**Year 11**

**Curriculum Mapping**

**Curriculum Mapping**

**Subject: Art and Design**  **Year Group: 11**

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| **September- October** | **November- December** | |
| *Theme:* Unit 1A Sketchbook (25% of GCSE) Experimental Portfolio  *Students learn about:*  Formal Elements – tone / line / colour / composition  Colour mixing, pattern design, printmaking techniques and preparation for workshop  *Literacy:*  Key words associated with new techniques. How to write about the processes involved in new techniques. Writing about artists and how they have influenced own practice  *Numeracy:*  Understanding of scale, proportion. Measuring accurately to produce grids and templates  *ICT:*  Internet research to investigate artists and techniques.  *TS & PC:* Working with others (WWO), Self-Management (SM)  *RRSA: Article 13*  *Careers:*  Looking at the career of printmaking through contextual research of local artists. Preparing for print making workshop | **Mid-**  **Term** | *Theme:* Pattern in Nature  *Students learn about:*  Observing detail through a variety of drawing media. How to take close up photographs. Understanding colour theory and putting it into practice through oil pastel and chalk experiments.  *Literacy:* Key words associated with new techniques. How to write about the processes involved in new techniques. Writing about artists and how they have influenced own practice  *Numeracy:*  Measure and accurately to draw grids and frames. Use a paper slicer to accurately measure for display pages.  *ICT:*  Internet research. Transfer of photographs from camera/phone to print.  *TS & PC:* Working with others (WWO), Self-Management (SM)  *RRSA: Article 13*  Potential for joint school trip to the Royal Ulster academy exhibition  *Careers:*  Studying various artists associated with different techniques  *Tracking assessment:*  Research and drawing grids exploring patterns in nature theme.  Research 20%  Drawing grid 60%  Presentation and Evaluation 20% |

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| **January- February** | | **March** |
| *Theme:* Patterns in Nature  *Students learn about:*  Photography relating to nature. Manipulating images to complete experiments in print / texture / batik / clay  Using clay to replicate pattern and design. Slab building, pinch pots and coil building.  *Literacy:*  Writing about their own and others art. Building on previous writing frames to develop evaluative vocabulary to meet GCSE criteria. Learning key words associated with drawing and ceramic techniques. How to write succinctly and use evaluative vocabulary to critique a ceramic experiment. Write notes to explain processes and techniques.  *Numeracy:*  Measurement and estimation through batik and embroidery experiments. (enlarging images, measuring stitches etc.)  Understanding balance and composition when framing photographs. Slicing and sticking accurately when presenting work.  *ICT:*  Photoshop manipulation of images to develop skills in layering, image adjustments and filters. Using these skills as tools for a painted panel.  *TS & PC:* Working with others (WWO), Self-Management (SM)  *RRSA: Article 13*  *Careers:* Artists, craftspeople  Graphic design and textiles design careers to be discussed. Introduction to college courses which might be considered.  *Tracking Assessment:*  Yr 11 Mock at Half term  Submission of experimental Portfolio Unit 1A of GCSE | **Mid- Term** | *Theme: Outside*  Unit 1B of GCSE course introduced (35% of GCSE). Personal or group project to be completed between March and December of yr. 12  *Students learn about:*  Following a commission or design brief.  Using experimental knowledge from term 1 and 2A to complete a project.  Making wise and considered choices following a range of experimental challenges.  Acting on evaluations and teacher feedback to complete their project using their best skills.  *Literacy:*  Continue with description, critique and evaluation as in term 1 and 2A  *Numeracy:*  Skills as relevant to chosen project using mainly measurement and estimation.  *ICT:*  Again, as appropriate to chosen project. Continue with research and use of online tutorials where relevant  *TS & PC:* Working with others (WWO), Self-Management (SM)  *RRSA: Article 13*  *Careers: Artists, craftspeople*  *Tracking assessment:*  Completed as mock exam at the end of February/ beginning of March. |

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|  | **April-May** |  | **June** |
| **Easter holidays** | *Theme:* Unit 1B Outside  Personal work and research based on chosen theme/media  Focus on photography, manipulating photos on photoshop and snapseed and initial studies from images. |  | *Theme:* Continue with Unit 1B  Personal work and research based on chosen theme/media  Focus on photography, manipulating photos on photoshop and snapseed and initial studies from images. |

**Subject: Business Studies**

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| **September- October** | **November- December** | |
| *Theory:* Unit 1, Creating a business  *Students learn about:*  Entrepreneurs, Business Resources, Ownership.  *Literacy:*  Using key terminology appropriately, understanding command words, developing connectives and listening to instructions.  *Numeracy:*  Understanding of classification of business size, opening capital and returns on investment.  *ICT:*  Internet research to investigate business ownership. Use of Teams and I pads to complete work.  *TS & PC*  PS, MI, WO  *Careers*: becoming an entrepreneur  *Assessment* – end of October, Tracker 1 | **Mid-**  **Term** | *Theory:* Creating a business, unit 1 cont.  *Students learn about:*  Business Sectors, Location, Aims and Objectives, Stakeholders  *Literacy:*  Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. Use of real-world business case studies.  *Numeracy:*  Understanding of financial restraints on ownership and rewards within different business sectors.  *ICT:*  Internet research to investigate business structure. Use of Teams and I pads to complete work.  *TS & PC*  MI, DM, WO, SM  *Careers:* Job roles in different sectors  *Assessment*: Christmas Exam |
| **January-Feb** |  | **March** |
| *Theory:* Unit 1, Marketing.  *Students learn about*: Marketing and market research, Four P’s, competition and customer service. International business, E-business, M-business  *Literacy:*  Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. qualitative research information. Interpreting key legislation. Guest speaker (YE).  *Numeracy:*  Understanding of classification of sampling, segmentation and quantitative research data. Sales promotions such as discounting and competitor analysis. Exchange rates, tariffs, inflation, online purchasing and selling  *ICT:*  Internet research to investigate business marketing strategies. Use of Teams and I pads to complete work.  *TS & PC*  PS, MI, DM  *Careers*: careers in Marketing and international companies | Mid-  Term | *Theory*: Unit 1, Business operations  *Students learn about:* Types of production, methods of manufacturing, quality  *Literacy:*  Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. qualitative research information. Interpreting H & S legislation, quality standards abbreviations.  *Numeracy:*  Trend analysis, specialisation and division of labour. Inventory management, just in time production  *ICT:*  Internet research to investigate stages of production, quality control systems and quality legislation. Use of Teams and I pads to complete work.  *TS & PC*  PS, MI, DM, WO  *Careers*: Careers in different production stages.  *Assessment*: Tracker 3 |

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|  | **April-May** |  | **June** |
| Easter  Holidays | *Theory*: Unit 1  *Students learn about:*  Revision of Unit 1, creating a business, marketing & business operations  *Literacy:*  Practice exam skills. Connectives, command words and written frameworks  *Numeracy:*  Practice exam skills and revision  *ICT:*  Review mark schemes and chief examiner reports  *TS & PC*  SM, MI, DM  *Assessment*: past paper questions |  | *Theory*: Unit 1 and unit 2 (Developing a business)  *Students learn about:*  Revision of Unit 1, creating a business, marketing & business operations.  Start unit 2, Recruitment and selection  *Literacy:*  Practice exam skills. Connectives, command words and written frameworks.  *Numeracy:*  Practice exam skills and revision  *ICT:*  Review mark schemes and chief examiner reports  *Careers*:  Create CV  *TS & PC*  SM, MI, WO  *Assessment*: past paper questions  **EXTERNAL EXAM** |

**Subject: BCS**

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| **September- October** | **November- December** | | | |
| ***Practical***  ***Unit 1 - Software Applications for Business***  ***Spreadsheets***  Creating, editing and developing formulas  Literacy: Correctly transferring information from one source to another  Numeracy: Handling Data, transferring data into a spreadsheet, altering data effectively  ICT: Using computer software to answer practise questions  TS & PC: Handling Data, MI, PS  Assessment: Feb tracker | | **Mid-**  **Term** | ***Practical***  ***Unit 1 - Software Applications for Business***  ***Database***  Creating databases, single/multiple criteria and queries  Literacy: Reading information correctly and transferring this to computer  Numeracy: Handling formulas and numerical data  ICT: Using Database software  TS & PC: Handling Data, PS MI  Assessment – Christmas exam | |
| **January- February** | **March** | | | | |
| **Practical**  ***Unit 1 - Software Applications for Business***  ***Presentation software and Web authoring software***  PowerPoint, email and web expression  Literacy: presenting information in a suitable literacy format  Numeracy: Handling DataICT: Creating a PowerPoint, using internet for research and communication  TS & PC: Handling data, WO, MI  Assessment: End of topic PPQ | **Mid- Term** | | | **Practical**  **Unit 1 - *Software Applications for Business***  **Word and File Management**  Application forms, letters, memos and posters  Literacy: Using topic guide and appropriately and listening to instructions  ICT: Word to create document  Careers: Administration in a business  Assessment – End of October tracking test | |
| **April-May** |  | | | **June** | |
| ***Unit 1 Using ICT- Revision***  Literacy: Correctly transferring information from one source to another  Numeracy: Handling Data  ICT: Using computer software to answer practise questions  TS & PC: Handling Data, SM  Assessment: PPQ |  | | | ***Unit 1 Using ICT- Revision***  Literacy: Correctly transferring information from one source to another  Numeracy: Handling Data  ICT: Using computer software to answer practise questions  TS & PC: Handling Data, MI, SM  Assessment: PPQ  **Start Unit 3- Developing Digital Solutions** | |

**Subject: Btec First Award Public Services**

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| **September- October** | | |  | | **November- December** | | | |
| CW: Unit 3, Employment in the Public Services, LA A    *Students learn about:*  Employment roles and conditions of service in the public services. Different types of PS and the positive/negative of working in the services. Job opportunities and conditions of service    *Literacy:*  Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. Guest speaker – Navy& Marines  N*umeracy:*  Renumeration packages  *ICT:*  Internet research to investigate three different services. Use of Teams and I pads to complete work. Creating word and publisher documents  *TS & PC*  PS, MI, DM  *Careers:* Uniformed PS    *Assessment* – end of October, Tracker 1 – CW evidence | | Mid-  Term | | | | CW: Unit 3, Employment in the Public Services, LA B    *Students learn about:*  Application and selection. Job searching, CV/App. form  *Literacy:*  Using key terminology appropriately, understanding command words, developing connectives and listening to instructions.  *Numeracy:*  Renumeration packages, fringe benefits such as discount  *ICT:*  Internet research to investigate three different services. Use of Teams and I pads to complete work. Creating word and publisher documents  *TS & PC*  PS, MI, DM  *Careers:* Uniformed PS    *Assessment* – Christmas Exam – CW evidence | | | |
| **January- February** | | | **March** | | | | | |
| *Theory:* Unit 1 The Role and Work of the Public  Services. LA A    *Students learn about*:  Grouping and purpose of the public services, work and responsibilities, need for the public services to work together    *Literacy:*  Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. qualitative research information. Interpreting key legislation.  *Numeracy*  Efficiency, manpower hours  *ICT:*  Use of Teams to complete work booklets and PPQ’s online.  *TS & PC*  PS, MI, MS  *Careers*: Public services | | Mid-  Term | | | | *Theory*: : Unit 1 The Role and Work of the Public  Services. LA B    *Students learn about:* How public services are delivered, funding, impact of this on delivery of PS and accountability.    *Literacy:*  Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. qualitative research information. Interpreting accountability descriptions.  *Numeracy:*  Funding  *ICT:*  Use of Teams to complete work booklets and PPQ’s online  *TS & PC*  MS, MI, DM, wo  *Careers*: Careers in Public sector.    *Assessment*: Tracker 3 | | | |
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|  | **April-May** | | **June** | | | | | | | |
| Easter    Holidays | *Theory*: Unit 1    *Students learn about:*  Revision of Unit 1, The Role and Work of the Public  Services.    *Literacy:*  Practice exam skills. Connectives, command words and written frameworks  *Numeracy:*  Practice exam skills and revision  *ICT:*  Review mark schemes and chief examiner reports  *TS & PC*  SM, MI, DM    *Assessment*: past paper questions | |  | | | | *Theory*: Unit 1    *Students learn about:*  Revision of Unit 1, The Role and Work of the Public  Services.    Start unit 2, Working Skills in the Public Service  Sector    *Literacy:*  Practice exam skills. Connectives, command words and written frameworks.  *Numeracy:*  Practice exam skills and revision  *ICT:*  Review mark schemes and chief examiner reports  C*areers*:  Create CV  *TS & PC*  SM, MI,WO    *Assessment*: past paper questions    **EXTERNAL EXAM** | | | |

**Subject Careers**

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| **April - June** |
| **Topic: Topic: impact of globalisation**  Literacy: Subject specific terms  Numeracy: reading Labour Market graphs and figures  ICT: creating poster on career  TS & PC: Working with others (WWO), Self-Management (SM)  RRSA:  Careers: Thinking about careers with regard to Labour Market Information  Literacy: Subject specific terms  TS & PC: Working with others (WWO), Self-Management (SM)  RRSA: Article 12 respect for the views of the child. Article 28 right to education.  **Topic: impact of globalisation**  Literacy: Subject specific terms  Numeracy: reading Labour Market graphs and figures  ICT: creating poster on career  TS & PC: Working with others (WWO), Self-Management (SM)  RRSA: article 17 access to information from the media  Careers: Thinking about careers with regard to Labour Market Information  ***Topic: Work Experience Preparation***  Literacy: preparing paper work  Careers: work related experience  **Topic: Work experience**  Literacy: preparing paper work  TS & PC: planning, organisational, communication  Careers: work related experience.  RRSA: article 12 – respect views of the child. |

**Subject: CCEA GCSE DRAMA**

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| **September- October** | **November- December** | |
| Introduction to Component 3 – Set Text   * Pupil guide to GCSE Drama * Team building, group bonding, protocols, standards + expectations * Read through set text * Practical exploration of set text & Fact Files * Rehearse & present extracts * Introduction to directing - Stage Grid + Stage Plan/Ground plan (prep for Q3a & c)     Homework Tasks   * Introductory tasks for Set Text – Press Releases worksheet * Research the playwright Philip Ridley * Fact Files – create powerpoint to illustrate the fact files (Prep for Q1a) * Research background information to the set text - tenement buildings, historical background. social background, culture in 1990s; fashion in the 90s; music * Read through Set Text – complete summary of the text   **HOM:** 1 Persisting & 11 Creating, Imagining & Innovating  **Literacy:** Drama terminology; media clips (Look Who Is Talking’; Kevin + Perry TV Show; ‘Kids Game’ from ‘Blood Brothers’ Willy Russell; jokes + stories; explore + understand ideas, events + features in texts; research the 1990s; explore culture, music & song lyrics; marks are awarded for the quality of written work; express opinions about their own work; present ideas in a variety of forms  **Numeracy:** Scaled drawings/models/floor plans; dynamics/phrasing/tempo and tone; use of plots and cue sheets  **ICT:**  Internet research; powerpoint; apps/internet for design; YouTube; presentation of folio items; use software, systems + iPads  **TS + PC:** Managing information; Being creative; Self-management; Working with others  **Prior Learning:** Continue development of Key Stage 3 Drama  **RRSA:** Articles 3, 5, 6 & 31  Careers: Students will learn about the variety of front of house and backstage employment opportunities in theatre +in particular the role of the playwright & directing  **Cross Curricular Skills:** Research skills; Themes explored may be linked with other subjects such as History; Links with English: Speaking + Listening; Script reading/writing; keywords.  **Tracker:** Fact Files – Q1a & Q3a |  | Introduce CCEA Theme  Introduction to Component1 – Devised Drama   * Students either: devise & present a group performance; or devise & give a design presentation * Explore stereotypes * Create believable characters for role-play & improv * Discuss and understand the difference between character + role * How to use stimuli + sources appropriately to influence devised scenes * Develop voice and movement terminology (prep for Q3b & c) * Explore characterisation/rehearsal techniques such as ‘writing in role’, ‘hot-seating’ to develop understanding of character * Small scale performances – peer & self evaluation * Recap on & develop knowledge of Stage Grid & Stage Plan/Ground Plan (prep for Q3a) * Gather sources to support the theme/issue – initial research   Homework Tasks  Continue Component 3:   * Q1a – Fact Files continued * Introduction to Set Design powerpoint – draw stage plan * Research a famous set designer/set designer + create a presentation of their designs, influences + methodology * Design + create a box set for ‘Sparkleshark   **HOM: 11** Creating, Imagining & Innovating; 12 Responding with Wonderment & Awe  **Literacy:** As Sept – Oct; textual analysis; character analysis; writing in role; explore + understand ideas, events + features in texts; research + presentation skills; marks are awarded for the quality of written work; express opinions about their own work; present ideas in a variety of forms  Numeracy: Scaled drawings/models/floor plans; record ideas through notes or notation; use of plots and cue sheets  **ICT:**  Internet research; powerpoint; apps/internet for set designs; YouTube; presentation of folio items; use software, systems + iPads  **TS + PC:**  Managing information; Being creative; Self-management; Working with others  **Prior Learning:** Continue development of Key Stage 3 Drama  **RRSA:**  Articles 13, 17, 28, and 31  **Careers:**  Students will explore a variety of roles within theatre including the role of the Set Designer & Costume Designer  **Cross Curricular Skills:** Research skills; Themes explored may be linked with other subjects such as History; Links with English: Speaking + Listening; Script reading/writing; keywords.  **Tracker:** Written Winter Examination Paper Q1a, 2a + b, and 3a (Prep 1). (May change depending on what has been covered) |

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| **January- February** | | **March - June** |
| Continue Component 1- Devised   * Continue development of devised drama * Research practitioners including Stanislavski & Frantic Assembly * Students lead workshops based on their sources * Begin rehearsals + block scenes * Explore voice, movement skills + facial expression * Introduction to a variety of rehearsal techniques * Work through student notebook * Introduction to Props   Continue Component 3 - Set Text ‘Sparkleshark’ Philip Ridley   * Watch a live or recorded theatrical event and analyse it based on Q1b * Explore conventions   Homework Tasks  Continue Component 3:     * Introduction to Costume PowerPoint * Costume Treasure Hunt based on 90s fashion/school uniform * Q2 Costume analysis - students will create a costume design for one character * Design and create a costume for one/two of the characters in the set text – one to be made into a costume for a doll * Catch up on any work missed to date * Exam Prep Paper 2+ 3       **HOM:** 1 Persisting; 9 Thinking & communicating with Clarity & Precision  **Literacy:** Variety of media for research; writing in role; explore + understand ideas, events + features in texts; marks are awarded for the quality of written work; express opinions about their own work; present ideas in a variety of forms  **Numeracy:** Scaled drawings for costume design; measuring for costume creation  **ICT:** Internet research; powerpoint; apps/internet for costume design; YouTube; presentation of folio items; use software, systems + Ipads  **TS + PC:** Managing information; Being creative; Self-management; Working with others  **Prior Learning:** Continue development of Key Stage 3 Drama  **RRSA:**  Articles 13, 24, 28, 29 and Article 31  Careers: Students will explore a variety of roles within theatre including Properties Manager & Costume Designer  **Cross Curricular Skills:** Research skills; Themes explored may be linked with other subjects such as History; Links with English: Speaking + Listening; Script reading/writing; keywords  **Tracker:** Prep Paper 4: Q1a, 1b, 2a + b, and 3a |  | Continue Component 1 – Devised Drama   * Continue developing K & U of practitioners * Continue rehearsals + problem solving * Continue exploration of voice, movement skills + facial expression * Continue exploring rehearsal techniques & assessing their usefulness in developing their drama, their characters & their own skills * Work through student notebook * Introduction to Lighting     Homework Tasks -  Continue Component 3:     * Introduction to Lighting powerpoint + tasks * Unit 1 Student Notebook – wide variety of texts * Exam Prep Paper 5       **HOM:** 5 Thinking about Your Thinking; 6 Striving for Accuracy  **Literacy:** Drama terminology; media clips; explore + understand ideas, events + features in texts; as Sept – Feb; continue working on Scripted Unit text (to be decided); textual analysis; character analysis; writing in role; past CCEA examination papers; theatre visit or watch recording of ‘live theatre’, marks are awarded for the quality of written work; express opinions about their own work; present ideas in a variety of forms  **Numeracy:** Scaled drawings/models/floor plans; dynamics/phrasing/tempo and tone; use of plots and cue sheets  **ICT:** Internet research; powerpoint; apps/internet for props and lighting effects; YouTube; presentation of folio items; use software, systems + consoles  **TS + PC:** Managing information; Being creative; Self-management; Working with others  **RRSA:** Articles 13, 28, 29 and Article 31  **Prior Learning:** Continue development of Key Stage 3 Drama  **Careers:**  Students will learn about the variety of front of house and backstage employment opportunities in theatre  **Cross Curricular Skills:** Research skills; Theme explored may be linked with other subjects such as History; Links with English: Speaking + Listening; Script reading/writing; keywords.  **Tracker:** Written Summer Examination Paper - Prep Paper 5: Q1 a, 1B, 2a + b, 3a + b |
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**Subject: English Language and Literature**

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| **September- October** | **November- December** | | |
| Blackwell Spelling Test  Study of language devices and word classes  Eng Lit Unit 1 Part A: Study of Prose: Of Mice and Men/Your Shoes  Eng Lang Unit 1 Task 2 – Language Analysis  Eng Lang Unit 2 – Task 1: Individual Presentation/ Q&A  TR1: Lang: Individual Presentation on ‘Dream Job’  TR1: Lit: Timed class essay on character from Of Mice & Men  Literacy: Communicate meanings, feeling and viewpoints in a logical and coherent manner.  Numeracy: Make predictions  ICT: Select information from a reliable source.  TS & PC: SM: Set personal targets and fulfil deadlines  RRSA: Article 12 (Have a say in decisions that affect you)  Careers: 1930s workforce  Tracking assessment: Speaking and Listening task (Lang) & Essay (Lit) | | **Mid-**  **Term** | Eng Lang Unit 1 Task 3  Eng Lang Unit 1 Task 1: Speeches  TR2: Lang: Unit 1 Mock Examination – Tasks 1-3  TR2: Lit: Unit 1 Mock Examination – timed character essay  Literacy: Interpret, analyse and present information in oral and written formats (essays and group discussions)  Numeracy: Estimate numbers as a fraction in exam paper  ICT: Solving problems using digital tools and resources  TS & PC: WWO: Learn with and from others through cooperation and accept responsibility for achieving collective goals.  RRSA: Article 28 (You have a right to an education)  Careers: Travel writer  Tracking assessment: Winter examinations |

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| January- February | | March |
| Eng Lang Unit 3: Spoken Language  English Language Unit 2: Individual Presentation (Speech)  Eng Lit Unit 1 Part B: Study of 19th Century Prose  Literacy: Explore and respond, both imaginatively and critically to a variety of texts; exploring how authors establish meaning.  Numeracy: Understanding of how language evolves over time.  ICT: SM: Monitor, review and evaluate progress and improve their learning (identifying strengths and weakness)  TS & PC: BC: Make ideas real by experimenting  RRSA: Article 31 (you have the right to drama)  Careers: Theatre and Arts Careers | Mid- Term | Eng Lit: Unit 1 Revision: Of Mice and Men & Prose  Eng Lang: Unit 1 Task 5  Eng Lang: Revision of Unit 1 Task 1  TR3: Lang: Unit 1 Mock paper (full)  TR3: Lit: Unit 1 Mock paper (full)  Literacy: Review accuracy of basic punctuation (for assessed spelling areas of Unit 1 eternal examination).  Numeracy: Understand shape in relation to multi modal texts  ICT: Create, develop and publish ideas  TS & PC: SM: Focus, sustain attention and persist with tasks  RRSA: Article 2 (You have the right to protection against discrimination)  Careers: Marketing  Tracking assessment: Mock examinations (full papers) |

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|  | April-May | June | |
| Easter holidays | Eng Lang: Preparation and revision for Unit 1 Paper  Eng Lit: Preparation and revision for Unit 1 Paper (closed book)  External examinations  Start into Eng Lang: Spoken Language  Literacy: Revision of appropriate structure of analysis for both examinations  Numeracy: Time management in exam situations and revision.  ICT: Process found or self-produced images showing awareness of purpose and audience  TS & PC: SM: Set personal learning goals  RRSA: Article 28 (You have the right to an education)  Careers: Editing | Revision | Eng Lang Unit 3 Task 1: Written Language  Eng Lang Unit 2 – Role Play/Group Discussion  Literacy: Understand how meaning can be communicated successfully orally.  Numeracy: Consider how time and place impacts upon spoken language.  ICT: Design publicity material and evaluate work  TS & PC: BC: Seek out questions to explore  RRSA: Article 24 (You should get the best healthcare possible)  Careers: Researcher |

**Subject: English Year Group Year 11 English Language GCSE**

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| **September- October** | **November- December** | | |
| Blackwell Spelling Test  Unit 2 Speaking and Listening Task: Individual Presentation/ Q&A  Unit 1: Reading to Access Non-Fiction texts – Tasks 2 & 3  Developing reading skills: Recognise purpose & audience of texts; Language devices; Analysis; Summary.  Unit 1 Task 2  Unit 1 Task 3  ***Tracker 1*** : Speaking and Listening: Individual Presentation on ‘My Hopes and Dreams’ or ‘My future Career’  **Literacy**: Convey information clearly; Summarise information; Understand how information is presented in different forms and for different purposes and audiences.  **Numeracy:** Understand exam weightings and marks  **ICT**: Create information using a range of digital media  **TS & PC: SM**: Set personal targets  **RRSA:** Article 28: You have the right to an education  **Careers**: Careers you are interested in and links to English GCSE | **Mid-**  **Term** | Unit 2 Speaking and Listening Task: Group Discussion  ***Tracker 2***: Winter exam Unit 1 Tasks 2 & 3 | |
| 11 En 2  Reading to Access Non-Fiction and Media Texts  Unit 1: Tasks 4 & 5 | 11 En 3, 4, 5, 6  Unit 4: Text(s) study and focus on writer’s craft for Controlled Assessment – written language |
| **Literacy**: Explore how writers establish meaning;  Apply key terms appropriately in context.  **Numeracy:** Convert marks to a percentage  **ICT**: Share and develop ideas digitally  **TS & PC: WO**: Develop routines of turn-taking, sharing and co-operating  **RRSA:** Article 2: You have the right to protection against discrimination  **Careers:** Where can English take you? | |

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| **January- February** | | **March - April** *(up to Easter)* | | |
| Unit 2 Speaking and Listening Task: Role Play | | **Mid- Term** | Unit 2 Additional Speaking and Listening Task  Mock exam revision / Controlled Assessment prep  ***Tracker 3:*** Mock exam / Controlled Assessment (to be reported on) | |
| 11 En 2  Unit 1 Task 1 Writing for Purpose and Audience  Continue working on Unit 1 Tasks 2, 3, 4 & 5 | **11 En 3, 4, 5, 6**  Unit 4 Complete Controlled Assessment Written Language  Begin Spoken Language prep | 11 En 2  Unit 4 Controlled Assessment Written Language | **11 En 3, 4, 5, 6**  Unit 4 Controlled Assessment  Spoken Language |
| **Literacy**: Distinguish between fact and opinion;  Understand how meaning can be communicated successfully orally and in written form.  **Numeracy**: using statistics to support arguments  **ICT:** Consider and evaluate sources  **TS & PC: MI**: Communicate with a sense of purpose and audience  **RRSA**: Article 24: You should get the best health care possible  **Careers**: Advertising and Marketing | | **Literacy**: Understand and analyse language use in differing contexts. .  **Numeracy:** Using marks to set targets for improvement  **ICT**: Create, develop and publish ideas  **TS & PC**: BC: See opportunities in mistakes and failures  **RRSA**: Article 12: You should have a say in decisions that affect you  **Careers**: Publishing and Media | |

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|  | *End April***, May - June** | | | |
| **Easter holidays**  **Revision** | Unit 2 Additional Speaking and Listening Task  Work experience preparation | |  |  |
| **11 En 2**  Unit 1 Revision for CCEA Unit 1 exam  Unit 3: Introduction to Spoken Language | **11 En 3, 4, 5, 6**  Unit 1 Task 1 Writing for Purpose and Audience |
| **Literacy**: Spelling, punctuation and grammar accuracy  **Numeracy**: Use numbers to make predictions  **ICT**: Solve problems through interaction with electronic tools  **TS & PC**: SM: Review learning and some aspect that might be improved  **RRSA:** Article 31: You have the right to relax  **Careers**: Work experience | |

**Subject : Film Studies**

**Eduqas Specification**

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| **September- October** | **November- December** | |
| Introduction to Film Language – underpinning element for whole specification study:     1. Cinematography 2. Sound 3. Mise-en-scene     Component 2: Section C: British Film   * Attack of the Block – Asethetics      1. Viewing 2. Contexts – London 3. Key elements of film form (cinematography, sound & mise-en-scene) in 3 key sequences: opening, climax and ending 4. Understanding of the unique style of film to engage     **TR1: GCSE stepped question on cinematography in Attack the Block (45 minutes)**    Literacy: Understanding how audio-visual communicates meaning, themes and emotions.  Numeracy: Make predictions  ICT: Understanding of how ICT evolution has influenced film  TS & PC: SM: Set personal targets and fulfil deadlines  RRSA: Article 12 (Have a say in decisions that affect you)  Careers: Director  Tracking assessment: GCSE stepped question on cinematography | **Mid-**  **Term** | Component 2 Section B: non-English Global Film   * Tsotsi  1. Viewing 2. Contexts of South Africa 3. Key elements of film form in 3 key sequences (cinematograph, sound, editing & mise-en-scene). 4. Understanding representations of gender, ethnicity, culture and age.     **TR2: GCSE examination question on Attack of the Block and Tsotsi (1 hour)**      Literacy: Interpret, analyse and present information in oral and written formats (essays)  Numeracy: Recognition of how budget/ finance influences film.  ICT: Solving problems using digital tools and resources  TS & PC: WWO: Learn with and from others through cooperation and accept responsibility for achieving collective goals.  RRSA: Article 28 (You have a right to an education)  Careers: Screenwriter  Tracking assessment: Winter examinations |

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| **January- February** | | **March** |
| Complete Component 2: Section A: Global English Film   * District 9 – Narrative  1. Viewing 2. Contexts 3. Key elements of film form within 3 key scenes 4. Narrative – clever visual methods of storytelling in D9.   Literacy: Plan work and organisation of key elements.  Numeracy: Understanding of economic contexts in South Africa.  ICT: SM: Monitor, review and evaluate progress and improve their learning (identifying strengths and weakness)  TS & PC: BC: Make ideas real by experimenting  RRSA: Article 31 (you have the right to drama)  Careers: Accountant | **Mid- Term** | Component 1 Section B: Film History   * Understanding the development of films and film technology   Component 2: Section A, B and C revision for mock examination paper.  **TR3: GCSE mock (90 mins – District 9, Tsotsi & Attack the Block)**    Literacy: Effectively manage time in examination context.  Numeracy: Understanding of history of film.  ICT: Create, develop and publish ideas using Word.  TS & PC: SM: Focus, sustain attention and persist with tasks  RRSA: Article 2 (You have the right to protection against discrimination)  Careers: Marketing  Tracking assessment: Mock examinations |

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|  | **April-May** | **June** | |
| **Easter holidays** | Component 1: Section A: Teenage Film (1950s)   * Rebel Without A Cause  1. Viewing 2. Contexts 3. Key elements of film form within 3 key scenes 4. Understanding: narrative, representations, genre within Rebel Without A Cause     Literacy: Understanding of how meanings and emotions can be created globally through performance.  Numeracy: Time management in exam situations and revision.  ICT: Continued use of Microsoft software to edit screenplay.  TS & PC: SM: Set personal learning goals  RRSA: Article 28 (You have the right to an education)  Careers: Editing | **Revision** | Start into Component 3: NEA – Screenplay – Teen films   * Introduction * Research, development of narrative and character   Literacy: Understand how meaning can be communicated successfully orally.  Numeracy: Time management of screenplay fulfils brief.  ICT: Use of ICT to create shooting script.  TS & PC: BC: Seek out questions to explore  RRSA: Article 24 (You should get the best healthcare possible)  Careers: Director |

**Subject :Child Development**

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| **September- October** | **November- December** | |
| **The New Baby – The focus is on the needs of a newborn including sleep, feeding, purchasing equipment**  **Describe the appearance and physical condition of a new baby**  **Identify the reflexes of a newborn baby**  **Describe how to meet the needs of a newborn baby**  **Feeding methods-breast v bottle feeding. Sterilisation**  **Choosing clothing for a newborn**  **Equipment needed and features of this.**  **How the Consumer Credit Act protects parents when buying equipment**  Literacy: Subject specific terms, justify choices / opinions  Numeracy: Number – comparing prices of milk/equipment. Measurement – when making a bottle  ICT: research suitable equipment for newborn  TS & PC: Self-Management (SM)  RRSA: Article 6 the Right to Grow and Family Support  Careers: role of midwife / health visitor | **Mid-**  **Term** | **Parenthood and responsibilities / Pregnancy – focus on impact of a baby on lifestyles, conception and stages of pregnancy. Students should be able to :**  **Discuss family members roles and responsibilities**  **Discuss how Family members influence the child's development**  **Discuss the factors that affect the decision to have a baby**  **How does the UN Convention support the child**  Literacy: extended writing (past paper questions)  Numeracy:  ICT: Research stages of foetal development  TS & PC: WWO, SM  RRSA: The rights of the child under UN Convention  Careers: role of midwife  Tracking assessment: Christmas Exam |

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| **January- February** | | **March** |
| **Diet and Lifestyle during Pregnancy – focus on nutrients required as well as the impact of smoking, alcohol, drugs, exercise on mother and developing foetus**  **Current Government nutritional advice and the relationship to a healthy pregnancy**  **Analyse a range of meals for a pregnant woman**  **Foods to avoid during pregnancy**  **Safe food storage / cooking of foods**  **Impact of alcohol, smoking and drugs on the developing foetus**  Literacy: Key words – subject specific  Numeracy: percentages of required nutrients  ICT: Research current dietary advice  TS & PC:Handling Info / WO  RRSA: Right to life  Careers: Role of Sonographer | **Mid- Term** | ***Pregnancy and Birth – focus on maintain health throughout pregnancy including multiple pregnancy / miscarriage / post-natal depression***  ***How a pregnancy is confirmed***  ***Common health conditions during pregnancy***  ***Stages of foetal development at week 6,20 and 40***  ***How ante-natal care is provided and the importance of this for both mother and baby***  Literacy: writing for a purpose / past paper questions  Numeracy:  ICT: foetal dev research  TS & PC: SM / WWO  RRSA: Right to life / good health  Careers: Role of Health Professionals  Tracking assessment: Past paper questions |

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|  | **April-May** | **June** | |
| **Easter holidays** | ***Birth / Preparation for external exam – focus on birthing options, pain relief and stages of birth. Preparation for external exam (worth 30% of overall GCSE grade)***  ***Discuss 3 stages of labour***  ***Evaluate home v hospital birth***  ***Types of pain relief***  ***Role of the birthing partner***  Literacy: writing for a purpose / subject specific language  Numeracy:  ICT: Virtual tour of Ulster Hospital  TS & PC: SM  RRSA:Right to Heathcare  Careers: Role of midwife / gynaecologist / sonographer  Tracking assessment: Summer exam (written paper 1hr) | **Revision** | **Safety and Childhood Illness - focus on keeping children safe both inside and outside the home as well as understanding the treatment of common childhood illnesses**  Literacy: taking part in a discussion  Numeracy: number /types of accidents in childhood  ICT: NSPCC research  TS & PC:  RRSA: Right to safety  Careers: Role of GP /Health Visitor in monitoring child health |

**Subject: BTEC Hospitality**

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| **September- October** | **November- December** | | |
| **Unit 1 - Introducing the Hospitality Industry – focusing on how the hosp industry is made up**  **The structure of the Hospitality Industry**  **The size and scale of Hosp Industry – local, national and international examples**  **Business ownership in the Hosp Industry – advantages and disadvantages of each type**  **Support provided by other industries – banks /ICT/transport / utilities**  Literacy: Subject specific terms, past paper questions, listening and taking part in class discussions  Numeracy: Weighing and measuring ingredients in practical work  ICT: research work on types of Hosp business in NI  TS & PC: Working with others (WWO), Self-Management (SM)  RRSA: Article 17 Right to Information  Careers: Service and standards required by those in the Hospitality Industry | | **Mid-**  **Term** | **Unit 1 - Introducing the Hospitality Industry – focusing on trends that impact the industry**  **Operational processes – purchasing materials, goods and services. Evalution of the range of options**  **The purchasing cycle used in Hospitality to obtain goods**  **Trends and Issues that impact Hospitality**  Literacy: Recording notes, listening and taking part in class discussion  Numeracy: Weighing and measuring of ingredients  ICT: Researching newspaper articles for local news stories about the hospitality industry.  TS & PC: WWO, SM  RRSA:Article 17  Careers: Roles within the hospitality industry  Tracking assessment: Christmas Exam Mock paper 1hr 15mins | |

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| **January- February** | | **March** |
| **Unit 3 - Food Safety and Health and Safety in the Hospitality Industry – Learning Aim A focus on safe and hygienic practices when purchasing, storing and cooking foods**  **Procedures used to maintain food safety**  **Storage of food / Cooking of food in relation to safety**  **Food Safety Hazards in Hospitality**  Literacy: Extended coursework task writing  Numeracy: Handling data- numbers of food poisoning cases  ICT: Research food hygiene and safety practices, typing up of coursework  TS & PC: MI, SM, WWO  RRSA:  Careers: Role of Environmental Health Officer | **Mid- Term** | **Unit 3 - Food Safety and Health and Safety in the Hospitality Industry – focus on safe and hygienic practices when purchasing, storing and cooking foods**  **Main pieces of food safety legislation**  **Safety signs and Information in Hospitality**  **Written Documentation required in safety and hygiene**  Literacy: Extended coursework task  Numeracy: Handling data  ICT: Research food hygiene and safety practices, typing up of coursework  TS & PC: MI, SM, WWO  RRSA:  Careers: Role of Environmental Health Officer |

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|  | **April-May** | **June** | |
| **Easter holidays** | **Unit 3: Learning Aim B – The role of safety legislation and the Hospitality industry**  **Students will conduct an investigation into one local hospitality business and write a detailed report on findings**  Literacy: Extended coursework task  Numeracy:  ICT: Research different safety legislations and typing of coursework  TS & PC: MI, SM  RRSA:  Careers: Role of Health and Safety Executive / Officers  Tracking assessment: |  | **Unit 2 – Working skills needed in Hospitality. An in-depth look at the key skills people** **need to be able to work in hospitality. Demonstration of skills and peer evaluation**  Literacy: Extended coursework task  Numeracy:  ICT: Using NI job Finder and Job Centre online to research local vacancies in the hospitality industry  TS & PC: MI, SM, WWO  RRSA:  Careers: Different roles within the hospitality industry |

**Subject GCSE Food and Nutrition**

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| **September- October** | **November- December** | |
| **Food provenance, processing and production – where does are food come from?**  **Traceability of foods from farm to fork**  **Food and ethical considerations – food miles / sustainablity**  Literacy: Subject specific terms, past paper questions, listening and taking part in class discussions  Numeracy: Weighing and measuring ingredients  ICT: Produce a leaflet about food additives  TS & PC: Working with others (WWO), Self-Management (SM)  RRSA: Article 24  Careers: The value of a qualification in food and nutrition | **Mid-**  **Term** | **Food and Nutrition for Good Health**  **Current Government Guidelines for Good Heath**  **Health Promotion campaigns at local and national level**  Literacy: Recording notes, listening and taking part in class discussion  Numeracy: Weighing and measuring of ingredients  ICT:  TS & PC: WWO, SM  RRSA:  Careers: Role of Dietician / EHO  Tracking assessment: Christmas Exam Mock paper |

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| **January- February** | | **March** |
| **Macronutrients- Protein. Fat, Carbohydrates. Role in the diet, foods found in and deficiency diseases**  Literacy: Subject specific terms, past paper questions, listening and taking part in class discussions  Numeracy: Daily recommended intakes  ICT:  TS & PC: MI, SM, WWO  RRSA:  Careers: | **Mid- Term** | **Micronutrients, fibre and water – focus on iron, calcium, vitamin A-K**  Literacy: Subject specific terms, past paper questions, listening and taking part in class discussions  Numeracy: Daily recommended intakes  ICT:  TS & PC: MI, SM, WWO  RRSA:  Careers: |

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| **Easter holidays** | **Nutritional and dietary needs – to include nutrients recommended at each stage of the life cycle (babies, toddlers, children, teenagers, adults and elderly)**  Literacy: Subject specific terms, past paper questions, listening and taking part in class discussion.  Numeracy: Daily recommended intakes for various stages of the life cycle.  ICT: Planning a meal for a stage in the life cycle  TS & PC: MI / SM  RRSA:  Careers: Role of Dietician / Health Promotion Agency  Tracking assessment: Mock exam |  | **Nutritional and dietary needs cont.**  Literacy: Literacy: Subject specific terms, past paper questions, listening and taking part in class discussions  Numeracy: Daily recommended intakes / comparison of different age groups and requirements  ICT: research using food tables  TS & PC: MI, SM, WWO  RRSA:  Careers: Health Visitor /Midwife / Sports Nutritionist |

**Subject GCSE Health and Social Care**

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| **September- October** | **November- December** | |
| Unit 1: Personal Development, Health and Well-Being  Students will study:   * Human Development. Identifying the main life stages and age range within each stage. * Analyse the expected patters of physical, intellectual, emotional and social development in the life stage   Literacy: Subject specific terms, past paper questions, listening and taking part in class discussions  TS & PC: Working with others (WWO), Self-Management (SM)  RRSA: Article 24 and 27  Careers: Role of the health visitor  Tracking Assessment : Past Paper Questions | **Mid-**  **Term** | Students will be studying the topic of relationships. Within this students will study:   * The different types of relationships individuals may have including in cultural contexts:   Family  Friendships  Intimate or sexual  Working   * How relationships may have a positive or negative influence on an individual’s social and emotional development. * The effects of unhealthy or abusive relationships on an individual’s physical, intellectual, emotional and social health and well-being, including:   Child abuse (physical, emotional, sexual and neglect);  Domestic violence;  Bullying at school or work  Literacy: Recording notes, listening and taking part in class discussion  ICT: Internet research on support organisations  TS & PC: WWO, SM  Careers: Professionals who can provide support for relationships  RRSA: Article 19  Tracking assessment: Christmas Exam paper | |

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| **January- February** | | **March** |
| Students will be studying factors that affect health and well-being. Students will learn how to:   * Define the term health and well-being; * Analyse how behavioural factors may affect physical, emotional and social health and well-being including   Alcohol misuse;  Healthy and unhealthy diet;  Illegal drug use;  Physical activity and inactivity;  Smoking   * Analyse how environmental factors may affect physical, emotional and social health and well-being:   Pollution;  Occupational hazards  Geographical location.   * Analyse how physical factors may affect physical, emotional and social health and well-being:   genetically inherited conditions (including Duchenne  muscular dystrophy and cystic fibrosis);  Literacy: Subject specific terms, past paper questions, listening and taking part in class discussions  ICT: Research on how a range of factors influence health  TS & PC: MI, SM, WWO  RRSA: Article 24  Careers: Occupations that may pose a hazard to health | **Mid- Term** | Students will continue to study the topic on factors that influence health and well-being.   * Chronic illness or disease (including type II diabetes, osteoporosis, coronary heart disease, dementia and asthma) * Socio-economic factors that affect physical, emotional and social health and well-being:   Culture and ethnicity;  Employment and unemployment;  Income;  Housing conditions;  Students will study the idea of self-concept. They will gain a knowledge and understanding of the factors that may affect self-concept: including  Age, appearance, culture and ethnicity, disability, education, employment, gender identity, relationships, sexual orientation and unemployment.  Students will be studying how these factors impact self concept.  Literacy: Subject specific terms, past paper questions, listening and taking part in class discussions  ICT: Research and develop a factsheet on a chronic illness or disease  TS & PC: MI, SM, WWO  RRSA: Article 30, 29, 14, 7 and 2  Careers: Heath professionals treating chronic illness or disease |

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| **Easter holidays** | Students will learn to assess how life changes may affect an individual’s physical, intellectual, emotional and social development:   * birth of a sibling * starting school * starting college * university or work * getting married or moving in with a partner * becoming a parent * serious illness or injury * separation or divorce * moving house; * death of a loved one; * retirement; * redundancy; * immigration or emigration; and * taking on a caring role. * Statutory, voluntary and informal support for life changes   Students will begin revision for their unit 1 exam.  Literacy: Subject specific terms, past paper questions, listening and taking part in class discussion.  Numeracy: Daily recommended intakes for various stages of the life cycle.  ICT: TS & PC: MI / SM  RRSA: Article 26, 29  Careers: Statutory, voluntary and informal organisations that provide support  Tracking assessment: Mock exam | **Revision** | Students will be preparing to complete their unit 1 exam which is 50% of their overall GCSE grade. |

**Subject Occupational Studies Contemporary Cuisine**

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| **September- October** | **November- December** | |
| Students will be studying their Patisserie unit which will involve :   * Health and Safety in a professional catering environment * Breads and Scones both practical and theory. Students will complete 2 scone and 2 bread dishes independently. Students will be marked on two dishes for their portfolio. * Students will be evaluating their performance and outcome during practical’s. * Students will complete two knowledge tests for their portfolio   Literacy: Reading and following recipes, listening and taking part in class discussions and key terms  Numeracy: Accurate weighing and measuring of ingredients, setting of oven temperatures and timing tasks.  TS & PC: Self-Management (SM)  RRSA: Article  ICT: Use of Teams to upload evidence for portfolio and Word for the completion of their diary and evaluations  Careers: Role of the health and safety officer  Tracking Assessment : Continuous portfolio work | **Mid-**  **Term** | Students will continue with their patisserie unit which will include:   * Careers in the Patisserie sector including skills, qualities and qualifications * Cakes and biscuits both practical and theory. Students will complete 2 types of cakes and 2 types of biscuit independently. Students will be marked on two dishes for their portfolio. * Students will learn the key theory behind making cakes and biscuits. * Students will complete a knowledge test on the topic of cakes and biscuits.   Literacy: Recording notes, listening and taking part in class discussion, following a recipe  Numeracy: Accurate weighing and measuring of ingredients, setting of oven temperatures and timing tasks.  ICT: Use of Teams to upload evidence for portfolio and Word for the completion of their diary and evaluations  TS & PC: WWO, SM  Careers: Students will research 3 careers linked to baking and patisserie  RRSA:  Tracking assessment: Christmas practical assessment | |

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| **January- February** | | **March** |
| Students will continue with their patisserie unit which will include:   * The environment and catering. Looking at how businesses can reduce, reuse and recycling * Students will study pastry dishes, this includes both practical and theory. Students will independently complete 4 dishes using different types of pastry. Students will be marked on two dishes for their portfolio. * Students will learn the key theory behind different types of pastry and the process behind making it. * Students will complete knowledge tests on the topic of pastry and the environment   Literacy: Subject specific terms, listening and taking part in class discussions, writing evaluations and weekly diary  Numeracy: Accurate weighing and measuring of ingredients, setting of oven temperatures and timing tasks.  ICT: Use of Teams to upload evidence for portfolio and Word for the completion of their diary and evaluations.  TS & PC: MI, SM, WWO  RRSA:  Careers: Professional patisserie chef skills, qualities and health and safety | **Mid- Term** | Students will continue to work on their patisserie portfolio and the unit on pastry from last half term.  Literacy: Subject specific terms, listening and taking part in class discussions, writing evaluations and weekly diary.  Numeracy: Accurate weighing and measuring of ingredients, setting of oven temperatures and timing tasks.  ICT: Use of Teams to upload evidence for portfolio and Word for the completion of their diary and evaluations.  TS & PC: MI, SM, WWO  RRSA:  Careers: Professional patisserie chef |

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| **Easter holidays** | Students will be finalising their portfolio to ensure it is complete for submission. All practical evidence, evaluations and diary is complete.  Literacy: Subject specific terms, listening and taking part in class discussions, writing evaluations and weekly diary  Numeracy: weighing and measuring of ingredients, time management.  ICT: TS & PC: MI / SM  RRSA:  Tracking assessment: Final portfolio submitted | **Revision** | Students will begin their Contemporary Cuisine unit focusing on the topic of desserts.  Students will complete two desert dishes this half term. One being assessed for their portfolio. Students will also complete an assessed evaluation and are required to complete their contemporary cuisine diary. |

**Subject: History**

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| **September- October** | | | **November- December** | | |
| **Hitler takes political control 1933-34**  The steps Hitler took to consolidate his power and remove any opposition by Hitler and the significance of these actions.  **Control and opposition**  Creation of the Police State, propaganda and censorship and opposition.  **Life for workers in Nazi Germany**  Attempts to reduce unemployment and initiatives launched.  Impact of Nazi actions on the lives of workers.  Nazi attempts to change the lives of workers.  Effectiveness of Nazi actions by 1939.  **Women in Nazi Germany**  Nazi views, actions and policies to change the lives of women and the family.  **Life for young people in Nazi Germany**  Actions and policies to change the lives of young people involving education and youth movements.  Impact and effectiveness of Nazi actions and policies on lives of young people by 1939.  Literacy: Reading and interpreting text.  Numeracy: Timelines  ICT: Documentary clips and PowerPoint presentations.  TS & PC: Managing information, working with others and making decisions based on evidence.  RRSA: Article 2- You should not be discriminated against.  Habits of Mind: 9. Thinking and Communicating with clarity and precision.  Careers: Qualities of a leader. Financier.  Assessment: various past paper exam questions. | | **Mid-**  **Term** | | **Life for Jewish community and minorities in Nazi Germany**  Persecution of minorities including Nazi racial ideas and policies and treatment of minorities, including gypsies, homosexuals and those with disabilities.  **Nazi Persecution of the Jewish community**  Various methods of persecution up to 1939  Impact and effectiveness of Nazi actions and policies by 1939  **Germany at war**  Escalation of racial persecution, Einsatzgruppen, ghettos and death camps.  Final Solution  Life in Germany during World War II  Impact of war including air raids, bombing, total war and rationing, labour shortages and the role of women.  Various examples of growing opposition and resistance in Germany to Nazi rule during the war years,  Effectiveness of opposition and resistance up to 1945.  **Changing relationships: NI and its Neighbours, 1965-1998**  **The O’Neill years**  Literacy: Reading and interpreting text. Extended writing, 16 mark past paper questions.  Numeracy: Timelines, statistical data on deaths during WWII.  ICT: Documentary clips, PowerPoint presentations, online quizzes.  TS & PC: Managing information, working with others and making decisions based on evidence.  RRSA: Article 8- Governments should respect your right to a name, a nationality and family ties.  Careers: Military career,  Tracking assessment: Christmas exam. | | | |
| **January- February** | | | | | **March** | |
| **Changing relationships: NI and its Neighbours, 1965-1998**  **The campaign for civil rights and NICRA**  **1969:** I**ncreasing tensions, violence and summer of 1969**  **Re-emergence of paramilitary organisations** including IRA, UVF and UDA.  **Internment, Bloody Sunday and responses to it.**  **Direct Rule**  Reasons for the fall of Stormont and introduction of direct rule.  Reaction in NI and Republic of Ireland to the British government’s decision to suspend Stormont.  Literacy: Reading and interpreting text and sources.  Numeracy: Timelines.  ICT: Documentary clips. Powerpoint Presentations. Online quizzes. Researching different interpretations on key historical events.  TS & PC: Managing information, working with others and making decisions based on evidence.  RRSA: Article 2: You should not be discriminated against.  Habits of Mind- 6. Striving for Accuracy.  Careers: Politician  Assessment: Past paper source questions and extended writing. | | **Mid- Term** | | | **Attempts at power-sharing 1973-74**  Reason for and responses to introduction of a power-sharing executive and Council of Ireland.  Ulster Workers’ Strike and re-introduction of direct rule.  **Changing Republican strategy**  Reasons for the introduction of the hunger strikes 1980-81.  Effect of Sinn Fein’s electoral success on SDLP.  **Anglo-Irish Agreement**  Reasons, terms and significance.  **Downing Street Declaration**  Hume Adams initiative.  Key terms and responses to the Declaration and its significance for paving way for ceasefires.  Literacy: Reading and interpreting text and sources. Extended writing.  Numeracy:  ICT: Documentary clips. PowerPoint presentations. Researching different interpretations on key historical events.  TS & PC: Managing information, working with others and making decisions based on evidence.  RRSA: Article 2: You should not be discriminated against.  Habits of Mind- 6. Striving for Accuracy.  Careers: Politician  Tracking assessment: Past paper source questions and extended writing. | |
|  | **April-May** | | | | | | | |
| **Easter holidays** | **Good Friday Agreement**  Key terms and responses to the Agreement including the referendum.  Significance of the Agreement for relations between Britain, Northern Ireland and the Republic of Ireland.  **Revision in preparation for unit 1 exam for all students. All students will sit the exam in May.**  **Begin to look at Unit 2- International Relations.**  Literacy: Reading and interpreting text and sources.  Numeracy: Timelines.  ICT: Documentary clips. PowerPoint presentations. Online quizzes. Researching different interpretations on key historical events.  TS & PC: Managing information, working with others and making decisions based on evidence.  RRSA: Article 2: You should not be discriminated against.  Habits of Mind- 9. Thinking and communicating with clarity and precision.  Careers: Politician  Tracking assessment: Whole past paper to complete under timed conditions. | | | | | | | |
|  | **June** | | | | | | | |
| Reasons for conflict between USA and USSR, fear of expansion and containment 1945-9. Hungarian Uprising 1956.  Literacy: Reading and interpreting text and sources.  Numeracy: Timelines  ICT: Documentary clips / PowerPoint presentation, online quizzes.  TS & PC: Managing information, working with others and making decisions based on evidence.  RRSA: Article 14- You have the right to think and believe what you want and to practice your religion, as long as you do not stop other people from enjoying their rights.  Habits of Mind- 1. Persisting.  Careers: Qualities of a leader. | | | | | | | | |

**Subject: Mathematics**

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| **September- October** | **November- December** | |
| Decimals  Fractions  Percentages  Indices, Factors, Multiples and Primes  Four Operations and Comparison Symbols  Money Calculations  Algebra: Vocabulary, Formulae, Manipulation  ICT: Corbettmaths videos for revision; Use of MyMaths.  Literacy: Key words outlined at start of each topic; Focus on writing all working out.  Numeracy: Embedded throughout.  TS & PC:  *Managing Information* – Taking in new content and retaining it; Reviewing how they learn and working on the best ways to revise Mathematics.  *Thinking, Problem Solving and Decision Making* – Given worded past paper questions and getting to the bottom of what is being asked; Choosing the best method to answer given questions.  *Working with Others* – Think, Pair and Share; Working with peers for explanation and showing what a good piece of work looks like.  *Self Management* – Managing time to ensure maths revision occurs regularly; Prioritising weaker areas that need more work.  RRSA: Article 28  Prerequisite: Number skills, use of a calculator, BIDMAS, equivalence, primes  Careers:  Tracking assessment: Cumulative Unit Tests average | **Mid-**  **Term** | Equations and Straight Lines  Angles and Sides  ICT: Corbettmaths videos for revision; Use of MyMaths.  Literacy: Key words outlined at start of each topic; Focus on writing all working out.  Numeracy: Embedded throughout.  TS & PC:  *Managing Information* – Taking in new content and retaining it; Reviewing how they learn and working on the best ways to revise Mathematics.  *Thinking, Problem Solving and Decision Making* – Given worded past paper questions and getting to the bottom of what is being asked; Choosing the best method to answer given questions.  *Working with Others* – Think, Pair and Share; Working with peers for explanation and showing what a good piece of work looks like.  *Self Management* – Managing time to ensure maths revision occurs regularly; Prioritising weaker areas that need more work.  RRSA: Article 28  Careers:  Tracking assessment: Winter Exam |

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| **January- February** | | **March** |
| Pythagoras’ Theorem  Area  Circles  3D Shapes  Units of Measurement  Data Collection and Processing  ICT: Corbettmaths videos for revision; Use of MyMaths.  Literacy: Key words outlined at start of each topic; Focus on writing all working out.  Numeracy: Embedded throughout.  TS & PC:  *Managing Information* – Taking in new content and retaining it; Reviewing how they learn and working on the best ways to revise Mathematics.  *Thinking, Problem Solving and Decision Making* – Given worded past paper questions and getting to the bottom of what is being asked; Choosing the best method to answer given questions.  *Working with Others* – Think, Pair and Share; Working with peers for explanation and showing what a good piece of work looks like.  *Self Management* – Managing time to ensure maths revision occurs regularly; Prioritising weaker areas that need more work.  RRSA: Article 28  Prerequisite: BIDMAS, pi, basic knowledge of KS3 stats, names of shapes, definitions of terms from KS3. | **Mid- Term** | Data Presentation  ICT: Corbettmaths videos for revision; Use of MyMaths.  Literacy: Key words outlined at start of each topic; Focus on writing all working out.  Numeracy: Embedded throughout.  TS & PC:  *Managing Information* – Taking in new content and retaining it; Reviewing how they learn and working on the best ways to revise Mathematics.  *Thinking, Problem Solving and Decision Making* – Given worded past paper questions and getting to the bottom of what is being asked; Choosing the best method to answer given questions.  *Working with Others* – Think, Pair and Share; Working with peers for explanation and showing what a good piece of work looks like.  *Self Management* – Managing time to ensure maths revision occurs regularly; Prioritising weaker areas that need more work.  RRSA: Article 28  Careers:  Tracking assessment: Past Paper Questions |

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|  | **April-May** | **June** | |
| **Easter holidays** | Revision  ICT: Corbettmaths videos for revision; Use of MyMaths.  Literacy: Key words outlined at start of each topic; Focus on writing all working out; Quality of Written Communication questions.  Numeracy: Embedded throughout; ‘Numeracy Ninja’ booklet may be used to improve and maintain core mental and written skills in arithmetic.  TS & PC:  *Managing Information* – Taking in new content and retaining it; Reviewing how they learn and working on the best ways to revise Mathematics.  *Thinking, Problem-Solving and Decision-Making* – Given worded past paper questions and getting to the bottom of what is being asked; Choosing the best method to answer given questions.  *Working with Others* – Think, Pair and Share; Working with peers for explanation and showing what a good piece of work looks like.  *Self-Management* – Managing time to ensure maths revision occurs regularly; Prioritising weaker areas that need more work.  RRSA: Article 28  Prerequisite: Revision skills  **External assessment: GCSE Module M2 or M3 or M4 – Thurs 16th May 2024** | **Revision** | Begin M6 content:  Binary Number System  Estimation  Ratio |

**Subject: GCSE Music**

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| **September- October** | **November- December** | |
| Lessons each week will be divided into the 3 CCEA components.  **2 periods: Component 2 – Composition**   * September and October will be dedicated to introducing students to composition and they will learn a variety of compositional techniques which they will implement into their controlled assessment. Students will be introduced to and develop their composition skills using Logic Pro on the Macs.   **2 periods: Component 3 – Listening and appraising**  **Introduction to all areas of study**   * Introduction to Popular music * Set work: Eurhythmics ‘Sweet Dreams’   **1 period: Component 1 – theory and performance**   * Performance lessons every few weeks, solo and group pieces.   Prior Learning: Key Stage 3 course, especially Elements of music keywords, composition skills and performance skills.  Literacy: reading the history of the styles of music and analysing pieces of music.  Numeracy:  ICT: regular use of iMac computers and Logic Pro. Teams.  TS & PC: SM: Set personal targets and fulfil deadlines  Habits of Mind: 8: Applying past knowledge to new situations.  RRSA: Article 31 – right to relax, **play music,** sports and drama.  Careers: composer, session musician, freelance performer, producer, critic  Homeworks: Instrumental practise daily, composition tasks and theory tasks leading to tracker.  Tracking assessment: exam questions based on Pop Music listening, Class Concert performance and a composition task. | **Mid-**  **Term** | **Component 2 – Composition:**   * Class composition task. Use for Winter tracker. * End of November deadline.   **Component 3 – Listening and Appraising:**   * Introduction to Baroque music * Set work: Handel ‘For Unto Us a Child is Born’ * Intro to film music * Set work: Williams ‘Superman Theme’   **Component 1 – Theory/performance**   * Performance (for winter exam) end of November   Prior Learning: Key Stage 3 course, especially Elements of music keywords, composition skills and performance skills.  Literacy: Analysing music and studying history. On Composition task completion, students are to showcase their work and verbally justify their creative choices.  Numeracy:  ICT: regular use of iMac computers and Logic Pro  TS & PC: BC:5: make ideas real by experimenting with different designs, actions and outcomes. Self-Management: organise and plan how to go about a task.  Habits of Mind: 8: Applying past knowledge to new situations.  RRSA: article 31 – right to relax, **play music,** sports and drama.  Careers: composer, session musician, freelance performer, producer, critic  Homeworks: Instrumental practise daily, composition tasks and theory tasks leading to tracker.  Tracking assessment: CCEA style exam paper, performance and composition task. |

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| **January- February** | | **March** |
| **Component 2 – Composition:**   * Begin composition 1 (free composition) Controlled assessment. * February – Comp. 1 check point.   **Component 3 – Listening and Appraising:**   * Review film music * Set work: Horner ‘Young Peter’ from ‘The Amazing Spiderman’ * February – review popular music * Set work: Ash ‘Burn Baby Burn’   **Component 1 – Theory/performance**   * Begin ensemble performances * February (end) ensemble performance.   Prior Learning: Key Stage 3 course, especially Elements of music keywords, composition skills and performance skills.  Literacy: analysing music and theory.  Numeracy:  ICT: regular use of iMac and Logic Pro, plus Teams  TS & PC: BC seek out questions to explore and problems to solve. WWO Being Collaborative.  Habits of Mind: 9: thinking and communicating with clarity and precision.  RRSA: Article 31 right to relax, **play music,** sports and drama.  Careers: composer, session musician, freelance performer, producer, critic  Homeworks: Instrumental practise daily, composition tasks and theory tasks leading to tracker. | **Mid- Term** | **Component 2 – Composition:**   * Composition 1 continued   **Component 3 – Listening and Appraising:**   * Introduction to classical era * Set work: Mozart ‘Horn Concerto…’   **Component 1 – Theory/performance**   * Weekly ensemble performances/workshop classes.   Prior Learning:  Literacy: analysing music and theory.  Numeracy:  ICT: regular use of iMac and Logic Pro  TS & PC: WWO Being Collaborative. SM focus, sustain attention and persist with task  Habits of Mind:  RRSA: Article 31 right to relax, **play music,** sports and drama.  Careers: composer, session musician, freelance performer, producer, critic  Homeworks: Instrumental practise daily, composition tasks and theory tasks leading to tracker.  Tracking assessment - CCEA style exam paper, **ensemble** performance and progress of composition 1. |

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|  | **April-May** | **June** | |
| **Easter holidays** | **Component 2 – Composition:**   * First draft hand in – check against CCEA mark scheme.   **Component 3 – Listening and Appraising:**   * Review of popular music * Set work: Florence and the Machine ‘Cosmic Love’ * Set work: Berlioz ‘Symphonie Fantastique’   **Component 1 – Theory/performance**   * Weekly ensemble performances/workshop classes.   Prior Learning:  Literacy: analyse music and theory.  Numeracy:  ICT: iMac and Logic pro  TS & PC: WWO: Being collaborative. ICT: create, develop, present and publish ideas and information responsibly using a range of digital media  Habits of Mind:  RRSA: article 31 right to relax, **play music,** sports and drama.  Careers: composer, session musician, freelance performer, producer, critic  Homeworks: Instrumental practise daily, composition tasks and theory tasks leading to tracker.  Tracking assessment: CCEA style exam paper, Ensemble performance. | **Revision** | **Component 2 – Composition:**   * Composition 1 completion.   **Component 3 – Listening and Appraising:**   * Introduction to Irish Traditional Music * Set work: Stonewall ‘Fife Medley: Boys of Belfast and The Girl I Left Behind’   **Component 1 – Theory/performance**   * Continue to develop skills.   Prior Learning:  Literacy: analyse music and theory.  Numeracy:  ICT: iMac and Logic pro  TS & PC: WWO: Being collaborative. ICT: create, develop, present and publish ideas and information responsibly using a range of digital media  Habits of Mind:  RRSA: article 31 right to relax, **play music,** sports and drama.  Careers: composer, session musician, freelance performer, producer, critic  Homeworks: Instrumental practise daily, composition tasks and theory tasks leading to tracker.  Tracking assessment: CCEA style exam paper, Ensemble performance. |

**Subject: Languages - French and Spanish**

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| **September- October**  **Studio GCSE Foundation Tier Modules 1 and 2** | **November- December**  **Module 2 continued** | |
| ***French***  ***W.A.L.T;***   * ***Describe ourselves using complex language*** * ***Discuss family relationships and who we get on with/don’t get on with and why*** * ***Hobbies and interests*** * ***The Present tense in full- regular and irregular verb endings and reflexives***   **Literacy**:Using Target Language to communicate with classmates/ The use of the Perfect tense/Translation  **Numeracy**: Time frames in French  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs/ Managing information/working with others  **Thinking frame**- Describing Frame on Family  **RRSA**: Article 30- EDL celebration of languages and Article 31  **Careers**: The value of languages for careers prospects and promotion of the importance of having at least 1 language at GCSE  **Spanish Viva GCSE Foundation Tier**  **Module 1-**  **Las vacaciones**  ***W.A.L.T;***   * ***Talking holidays*** * ***Countries, forms of travel*** * ***Holiday activities*** * ***weather*** * ***The present tense in full and the preterite tense*** * ***Using negatives and si clauses*** * ***Opinions on holidays- las vacaciones desastrosas***   **Literacy**:Using Target Language to communicate with classmates  **Numeracy**: reading train timetables and using euros to by train/bus tickets  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs  **Thinking frames**- sequencing frame to discuss a holiday in the past tense in Spanish  **RRSA**: Article 31  **Careers**:  **Tracking assessment**): | **Mid-**  **Term** | ***French***  ***W.A.L.T;***   * ***Discuss technology and social media*** * ***Hobbies and interests*** * ***Use of future tense with ‘aller’ +infinitive*** * ***What do you want to do in the future*** * ***The perfect tense with ‘avoir’ and ‘être’*** * ***Recap TV programmes/films*** * ***Revise the perfect tense***   **Literacy**: Using Target Language to communicate with classmates/read and respond to more complex sentences in French/ Use of cognates and near cognates/ The Future tense with ‘***aller*** +infinitive’ only.  **Numeracy**: revision of time  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs and Managing information  **RRSA**: Articles 28 and 29- The right to a full education  **Careers**: **Tracking assessment**: **Winter exams**- Reading and Writing skills with a focus on Translation skills and Grammar  **Spanish- Module 3 – Mi gente**  ***W.A.L.T;***   * ***Talking about family and relationships*** * ***New technology*** * ***Using the present continuous*** * ***Making arrangements and making excuses*** * ***The verbs ‘poder’, ‘querer’*** * ***Weather and activities*** * ***Using negatives and si clauses*** * ***Travelling by bus/train and booking tickets***   **Literacy**:Using Target Language to communicate with classmates  **Numeracy**: reading train timetables and using euros to by train/bus tickets  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs  **Thinking frames**- Brainstorming frame on new technology  **RRSA**: Article 31  **Careers**:  **Tracking assessment**): |

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| **January- February**  **Module 3 -Les jours de fête** | | **March**  **Module 4- De la ville à la campagne** |
| ***French***  ***W.A.L.T;***   * ***Discuss food and mealtimes*** * ***To use more complex adjectives*** * ***Describing your daily life*** * ***Shopping for clothes*** * ***Describing festivals and traditions*** * ***Using the past, present and future tenses together to describe a family celebration***   **Literacy**:Using Target Language to communicate with classmates  **Numeracy**: the exchange rate in euros and large numbers for clothes and shoe sizes  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools/BBC learning clip videos/You tube clips  **TS & PC**: Being creative- performing role-plays in pairs/ Working with others- Listen actively and share opinions/ Respect the views of others  **RRSA**: The right to celebrate culture and tradition and the right to adequate food  **Careers**:  **Spanish- Module 4 and Module 5**  ***W.A.L.T;***   * ***Talking about free time and hobbies*** * ***TV and films and opinions*** * ***An outing to the cinema- describing a film*** * ***Making arrangements and making excuses*** * ***The verbs ‘poder’, ‘querer’*** * ***How to form the perfect tense in Spanish*** * ***Places in town and where you live*** * ***Describing your region*** * ***Shopping in a town*** * ***Future plans***   **Literacy**:Using Target Language to communicate with classmates  **Numeracy**: reading train timetables and using euros to by train/bus tickets  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs  **Thinking frames**- Categorising frame on hobbies and places I town vocab  **RRSA**: Article 31  **Careers**:  **Tracking assessment**): | **Mid- Term** | ***French***  ***W.A.L.T;***   * ***Talking about where you live*** * ***Places in a town*** * ***Directions*** * ***Shops in a town*** * ***Descrbing a region*** * ***Weather and activities*** * ***Using negatives and si clauses*** * ***Travelling by bus/train and booking tickets***   **Literacy**:Using Target Language to communicate with classmates  **Numeracy**: reading train timetables and using euros to by train/bus tickets  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs  **RRSA**: Article 31  **Careers**:  **Tracking assessment**):  **Spanish- Module 5 continued and module 6**  ***W.A.L.T;***   * ***Consolidation of all grammar covered so far and digging deeper on the topic of house and home***   ***Module 6***   * ***Festivals and traditions in Spain/Spanish speaking countries*** * ***Food and drink*** * ***Daily routine***   **Literacy**:Using Target Language to communicate with classmates  **Numeracy**: reading train timetables and using euros to by train/bus tickets  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs  **Thinking frames**-  **RRSA**: Article 31  **Careers**:  **Tracking assessment**): |

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|  | **April-May**  **Module 4 continued** | **June** | |
| **Easter holidays** | ***French***  ***W.A.L.T;***   * ***Talking about where you live*** * ***Places in a town*** * ***Directions*** * ***Shops in a town*** * ***Describing a region*** * ***Weather and activities*** * ***Using negatives and si clauses*** * ***Travelling by bus/train and booking tickets***   **Literacy**:Using Target Language to communicate with classmates. **Numeracy**:  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs/ working with others and listening actively to our peers  **RRSA:** Article 28  **Careers**: The value of languages for careers prospects  **Tracking assessment** Summer exam- Reading, Listening and writing with a focus on Grammar and Translation  **Spanish- Module 6 continued**  ***W.A.L.T;***   * ***Parts of the body*** * ***Saying something is sore*** * ***At the doctor/pharmacy*** * ***Healthy lifestyles*** * ***Smoking and drugs and the health implications***   **Literacy**:Using Target Language to communicate with classmates  **Numeracy**: using euros in a pharmacy  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs  **Thinking frames**-  **RRSA**: Article 31  **Careers**:  **Tracking assessment**): | **Revision** | **French**  ***W.A.L.T;***   * ***Chores and part-time jobs*** * ***How we spend our money*** * ***Saying what jobs you would like to do and why***   **Literacy**:Using Target Language to communicate with classmates  **Numeracy**: budgeting and costing our hobbies and interests- pocket money  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs/Managing formation/ problem-solving and decision making. Justify methods and opinions  **RRSA**:  **Careers**: The value of languages for careers prospects  **Tracking assessment**: Reporting of Summer exams  **Spanish-**  ***W.A.L.T;***   * ***An introduction to the world around us and global issues*** * ***Environment*** * ***How we can be better citizens***   **Literacy**:Using Target Language to communicate with classmates  **Numeracy**:  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs  **Thinking frames**- **RRSA**: the right to adequate shelter, clean water and an effective health service  **Careers**:  **Tracking assessment**): Reporting and Summer assessment |

**Subject: BTec Information and Creative Technology**

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| **September- October** | **November- December** | |
| **Theme: Theory – Unit 1: Online World (25% of overall grade) Onscreen Test**  *A investigate online services and online communication*  *B investigate components of the internet and how digital devices exchange and store information*  *C investigate issues with operating online.*  *Students learn about:*  Online Services, How information travels over the internet and WWW, cyber security issues and impacts  **Literacy**:  Key words associated with new topics. Learning these in relation to how they are used in the real world, and to help prepare for questions in the examination.  **Numeracy**:  Understanding of bits and bytes, size, bit rate, bit depth, resolution, scale, proportion, file types.  **ICT**:  Internet research to investigate aspects of each topic.  Use of Google Classroom for materials, submission of work, feedback.  Use of Multimedia tools, Desk Top Publishing software, and user applications to present work and research.  **TS & PC:**  Working with others.  Being creative  Managing information  **RRSA**:  Right to education, safety online, appropriate use of language,  Article 16: You should be able to keep things private, unless the law says a reason that you can’t.  **Careers**:  Looking at the careers where ICT is relevant e.g. Banking, Shopping and Retail, Data Administrator, Technician | **Mid-**  **Term** | **Theme: Theory – Unit 1: Online World (25% of overall grade) Onscreen Test**  *Students learn about:*  A investigate online services and online communication  B investigate components of the internet and how digital devices exchange and store information  C investigate issues with operating online.  **Literacy**:  Key words associated with new topics. Learning these in relation to how they are used in the real world, and to help prepare for questions in the examination.  **Numeracy**:  Spreadsheet and Database.  Boolean terms. Formulas, queries, reports….  **ICT**:  Internet research to investigate aspects of each topic.  Use of Google Classroom for materials, submission of work, feedback.  Use of Multimedia tools, Desk Top Publishing software, and user applications to present work and research.  **TS & PC:**  Working with others.  Being creative  Managing information  **RRSA**:  Continuing with theme of the month for RRSA.  Also Article 16 and Article 12  **Careers**:  Use of spreadsheet and database across a range of different careers.  *Tracking assessment:*  Test paper questions. |

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| **January- February** | | **March-April** |
| **Theme: Theory continued (exam end of January-start of Feb: and start Unit 13:Website Creation**  *Students learn about:*  A understand the uses and features of websites B design a website  C develop and test a website  D review the finished website.  **Literacy**:  Key words associated with new topics. Learning these in relation to how they are used in the real world, and to help prepare for questions in the examination.  Sequencing, set tasks, writing controlled assessment.  **Numeracy**:  Coding queries. Increasing progression and complexity.  **ICT**:  Internet research to investigate aspects of each topic.  Use of Google Classroom for materials, submission of work, feedback.  Use of Multimedia tools, Desk Top Publishing software, and user applications to present work and research.  Use of Database, Spreadsheet and Web authoring software and multimedia authoring software to create controlled assessment task.  **TS & PC:**  Working with others.  Being creative  Managing information  **RRSA**:  Continuing with theme of the month for RRSA.  Also Article 16 and Article 12  **Careers**:  Web Designer. Games Designer. Multimedia. Careers websites.  *Tracking Assessment:*  Yr 11 Trackers at Half term | **Mid- Term** | **Theme: Unit 13: Website Creation**  *Students learn about:*  A understand the uses and features of websites B design a website  C develop and test a website  D review the finished website.  **Literacy**:  Key words associated with new topics. Learning these in relation to how they are used in the real world, and to help prepare for questions in the examination.  Sequencing, set tasks, writing controlled assessment.  **Numeracy**:  Coding queries. Increasing progression and complexity.  **ICT**:  Internet research to investigate aspects of each topic.  Use of Teams for materials, submission of work, feedback.  Use of Multimedia tools, Desk Top Publishing software, and user applications to present work and research.  Web authoring software and multimedia authoring software to create controlled assessment task.  **TS & PC:**  Working with others.  Being creative  Managing information  **RRSA**:  Continuing with theme of the month for RRSA.  Also Article 16 and Article 12  **Careers**:  Web Designer. Games Designer. Multimedia.  *Tracking assessment:*  Completed as mock exam at the end of February/ beginning of March. |

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| **May** | **June** | |
| *Theme:* Submit coursework and final prep for examination. |  | Continue with prep for examination and begin year 12 course.. |

**Subject: PE**

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| **September- October** | **November- December** | |
| **BTEC Sport Level 2 – Unit 2 Practical Sports Performance.** Students will learn about the rules, regulations and scoring systems of two selected sports and should be able to apply these in game situations. Students will also learn about the roles and responsibilities of officials in two sports.  **Literacy:** Communication, asking questions, using correct terminology  **Numeracy**: Scoring and developing strategies for attacking & defending  **ICT**: Use of the ipad for video analysis & word processing.  Google classsroom for communication & sharing resources  **TS & PC**: Managing information & decision making  **RRSA:**  Article 29- Education must fully develop your talents, skills and abilities.  **Careers:** Discuss careers in the sport and leisure industry and qualifications needed  **Tracking assessment**: Students will produce a Power Point Presentation on the rules, regulations and scoring systems of one sport. They will also be assessed on their knowledge of the rules by completing a rules test.  **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:  ***D*efining/Brainstorming -** BTEC Sport pupils are required to learn, understand and be able to explain a range of AO1 level content such as definitions, rules/regulations and knowledge of anatomy/physiology. The context of this is relatable to their own experiences or sporting examples.  **Comparing Contrasting –** BTEC Sport regularly requires pupils to compare and contrast their existing knowledge to sporting examples. This will require pupils to identify similarities/differences and utilise their knowledge from theory content to explain these using subject specific terminology.  **Part Whole –** BTEC Sport pupils are required to have a full understanding of several complete processes, however they will regularly also be required to break these down and explain the component parts. This is often in relation to the analysis of sporting performance or the explanation of physical movements in relation to anatomy and physiology. | **Mid-**  **Term** | **Unit 2 – Practical Spo**rt - Students will demonstrate skills, techniques and tactics in badminton and netball/rugby/football in isolated and conditioned practices and game situations  **Literacy:** Talking and listening, using correct terminology for both verbal feedback and written pieces of coursework  **Numeracy:** scoring games and developing strategies for attack & defence.  **ICT:** Use of the Ipad for video evidence and production of coursework & google classroom for communication & sharing resources.  **TS & PC:** Managing information and decision-making. Sequence, order & make comparisons  **RRSA:**  Article 29- Education must fully develop your talents, skills and abilities.  **Careers:** Discuss careers in the sports and leisure industry and qualifications needed.  **Tracking assessment:**  students will be assessed on their use of skills, techniques and tactics in conditioned practices and competitive situations in one of the above sports  **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:  **Part Whole;** Used for initial skill development.  **Sequencing:** Used for further skill development and to develop decision making within a game's context.  **Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns. |

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| **January- February** | | **March** |
| **BTEC Sport – Unit 2 Practical Sport**. Students should be able to review their own performance in two sports. They should be able to explain their strengths in two sports and be able to recommend activities to improve their performance.  **Literacy:** Communication, using the correct sporting terminology  **Numeracy**: Scoring games Using the correct sporting terminology  **ICT:** Use of the Ipad for video analysis of performances & google classroom for communication & sharing resources.  **TS & PC:** Managing information and decision-making. Sequence, order & make comparisons  **RRSA:**  Article 29- Education must fully develop your talents, skills and abilities.  **Careers:** Discuss careers as a fitness instructor and their role.  **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:  ***D*efining/Brainstorming -** BTEC Sport pupils are required to learn, understand and be able to explain a range of AO1 level content such as definitions, rules/regulations and knowledge of anatomy/physiology. The context of this is relateable to their own experiences or sporting examples.  **Comparing Contrasting –** BTEC Sport regularly requires pupils to compare and contrast their existing knowledge to sporting examples. This will require pupils to identify similarities/differences and utilise their knowledge from theory content to explain these using subject specific terminology.  **Part Whole –** BTEC Sport pupils are required to have a full understanding of several complete processes, however they will regularly also be required to break these down and explain the component parts. This is often in relation to the analysis of sporting performance or the explanation of physical movements in relation to anatomy and physiology. | **Mid- Term** | **Btec Sport – Unit 1 Fitness for Sport and Exercise**.  Students will learn about the components of fitness and determining exercise intensity.  **Literacy**: Talking and listening. Listen attentively for specific information. Carry out instructions  **Numeracy**: Use and interpret data, measurement,  I**CT**: Use technology to measure exercise intensity. Ipads for research & producing coursework & google classroom for sharing resources & communication.  **TS & PC**: Managing information – use a range of methods for collating, recording and representing information.  **RRSA:** Article 29- Education must fully develop your talents, skills and abilities.  **Careers:** Discuss careers in sports science.  **Tracking assessment:** Students must review/explain/analyse their strengths and areas of improvement in two selected sports, recommending activities to improve their own performance.  **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:  ***D*efining/Brainstorming -** BTEC Sport pupils are required to learn, understand and be able to explain a range of AO1 level content such as definitions, rules/regulations and knowledge of anatomy/physiology. The context of this is relateable to their own experiences or sporting examples.  **Comparing Contrasting –** BTEC Sport regularly requires pupils to compare and contrast their existing knowledge to sporting examples. This will require pupils to identify similarities/differences and utilise their knowledge from theory content to explain these using subject specific terminology.  **Part Whole –** BTEC Sport pupils are required to have a full understanding of several complete processes, however they will regularly also be required to break these down and explain the component parts. This is often in relation to the analysis of sporting performance or the explanation of physical movements in relation to anatomy and physiology. |

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|  | **April-May** | **June** | |
| **Easter holidays** | **Btec Sport – Unit 1 Fitness for Sport and Exercise**  Students will learn about the Principles of training and a variety of training methods to achieve physical fitness.  **Literacy**: Talking and Listening – ask questions about what they hear. Use the correct terminology.  **Numeracy**: Recording and interpreting data, make suggestion about how to approach an activity  **ICT**: Use technology (i-pads to deliver information and for research.  **TS & PC**: Managing information – ask focussed questions, select appropriate method for a task.  **RRSA:** Article 29- Education must fully develop your talents, skills and abilities.  **Careers:** Careers in the sport & leisure industry.  **Tracking assessment –** At the end of this unit students will complete an online exam that is worth 25% of their final mark.  **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:  ***D*efining/Brainstorming -** BTEC Sport pupils are required to learn, understand and be able to explain a range of AO1 level content such as definitions, rules/regulations and knowledge of anatomy/physiology. The context of this is relateable to their own experiences or sporting examples.  **Comparing Contrasting –** BTEC Sport regularly requires pupils to compare and contrast their existing knowledge to sporting examples. This will require pupils to identify similarities/differences and utilise their knowledge from theory content to explain these using subject specific terminology.  **Part Whole –** BTEC Sport pupils are required to have a full understanding of several complete processes, however they will regularly also be required to break these down and explain the component parts. This is often in relation to the analysis of sporting performance or the explanation of physical movements in relation to anatomy and physiology. | **Revision** | **Unit Sport – Unit 1 Fitness for Sport and Exercise**  Students will learn how to test all the components of fitness and the advantages and disadvantages of each test.  **Literacy:** Talking and Listening – ask questions about what they hear. Use the correct terminology.  **Numeracy**: Recording and interpreting data, make suggestion about how to approach an activity  **ICT**: Use technology (i-pads to deliver information and for students to research information  **TS & PC:** Managing information – ask focussed questions, select appropriate method for a task.  **RRSA**: Article 29- Education must fully develop your talents, skills and abilities.  **Careers:** Discuss careers in the sports and leisure industry  **Tracking assessment** – At the end of this unit students complete an online exam that is worth 25%  **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:  ***D*efining/Brainstorming -** BTEC Sport pupils are required to learn, understand and be able to explain a range of AO1 level content such as definitions, rules/regulations and knowledge of anatomy/physiology. The context of this is relateable to their own experiences or sporting examples.  **Comparing Contrasting –** BTEC Sport regularly requires pupils to compare and contrast their existing knowledge to sporting examples. This will require pupils to identify similarities/differences and utilise their knowledge from theory content to explain these using subject specific terminology.  **Part Whole –** BTEC Sport pupils are required to have a full understanding of several complete processes, however they will regularly also be required to break these down and explain the component parts. This is often in relation to the analysis of sporting performance or the explanation of physical movements in relation to anatomy and physiology. |

**Subject Science**              

**Single Award / Double Award / OCN**

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| **September- October** | **November- December** | |
| GCSE Biology/Chemistry/Physics  DA Biology and Chemistry  SA - Biology  OCN - Biology  Literacy: Exam questions, reading text, summarising information, define key terms, write paragraphs and extended answers  Numeracy: Chemical equations and calculating relative atomic mass, calculate speed, acceleration, calculate magnification on a microscope  ICT: Research, answer exam questions, plotting graphs, complete homework  TS & PC: WO, MI, DM, BC, SM  RRSA:  Careers:  Tracking assessment (Yr 8 only): | **Mid-**  **Term** | GCSE Biology/Chemistry/Physics  DA Biology and Chemistry  SA - Biology  OCN - Biology  Literacy: Exam questions reading text, summarising information, define key terms, write paragraphs and extended answers  Numeracy: Interpreting graphs/data, plotting graphs, calculating energy released from food, measuring mass and volume and calculating density, mole calculations  ICT: Research the Periodic Table, exam questions, research eating disorders.  TS & PC: MI, WO, DM, SM, BC  RRSA:  Careers:  Tracking assessment: Topic tracker |

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| **January- February** | | **March** |
| GCSE Biology/Chemistry/Physics  DA Biology and Chemistry  SA - Biology  OCN - Biology  Literacy: Exam preparation, reading text, summarising information, define key terms, write paragraphs and extended answers  Numeracy: Quantitative Chemistry. Interpreting data & graphs  ICT: Research diabetes  TS & PC: MI, DM, WO, SM, BC  RRSA:  Careers: | **Mid- Term** | GCSE Biology/Chemistry/Physics  DA Physics  SA – Chemistry  OCN - physics  Literacy: Exam questions and exam technique  Numeracy: Calculations in Physics, calculate percentage coverage, calculate percentage efficiency  ICT: past paper questions, create a leaflet on global warming  TS & PC: WO, DM, MI, BC, SM  RRSA:  Careers:  Tracking assessment: Topic tracker |

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|  | **April-May** | **June** | |
| **Easter holidays** | GCSE Biology/Chemistry/Physics  DA physics  SA – Chemistry  OCN - Physics  Literacy: Exam questions and exam technique, write a report on the carbon cycle  Numeracy: Physics calculations / graphs / data to interpret  ICT: Revision, research nuclear power and impact of global warming  TS & PC: MI, WO, DM, SM,  BC  RRSA:  Careers:  Tracking assessment: Module exam | **Revision** | GCSE Biology/Chemistry/Physics  DA physics  SA – Chemistry  OCN - Physics  Literacy: Revision and exam technique  Numeracy: Calculations, data to interpret  ICT: Revision and past paper questions  TS & PC: SM, WO, DM, MI,BC  RRSA:  Careers: |

**Subject: Technology & Design**

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| **September- October** | **October - December** | |
| **Theory**  CCEA GCSE Technology & Design: **Unit 1 Core Content:** External Exam (worth 25% of overall GCSE). This will be completed in Summer of Year 11 (May 2023).    **Electronic Systems & Control**   * Content 1.11 to 1.22 from CCEA GCSE TD Specification     **Literacy:** Subject specific terminology used and reinforced in all lessons. Key Word noticeboards in workshops.  **Numeracy:** Understanding and application of Ohm’s Law, calculating resistor tolerances and colour codes  **ICT:** Large proportion of homework’s and class activities completed using ICT, specifically Quizlet, Kahoot and Microsoft Teams.  **TS & PC:** Managing Information, Being Creative, Thinking, Problem-Solving and Decision Making, Self-Management, Working with Others  **RRSA:** Promoting and focusing on individual high-quality outcomes. Article 29 (1a)  **CIEAG:** Class based discussion oncareers linked to electronics  **Homework –**  Specific topic worksheets and revision homework’s (symbols / theory for end of topic tests etc)  **Eco Schools:** Discussing how the primary conductors in electronics are metals and why aluminium is now the most prominent one in use.      **Tracker 1:** Tracking test based on topic specific past paper questions. | **October Midterm** | **Theory continued…**    **Manufacturing**   * Content 1.2 to 1.10 from CCEA GCSE TD Specification       **Literacy:** Subject specific terminology used and reinforced in all lessons and throughout the topic during speaking and listening activities. Extended writing practice required for longer style manufacturing GCSE questions.  **Numeracy:** Accuracy required in measuring in cm and mm. Relevant to longer style manufacturing questions on GCSE paper.  **ICT:** Homework, revision and class activities completed on Microsoft Teams and Quizlet  **TS & PC:** Managing Information, Being Creative, Thinking, Problem-Solving and Decision Making, Self-Management, Working with Others  **RRSA:** Promoting and focusing on individual high-quality outcomes. Article 29 (1a)  **CIEAG:** Class based discussion oncareers linked to manufacturing based careers.  **Homework –**  Specific topic worksheets and revision homework’s for class tests.  **Eco Schools:** Discussing the pro’s and con’s of all our resistant materials and their impact on the environment.    **Tracker 2**: Tracking test based on topic specific past paper questions. | |
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| **January - April** | **April - June** | |
| **Theory continued…**    **Pneumatic Systems & Control**   * Content 1.31 to 1.37 from CCEA GCSE TD Specification     **Mechanical Systems & Control**   * Content 1.23 to 1.30 from CCEA GCSE TD Specification     **Computer Control Systems**   * Content 1.38 to 1.39 from CCEA GCSE TD Specification     **Literacy:** Subject specific terminology used and reinforced in all lessons and throughout the topic during speaking and listening activities.  **Numeracy:** Understanding how to calculate Gear and Velocity Ratio’s.  **ICT:** Research and class activities completed using ICT. Use of Google Classroom and Quizlet.  **TS & PC:** Managing Information, Being Creative, Thinking, Problem-Solving and Decision Making, Self-Management, Working with Others  **RRSA:** Promoting and focusing on individual high-quality outcomes. Article 29 (1a)  **CIEAG:** Class based discussion oncareers linked to mechanisms, pneumatics and computer control  **Homework –** Specific topic worksheets and revision homework’s for class tests.  **Eco Schools:** Discussing the benefits of using pneumatics vrs other types of systems in manufacturing.    **Tracker 3**: Mock exam in preparation for actual module being sat in May. Paper will be based on past paper questions. | **Easter Holidays** | **Revision of all theory covered**  Focus will be on exam preparation looking specifically at revision techniques and practice completing exam style questions in run up to Unit 1 Exam.  CCEA Unit 1 exam to take place towards end of May / start of June. Date TBC by CCEA.    **Design Portfolio and Manufacture Task**    **Unit 3 Design Portfolio and Manufacture Task** (50%) Commence work on Controlled Assessment Portfolio which will be submitted in Year 12.    Portfolio   1. Design Opportunity 2. Research & analysis 3. Specification 4. Concepts and Analysis (3 ideas)     **Literacy:** Subject specific terminology used and reinforced in all lessons. Extended writing required to produce folder.  **Numeracy:** Estimating sizes and links to anthropometric data. Accuracy required in measuring in cm and mm.  **ICT:** Large proportion of coursework completed using ICT. Students have a design portfolio that is shared with staff in One Drive.  **TS & PC:** Managing Information, Being Creative, Thinking, Problem-Solving and Decision Making, Self-Management, Working with Others  **RRSA:** Promoting and focusing on individual high-quality outcomes. Article 29 (1a)  **Homework –** Past paper questions weekly.    **Tracker 4:** Grading based on coursework and an average score of their previous trackers. Pupils will just have sat actual GCSE module. |

**Subject:** **Motor Vehicle Studies**

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| **September- October** | **October - December** | |
| **Theory**  CCEA GCSE Motor Vehicle & Road User Studies: **Unit 1:** External Exam (worth 50% of overall GCSE). This will be completed in Summer of Year 12 (May 2025).    **Vehicle Control and Road User Behaviour**   * Content Pages 7-12 from CCEA GCSE MV & RUS Specification / Chapter 1 of CCEA theory book.     **Introduction to Practical Riding Module**: pupils learning how to ride moped under teacher instruction.    **Literacy:** Subject specific terminology used and reinforced in all lessons. Key Word noticeboards in dept.  **Numeracy:** Discussing speed limits, converting mph to kmph. Discussing stopping distances.  **ICT:** Large proportion of homework’s, coursework and class activities completed using iPad’s and PC’s. Class using Microsoft Teams.  **TS & PC:** Managing Information, Thinking, Problem-Solving and Decision Making, Self-Management, Working with Others  **RRSA:** Promoting and focusing on individual high-quality outcomes. Article 29 (1a)  **CIEAG:** Class based discussion oncareers linked to road maintenance  **Homework –** Specific topic worksheets and revision homework’s (road safety signs / theory for end of topic tests etc)  **Eco Schools:** Discussing harmful gases and exhaust emissions.      **Tracker 1:** Tracking test based on topic specific past paper questions. | **October Midterm** | **Theory continued…**    **Legal Requirements**   * Content Pages 13-15 from CCEA GCSE MV & RUS Specification / Chapter 2 of CCEA theory book.   **Road Transport and its Effect on Society**   * Content Pages 16-17 from CCEA GCSE MV & RUS Specification / Chapter 3 of CCEA theory book.     **Literacy:** Subject specific terminology used and reinforced in all lessons and throughout the topic during speaking and listening activities. Extended writing practice for longer style GCSE questions.  **Numeracy:** Calculating percentages /percentage discounts when getting quotations for car insurance.  **ICT:** Homework, revision and class activities completed on Microsoft Teams and iPad’s  **TS & PC:** Managing Information, Thinking, Problem-Solving and Decision Making, Self-Management, Working with Others  **RRSA:** Promoting and focusing on individual high-quality outcomes. Article 29 (1a)  **CIEAG:** Class based discussion oncareers linked to manufacturing based careers.  **Homework –** Specific topic worksheets and revision homework’s for class tests.  **Eco Schools:** Indepth investigations into the social and environmental effects of vehicle related pollution.    **Tracker 2**: Tracking test based on topic specific past paper questions. |

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| **January - March** | **April - June** | |
| **Theory continued…**    **Motoring Mathematics**   * Content Pages 18-19 from CCEA GCSE MV & RUS Specification / Chapter 4 of CCEA theory book.   **Collision Procedures**   * Content Page 20 from CCEA GCSE MV & RUS Specification / Chapter 5 of CCEA theory book.     **\*\* Continuation of Practical Riding Module** (25%)    **\*\*\* Introduction to Unit 2 – Coursework** (25%)    **Literacy:** Subject specific terminology used and reinforced in all lessons and throughout the topic during speaking and listening activities.  **Numeracy:** Looking at overall costs associated with car maintenance  **ICT:** Research and class activities completed using ICT. Use of Microsoft Teams.  **TS & PC:** Managing Information, Being Creative, Thinking, Problem-Solving and Decision Making, Self-Management, Working with Others  **RRSA:** Promoting and focusing on individual high-quality outcomes. Article 29 (1a)  **CIEAG:** Class based discussion oncareers linked to motoring/  **Homework –** Specific topic worksheets and revision homework’s for class tests.  **Eco Schools:** Looking at the use of Fuel vrs Hybrid and Electric Cars.    **Tracker 3**: Mock exam. Paper will be based on past paper questions. | **Easter Holidays** | **Theory continued…**    **Motor Vehicle Technology**   * Content Pages 21-26 from CCEA GCSE MV & RUS Specification / Chapter 5 of CCEA theory book.     **\*\* Continuation of Practical Riding Module**    **\*\*\* Continuation of Unit 2 - Coursework**    **Literacy:** Subject specific terminology used and reinforced in all lessons. Extended writing required to produce folder.  **Numeracy:** Focus on mathematical based past paper questions.  **ICT:** Large proportion of coursework completed using ICT. Students have a portfolio that is shared with staff in One Drive / Microsoft Teams..  **TS & PC:** Managing Information, Being Creative, Thinking, Problem-Solving and Decision Making, Self-Management, Working with Others  **RRSA:** Promoting and focusing on individual high-quality outcomes. Article 29 (1a)  **Homework –** Past paper questions weekly.    **Tracker 4:** Grading based on coursework and an average score of their previous trackers. Pupils will just have sat actual GCSE module. |

**Subject: Religious Christian Ethics GCSE**

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| **September- October** | **November- December** | |
| **Matters of Life and Death**    Students will research and consider matters such as abortion, including what abortion is, the arguments for and against and the nature of abortion. They will then consider Euthanasia, what it is and the arguments for and against. Students will then look at Capital punishment and the places in the world where this takes place. Students will consider the nature of capital punishment, why and how it happens and the impact of it. Students will then study reconciliation and the necessity for it in the world as well as consider different types of punishment and the reason for punishment. Finally, to end the topic, students will study restorative justice and the importance of this.    Literacy: Student portfolio.  Numeracy: Hate crime statistical analysis  ICT: Google Classroom TS & PC:WO, MI, SM, BC.RRSA: Articles: 10, 11, 14 19 & 27  Careers: Think about prejudice & discrimination in the workplace.  Tracking assessment: Past Paper GCSE Questions | **Mid-**  **Term** | **Personal and Family issues**  Students will study the meaning and purpose of sexual relationships, marriage and the purpose of marriage, Divorce and the reasons for and impact of divorce and family types. This is the new CCEA GCSE Specification Introduction to Christian Ethics.    Literacy: Writing up Risk Assessment and portfolio.  Numeracy: Statistical analysis of data  ICT: Google Classroom  TS & PC: WO, MI, BC.  RRSA: Articles: 8, 12, 18, 21 & 32.  Careers: Risk assessments in the work place.  Tracking assessment: Past Paper GCSE questions, monologue on the nature of modern relationships |

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| **January- February** | | **March** |
| |  | | --- | | Developments in Bioethics  Students will research and consider key issues in the argument of bioethics. Students will be asked to research and consider issues such as bioethics, including what it is and examples of bioethics in society. Students will have to consider the pros and cons of bioethics and the potential hazards of it. Students will also consider human fertility and the issue of infertility and how this can affect people/relationships Students will also research and consider human surrogacy and what is required in surrogacy. They will consider the ethical grounds on which surrogacy can take place. Finally, human embryology, IVF and fertilisation will be studied and discussed in light of Christian Ethics.    Students will follow the CCEA Textbook as well as be expected to research independent information on the issues.    Literacy: Student portfolios, discussions, talking and listening in enrichment activity.  Numeracy: considering the cost of procedures and % chances of success  ICT: Google Classroom  TS & PC: WO, MI, SM  RRSA: Articles 24 & 28  Careers: Thinking about well-being in the work place. | | **Mid- Term** | |  | | --- | | **Contemporary issues in Christianity**    Students will study contemporary issues in Christianity which will include issues of prejudice and discrimination as well as poverty. Students will look at case studies in relation to race, racism, religion, sectarianism and gender. Students will look at examples of prejudice based upon these descriptors. Students will consider prejudice within the church, namely in the role of women and how it can still be undermined today. Students will consider historical examples of prejudice and study early Christian text that tries to deal with these issues. Students will also look at the issue of poverty, the causes of poverty and what can be done to prevent poverty.      Literacy: Student portfolio, discussions.  Numeracy: Using the NI census to investigate diversity in NI.  ICT: Google Classroom  TS & PC: WO, MI, SM  RRSA:. Articles 4, 7, 8, 10 & 14.  Careers: Discus the importance of rights and responsibilities in the world of work. |   Tracking assessment Portfolio Booklet on Cultural Diversity |

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|  | **April-May** | **June** | |
| **Easter holidays** | **Modern Warfare**    Students will consider war and what war is in relation to Christian ethics and the world today. Students will study Just war, what Just War Theory is and why it is deemed acceptable to many Christians. Students will consider what impact war can have on society, human life and relations with others. The human cost and economic cost of war will be studied as well as alternatives to wart, namely pacifism, and how it can be successful in today’s society.    Literacy: Evaluation of war and its effects  Numeracy: Financial cost of war   |  | | --- | | ICT: Google classroom  TS & PC: WO, MI, SM  RRSA: 19, 32 & 38.  Careers: | | **Revision** | **Revision – Exam Prep**  Students will be given revision classes, exam preparation classes in the lead up to the exam, once all topics have been covered.  Literacy: Discussions, portfolio.  Numeracy: Statistics on religious believers’ throughput the world  ICT: Google classroom  TS & PC: WO, MI, SM  RRSA: Article 3, 6, 8, 16 & 24.  Careers: |

**Subject: OCN PS & WB**

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| **September- October** | **November- December** | |
| **Exploring Relationships**   * Describe the meaning of relationships and their importance to self and others. * Describe the characteristics, roles and boundaries of the following relationships:  1. family 2. personal and social 3. working  * Describe skills needed to develop and maintain relationships. * Explain the importance of trust within a relationship. * Assess possible causes of conflict within a relationship and how these might be overcome. * Complete Portfolio Booklet.   **Managing Risk**   * Describe a range of situations involving risk to self and others. * Describe situations involving risk where pressure could be used to influence others. * Describe the positive and negative aspects of risk. * Describe the importance of assessing and managing risk. * Assess risk in a given situation. * Describe reasons for own risk-taking and associated feelings. * Complete Portfolio Booklet.   Literacy: Writing up Risk Assessment and portfolio.  Numeracy: Statistical analysis of data  ICT: Google Classroom  TS & PC: WO, MI, BC.  RRSA: Articles: 8, 12, 18, 21 & 32.  Careers: Risk assessments in the work place.  Tracking assessment: Portfolio booklet on relationships | **Mid-**  **Term** | **Exploring Own Personal Identity**   * Describe what is meant by personal identity. * Describe factors that shape the personal identity of self and others. * Describe how a positive personal identity can help an individual contribute to society. * Describe what is meant by self-esteem and confidence. * Describe the relationship between personal identity and self-esteem. * Complete Portfolio Booklet.   **Prejudice & Discrimination**   * Describe what is meant by the terms prejudice and discrimination identifying any differences. * Examine how attitudes are formed and how they may be challenged. * Describe a range of stereotypes outlining positive and negative factors of each. * Describe ways in which prejudice may manifest itself. * Describe positive and negative consequences of prejudice and discrimination. * Describe how discrimination can lead to disadvantage. * Complete Portfolio Booklet   Literacy: Student portfolio.  Numeracy: Hate crime statistical analysis  ICT: Google Classroom  TS & PC:WO, MI, SM, BC.  RRSA: Articles: 10, 11, 14 19 & 27  Careers: Think about prejudice & discrimination in the workplace.  Tracking assessment: Portfolio booklet on Prejudice & discrimination |

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| **January- February** | | **March** |
| **Understanding Healthy Lifestyles**   * Describe the importance of a balanced diet to a healthy lifestyle. * Describe the essential food groups of a balanced diet. * Describe how exercise contributes to a healthy lifestyle. * Compare different types of exercise and their effectiveness. * Describe what is meant by emotional and mental well-being. * Describe the importance of a work/life balance on emotional and mental well-being. * Assess own lifestyle in relation to physical and mental health, and emotional well-being. * Assess sources of information and/or support and how they can be accessed. * Produce a plan to improve own lifestyle * Complete Portfolio Booklet.   **Taking Part in an Enrichment Activity**   * Explain the aims and objectives of the activity. * Participate in an enrichment activity to promote personal well-being. * Describe own contribution to the agreed enrichment activity including knowledge and/or skills gained. * Assess the benefits of participating in an enrichment activity to promote personal well-being for self and others. * Describe ways in which the activity could have been improved. * Complete Portfolio Booklet   Literacy: Student portfolios, discussions, talking and listening in enrichment activity.  Numeracy: Developing a workout routine to improve health.  ICT: Google Classroom  TS & PC: WO, MI, SM  RRSA: Articles 24 & 28  Careers: Thinking about well-being in the work place. | **Mid- Term** | **Understanding Individuals Rights and Responsibilities**   * Describe the rights and responsibilities of individuals. * Outline key current legislation in relating an individual’s rights in society. * Describe own rights and personal, social and legal responsibilities as an individual in society. * Describe a situation that can affect an individual’s rights and responsibilities. * Explain the possible consequences when an individual does not undertake their responsibilities.   **Cultural Diversity**   * Describe a range of different cultural traditions in own region including specific cultural practices. * Describe what is meant by racism and sectarianism. * Describe a range of examples of racism and sectarian behaviour and their impact on own local communities. * Compare strategies used by local communities to resolve contentious issues. * Describe diversity in relation to own community emerging from conflict. * Describe how own community can address the past. * Describe how respecting diversity can integrate communities. * Outline advantages of living in a diverse society. * Complete Portfolio Booklet.   Literacy: Student portfolio, discussions.  Numeracy: Using the NI census to investigate diversity in NI.  ICT: Google Classroom  TS & PC: WO, MI, SM  RRSA:. Articles 4, 7, 8, 10 & 14.  Careers: Discus the importance of rights and responsibilities in the world of work.  Tracking assessment Portfolio Booklet on Cultural Diversity |

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|  | **April-May** | **June** | |
| **Easter holidays** | **Understanding Teamwork**   * Describe team and teamwork. * Describe effective team working skills and qualities. * Describe the role and responsibilities of team members including own role. * Identify a team goal and work with others to achieve this goal by promoting effective communication, respect and support for others. * Describe how to overcome conflict within a team. * Evaluate team performance and outline areas for improvement. * Complete Portfolio Booklet   Literacy: Evaluation of team work skills and qualities.  Numeracy: Self evaluation of each other’s work using a numerical scale.  ICT: Google classroom  TS & PC: WO, MI, SM  RRSA: 19, 32 & 38.  Careers: Discuss how teamwork is essential in the work place. | **Revision** | **Sex and Relationships**   * Describe the range of sexual relationships. * Describe what is meant by a consensual sexual relationship. * Describe cultural differences regarding sexual relationships and marriage. * Describe risks associated with a sexual relationship and how they may be minimised or avoided. * Describe legal issues in relation to age of consent, marriage, cohabitation and abuse. * Describe changes in the male and female body during sexual activity. * Compare methods of contraception and the advantages and disadvantages of each. * Describe sources of further information and support available. * Describe causes and effects of STIs including HIV and AIDS. * Describe how to maintain good sexual health. * Describe sources of further information and support available. * Complete Portfolio Booklet   Review all booklets in portfolio in preparation for moderation.  Literacy: Discussions, portfolio.  Numeracy: Statistics on sexual activity and success of various contraception..  ICT: Google classroom  TS & PC: WO, MI, SM  RRSA: Article 3, 6, 8, 16 & 24.  Careers: |

**Subject LLW (non exam)**

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| **Personal Development** | **Citizenship** | |
| In Year 11 Personal Development is based on the three concepts of self-awareness, personal health and relationships. Students will study the theme of health and the whole person and will explore the range of influences that can have a positive and negative impact on all aspects of their health including legal and illegal substances. Students will follow the SHAHRP alcohol reduction programme for 5 weeks and will also have opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health.  **Literacy:** Talking and listening  **Numeracy:** Counting units of alcohol  **ICT**: Use of Ipads& google classroom for research, communication & sharing resources.  **TS & PC:** Decision making and working with others  **RRSA: Article 3** – the right to have his/her welfare considered paramount in all decisions taken about him or her.  **Careers:** Careers in Health & Social Services: | **Mid-**  **Term** | In this unit students will study child protection in the digital world. Students will also focus on relationships and sexuality education and explore the topics of sexual health, contraception and STI’s. They will also have opportunities to consider the importance of building resilience, self-confidence and self esteem.  Citizenship  What is Citizenship?  Key Concepts  Role of Justice System in NI  Role of PSNI  **Literacy:** Talking and listening  **Numeracy:** collect, organise, record and represent data  **ICT**: The use of Ipad & google classroom for research, communication & sharing resources.  **TS & PC:** Working with others, giving and responding to feedback.  **RRSA:** Article 19 – the right to be protected from abuse & neglect  Article 37 no child shall be tortured or suffer other cruel treatment or punishment. Article 40 A child accused or guilty of breaking the law must be treated with dignity and respect.  Careers: Careers in the Healthcare industry and Justice |
| **Citizenship** | **Mid term** | **Citizenship** |
| Citizenship continued  Organised crime and paramilitaries in our communities  Crime in our communities – what can we do?  Shot by my neighbour BBC3 documentary  Safety and Making Choices.  **Literacy:** Talking and listening  **Numeracy:**  **ICT**: Use of Ipads& google classroom for research, communication & sharing resources.  **TS & PC:** Decision making and working with others  **RRSA:**  **Careers:** Police |  | Citizenship continued  Refugees  **Literacy:** Talking and listening  **Numeracy:**  **ICT**: Use of Ipads& google classroom for research, communication & sharing resources.  **TS & PC:** Decision making and working with others  **RRSA:**  **Careers:** Careers in non-governmental organisations (NGOs) |

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| **Employability** | **Employability** | |
| The impact of globalisation on employment.  Preparing for employment: recruitment and selection.  Rights and responsibilities of employers and employees.  Literacy: Reading text for understanding. Answering exam questions.  Numeracy: Migration statistics  ICT: PPT, Word. Google classroom.  TS & PC: WO, MI, SM.  RRSA: Articles 4, 32 and 38.  Careers: Emerging careers as a result of globalisation. Skills and qualities required for specific careers. | **Easter** | Employability  Rights and responsibilities of employers and employees.  Social responsibilities of businesses.  Exploring self employment.  Personal career management.  Literacy: Reading text for understanding. Answering exam questions.  Numeracy:  ICT: PPT, Word. Google classroom.  TS & PC: WO, MI, SM.  RRSA: Articles 4, 32 and 38.  Careers: Entrepreneurship. Life long career process. |

**Subject: GCSE CCEA Geography – Paper 1: Understanding our natural world (Physical Geography)**

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| **September- October** | **November- December** | |
| **Theme A : River Environments**  Literacy:   * learning and understanding key terms from the hydrological cycle and the drainage basin * learning and understanding key terms associated with river processes * distinguishing between cause and effect, and hard and soft engineering strategies in relation to river flooding   Numeracy:   * analysis and interpretation of river study data: calculating average river width, depth and velocity, also calculation of cross sectional area * measuring distance and use of scale on OS maps * learning numerical data for case studies on flooding of the Somerset Levels and the Mississippi   ICT:   * research opportunities for research on case studies * analysis of online graphical data * Triptico   Careers:   * career opportunities with the OS and the Environment Agency   Tracking assessment:   * GCSE past paper questions * Use of CCEA GCSE microsite | **Mid-**  **Term** | **Theme B Coastal Environments**  Literacy:   * learning and understanding vocabulary associated with coastal Geography, such as constructive and destructive waves, also coastal processes, landforms and types of engineering to prevent coastal erosion and flooding   Numeracy:   * use of OS map of Murlough Bay and continued use of map skills * memorising numerical data for case study on coastal management at Newcastle, Co Down   ICT:   * further research on case study material * Triptico   Careers:   * career opportunities in engineering and in environmental science   Tracking assessment:   * GCSE past paper questions * Use of CCEA GCSE Geography microsite |

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| **January- February** | | **March - April** |
| **Theme C: Our changing weather and climate**  Literacy:   * Learning and understanding key terms associated with elements of the weather, instruments for measuring weather data and units of measurement of weather data * Key terms linked to factors affecting climate and the main air masses affecting the UK and their characteristics * Key terms associated with depressions and anticyclones   Numeracy:   * Various cloud types associated with altitude * Understanding air pressure and isobars on synoptic charts * Using synoptic charts to calculate wind speed in knots * Use of the Beaufort Scale and the Saffir-Simpson Scale * Analysis and interpretation of graphical data relating to the impacts of extreme weather events * Map skills used to track hurricanes * Memorising numerical data on case study of Typhoon Haiyan   ICT:   * Use of interactive Met Office surface pressure charts * Use of satellite images to demonstrate differences between depressions and anticyclones * Video clips showing impacts of Typhoon Haiyan * Triptico   Careers:   * In Meteorology   Tracking assessment:   * GCSE past paper questions * Use of CCEA GCSE Geography microsite | **Mid- Term** | **Theme D: The restless earth**  Literacy:   * Key terms in relation to earth structure, tectonic plates and processes * Differentiation between different types of plate margins and their associated processes and landforms * Categorisation of rock types and their characteristics * Understanding terms related to volcanic and earthquake activity such as tsunamis and liquefaction * Key terms related to types of volcanos and supervolcanoes   Numeracy:   * Comparison of densities and thicknesses of ocean and continental crust * Use of the Richter Scale and comparison of the impacts of major earthquakes and their magnitude * Memorisation of numerical data from case studies   ICT:   * Use of interactive global maps to illustrate the corresponding distribution of plate margins with volcanoes and earthquakes * Use of USGS interactive data to illustrate the daily frequency and location of earthquakes globally * Triptico * Research on case studies: Indian Ocean earthquake and the potential global impacts of the eruption of the Yellowstone super volcano   Careers:   * Career opportunities in volcanology and geology   Tracking assessment:   * GCSE past paper questions * Use of GCSE CCEA Geography microsite |

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|  | **Late April-May** | **June** | |
| **Easter holidays** | **Revision and past paper questions** |  | **Preparation for Paper 3: Fieldwork Techniques**  (exam to be sat in May/June of year 12)  Literacy:   * Key terms associated with fieldwork, eg hypotheses, data collection, data analysis, data interpretation, evaluation, conclusions etc * Preparation of sample data collection forms   Numeracy:   * Analysis and interpretation of sample fieldwork data (fieldwork to be conducted in October/November of year 12) * Practice of drawing and interpretation of graphs used to present sample data * Map work of area to be investigated   Careers:   * Career opportunities in research |

**Subject: GCSE Moving Image Arts**

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| **September- October** | **November- December** | |
| September -   * Intro to genre: identifying genre, iconography/ conventions * Intro to film language: camera technique, shot type, framing and camera movement. * Editing: identify editing techniques, intro to Final Cut Pro. * Mise-en-scene: conventions and genre specifics.   October –   * Intro to component 2 task 1 (storyboarding).   Literacy: studying scripts. Giving presentations (talking and listening).  Numeracy: shot lists, having to manage the number of shots and timings. Also using diagrams to make appropriate decisions regarding camera angle and position.  ICT: regular use of iMac computers and Final Cut (FC).  TS & PC: SM: Set personal targets and fulfil deadlines  RRSA: Article 31 – right to relax, play music**,** sports and **drama**.  Careers: director, camera operative, producer, screen writer, animator, sound engineer, critic. | **Mid-**  **Term** | November –   * Shot lists – use learning from storyboards to complete these tasks. * Editing continued – more practice on FC. * Intro to lighting – identify genre conventions. * Begin to look at Task 2 (Camera & Editing)   December –   * Intro into sound. Analyse sound form seen and unseen clips. * Begin Task 2 * Footage to be shot at home * Importing to FC and aligning with visual.   Literacy: reading and analysing scripts to convert into storyboards and shot lists.  Numeracy: counting shot lists and managing how the script will divide into shots and storyboards.  ICT: regular use of iMac computers and FC  TS & PC: BC:5: make ideas real by experimenting with different designs, actions and outcomes. Self-Management: organise and plan how to go about a task.  RRSA: article 31 – right to relax, play music**,** sports and drama.  Careers: director, camera operative, producer, screen writer, animator, sound engineer, critic  Tracking assessment: exam on September – December work. Task 1 prep work to be marked. |

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| **January- February** | | **March** |
| January & February –   * Intro to Component 2 task 3 (Sound) * Study the different genres each lesson (Crime, Rom-Com, Horror, Western, Sci-Fi). * Theory – introduction to film roles and responsibilities. * Finish task 3 **sound**   Literacy: studying scripts  Numeracy: counting shots and lengths.  ICT: regular use of iMac, FC and DSLR Cameras.  TS & PC: BC seek out questions to explore and problems to solve. WWO Being Collaborative.  RRSA: Article 31 right to relax, play music**,** sports and drama.  Careers: director, camera operative, producer, screen writer, animator, sound engineer, critic | **Mid- Term** | * Introduction to task 4 (animation). * Experiment with various animation types.     Literacy: analysing scripts.  Numeracy: working with time-lapse and stop motion  ICT: regular use of iMac FC and DSLR cameras and iPads  TS & PC: WWO Being Collaborative. SM focus, sustain attention and persist with task  RRSA: Article 31 right to relax, play music, sports and drama.  Careers: director, camera operative, producer, screen writer, animator, sound engineer, critic  Tracking assessment - CCEA style exam paper on previous learning. |

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|  | **April-May** | **June** | |
| **Easter holidays** | April –   * Study special FX – muzzle flash and blood spatter. * Review of theory   May –   * Introduction to Component 3. * Complete task 4 (animation)   Literacy: studying scripts  Numeracy: using Photoshop and managing pixel size  ICT: iMac, FC, DSLR cameras  TS & PC: WWO: Being collaborative. ICT: create, develop, present and publish ideas and information responsibly using a range of digital media  RRSA: article 31 right to relax, play music**,** sports and drama.  Careers: director, camera operative, producer, screen writer, animator, sound engineer, critic  Tracking assessment: CCEA style exam paper. | **Revision** | * Review controlled assessments, finalise work. * Collapsed timetable for a day to complete Task 4 (Animation) * Review theory. * Research component 3 (year 12 portfolio).   Literacy: Studying scripts  Numeracy: using frame speed and shot numbers  ICT: iMac FC, DSLR camera, iPad.  TS & PC: WWO: Being collaborative. ICT: create, develop, present and publish ideas and information responsibly using a range of digital media  RRSA: article 31 right to relax, play music,sports and drama.  Careers: director, camera operative, producer, screen writer, animator, sound engineer, critic  Tracking assessment: CCEA style exam paper, |

**Subject: Prince’s Trust Achieve**

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| **September- October** | **November- December** | |
| September / October – Managing Money, Level 1.  Literacy: reading web pages, wages slips &c; writing own ideas in booklet.  Numeracy: budgeting  ICT: using internet for research; use of Google Classroom to submit work.  TS & PC: WWO listen actively & share opinions with other people; give & respond to feedback.  RRSA:  Careers: understanding of pay slips, gross and net pay. | **Mid-**  **Term** | November / December – Presentation Skills, Level 1  Literacy: speaking and listening; putting own ideasinto booklet.  Numeracy: timing presentations  ICT: using internet for research; using PowerPoint; use of Google Classroom to submit work.  TS & PC: WWO listen actively & share opinions with other people;give & respond to feedback.  RRSA: Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.  Careers: students often research a career in which they are interested to make their presentation  Tracking assessment: based on completion of Managing Money and Presentation Skills booklets |

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| **January- February** | | **March** |
| January / February – Personal Project, Level 1  Literacy: research and completion of personal project evaluation.  Numeracy: as required by choice of personal project  ICT: use of internet for research; use of Google Classroom to submit work.  TS & PC: WWO listen actively & share opinions with other people; give & respond to feedback; adapt my behaviour and language to suit different people and situations  RRSA: Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.  Careers: self-reflection to identify and build own strengths and areas to work on | **Mid- Term** | March: Interpersonal Skills, Level 2.  Literacy: speaking and listening; understanding body language  Numeracy:  ICT: use of internet for research; use of Google Classroom to submit work.  TS & PC: WWO listen actively & share opinions with other people; give & respond to feedback; adapt my behaviour and language to suit different people and situations  RRSA: Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.  Careers: self-reflection to identify own strengths and areas to work on with regard to interpersonal skills and self-management  Tracking assessment - .completion of units to date. |

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|  | **April-** | **May - June** | |
| **Easter holidays** | April: completion of Interpersonal Skills, Level 2.  Literacy: speaking and listening; understanding body language  Numeracy:  ICT: use of internet for research; use of Google Classroom to submit work.  TS & PC: WWO listen actively & share opinions with other people; give & respond to feedback; adapt my behaviour and language to suit different people and situations  RRSA: Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.  Careers: self-reflection to identify own strengths and areas to work on with regard to interpersonal skills and self-management. | **Revision** | May / June - Career Planning level 2.  Literacy: talking and listening; reading and writing about career plans; mock interview day speaking and listening.  Numeracy: as relevant to career plans e.g. hours worked and pay rates in careers.  ICT: researching careers  TS & PC: WWO listen actively & share opinions with other people; give & respond to feedback; adapt my behaviour and language to suit different people and situations  RRSA: Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.  Careers: identify and research careers interested in, make a CV, complete an application form, prepare for and sit a mock interview.  Tracking assessment: on units completed to date. |