION</b></p>	<p><b>FOUNDATION:</b></p> <ul style="list-style-type: none"> <li>RATE OF CHANGE</li> </ul> <p><b>HIGHER:</b></p> <ul style="list-style-type: none"> <li>FURTHER TRIG</li> <li>DATA HANDLING</li> </ul>
11	<p><b>FOUNDATION:</b></p> <ul style="list-style-type: none"> <li>RECIPROCOLS INDEX FORM AND INDICES</li> <li>RATIO AND PROPORTION</li> </ul> <p><b>HIGHER:</b></p> <ul style="list-style-type: none"> <li>ALGEBRAIC FRACTIONS</li> <li>SIMILARITY CONGRUENCE PROOF</li> </ul>	<p><b>FOUNDATION:</b></p> <ul style="list-style-type: none"> <li>SURFACE AREA VOLUME 2</li> </ul> <p><b>HIGHER:</b></p> <ul style="list-style-type: none"> <li>TRANSFORMATIONS OF GRAPHS</li> <li>VECTORS AND PROOF</li> </ul>	<ul style="list-style-type: none"> <li>BESPOKE REVISION CONTENT BASED ON MOCK EXAMS</li> </ul>	<ul style="list-style-type: none"> <li>BESPOKE REVISION CONTENT BASED ON MOCK EXAMS</li> </ul>	<ul style="list-style-type: none"> <li>BESPOKE REVISION CONTENT BASED ON MOCK EXAMS</li> </ul>	



# Curriculum Overview: English

# Exam Board: AQA

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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7	<b>Heroes, Gods and Monsters</b> <ul style="list-style-type: none"> <li>Knowing Greek mythology purpose and conventions of genre</li> <li>The influence Greek myths have had throughout history</li> <li>Knowing the stories that built civilisation</li> </ul>	<b>Heroes, Gods and Monsters</b> <ul style="list-style-type: none"> <li>Exploring a hero's journey</li> <li>Gender roles in Ancient Greek Society</li> <li>Manipulation, oppression and power</li> <li>Relationships between the Gods and humans</li> </ul>	<b>Frankenstein</b> <ul style="list-style-type: none"> <li>Man v God/Man v Nature</li> <li>Knowing the Story</li> <li>Knowing Gothic Conventions – monsters, marginalisation, women in distress</li> <li>What is a villain?</li> </ul>	<b>Frankenstein</b> <ul style="list-style-type: none"> <li>Knowing Context: Shelley's life, science, society and religion, appearance and discrimination</li> <li>Exploring the stereotypes of females and monster</li> </ul>	<b>Dystopian Writing</b> <ul style="list-style-type: none"> <li>Knowing language techniques, word classes, sentence types and accurate using punctuation</li> <li>Exploring the dystopian genre and conventions</li> <li>Linear narrative</li> </ul>	<b>The Tempest</b> <ul style="list-style-type: none"> <li>Knowing the plot, characters and structure of the play</li> <li>Knowing the conventions of a play</li> <li>Context: gender, treason, colonialism and Shakespeare's beliefs</li> </ul>
8	<b>Animal Farm</b> <ul style="list-style-type: none"> <li>Knowing plot and events of novel</li> <li>Exploring the traits of characters</li> <li>Symbolism through characters</li> <li>The False Hero, the Villain and heroic acts</li> </ul>	<b>Animal Farm</b> <ul style="list-style-type: none"> <li>Exploring Orwell's views, experiences and beliefs</li> <li>Knowing contextual factors: politics, Russian revolution</li> </ul>	<b>Conflict Poetry</b> <ul style="list-style-type: none"> <li>Knowing types of conflict</li> <li>Knowing poetry conventions: sonnets, stanza, voice, rhyme, rhythm</li> <li>Context: WWI, WW2, conflict over time, poets' views, life and experiences</li> </ul>	<b>Fantasy Writing</b> <ul style="list-style-type: none"> <li>Knowing genre conventions</li> <li>Symbolism and symbols can be used for effect</li> <li>Figurative language, word classes, sentence types</li> </ul>	<b>Lord of the Flies</b> <ul style="list-style-type: none"> <li>Symbolism – constant symbols used throughout the text</li> <li>Knowing Context: WW2, colonialism</li> <li>Characters as representations of themes and author's viewpoint</li> </ul>	<b>Lord of the Flies</b> <ul style="list-style-type: none"> <li>Changes and development of characters over the text</li> <li>Heroic and villainous acts in the novel</li> <li>Knowing and using the conventions of a speech</li> </ul>
9	<b>Civil Rights Poetry</b> <ul style="list-style-type: none"> <li>Knowing poetry conventions – stanza, enjambment, caesuras, dramatic monologue</li> <li>Exploring conflict types – identity, advocacy, marginalisation, justice, freedom and oppression</li> </ul>	<b>Blood Brothers</b> <ul style="list-style-type: none"> <li>Knowing plot, relationships between characters, themes and structure</li> <li>Knowing context: class, family, division, fate</li> <li>Knowing the conventions of tragedy genre</li> </ul>	<b>Oliver Twist</b> <ul style="list-style-type: none"> <li>Knowing linear narratives</li> <li>Context: class, family, gender, poverty, morals</li> <li>Dickens' beliefs and attitudes towards Victorian society</li> </ul>	<b>Oliver Twist</b> <ul style="list-style-type: none"> <li>Exploring Dicken's choice of language being used to convey his message</li> <li>Knowing Context: Victorian period, social and historical</li> <li>Character purpose</li> </ul>	<b>Gothic Writing</b> <ul style="list-style-type: none"> <li>Knowing Foreshadowing, pathetic fallacy, figurative language</li> <li>Gothic convention – mystery and fear, supernatural, character, setting and atmosphere,</li> </ul>	<b>Romeo and Juliet</b> <ul style="list-style-type: none"> <li>Development and changes of Romeo and Juliet as characters</li> <li>Conflict progression and resolution</li> <li>Context: gender, family, rights, historical, Shakespearean society</li> </ul>
10	<b>Macbeth</b> <ul style="list-style-type: none"> <li>Knowing plot, character, relationships, themes, genre and structure of the play</li> <li>Knowing the Shakespearean tragedy conventions of tragic hero, hamartia, hubris</li> <li>Context: historical, religious</li> </ul>	<b>Jekyll and Hyde</b> <ul style="list-style-type: none"> <li>Knowing gothic conventions: contrast and juxtaposition of settings, character</li> <li>Context: historical, scientific, societal expectations</li> <li>Understanding Stevenson's beliefs, viewpoints and message</li> </ul>	<b>English Language Paper 1</b> <ul style="list-style-type: none"> <li>Language choice</li> <li>Structural choice</li> <li>Evaluating a statement with person response, and development</li> <li>Technical accuracy, content and organisation of a creative piece</li> </ul>	<b>English Language Paper 2</b> <ul style="list-style-type: none"> <li>Inference</li> <li>Comparison</li> <li>Writer's viewpoints expressed through language and structural choice</li> <li>Personal opinion, viewpoints and beliefs</li> </ul>	<b>An Inspector Calls</b> <ul style="list-style-type: none"> <li>Understanding Priestley's beliefs and use of characters to convey them</li> <li>Knowing context: gender, class, time period, causation, consequence, audience beliefs and morality</li> </ul>	<b>Spoken Language</b> <ul style="list-style-type: none"> <li>Develop speech writing skills</li> <li>Demonstrate presentation skills in a formal setting</li> <li>Listen and respond appropriately to language</li> <li>Use spoken standard English effectively</li> </ul>
11	<b>Poetry Anthology</b> <ul style="list-style-type: none"> <li>Content of anthology poems</li> <li>Poetic voice, language and structural choice, themes</li> <li>Comparison of poetic voice, language and structural choice, themes</li> </ul>	<b>English Language Revision</b> <ul style="list-style-type: none"> <li>Knowing strategies and structures for addressing exams</li> <li>Exam drills on past papers</li> <li>Technical accuracy, content and organisation of writing for purpose</li> </ul>	<b>Literature Paper 1</b> <ul style="list-style-type: none"> <li>Planning structures and approaches</li> <li>Content retrieval</li> <li>Context retrieval</li> <li>Key extracts</li> <li>Consolidating knowledge and applying this through the exam</li> </ul>	<b>Literature Paper 2</b> <ul style="list-style-type: none"> <li>Planning structures and approaches</li> <li>Content retrieval</li> <li>Context retrieval</li> <li>Key extracts</li> <li>Consolidating knowledge and applying this through the exam</li> </ul>	<b>Exam preparation</b> <ul style="list-style-type: none"> <li>Content retrieval</li> <li>Planning strategies for particular questions</li> <li>Timings</li> <li>Exam skills practice</li> </ul>	<b>Exam preparation</b> <ul style="list-style-type: none"> <li>Content retrieval</li> <li>Planning Strategies for particular questions</li> <li>Timings</li> <li>Exam skills practice</li> </ul>



Curriculum Overview: Science

Exam Board: AQA Trilogy

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2					
7	<b>Cells &amp; Respiration</b> <ul style="list-style-type: none"> <li>Animal cells</li> <li>Plant cells</li> <li>Cell structures and functions</li> </ul>	<b>The Particle Model</b> <ul style="list-style-type: none"> <li>Solids, liquids and gases</li> <li>Changing state</li> <li>Boiling and melting points</li> </ul>	<b>Forces</b> <ul style="list-style-type: none"> <li>Balanced and unbalanced forces</li> <li>Investigating forces</li> <li>Force diagrams</li> <li>Elasticity</li> </ul>	<b>Humans as Organisms</b> <ul style="list-style-type: none"> <li>Digestive system</li> <li>Respiratory system</li> <li>Skeletal system</li> <li>Muscular system</li> </ul>	<b>Atoms, Elements, Compounds &amp; Mixtures</b> <ul style="list-style-type: none"> <li>Atoms</li> <li>Elements</li> <li>Separating substances</li> <li>Chemical formulae</li> <li>Solubility</li> </ul>	<b>Energy stores &amp; pathways</b> <ul style="list-style-type: none"> <li>Energy stores</li> <li>Efficiency</li> <li>Conduction</li> <li>Convection</li> <li>Radiation</li> <li>Renewable &amp; non-renewable energy sources</li> </ul>	<b>Reproduction</b> <ul style="list-style-type: none"> <li>Puberty</li> <li>Male and female reproductive systems</li> <li>Plant reproduction</li> </ul>	<b>Chemical Reaction</b> <ul style="list-style-type: none"> <li>pH scale</li> <li>Acids and alkalis</li> <li>Oxidation</li> <li>Neutralisation</li> <li>Metals &amp; Acids</li> </ul>	<b>Space</b> <ul style="list-style-type: none"> <li>The planets</li> <li>The solar system</li> <li>The wider universe</li> <li>Mass, weight and gravity</li> <li>The moon</li> <li>The seasons</li> </ul>		
8	<b>Plants &amp; Ecosystems</b> <ul style="list-style-type: none"> <li>Photosynthesis</li> <li>Food chains</li> <li>Food webs</li> <li>Classification</li> </ul>	<b>Periodic Table &amp; Reactivity</b> <ul style="list-style-type: none"> <li>Periodic table</li> <li>Group 1 and 7</li> <li>Reactivity series</li> </ul>	<b>Forces &amp; Motion</b> <ul style="list-style-type: none"> <li>Speed</li> <li>Acceleration</li> <li>Friction</li> <li>Pressure in solids and liquids</li> </ul>	<b>Health &amp; Disease</b> <ul style="list-style-type: none"> <li>Diets</li> <li>Circulatory system</li> <li>Heart disease</li> <li>Smoking</li> <li>Drugs</li> </ul>	<b>Earth Materials</b> <ul style="list-style-type: none"> <li>Sedimentary rocks</li> <li>Igneous rocks</li> <li>Metamorphic rocks</li> <li>Fossils</li> <li>Carbon cycle</li> </ul>	<b>Waves</b> <ul style="list-style-type: none"> <li>Transverse waves</li> <li>Longitudinal waves</li> <li>Hearing &amp; the ear</li> <li>Echoes</li> <li>Light and reflections</li> <li>The Eye</li> </ul>	<b>Genetics &amp; Evolution</b> <ul style="list-style-type: none"> <li>DNA</li> <li>Inheritance</li> <li>Variation</li> <li>Evolution</li> <li>Natural selection</li> <li>Extinction</li> </ul>	<b>Electricity &amp; Magnetism</b> <ul style="list-style-type: none"> <li>Series &amp; parallel circuits</li> <li>Current &amp; potential difference</li> <li>Resistance</li> <li>Magnetic fields</li> <li>Electromagnets</li> </ul>			
9	<b>Cells</b> <ul style="list-style-type: none"> <li>Eukaryotes &amp; Prokaryotes</li> <li>Animal &amp; Plant cells</li> <li>Cell specialisation</li> <li>Cell differentiation</li> <li>Microscopy</li> <li>Cell Division</li> <li>Transport in cells</li> </ul>	<b>Atomic Structure &amp; Periodic Table</b> <ul style="list-style-type: none"> <li>Models of the atom, symbols, relative atomic mass, electronic charge and isotopes.</li> <li>The Periodic table</li> <li>Trends in groups 1, 7 and 0</li> </ul>	<b>Energy</b> <ul style="list-style-type: none"> <li>Energy changes in a system, and the way energy is stored before and after changes.</li> <li>Conservation and dissipation of energy</li> <li>National and global energy resources.</li> </ul>	<b>Organisation</b> <ul style="list-style-type: none"> <li>Principles of organisation</li> <li>Animal tissues, organs and organ</li> <li>Plant tissues, organs and systems</li> <li>Enzymes</li> <li>Food Tests</li> </ul>	<b>Structure &amp; Bonding</b> <ul style="list-style-type: none"> <li>Chemical bonds: ionic, covalent and metallic.</li> <li>How bonding and structure relate to the properties of substances.</li> </ul>	<b>Structure &amp; Bonding 2</b> <ul style="list-style-type: none"> <li>Ionic compounds</li> <li>States of matter</li> <li>Polymers</li> <li>Giant covalent structures: diamond, graphite, graphene and fullerenes</li> </ul>					
10	<b>Particle Model of Matter</b> <ul style="list-style-type: none"> <li>Changes of state and particle model.</li> <li>Internal energy and energy transfers.</li> <li>Particle model and pressure.</li> </ul>	<b>Bioenergetics</b> <ul style="list-style-type: none"> <li>Photosynthesis</li> <li>Rate of photosynthesis</li> <li>Uses of glucose</li> <li>Respiration</li> <li>Response to exercise</li> <li>Metabolism</li> </ul>	<b>Electricity</b> <ul style="list-style-type: none"> <li>Current, potential difference &amp; resistance</li> <li>Series &amp; parallel circuits.</li> <li>Circuit components</li> <li>Domestic uses &amp; safety</li> </ul>	<b>Quantitative Chemistry</b> <ul style="list-style-type: none"> <li>Chemical measurements</li> <li>Conservation of mass</li> <li>Using moles</li> <li>Concentration of solutions</li> </ul>	<b>Infection &amp; response</b> <ul style="list-style-type: none"> <li>Communicable diseases</li> <li>Body defence systems</li> <li>Responses to infections and viruses</li> </ul>	<b>Atomic Structure</b> <ul style="list-style-type: none"> <li>Atoms &amp; Isotopes</li> <li>Atoms &amp; nuclear radiation.</li> <li>Half lives &amp; radiation</li> </ul>	<b>Chemical Changes</b> <ul style="list-style-type: none"> <li>Reactivity of metals.</li> <li>Reactions of acids</li> <li>Electrolysis</li> </ul>	<b>Energy Changes</b> <ul style="list-style-type: none"> <li>Energy changes and Reversible reactions.</li> <li>Equilibrium</li> <li>Factors affecting equilibrium</li> </ul>	<b>Forces</b> <ul style="list-style-type: none"> <li>Forces and their interactions.</li> <li>Work done</li> <li>Energy Transfer.</li> <li>Forces and elasticity</li> <li>Forces and motion.</li> <li>Acceleration</li> <li>Newton's laws.</li> </ul>	<b>Mock exams</b> <ul style="list-style-type: none"> <li>Revision of Biology, Chemistry and Physics paper 1 content</li> </ul>	<b>Rate of chemical change</b> <ul style="list-style-type: none"> <li>Rate of reaction.</li> <li>Reversible reactions and dynamic equilibrium.</li> </ul>
11	<b>Ecology</b> <ul style="list-style-type: none"> <li>Adaptations</li> <li>Interdependence</li> <li>Food chains and webs</li> <li>Biodiversity</li> <li>Deforestation</li> <li>Global warming</li> </ul>	<b>Organic Chemistry &amp; Chemical Analysis</b> <ul style="list-style-type: none"> <li>Carbon compounds as fuels &amp; feedstock.</li> <li>Cracking &amp; alkanes.</li> <li>Purity, formulations &amp; Chromatography</li> </ul>	<b>Homeostasis &amp; Response</b> <ul style="list-style-type: none"> <li>Homeostasis</li> <li>Human nervous system</li> <li>Hormonal co-ordination in humans</li> </ul>	<b>Waves</b> <ul style="list-style-type: none"> <li>Waves in air, fluids &amp; solids.</li> <li>Electro-magnetic waves.</li> </ul>	<b>Magnetism</b> <ul style="list-style-type: none"> <li>Permanent &amp; induced magnets</li> <li>Magnetic forces</li> <li>The motor effect.</li> <li>Electro-magnetism</li> </ul>	<b>Inheritance &amp; Evolution</b> <ul style="list-style-type: none"> <li>Reproduction</li> <li>Variation and evolution</li> <li>Understanding genetics</li> </ul>	<b>Chemistry of the atmosphere</b> <ul style="list-style-type: none"> <li>Composition of Earth's atmosphere.</li> <li>Greenhouse gasses.</li> <li>Pollutants</li> </ul>	<b>Using Resources</b> <ul style="list-style-type: none"> <li>Using Earth's resources</li> <li>Sustainable development</li> <li>Potable water</li> <li>Wastewater treatment</li> <li>Life cycle assessments</li> </ul>	<b>Exams</b> <ul style="list-style-type: none"> <li>GCSE exams</li> </ul>	<b>Exam</b> <ul style="list-style-type: none"> <li>GCSE exams</li> </ul>	



Curriculum Overview: HISTORY

Exam Board: OCR B

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	<p><b>What is History <i>really</i> all about?</b></p> <ul style="list-style-type: none"> <li>What is History?</li> <li>Chronology</li> <li>Introduction to Second Order Concepts</li> <li>Introduction to sources and interpretations</li> </ul>	<p><b>Early Medieval Life</b></p> <ul style="list-style-type: none"> <li>Early Britons</li> <li>Anglo-Saxon migration and impact on Britain</li> <li>Viking migration and impact on Britain</li> </ul>	<p><b>Medieval Societies</b></p> <ul style="list-style-type: none"> <li>Claimants to the Throne</li> <li>Battle of Fulford Gate and Stamford bridge</li> <li>Battle of Hastings</li> <li>Consolidating Norman power</li> <li>Dudley Castle</li> </ul>	<p><b>Medieval Societies</b></p> <ul style="list-style-type: none"> <li>Black Death</li> <li>Magna Carta</li> <li>Peasant's Revolt</li> <li>The Crusades and religion</li> <li>African kingdoms</li> <li>Islamic Empire</li> </ul>	<p><b>Tudor England</b></p> <ul style="list-style-type: none"> <li>End of the Wars of the Roses</li> <li>Reformation</li> <li>Story of black Tudors</li> <li>Edward VI and Lady Jane</li> <li>Elizabeth I</li> </ul>	<p><b>Stuart England</b></p> <ul style="list-style-type: none"> <li>James I</li> <li>Gunpowder Plot</li> <li>Charles I and Civil War</li> <li>Execution and Protectorate</li> <li>Restoration</li> <li>Impact on Dudley</li> </ul>
8	<p><b>The British Empire</b></p> <ul style="list-style-type: none"> <li>The First British Empire</li> <li>Second British Empire</li> <li>India under Empire</li> <li>Other colonies e.g. Ghana</li> <li>Slavery and abolition</li> <li>Legacy of Empire</li> </ul>	<p><b>America and the War of Independence</b></p> <ul style="list-style-type: none"> <li>America before Europeans</li> <li>17<sup>th</sup> Century settlement</li> <li>13 Colonies</li> <li>War of Independence</li> <li>Creation of the USA</li> </ul>	<p><b>Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>How did Britain change between 1750 and 1900?</li> <li>Key inventions</li> <li>Working conditions</li> <li>Living conditions</li> <li>Public Health</li> </ul>	<p><b>The fight for Suffrage</b></p> <ul style="list-style-type: none"> <li>Women in the 19<sup>th</sup> Century</li> <li>Peterloo and the Chartists</li> <li>Creation of WSPU</li> <li>Emily Davison</li> <li>Impact of WWI</li> <li>Gaining the vote</li> </ul>	<p><b>World War One</b></p> <ul style="list-style-type: none"> <li>Causes and outbreak</li> <li>Trench warfare and battles</li> <li>Role of Commonwealth</li> <li>Home Front</li> <li>Armistice</li> <li>Douglas Haig</li> </ul>	<p><b>America in the 20th Century</b></p> <ul style="list-style-type: none"> <li>Immigration</li> <li>Organised Crime</li> <li>Entertainment in the 20s-60s.</li> <li>Civil Rights Movement</li> </ul>
9	<p><b>Communism in Russia</b></p> <ul style="list-style-type: none"> <li>Russia before 1900</li> <li>Nicholas II</li> <li>Communism and Capitalism</li> <li>Revolution and Abdication</li> <li>Russian Civil War</li> <li>Assassination of the Tsar</li> </ul>	<p><b>Interwar Years &amp; the Rise of Dictators</b></p> <ul style="list-style-type: none"> <li>End of WWI</li> <li>Treaty of Versailles</li> <li>Reactions to the Treaty</li> <li>The Great Depression</li> <li>Rise of Hitler</li> </ul>	<p><b>Nazi Germany and the Holocaust</b></p> <ul style="list-style-type: none"> <li>Introduction to the Nazis</li> <li>Establishing the Dictatorship 1933-1934</li> <li>Control and Opposition 1934-1939</li> </ul>	<p><b>Nazi Germany and the Holocaust</b></p> <ul style="list-style-type: none"> <li>Workers 1933-1939</li> <li>Women 1933-1939</li> <li>Youth 1933-39</li> <li>Minority groups 1933-1939</li> <li>Jews 1933-1939</li> </ul>	<p><b>Nazi Germany and the Holocaust</b></p> <ul style="list-style-type: none"> <li>Key events 1939-1945</li> <li>Nazi Occupation of Europe</li> <li>Collaboration 1939-1945</li> <li>Opposition 1939-1945</li> <li>The Holocaust</li> </ul>	<p><b>The Second World War</b></p> <ul style="list-style-type: none"> <li>Causes of WW2</li> <li>Key events in WW2, D-Day, Dunkirk, Barbarossa</li> <li>End of War and its consequences</li> </ul>
10	<p><b>The People's Health 1250 - present</b></p> <ul style="list-style-type: none"> <li>Medieval Public Health 1250-1500</li> <li>Early Modern Public Health 1500-1750</li> </ul>	<p><b>The People's Health 1250-present</b></p> <ul style="list-style-type: none"> <li>Industrial Britain Public Health 1750-1900</li> </ul>	<p><b>The People's Health 1250 – present</b></p> <ul style="list-style-type: none"> <li>Modern Britain Public Health 1900-Present</li> <li>Consolidation</li> <li>Exam Technique</li> </ul>	<p><b>The Elizabethans, 1580-1603</b></p> <ul style="list-style-type: none"> <li>Elizabeth and her Government</li> <li>The Catholic Threat</li> <li>Mary Queen of Scots</li> </ul>	<p><b>The Elizabethans, 1580- 1603</b></p> <ul style="list-style-type: none"> <li>Daily Lives</li> <li>Poverty in England</li> <li>Popular Culture</li> <li>Witchcraft</li> </ul>	<p><b>The Elizabethans, 1580—1603</b></p> <ul style="list-style-type: none"> <li>The Wider World</li> <li>Elizabethan Explorers</li> <li>Consolidation</li> <li>Exam Technique</li> </ul>
11	<p><b>The Making of America, 1789—1900</b></p> <ul style="list-style-type: none"> <li>Expansion 1789-1838</li> <li>The West 1839-1860</li> </ul>	<p><b>The Making of America, 1789—1900</b></p> <ul style="list-style-type: none"> <li>Civil War 1860-1865</li> <li>Reconstruction 1865-1877</li> <li>Settlement and Conflict on the Plains 1861-1877</li> </ul>	<p><b>The Making of America, 1789—1900</b></p> <ul style="list-style-type: none"> <li>American Cultures 1877-1900</li> <li>Consolidation</li> <li>Exam Technique</li> </ul>	<p><b>History Around Us – Dudley Castle</b></p> <ul style="list-style-type: none"> <li>Medieval creation</li> <li>Tudor development</li> <li>Stuart Civil War</li> <li>Industrial Ruins</li> <li>Modern Zoo</li> </ul>	<p><b>Exam Preparation</b></p> <ul style="list-style-type: none"> <li>Walking Talking Mocks</li> <li>Interventions</li> <li>Content Retrieval</li> </ul>	<p><b>Exam Preparation</b></p> <ul style="list-style-type: none"> <li>Walking Talking Mocks</li> <li>Interventions</li> <li>Content Retrieval</li> </ul>



# Curriculum Overview: Geography

Exam Board: AQA

## AUTUMN 1

## AUTUMN 2

## SPRING 1

## SPRING 2

## SUMMER 1

## SUMMER 2

7

**What is Geography and Who are Geographers?**

- Know a range of geographical skills and know how to apply them to fieldwork situations.
- Know the symbols and features shown on OS maps and know how to interpret them.

**What is development and economy?**

- Know how countries develop over time.
- Know how HICs support LICs to develop.
- Know the structure of the UK economy.

**What is weather and climate?**

- Know the difference between weather and climate and the way weather and climate impact our world.
- Know how to measure the weather.
- Know how to conduct local fieldwork into microclimates.

**Why are rivers important?**

- Know how river features change from the source to the mouth.
- Know how to explain how processes create the different features.

**How are populations changing?**

- Know which parts of the world are sparsely populated and which are densely populated.
- Know the challenges population growth brings to places.

**Are resources running out?**

- Know which resources are most important for a high standard of living.
- Know that sustainable use of resources is the best way to live.

8

**What are opportunities and challenges in Africa?**

- Know how some African countries are connected to the UK via trade and other connections.
- Know how our lifestyle and culture is different from those in African countries.

**Can we ever know enough about risky places to live safely?**

- To understand how the earths structure causes hazards and how these are managed. To look at the varying effects these can have on different parts of the world.

**What happens where the land meets the sea?**

- To understand how the coastal landscapes around the UK are shaped, including the processes of erosion and deposition.

**How does Ice shape the land?**

- To look at the role glaciers have had in shaping the land. To investigate how regions of the UK rely on glaciers.

**How has Asia changed?**

- To look at China and India as examples of newly emerging economies. To understand the opportunities and challenges faced in them.

**What happens in our natural world?**

- To investigate how the UK is shaped by environments and the way wildlife connects us to the rest of the world.

9

**How can our local area be improved?**

- To investigate the local area and develop a geographical enquiry to carry out. To understand the process of planning, data collection and presentation and analysis.

**Why is the Middle East an important region?**

- To know the places that are located in the Middle East and how these have changed over time and the challenges faced here.

**Will climate change affects the worlds future?**

- To know about the causes, impacts and effects of climate change. To understand the ways people can mitigate and adapt to climate change.

**Is the Geography of Russia a curse or a benefit?**

- To understand the geography landscape of Russia and the population distribution and reasons.

**Why are tropical rainforests important?**

- To understand the characteristics of a tropical rainforest, the animal and plant adaptations and how they are managed sustainably.

**What are the challenges and opportunities for cold environments?**

- To know where cold environments are found, the opportunities and challenges within them and the protection taken.

10

**Changing Economic World**

- To understand the demographic transition model and the links with development.
- To understand the strategies used to reduce the development gap.

**Challenge of Natural Hazards**

- To know how geological and meteorological hazards occur and the impacts they have.

**Challenge of Natural Hazards**

- To know the causes of climate change and the impacts this has in the UK and the world.
- To know how climate change can be managed.

**Physical Landscapes - Coasts**

- To understand the processes that change the shape of the coastline, create landforms and how people around the UK are trying to protect them.

**Changing Economic World**

- To know the NEE case study and the role TNCs play in development.
- To know the way the UK economy varies.

**Physical Landscapes - Rivers**

- To understand how the river valley changes from upper course to middle, explaining the features and landforms found, and knowing the reasons and management of flooding.

11

**Urban Issues and Challenges**

- To know the urban issues faced by a NEE city and how urban planning can be used to overcome them.
- To know how a UK city has opportunities and challenges.

**Paper 3 Fieldwork**

- To know how regeneration has had an impact on local area and to conduct fieldwork to collect data and present findings.

**Resource Management**

- To know the 3 main resources and the distribution of these around the world.
- To know the impacts of resource insecurity.

**Paper 3 – Pre Release**

- To discuss themes and issues presented in the pre release document and prepare for the paper 3 GCSE exam.

**Exam Preparation**

- To prepare for exams by revising all topics in year 10 and 11. Learners will practice exam questions and complete drills on key content.



Curriculum Overview: French

Exam Board: Edexcel

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

7

Opening our eyes to the world
o Understand the core values underlying the MFL department vision statement.
o Understand the context of France in the context of the world and the French culture.
o Understand the relationship between sounds and spellings in French.
o Knowledge of vocabulary and grammar to be able to articulate personal details and opinions of interests.

Me and my family
o Vocabulary relating to family including appearance and personality.
o Understanding of adjectival agreement.
o Knowledge of present tense conjugation of 'er' verbs using singular subject pronouns.
o Knowledge of the two irregular verbs, 'être' and 'avoir'.
o 'Opening our eyes to the word' - An understanding of how specific countries celebrate Halloween and Christmas.

My studies
o Knowledge of vocabulary relating to school subjects.
o What is meant by justification and how this can be achieved in a simple structured sentence.

The school debate
o Knowledge of a range of expressions to express agreement and disagreement in a debate situation.
o Understand the way in which routines differ in a French and English school.
o 'Opening our eyes to the word' - An understanding of how specific countries celebrate Easter.

Am I sporty?
o Vocabulary relating to a range of sports and which verbs must be used with particular activities.
o Knowledge and correct application of time and frequency adverbials.
o Awareness of prepositions that accompany specific verbs.
o How prepositions will change depending on grammatical properties of the noun that follows.
o Knowledge of how to conjugate an 'er' verb using all subject pronouns.

Other interests
o Knowledge of vocabulary relating to other possible activities undertaken in free time.
o Knowledge of the two irregular verbs, 'faire' and 'aller'.
o Understanding of the first verb, second verb rule.
o Understanding and correct application of the near future tense using the first person singular.

8

Where I live
o Vocabulary relating to a range of housing and areas.
o Knowledge of key sentence structures in order to state what there is and isn't in the area.

The weekend
o Vocabulary relating to weekend activities.
o Knowledge of the irregular verb 'aller' using all subject pronouns.
o How to use modal verbs. In the 3rd person singular with a 'si' clause.
o 'Opening our eyes to the word' - An understanding of how specific countries celebrate Halloween and Christmas.

Holidays
o Vocabulary relating to usual and future holiday plans and activities.
o How to write a structured sentence using a sequence of tenses namely the present and the future.
o Understanding and application of reflexive verbs when describing actions used when getting ready to go out.

Future and dreams
o Vocabulary relating to dream holiday plans.
o Correct application of the near future tense using all subject pronouns.
o Knowledge of the conditional structure 'I would like' to express dream plans.
o 'Opening our eyes to the word' - An understanding of how specific countries celebrate Easter.

Project Paris
o Understand the context of Paris in relation to France and the world.
o Influences on Parisian lifestyle.
o Knowledge of the events of the Bastille.

A trip to Paris
o Understanding and application of the perfect tense using singular subject pronouns.
o How to use sequencing words effectively.
o Converting a past (perfect) tense statement into a negative form.
o Knowledge of set example phrases in the imperfect tense.

9

Food and Drink
o Vocabulary relating to a range of food and drink.
o Understanding and correct application of the partitive article.
o Knowledge of how to articulate food and drink preferences.

Health
o Vocabulary relating to health.
o Accurate application of the future tense.
o Accurate application of the past (perfect) tense.
o Expressing future intentions to improve health.
o Accurate application of three timeframes in a written text.

GCSE Prep - Back to Basics / Alternative language pathway
o Identification, retrieval and successful application of the core grammatical concepts in French.
o Knowledge of how to use different tenses in order to write sequences of tenses in sentences.
o Understanding of what the imperfect tense is.
o Understand the context of Germany/Spain in the context of the world and their culture.
o Understanding of German/Spanish phonics, the relationship between sounds and spellings.
o Knowledge of vocabulary and grammar relating to self, family and friends in German/Spanish.

GCSE Prep - Stretch & Challenge / Alternative language pathway
o Knowledge of how to use different tenses in order to write sequences of tenses in sentences.
o Understanding of what the imperfect tense is.
o Knowledge of vocabulary and grammar relating to a range of topics in German/Spanish.

10

Media and technology
o Knowledge of events in the francophone world.
o Vocabulary relating to online activities and sports/hobbies including television programs.
o How to conjugate present tense of regular -er verbs.
o Knowledge of the principle irregular verbs.
o How to discuss the pros and cons of the internet.
o How to make plans to go out using the near future tense.
o How to state what you did last weekend using the perfect tense.
o Knowledge of direct object pronouns.

My personal world
o Vocabulary relating to daily routine, family, friendship, description, positive role models and celebrations.
o Knowledge of emphatic pronouns.
o How to conjugate reflexive verbs in the present tense.
o Knowledge of sequencers and connectives.
o Knowledge of how to use adjectives and adverbs correctly.
o How to talk about past, present and future celebrations.
o Knowledge of how to describe a photocard.

Studying and my future
o Knowledge of school life in francophone countries.
o Vocabulary relating to school subjects and school life.
o How to use opinions and justification effectively.
o How to use impersonal verb structures using modal verbs when discussing school rules.
o How to express agreement and disagreement.
o How to describe school events.
o Knowledge of irregular verbs in the perfect tense.
o Knowledge of the imperfect tense to describe school when you were young.
o Knowledge of how to use negatives in different timeframes.

Lifestyle and well being
o Vocabulary relating to food & mealtimes.
o How to use the partitive article.
o Awareness of modal verbs.
o Vocabulary relating to mental health and physical fitness.
o How to give advice.
o How to describe illness and an accident using the past tenses.
o How to conduct a roleplay at the doctors.
o Knowledge of the simple future tense to state lifestyle improvements.

Travel and tourism
o Vocabulary relating to holidays, festivals, accommodation and weather.
o Knowledge of the conditional tense to express ideal holiday plans.
o How to discuss what you can do on holiday.

Travel and tourism
o How to narrate a disastrous/memorable holiday/outing using the perfect and imperfect tenses.
o How to use 'si' + the present or future tense.
o End of Year assessments

11

My neighbourhood
o Vocabulary relating to where you live, geography, climate and problems of the environment.
o How to suggest what we can do to help the environment on a day-to-day basis.
o Revisit the perfect and imperfect tenses to describe environmental events.
o How to use a variety of tenses.

My personal world and my neighbourhood
o Knowledge of vocabulary relating to where you live, directions, ideal home and shopping.
o How to carry out a roleplay when shopping.
o Knowledge of adjective position - before or after the noun.
o Knowledge of 'si' clauses using a sequence of tenses.

Studying and my future
o Knowledge of vocabulary relating to summer plans (jobs), future career plans and ambitions.
o Knowledge of how to use a variety of structures followed by infinitives.
o Knowledge of roleplays at a train station.
o How to use a variety of tenses effectively.

Academy focussed revision and exam preparation



# Curriculum Overview: Computing

# Exam Board: OCR

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	<b>Ready 4 Work</b> <ul style="list-style-type: none"> <li>Efficient use of Microsoft Office software.</li> <li>The difference between Cloud based and Local ways of working.</li> </ul>	<b>Building Blocks</b> <ul style="list-style-type: none"> <li>How to create a functioning program.</li> <li>The features of a good program.</li> <li>How and why programs are tested.</li> </ul>	<b>Let's Calculate</b> <ul style="list-style-type: none"> <li>How formulas are used to improve efficiency.</li> <li>The other reasons people use formulas.</li> <li>The use of spreadsheets and formulas in industry.</li> </ul>	<b>It's a Mystery</b> <ul style="list-style-type: none"> <li>How multimedia products are created.</li> <li>How can products be created?</li> <li>How can interactivity enhance a product?</li> </ul>	<b>3D Modelling</b> <ul style="list-style-type: none"> <li>Why are 3D models used before a final product is created?</li> <li>Where 3D models are used in industry and why.</li> </ul>	<b>Project: Micro:Bit</b> <ul style="list-style-type: none"> <li>How programming code can be transferred between devices.</li> <li>How code is compiled to carry out specific tasks.</li> </ul>
8	<b>Beat the Hacker</b> <ul style="list-style-type: none"> <li>How to recognise an online scam.</li> <li>The advice that can be given to people who think they are victims of online scams.</li> </ul>	<b>3D Animation</b> <ul style="list-style-type: none"> <li>How assets can be combined and refined to form a final product.</li> <li>How and why animations are exported from editing software.</li> </ul>	<b>Building Blocks+</b> <ul style="list-style-type: none"> <li>How computer programs are sequenced.</li> <li>How to use loops within a computer program.</li> <li>What are functions, iteration and procedures?</li> </ul>	<b>Connect</b> <ul style="list-style-type: none"> <li>The benefits and drawbacks of wired and wireless connections.</li> <li>How binary numbers are converted to a denary and vice versa.</li> </ul>	<b>Algorithms</b> <ul style="list-style-type: none"> <li>How algorithms are represented.</li> <li>The elements that make up a computer system.</li> <li>What are logic gates and how is logic presented?</li> </ul>	<b>Project: Branding</b> <ul style="list-style-type: none"> <li>How branding can be achieved.</li> <li>Why businesses create a brand.</li> <li>The reasons brands often sell for a higher price.</li> </ul>
9	<b>HTML &amp; Web Design</b> <ul style="list-style-type: none"> <li>How tags are used to create webpages.</li> <li>The features of a good website.</li> <li>How websites can be tested.</li> </ul>	<b>Data Science</b> <ul style="list-style-type: none"> <li>The benefits and drawbacks of using a computer database over a paper-based system.</li> <li>How to carry out a database query.</li> </ul>	<b>Goodbye Blocks</b> <ul style="list-style-type: none"> <li>The different functions within Python.</li> <li>The different data types in Python.</li> <li>How Python code can control a turtle program.</li> </ul>	<b>The App Store</b> <ul style="list-style-type: none"> <li>How apps are used in real life.</li> <li>The features of a good app.</li> <li>How interactivity can be used to enhance an app for an end user.</li> </ul>	<b>Image Manipulation</b> <ul style="list-style-type: none"> <li>What are computer images made of?</li> <li>How are colours of images generated?</li> <li>How can images be manipulated?</li> </ul>	<b>Project: IT Impact</b> <ul style="list-style-type: none"> <li>The positive and negative impacts IT has had on life and the environment.</li> <li>How the negative impacts of IT can be reduced.</li> <li>Worldwide impact of IT.</li> </ul>
10	<b>System Architecture</b> <ul style="list-style-type: none"> <li>The purpose of the CPU</li> <li>The common CPU components</li> <li>How common characteristics affect CPU performance</li> </ul>	<b>Memory and Storage</b> <ul style="list-style-type: none"> <li>Primary storage</li> <li>Secondary storage</li> <li>Units of data storage</li> <li>Binary data</li> <li>Data compression</li> </ul>	<b>Computer networks, connections and protocols</b> <ul style="list-style-type: none"> <li>Networks and topologies</li> <li>Wired and wireless networks, protocols and layers</li> </ul>	<b>Network security</b> <ul style="list-style-type: none"> <li>Forms of network attacks</li> <li>Identifying and preventing vulnerabilities</li> </ul>	<b>Systems Software</b> <ul style="list-style-type: none"> <li>Operating systems</li> <li>Utility software</li> </ul>	<b>Impacts of digital technology</b> <ul style="list-style-type: none"> <li>Impacts of digital technology on wider society</li> <li>Legislation</li> </ul>
11						



Curriculum Overview: Creative iMedia

Exam Board: OCR

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7						
8						
9						
10	<p><b>Creative iMedia R094</b></p> <ul style="list-style-type: none"> <li>○ The format a visual identity can take (logo etc.).</li> <li>○ Why organisations create a visual identity.</li> <li>○ Real example visual identities from industry.</li> </ul>	<p><b>Creative iMedia R094</b></p> <ul style="list-style-type: none"> <li>○ How to create/build a visual identity for a given scenario.</li> <li>○ Justification of design choices made for own visual identity.</li> </ul>	<p><b>Creative iMedia R094</b></p> <ul style="list-style-type: none"> <li>○ How to source and repurpose assets for a final product.</li> <li>○ How to implement a visual identity within promotional material (product).</li> </ul>	<p><b>Creative iMedia R094</b></p> <ul style="list-style-type: none"> <li>○ How to combine assets for a final product.</li> <li>○ How to justify the final design choices for a promotional product.</li> <li>○ How to export products.</li> </ul>	<p><b>Creative iMedia R097</b></p> <ul style="list-style-type: none"> <li>○ The features of an interactive multimedia product.</li> <li>○ How an interactive multimedia product can be planned.</li> </ul>	<p><b>Creative iMedia R097</b></p> <ul style="list-style-type: none"> <li>○ The different needs of the audience, designer and client.</li> <li>○ How a client's requirements can be interpreted.</li> </ul>
11	<p><b>Creative iMedia R097</b></p> <ul style="list-style-type: none"> <li>○ Storing and sourcing assets for a multimedia product.</li> <li>○ How assets can be repurposed for use in a multimedia product (and why).</li> </ul>	<p><b>Creative iMedia R097</b></p> <ul style="list-style-type: none"> <li>○ Combining assets to create a final product.</li> <li>○ How to export a product as a suitable file format.</li> <li>○ Evaluative reflections on the final product.</li> </ul>	<p><b>Creative iMedia R093</b></p> <ul style="list-style-type: none"> <li>○ Roles, products &amp; activities within the media industry.</li> <li>○ Audience and purpose of media products.</li> <li>○ Interpreting client requirements.</li> </ul>	<p><b>Creative iMedia R093</b></p> <ul style="list-style-type: none"> <li>○ Media product research, Media codes.</li> <li>○ Media products and the law.</li> <li>○ Health and Safety in iMedia.</li> </ul>	<p><b>Creative iMedia R093</b></p> <ul style="list-style-type: none"> <li>○ The different pre-production documents and their use when planning media products.</li> <li>○ The contents of different pre-production.</li> </ul>	<p><b>Creative iMedia R093</b></p> <ul style="list-style-type: none"> <li>○ Exam preparation and final exam drills.</li> </ul>



# Curriculum Overview: Business Studies

Exam Board: OCR

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7						
8						
9						
10	<p><b>Business Activity</b></p> <ul style="list-style-type: none"> <li>○ Purpose of business activity and enterprise</li> <li>○ Characteristics of entrepreneurs</li> <li>○ Risk and reward</li> <li>○ Business planning</li> </ul>	<p><b>Business Activity</b></p> <ul style="list-style-type: none"> <li>○ Business ownership</li> <li>○ Liability</li> <li>○ Aims and objectives</li> <li>○ Stakeholders</li> <li>○ Business growth</li> </ul>	<p><b>Marketing</b></p> <ul style="list-style-type: none"> <li>○ The role of marketing</li> <li>○ Types of market research</li> <li>○ Primary research methods</li> <li>○ Secondary research sources</li> <li>○ Types of data</li> </ul>	<p><b>Marketing</b></p> <ul style="list-style-type: none"> <li>○ Market segmentation</li> <li>○ The concept of the marketing mix</li> <li>○ Focus on the 4 P's of marketing</li> <li>○ Interpretation of data</li> </ul>	<p><b>People in Business</b></p> <ul style="list-style-type: none"> <li>○ The role of human resources</li> <li>○ Organisational structures</li> <li>○ Ways of working</li> <li>○ Business communication</li> </ul>	<p><b>People in Business</b></p> <ul style="list-style-type: none"> <li>○ Recruitment and selection</li> <li>○ Motivation</li> <li>○ Retaining employees</li> <li>○ Training types and purposes</li> <li>○ Employment law</li> </ul>
11	<p><b>Operations</b></p> <ul style="list-style-type: none"> <li>○ Production processes</li> <li>○ Quality of goods and services</li> <li>○ The sales process</li> </ul>	<p><b>Operations</b></p> <ul style="list-style-type: none"> <li>○ Consumer laws</li> <li>○ Business location</li> <li>○ Working with suppliers</li> </ul> <p><i>Finance may start earlier, time permitting</i></p>	<p><b>Finance</b></p> <ul style="list-style-type: none"> <li>○ The finance function</li> <li>○ Sources of finance</li> <li>○ Revenue, costs and profit</li> <li>○ Break-even</li> <li>○ Cash</li> <li>○ Cash flow</li> </ul>	<p><b>Business Influences</b></p> <ul style="list-style-type: none"> <li>○ Ethics</li> <li>○ Economic climate</li> <li>○ Globalisation</li> <li>○ The interdependent nature of business</li> </ul>	<p><b>Exam Preparation</b></p> <ul style="list-style-type: none"> <li>○ Deliberate practice</li> <li>○ 3, 6 and 9 mark answer structure</li> <li>○ Impress the examiner tips</li> <li>○ Power smash workshop</li> </ul>	<p><b>Preparation for next stages such as 'A' Levels, 'T' Levels or Apprenticeships.</b></p>

Implementation is driven through our 4 TLPs: Sequencing, Scaffolding & Modelling, Questioning, Reviewing Material and Stages of Practice



# Curriculum Overview: Hospitality and Catering

Exam Board: WJEC

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	<b>Safety and Hygiene</b> <ul style="list-style-type: none"> <li>Working safely and hygienically in the kitchen.</li> <li>An introduction to the eat well guide and nutrition.</li> </ul>	<b>Preparation and Techniques</b> <ul style="list-style-type: none"> <li>Knife skills in the kitchen and safe preparation of food.</li> <li>Using the oven safely.</li> </ul>	<b>Careers in Food</b> <ul style="list-style-type: none"> <li>Development of skills to work independently in the kitchen.</li> <li>Awareness of different career routes related to food.</li> </ul>			
8	<b>Bacteria in the Kitchen</b> <ul style="list-style-type: none"> <li>Cross contamination</li> <li>Food storage</li> <li>Temperatures in food and safe cooking and holding</li> </ul>	<b>Cooking Methods and Techniques</b> <ul style="list-style-type: none"> <li>The purpose and impact of cooking</li> <li>Cooking techniques and the application of heat</li> </ul>	<b>Taste and Flavour Combinations</b> <ul style="list-style-type: none"> <li>Seasoning and the use of spices</li> <li>Investigating flavour combinations</li> <li>The senses in food</li> </ul>			
9	<b>Food Culture</b> <ul style="list-style-type: none"> <li>Macro and micro-nutrients</li> <li>The availability of food including locality and seasonality</li> </ul>	<b>Street Food</b> <ul style="list-style-type: none"> <li>User groups and target audiences for food</li> <li>Designing dishes, budgeting and portion control</li> </ul>	<b>Careers in Food</b> <ul style="list-style-type: none"> <li>Catering for an event</li> <li>Job roles and responsibilities</li> <li>Mise en place</li> </ul>			
10	<b>Unit 2 - Skills Development</b> <ul style="list-style-type: none"> <li>Design, plan and prepare a variety of creative dishes similar to those required in Unit 2.</li> </ul>	<b>Unit 2 – Brief Launch</b> <ul style="list-style-type: none"> <li>Understanding and investigating the scenario for the unit.</li> <li>Design 2 dishes suitable for the customers given in the brief</li> </ul>	<b>Unit 2 - Continued</b> <ul style="list-style-type: none"> <li>Produce a production plan for the designed/chosen dishes.</li> <li>Practice and mock completion of cooking and presenting similar dishes.</li> </ul>	<b>Unit 2 - Final Submission</b> <ul style="list-style-type: none"> <li>Preparation, cooking and presentation of the 2 dishes.</li> <li>Evaluation and review of both your dishes and your performance.</li> </ul>	<b>Unit 2 - Review</b> <ul style="list-style-type: none"> <li>Unit 2 completion, marking and moderation for submission to exam board.</li> <li>Celebratory catering event.</li> </ul>	<b>Unit 1 - Review</b> <ul style="list-style-type: none"> <li>Understanding the requirements of the unit and the core content for the examination.</li> <li>Review of progress to date.</li> </ul>
11	<b>Unit 1 – H&amp;C provision, careers and influencing factors</b> <ul style="list-style-type: none"> <li>H&amp;C visit to catering venue with careers focus, investigating roles and responsibilities.</li> </ul>	<b>Unit 1 – H&amp;C operations and H&amp;S</b> <ul style="list-style-type: none"> <li>Christmas dinner event experiencing the operations of an industry style food activity.</li> </ul>	<b>Unit 1 – Food safety and responsibilities</b> <ul style="list-style-type: none"> <li>Valentines' day event experiencing the planning and specific food safety requirements of an industry style event.</li> </ul>	<b>Unit 1 – Examination practice and revision activities</b> <ul style="list-style-type: none"> <li>Revision techniques</li> <li>Walking talking mocks</li> <li>Practice paper questions</li> </ul>	<b>Exam Preparation</b> <ul style="list-style-type: none"> <li>Targeted focus on identified sections that require development.</li> <li>Exam practice.</li> </ul>	<b>Unit 1 – Final Examination</b> <ul style="list-style-type: none"> <li>Examination preparation sessions.</li> <li>Sitting of final examination.</li> </ul>

Implementation is driven through our 4 TLPs: Sequencing, Scaffolding & Modelling, Questioning, Reviewing Material and Stages of Practice



# Curriculum Overview: Music

Exam Board: BTEC/GCSE

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	<b>STOMP and Sing</b> <ul style="list-style-type: none"> <li>Rhythm notation (crotchet, quaver, minim, semibreve)</li> <li>Theory basics (staff, clef, dynamics)</li> <li>Performance / Composition</li> <li>Musical Futures Vocal Workshop</li> </ul> Assessment: Vocal and Rhythm Percussion Performance	<b>Pachelbel's Canon</b> <ul style="list-style-type: none"> <li>Staff notation</li> <li>Melodic phrases</li> <li>Performing in Canon</li> <li>Musical History: Exploring the Greats</li> <li>Performance and composition</li> </ul> Assessment: Ground Bass Performance and Improvisation	<b>Power of the Pentatonic</b> <ul style="list-style-type: none"> <li>Melodic notation (C-A)</li> <li>Pentatonic 5 note scale</li> <li>Keyboard skills (identifying musical notes and playing them)</li> </ul> Assessment: Pentatonic Composition	<b>Musical Futures: Vocal Medley</b> <ul style="list-style-type: none"> <li>Using the voice as an instrument</li> <li>Ensemble skills</li> <li>Popular music</li> <li>Harmony</li> </ul> Assessment: Ground Bass Performance and Improvisation	<b>Band Project: Blues</b> <ul style="list-style-type: none"> <li>The 12-Bar Blues</li> <li>History of the Blues and its significance in wider history and globally</li> <li>Blues Performance</li> </ul> Assessment: Blues Composition with the walking bassline	<b>BandLab: Initial Skills</b> <ul style="list-style-type: none"> <li>Navigating BandLab and creating a project</li> <li>Exploring the loops library (BandLab sounds)</li> <li>Automation</li> </ul> Assessment: BandLab sequenced piece
8	<b>Holst: The Planets</b> <ul style="list-style-type: none"> <li>Study three movements from the 'Planets Suite'</li> <li>Critically listen to and evaluate the suite</li> <li>Perform the ostinato from 'Mars'</li> <li>Compose a piece of music representing Earth</li> </ul> Assessment: Composition for Planet Earth	<b>Rhythm and Rhymes: Exploring Rap</b> <ul style="list-style-type: none"> <li>Introduction to Rap – origins and cultural features</li> <li>Beats per bar and rhythm in rap</li> <li>Lyric writing</li> <li>Flow and delivery</li> </ul> Assessment: Performance of composed rap piece	<b>Sounds of Steel: A Caribbean Journey</b> <ul style="list-style-type: none"> <li>Exploration of Caribbean Music and history of the Steel Pan</li> <li>Playing technique and basic notes</li> <li>Performing a melody</li> <li>Harmony and accompaniment</li> <li>Performance and reflection</li> </ul> Assessment: Steel pan performance	<b>Samba</b> <ul style="list-style-type: none"> <li>Samba instrumentation</li> <li>Samba history and historical significance</li> <li>Ensemble performance of a Samba piece</li> <li>Ensemble leadership development</li> <li>Rhythm notation</li> </ul> Assessment: Samba Performance	<b>EDM</b> <ul style="list-style-type: none"> <li>Using BandLab to create a piece of music: Exploring the navigation, MIDI input, Drum Machines and Loops Library.</li> <li>Exploring the world of EDM Music, the key features of EDM Music and famous EDM artists from around the world.</li> </ul>	<b>Playing in a Band: Musicianship Skills</b> <ul style="list-style-type: none"> <li>Chord progressions</li> <li>Bassline</li> <li>Britpop rhythm</li> <li>Performing in an ensemble</li> </ul> Assessment: Band performance
9	<b>World Music: Fusions</b> <ul style="list-style-type: none"> <li>Indian Classical, Bhangra, Tango</li> <li>How Fusions became so famous</li> <li>The history of Bhangra and historical significance in Birmingham</li> <li>Fusion composition</li> </ul> Assessment: Composing a Fusion	<b>Film Music</b> <ul style="list-style-type: none"> <li>Exploration of Film Music</li> <li>Compositional elements of film music: Leitmotif, underscoring, drones, pedal, ostinato</li> <li>Composing</li> </ul> Assessment: Composing a piece to accompany a scene	<b>Protest Songs</b> <ul style="list-style-type: none"> <li>Exploration of protest songs through time</li> <li>Composing a song</li> <li>Lyric writing</li> <li>Thematic development of a piece</li> </ul> Assessment: Composed protest song	<b>BandLab: Masterclass</b> <ul style="list-style-type: none"> <li>Exploring Bandlab automation – panning for dramatic effect</li> <li>Studio effects: Reverb, pitch shift, modulation</li> <li>EQ and Compression</li> <li>Recording live sound</li> </ul> Assessment: Fully produced Bandlab project	<b>Reggae</b> <ul style="list-style-type: none"> <li>Exploring key features of Reggae Music</li> <li>Listening and appraising key Reggae Artists</li> <li>Exploring Modern Day Reggae with YG Marley</li> </ul> Assessment: Performance of Praise Jah In The Moonlight	<b>My Musical Identity</b> <ul style="list-style-type: none"> <li>Responding to a contextual brief</li> <li>Choosing a musical discipline</li> <li>Exploring music realisation techniques</li> </ul> Assessment: Portfolio
10	<b>Component 1: A1</b> <ul style="list-style-type: none"> <li>Musical styles: Drum and Bass, Rock and Roll, Mowtown, Britpop, Synthpop, Reggaeton,</li> <li>World Music</li> </ul>	<b>Component 1: A2</b> <ul style="list-style-type: none"> <li>Musical elements, stylistic features and characteristics: Instrumentation, tonality, texture, harmony, chords, rhythmic techniques, melodic techniques, production</li> </ul>	<b>Component 1: B1</b> <ul style="list-style-type: none"> <li>Industry products: Consider the impact of the music for the purpose and intended audience it was created for.</li> <li>Types of music product: Live performance, audio recording, composition, original song.</li> </ul>	<b>Component 1: B2</b> <ul style="list-style-type: none"> <li>Music realisation techniques for each product type</li> <li>Evidence diary and final portfolio of experience in these disciplines for assessment</li> </ul>	<b>Component 2:A1</b> <ul style="list-style-type: none"> <li>Creating a product – learners chose two industry products to develop</li> <li>Professional Skills</li> <li>Exploring: Planning, strategizing, management of equipment and resources, capturing development in a project.</li> </ul>	<b>Component 2: A1</b> <ul style="list-style-type: none"> <li>Creating a product – learners chose two industry products to develop</li> <li>Professional Skills</li> <li>Exploring: Planning, strategizing, management of equipment and resources, capturing development in a project.</li> </ul>
11	<b>Component 2: A2</b> <ul style="list-style-type: none"> <li>Creating a product – learners chose two industry products to develop Evidence submitted for internal assessment</li> </ul>	<b>Component 2: A2</b> <ul style="list-style-type: none"> <li>Creating a product – learners chose two industry products to develop Evidence submitted for internal assessment</li> </ul>	<b>Component 3: B1</b> <ul style="list-style-type: none"> <li>Responding to a music brief (externally set by Pearson)</li> </ul>	<b>Component 3: B1</b> <ul style="list-style-type: none"> <li>Responding to a music brief (externally set by Pearson)</li> </ul>	<b>Component 3: B2</b> <ul style="list-style-type: none"> <li>Responding to a music brief (externally set by Pearson)</li> </ul>	<b>Component 3: B2</b> <ul style="list-style-type: none"> <li>Responding to a music brief (externally set by Pearson)</li> </ul>



Curriculum Overview: Physical Education - Core

Exam Board: OCR

7

AUTUMN 1

- Core PE**
- **Baseline**
  - **Rotation A –Basketball/Handball**
    - Basic passing, dribbling, footwork, set shot, defending
  - **Rotation B - OAA**
    - Teambuilding, Intro to Map reading
  - **Rotation C -Gymnastics**
    - Basic Rolls, Balances and Transitions
    - .Basic Shapes Trampoline

AUTUMN 2

- Core PE**
- **Rotation A –Basketball/Handball**
    - Basic passing, dribbling, footwork, set shot, defending
  - **Rotation B - OAA**
    - Teambuilding, Intro to Map reading
  - **Rotation C -Gymnastics**
    - Basic Rolls, Balances and Transitions
    - .Basic Shapes Trampoline

SPRING 1

- Core PE**
- **Rotation A - Netball**
    - Basic passing, footwork, shooting, defending
  - **Rotation B - Dance**
    - Basic motifs and action, cannon and unison
  - **Rotation C – Badminton/Table Tennis**
    - basic shots, serving, basic rules

SPRING 2

- Core PE**
- **Rotation A - Netball**
    - Basic passing, footwork, shooting, defending
  - **Rotation B - Dance**
    - Basic motifs and action, cannon and unison
  - **Rotation C – Badminton/Table Tennis**
    - basic shots, serving, basic rules

SUMMER 1

- Core PE**
- **Rotation A - Pickleball**
    - Basic shots, serving, rules
  - **Rotation B - Striking and Fielding**
    - Basic Throwing, Catching, Bowling & Batting
  - **Rotation C - Athletics**
    - Basic throwing, jumping and running techniques

SUMMER 2

- Core PE**
- **Rotation A - Pickleball**
    - Basic shots, serving, rules
  - **Rotation B - Striking and Fielding**
    - Basic Throwing, Catching, Bowling & Batting
  - **Rotation C - Athletics**
    - Basic throwing, jumping and running techniques

8

- Core PE**
- **Baseline**
  - **Rotation A –Basketball/Handball**
    - Passing, dribbling footwork, lay ups, defending, basic rules , defending, positioning and rules
  - **Rotation B - OAA** - Problem Solving, Map reading, Orienteering
  - **Rotation C – Trampolineing**
    - Basic Shapes, seat, front and back landings, routines

- Core PE**
- **Rotation A –Basketball/Handball**
    - Passing, dribbling footwork, lay ups, defending, basic rules , defending, positioning and rules
  - **Rotation B - OAA** - Problem Solving, Map reading, Orienteering
  - **Rotation C – Trampolineing**
    - Basic Shapes, seat, front and back landings, routines

- Core PE**
- **Rotation A - Netball**
    - Complex passing, footwork shooting
  - **Rotation B - Tchoukball**
    - Complex passing, dribbling, shooting, basic tactics
  - **Rotation C - Badminton/Table Tennis**
    - Complex shots, rules of double and singles play

- Core PE**
- **Rotation A - Netball**
    - Complex passing, footwork shooting
  - **Rotation B - Tchoukball**
    - Complex passing, dribbling, shooting, basic tactics
  - **Rotation C - Badminton/Table Tennis**
    - Complex shots, rules of double and singles play

- Core PE**
- **Rotation A – Pickleball**
    - spin, drop, volley, doubles play, tactics
  - **Rotation B - Striking and Fielding**
    - Throwing, Catching, Selection of Bowling & Batting strategies, rules
  - **Rotation C - Athletics**
    - Complex throwing (run ups), jumping and running techniques

- Core PE**
- **Rotation A – Pickleball**
    - spin, drop, volley, doubles play, tactics
  - **Rotation B - Striking and Fielding**
    - Throwing, Catching, Selection of Bowling & Batting strategies, rules
  - **Rotation C - Athletics**
    - Complex throwing (run ups), jumping and running techniques

9

- Core PE**
- **Rotation A - Emerging Sports**
    - Development of knowledge of emerging sports
  - **Rotation B– Sports Leadership**
    - Leading warm ups, STEP principles
    - Leadership strength training
  - **Rotation C - Badminton**
    - Complex shots, rules of double and singles play, tactics

- Core PE**
- **Rotation A - Tchoukball**
  - **Rotation B – Sports Leadership**
  - **Rotation C - Badminton**
- 
- **Rotation A - Basketball**
- **Rotation B - Table Tennis**
- **Rotation C - Volleyball**

- Core PE**
- **Rotation A - Basketball**
    - Passing, dribbling footwork, lay ups, defending, basic rules and tactics
  - **Rotation B - Table Tennis**
    - Spin and slice shots, rules, doubles play, singles play, tactics
  - **Rotation C - Volleyball**
    - Range of shots, serves, rules

- Core PE**
- **Rotation A - Basketball**
  - **Rotation B - Table Tennis**
  - **Rotation C - Volleyball**
- 
- **Rotation A - Handball**
- **Rotation B - Striking and Fielding**
- **Rotation C - Athletics**

- Core PE**
- **Rotation A - Handball**
    - Complex passing, footwork shooting, defending, positioning and rules
  - **Rotation B - Striking and Fielding**
    - Throwing, Catching, Selection of Bowling & Batting strategies, rules, tactics
  - **Rotation C - Athletics**
    - Complex throwing (run ups), jumping and running techniques

- Core PE**
- **Rotation A - Handball**
    - Complex passing, footwork shooting, defending, positioning and rules
  - **Rotation B - Striking and Fielding**
    - Throwing, Catching, Selection of Bowling & Batting strategies, rules, tactics
  - **Rotation C - Athletics**
    - Complex throwing (run ups), jumping and running techniques

10

- Core PE**
- **A – Competitive Pathway**
    - Badminton
  - **B - Team and Individual Pathway**
    - Multi Sports
  - **C - Recreational Pathway**
    - Netball

- Core PE**
- **A – Competitive Pathway**
    - Football
  - **B - Team and Individual Pathway**
    - Volleyball
  - **C - Recreational Pathway**
    - Badminton/Table Tennis

- Core PE**
- **A – Competitive Pathway**
    - Multi Sports
  - **B - Team and Individual Pathway**
    - Table Tennis
  - **C - Recreational Pathway**
    - Multi Sports

- Core PE**
- **A – Competitive Pathway**
    - Basketball
  - **B - Team and Individual Pathway**
    - Netball
  - **C - Recreational Pathway**
    - Fitness

- Core PE**
- **A – Competitive Pathway**
    - Athletics
  - **B - Team and Individual Pathway**
    - Athletics
  - **C - Recreational Pathway**
    - Striking & Fielding

- Core PE**
- **A – Competitive Pathway**
    - Striking & Fielding
  - **B - Team and Individual Pathway**
    - Striking & Fielding
  - **C - Recreational Pathway**
    - Athletics

11

- Core PE**
- **A – Competitive Pathway**
    - Badminton
  - **B - Team and Individual Pathway**
    - Multi Sports
  - **C - Recreational Pathway**
    - Netball

- Core PE**
- **A – Competitive Pathway**
    - Football
  - **B - Team and Individual Pathway**
    - Volleyball
  - **C - Recreational Pathway**
    - Badminton/Table Tennis

- Core PE**
- **A – Competitive Pathway**
    - Multi Sports
  - **B - Team and Individual Pathway**
    - Table Tennis
  - **C - Recreational Pathway**
    - Multi Sports

- Core PE**
- **A – Competitive Pathway**
    - Basketball
  - **B - Team and Individual Pathway**
    - Netball
  - **C - Recreational Pathway**
    - Fitness

- Core PE**
- **A – Competitive Pathway**
    - Athletics
  - **B - Team and Individual Pathway**
    - Athletics
  - **C - Recreational Pathway**
    - Striking & Fielding

(This section is greyed out in the original image)



Curriculum Overview: Physical Education – Sports Studies

Exam Board: OCR

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

7

**Core PE**

- Baseline
- Rotation A –Basketball/Handball**
  - Basic passing, dribbling, footwork, set shot, defending
- Rotation B - OAA**
  - Teambuilding, Intro to Map reading
- Rotation C -Gymnastics**
  - Basic Rolls, Balances and Transitions
  - .Basic Shapes Trampoline

**Core PE**

- Baseline
- Rotation A –Basketball/Handball**
  - Basic passing, dribbling, footwork, set shot, defending
- Rotation B - OAA**
  - Teambuilding, Intro to Map reading
- Rotation C -Gymnastics**
  - Basic Rolls, Balances and Transitions
  - .Basic Shapes Trampoline

**Core PE**

- Rotation A - Netball**
  - Basic passing, footwork, shooting, defending
- Rotation B - Dance**
  - Basic motifs and action, cannon and unison
- Rotation C – Badminton/Table Tennis**
  - basic shots, serving, basic rules

**Core PE**

- Rotation A - Netball**
  - Basic passing, footwork, shooting, defending
- Rotation B - Dance**
  - Basic motifs and action, cannon and unison
- Rotation C – Badminton/Table Tennis**
  - basic shots, serving, basic rules

**Core PE**

- Rotation A - Pickleball**
  - Basic shots, serving, rules
- Rotation B - Striking and Fielding**
  - Basic Throwing, Catching, Bowling & Batting
- Rotation C - Athletics**
  - Basic throwing, jumping and running techniques

**Core PE**

- Rotation A - Pickleball**
  - Basic shots, serving, rules
- Rotation B - Striking and Fielding**
  - Basic Throwing, Catching, Bowling & Batting
- Rotation C - Athletics**
  - Basic throwing, jumping and running techniques

8

**Core PE**

- Baseline
- Rotation A –Basketball/Handball**
  - Passing, dribbling footwork, lay ups, defending, basic rules , defending, positioning and rules
- Rotation B - OAA** - Problem Solving, Map reading, Orienteering
- Rotation C – Trampolineing**
  - Basic Shapes, seat, front and back landings, routines

**Core PE**

- Rotation A –Basketball/Handball**
  - Passing, dribbling footwork, lay ups, defending, basic rules , defending, positioning and rules
- Rotation B - OAA** - Problem Solving, Map reading, Orienteering
- Rotation C – Trampolineing**
  - Basic Shapes, seat, front and back landings, routines

**Core PE**

- Rotation A - Netball**
  - Complex passing, footwork shooting
- Rotation B - Tchoukball**
  - Complex passing, dribbling, shooting, basic tactics
- Rotation C - Badminton/Table Tennis**
  - Complex shots, rules of double and singles play

**Core PE**

- Rotation A - Netball**
  - Complex passing, footwork shooting
- Rotation B - Tchoukball**
  - Complex passing, dribbling, shooting, basic tactics
- Rotation C - Badminton/Table Tennis**
  - Complex shots, rules of double and singles play

**Core PE**

- Rotation A – Pickleball**
  - spin, drop, volley, doubles play, tactics
- Rotation B - Striking and Fielding**
  - Throwing, Catching, Selection of Bowling & Batting strategies, rules
- Rotation C - Athletics**
  - Complex throwing (run ups), jumping and running techniques

**Core PE**

- Rotation A – Pickleball**
  - spin, drop, volley, doubles play, tactics
- Rotation B - Striking and Fielding**
  - Throwing, Catching, Selection of Bowling & Batting strategies, rules
- Rotation C - Athletics**
  - Complex throwing (run ups), jumping and running techniques

9

**Core PE**

- Baseline - Team Activities
- Rotation A - Emerging Sports**
  - Tchoukball, Ultimate Frisbee, Pickleball
- Rotation B– Sports Leadership**
  - Leading warm ups, STEP principles Leadership strength training
- Rotation C - Badminton**
  - Complex shots, rules of double and singles play, tactics

**Core PE**

- Rotation A - Tchoukball**
- Rotation B – Sports Leadership**
- Rotation C - Badminton**

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- Rotation A - Basketball**
- Rotation B - Table Tennis**
- Rotation C - Volleyball**

**Core PE**

- Rotation A - Basketball**
  - Passing, dribbling footwork, lay ups, defending, basic rules and tactics
- Rotation B - Table Tennis**
  - Spin and slice shots, rules, doubles play, singles play, tactics
- Rotation C - Volleyball**
  - Range of shots, serves, rules

**Core PE**

- Rotation A - Basketball**
- Rotation B - Table Tennis**
- Rotation C - Volleyball**

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- Rotation A - Handball**
- Rotation B - Striking and Fielding**
- Rotation C - Athletics**

**Core PE**

- Rotation A - Handball**
  - Complex passing, footwork shooting, defending, positioning and rules
- Rotation B - Striking and Fielding**
  - Throwing, Catching, Selection of Bowling & Batting strategies, rules, tactics
- Rotation C - Athletics**
  - Complex throwing (run ups), jumping and running techniques

**Core PE**

- Rotation A - Handball**
  - Complex passing, footwork shooting, defending, positioning and rules
- Rotation B - Striking and Fielding**
  - Throwing, Catching, Selection of Bowling & Batting strategies, rules, tactics
- Rotation C - Athletics**
  - Complex throwing (run ups), jumping and running techniques

10

**Core PE**

- A – Competitive Pathway
- B - Team and Individual Pathway
- C - Recreational Pathway

**CNAT Sport Studies**

- R187 - TA1: Provision for different Types of outdoor activity
- R187 - TA2: Equipment

**Core PE**

- A – Competitive Pathway
- B - Team and Individual Pathway
- C - Recreational Pathway

**CNAT Sport Studies**

- R185 TA1: I Performance in Two Sport
- TA3: Plan and participate in OAA Activity
- R187 TA4: Evaluation of Participation in OAA

**Core PE**

- A – Competitive Pathway
- B - Team and Individual Pathway
- C - Recreational Pathway

**CNAT Sports Studies**

- R185 TA1: I Performance in Two Sports
- R185 TA3: Planning a Sports Activity

**Core PE**

- A – Competitive Pathway
- B - Team and Individual Pathway
- C - Recreational Pathway

**CNAT Sport Studies**

- R185 TA2: Applying Practise Methods to support improvement
- R185 TA3: Planning a Sports Activity

**Core PE**

- A – Competitive Pathway
- B - Team and Individual Pathway
- C - Recreational Pathway

**CNAT Sports Studies**

- R185 TA2: Applying Practise Methods to support improvements
- R185 TA4: Leading Sports Activity Session

**Core PE**

- A – Competitive Pathway
- B - Team and Individual Pathway
- C - Recreational Pathway

**CNAT Sports Studies**

- R185 TA4: Leading a Sports Activity Session
- R185 TA5: Evaluation of Leadership

11

**Core PE**

- A – Competitive Pathway
- B - Team and Individual Pathway
- C - Recreational Pathway

**CNAT Sports Studies**

- R185 TA2: Applying Practise Methods to support improvement
- R185 TA5: Evaluation of leadership

**Core PE**

- A – Competitive Pathway
- B - Team and Individual Pathway
- C - Recreational Pathway

**CNAT Sports Studies**

- R184: TA1: Issues which affect Participation in Sport
- R185 TA2: The Role of Sport in Promoting Values

**Core PE**

- A – Competitive Pathway
- B - Team and Individual Pathway
- C - Recreational Pathway

**CNAT Sports Studies**

- R184 TA3: The Implications of Hosting Major Sporting Events
- R184 TA4: The Role of NGB's in development of their sport
- R184 TA5: The use of Technology in Sport

**Core PE**

- A – Competitive Pathway
- B - Team and Individual Pathway
- C - Recreational Pathway

**CNAT Sports Studies**

- R184: Revision

**Core PE**

- A – Competitive Pathway
- B - Team and Individual Pathway
- C - Recreational Pathway

**CNAT Sports Studies**

- R184: Revision
- R184: Exam

**Core PE**

- A – Competitive Pathway
- B - Team and Individual Pathway
- C - Recreational Pathway

