

**Year 12**

**Curriculum Mapping**

**Subject: Art and Design**

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| **September- October** | **November- December**  |
| Students Complete Unit 1B of the CCEA syllabusThey look at ‘art in context’, finding a location for their final design idea, and produce preparation sheets to support their final piece. They will work to refine and develop ideas in a media of their choice.Literacy: Developing evaluative writing to comment on and critique work.Numeracy: Scale, proportion, symmetry, colour mixing, estimating quantities of materials required and costing a design.ICT: Students will have opportunities to develop communication using written or visual language of art through their comments on contextual understanding and own evaluation of workStudents will experiment with relevant software such as Photoshop to help explore and realise creative intentions.*TS & PC:* Working with others (WWO), Self-Management (SM)*RRSA: Article 13**Skills:*• an ability to experiment with media, materials, techniques and processes;• a continuous process of review and refinementof work in progress;• problem-solving during activities; | **Mid-** **Term**  | Experimental and Design phase, completion of final design sheet for final piece and experiment linked to final piece, contextual copy linked to final piece ideaComplete Final piece in December. Robert Peters attending to run print making workshop for final pieces.Literacy: comment bank sheets provided, evaluation of outcome of experiment, written comments on intention and contextual artistsNumeracy: Scale, proportion, perspectiveICT: Students will have opportunities to develop communication using written or visual language of art through their comments on contextual understanding and own evaluation of workStudents will experiment with relevant software such as Photoshop/ Snapseed / Procreate to help explore and realise creative intentions.*TS & PC:* Working with others (WWO), Self-Management (SM)*RRSA: Article 13**Skills:*• how they have explored and developed personal ideas and realised their intentions;• their experience of working within real and relevant frameworks;• an ability to make links between their personal work and the work of relevant artists and designers; and• their work for assessment.Careers: Develop knowledge through contextual researchTracking assessment: Final Design sheet / Experiment presentation / Final piece  |

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| **January- February** Students will complete a 10-week exam project commencing at the start of January. This will be based on a theme set by CCEA. It will be presented on A2 sheets and (if appropriate) a selection of 3D experiments | **March- April**10 Hour final piece exam timetabled during class time and display and presentation of all Coursework and Exam projects |
| Literacy: Key words and definitionsNumeracy: Scale, proportion, symmetry, colour mixing, estimating quantities of materials required and costing a design.ICT: Students will have opportunities to develop communication using written or visual language of art through their comments on contextual understanding and own evaluation of work. Students will experiment with relevant software such as Photoshop to help explore and realise creative intentions.*TS & PC:* Working with others (WWO), Self-Management (SM)*RRSA: Article 13**Skills*• an ability to record from direct observation and personal experience in coherent forms such as sketchbooks, journals, photographs• critical thinking and analysis• an understanding of skillsCareers: Develop knowledge through contextual research | **Mid- Term**  | Literacy: Key words and definitionsNumeracy: Scale, proportion, symmetry, colour mixing, estimating quantities of materials required and costing a design.ICT: Students will have opportunities to develop communication using written or visual language of art through their comments on contextual understanding and own evaluation of work. Students will experiment with relevant software such as Photoshop to help explore and realise creative intentions.*TS & PC:* Working with others (WWO), Self-Management (SM)*RRSA: Article 13**Skills*• use a range of media, materials, processes and techniques todevelop personal understanding of the most suitable way todevelop their ideas successfully in fine art, craft or design ineither 2D or 3D;• review and modify work to create more ideas;• research relevant artists and designers to inform thedevelopment of work |

**Subject Business Studies**

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| **September- October** | **November- December**  |
| *Theory:* Unit 2, Human Resources*Students learn about:* Recruitment, selection, appraisal, training, motivation. *Literacy:* Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. Understanding key employment legislation. Participate in discussions, debates and interviews, for example debating the most effective methods of motivating an employee. *Numeracy:* Understanding labour turnover, productivity, commission,  *ICT:*Internet research to investigate real life examples of breaches of legislation. Use of Teams and I pads to complete work. *TS & PC* PS, MI, WO *Careers*: Creating application forms, cv and interview prep. *Assessment* – October, Tracker 1 | **Mid-** **Term**  |  *Theory:* Unit 2, Business Growth *Students learn about:* Business success or failure and business growth *Literacy:* Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. Use of real-world business case studies.  *Numeracy:* Economies of scale, profit margins, reinvestment and financial constraints.  *ICT:*Internet research to investigate economic environment. Use of Teams and I pads to complete work.*TS & PC*MI, DM, WO, SM *Careers:* promotion opportunities  *Assessment*: Christmas Exam  |
|  **January-Feb** |  **March** |
|  *Theory:* Unit 2, Finance *Students learn about*: Sources of finance, cash flow, financial statements, ratio analysis, break even  *Literacy:* Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. qualitative research information. Interpreting key legislation. Guest speaker (accountant). *Numeracy:* Calculate; profit, ratios, breakeven & cash flow. Draw appropriate tables and graphs. Use of spreadsheets for financial data*ICT:*Use of spreadsheets and research financial documents. Use of Teams and I pads to complete work. *TS & PC* PS, MI, DM *Careers*: careers in financial services.Assessment: Feb, Tracker 2  | Mid- Term  |  *C*ontrolled assessment: Unit 3 Business planningSynoptic unit, in which students produce a business plan  Application: Students carry out research and apply it, together with their own knowledge, to a range of circumstances. They examine and evaluate specified areas of a business plan and make reasoned recommendations. Literacy: Make oral and written summaries, reports and presentations. participate in discussions, debates and carrying out interviews to collect primary research Numeracy: Interpret and analyse a wide range of mathematical data, for example analysing market research results; ICT:use IT in a wide range of contexts to access, manage, select and present information, including mathematical information such as primary and secondary research. Collation and graphical presentation of data *TS & PC* PS, MI, DM, WO *Careers*: Starting/expanding your own business.*Assessment*: CA |
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|  | **April-May** | **June** |
|     Easter Holidays | *Theory*: Unit 2  *Students learn about:* Revision of Unit 2, HR, Business Growth, Finance *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 2 *Students learn about:* Revision of Unit 2, HR, Business Growth, Finance *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**EXTERNAL EXAM, NB possible unit 1 resits** |

**Subject: BCS**

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| **September- October** | **November- December**  |
| **Controlled Assessment****Unit 3 - Developing Digital Solutions**1. **Gantt chart**
2. Researching what makes a good homepage
3. Researching what makes a good website
4. Sourcing good website examples
5. Bibliography for research
6. Creating the website pages 1-4

Literacy: Completing Controlled Assessment, using appropriately guidance and listening to instructionsICT: creation of Gantt chart and storyboard. Using word, internet and web expressions for CANumeracy; Gantt chart Careers: Thinking about managing a business/ working in ICT: creation of Gantt chart and storyboard. Web expressions for websiteAssessment: Oct tracker – CA grade | **Mid-** **Term**  | **Controlled Assessment****Unit 3 - Developing Digital Solutions**1. Creating the website pages 5-6
2. Navigation structure for website
3. Business Rationale
4. Costs
5. Evaluation

Literacy: Reading and understanding CA guidelines correctly including command wordsNumeracy: Website costsICT: Use of Word processing for Business Rationale, web expressions for web design TS & PC: Problem Solving, Handling DataCareers: careers in digital solutionsTracking assessment: CA grade for Christmas exam |

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| **January- February**  | **March** |
| **Theory** **Unit 2 - The Business Environment**1. Types of Business
2. Stakeholders
3. Communication
4. Digital trading

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, WOCareers: becoming an entrepreneurAssessment – Feb, Tracker 2 | **Mid- Term**  | **Theory****Unit 2 - The Business Environment**1. Recruitment, selection and training
2. Implications of digital technology

Literacy: Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. Use of real-world business case studies. ICT: Using google classroom to answer practise questions TS & PC: MI, DM, PS, WOCareers: producing CV, application formsAssessment: end of topic test |

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|  | **April-May** | **June** |
| **Easter holidays** | ***Theory******Unit 2 -*** The Business EnvironmentMarket researchMarketing mixLiteracy: Reading and answering exam style questions correctlyNumeracy: costs associated with four P’s, graphs and data tablesICT: use of word to create data capture forms for primary research, internet for secondary researchTS & PC: PS, MICareers: careers in MarketingAssessment: End of topic test | **Revision** | ***Unit 2,*** The Business Environment ***Revision***Literacy: Practice exam skills. Connectives, command words and written frameworks. Numeracy: Practice exam skills and revisionICT: Using computer software to answer practise questionsTS & PC: MI, PS, MSAssessment: External exam  |

**Subject: GCSE CCEA DRAMA**

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|  **September- October** | **November- December**  |
| Continue Component 1 – Devised Drama * Final rehearsals of devised drama piece based on CCEA stimulii started Year 11
* Complete student notebook
* Students either perform + record final performance or give + record final presentation
* Introduction to sound

Homework Tasks Continue Component 3: * Complete Student notebook and prep for Controlled Assessment
* Learning lines etc

**HOM:** 1 Persisting; 3 Listening with Empathy & Understanding**Literacy:** Drama terminology; media clips; explore + understand ideas, events + features in texts; 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; dynamics/phrasing/tempo and tone; use of plots and cue sheets**ICT:** Internet research; powerpoint; apps/internet; YouTube; presentation of folio items; use software, systems + consoles**TS + PC:** Managing information; Being creative; Self-management; Working with others**Prior Learning:** Continue development of Year 11 Skills, Knowledge & Understanding ; Links with Key Stage 3 Drama**RRSA:** Articles 12, 15 & 16**Careers:** Students will learn about the variety of front of house and backstage employment opportunities in theatre **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:** Controlled Assessment |   |  Component 2 – Scripted Unit Using a published play, students either:Perform to an invited audience; or give a design presentation* Select text for Scripted Unit
* Textual Analysis including: exploration of themes + issues; form, style and genre
* Character analysis
* Plotting, blocking + rehearsals
* Add theatre arts including: costume; props; set; lighting and directing

 Homework TasksContinue Component 3:* Continue with prep for Examination questions
* Learn lines
* Revision for Christmas Examination Paper

 **HOM:** 4Thinking Flexibly; 12 Responding with Wonderment & Awe**Literacy: I**ntroduce students to Scripted Unit text (to be decided) - research + explore a range of genres and performance styles selecting scripts from a variety of plays including those from different eras; textual analysis – exploration of comedy, tragedy, history and romance, Victorian Melodrama, Physical Theatre or Pantomime; character analysis; writing in role; past CCEA Examination papers; theatre visit to refresh student’s knowledge and understanding of the set text ‘Sparkleshark’ by Philip Ridley**Numeracy:** Scaled drawings/models/floor plans; dynamics/phrasing/tempo and tone; use of plots and cue sheets**ICT:** Internet research; powerpoint; apps/internet; YouTube; presentation of folio items; use software, systems + consoles**TS + PC:** Managing information; Being creative; Self-management; Working with others**Prior Learning:** Continue development of Year 11 Skills, Knowledge & Understanding; Links with Key Stage 3 Drama**RRSA:**  Articles 18, 19 & 27**Careers:** Students will learn about the variety of front of house and backstage employment opportunities in theatre**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    |

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|  **January- March** | **April - June** |
|  Component 2 – Scripted Unit Continued * Final rehearsals
* Add theatre arts including: costume; props; set; lighting and directing
* Prep for Performance Tasks – Create meaning for theatrical performance; Vocal Skills; Movement + Facial Expression; Characterisation + Artistic Intention; Style + Genre
* Perform to an invited audience + record

 Homework Tasks Continue Component 3: * Continue with Prep for Examination questions
* Exam Prep Paper 7 + 8
* Learn lines

  **HOM:6** Striving for Accuracy; 7 Questioning**Literacy:** Scripted Unit text - research + explore a range of genres and performance styles selecting scripts from a variety of plays including those from different eras; textual analysis – exploration of comedy, tragedy, history and romance, Victorian Melodrama, Physical Theatre or Pantomime; character analysis; writing in role; past CCEA Examination papers; watch on-line performance to refresh student’s knowledge and understanding of the set text ‘Sparkleshark’ by Philip Ridley**Numeracy:** Scaled drawings/models/floor plans; dynamics/phrasing/tempo and tone; use of plots and cue sheets**ICT:** Internet research; powerpoint; apps/internet; 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 Year 11 Skills, Knowledge & Understanding; Links with Key Stage 3 Drama**RRSA:** Articles 13, 28, 29 & 31**Careers:** Students will learn about the variety of front of house and backstage employment opportunities in theatre**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:** Performance of Unit 2. Moderated by CCEA Examiner at live performance  |   | Consolidate Learning for Component 3 - Set Text ‘Sparkleshark’ Philip Ridley * Re-read set text
* Themes + issues
* Textual Analysis
* Fact Files
* Lighting; sound + set linked to their performance of ‘Sparklerhsark’ + theatre visit (or recorded ‘live’ theatre
* Costume design
* Ground plan
* Directing – voice; movement + facial expression

 Homework TasksContinue Component 3: * Past Papers; Centre Devised Papers

 **HOM: 8** Applying Past Knowledge to New Situations; 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 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 Year 11 Skills, Knowledge & Understanding; Links with Key Stage 3 Drama**RRSA:**  Articles 13, 28, 29 and Article 31**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. **Careers:** Students will explore a variety of roles within theatre including Properties Manager **Tracker:** Written Summer Examination Paper  |
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**Subject: English Language** **Specification:**  CCEA

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| **September- October** | **November- December**  |
| Blackwell Spelling TestWord Classes and Literary Devices**Eng Lang Unit 1** Section B: Tasks 2-5**TR1: Eng Lang**: Unit 1 Section B past paper**Literacy:** Communicate clearly and effectively; present information and ideas; structure and sustain talk; adapt lang to audience; respond appropriately to Q&A.**Numeracy**: Make predictions**I.C.T.**: Select information from a reliable source; use PowerPoint to support presentation. **TS & PC: SM:** Manage time to meet deadlines; plan task; set personal targets. **RRSA: Article 12** (Have a say in decisions that affect you) **Careers**: 1930s workforce **Assessment for Learning:** Speaking and Listening (Tracker Task 1) | **Half-** **Term**  | **Eng Lang Unit 1**: Section A and Section B**Eng Lang Unit 2**: Group Discussion**Revision:** Unit 1 Task 1 - 3**TR2: Eng Lang:** Unit 1 Past Paper – Reading and Writing Non Fiction***External Examination*****Literacy:** Interpret, analyse and present information in oral and written formats (Exam response and group discussions).**Numeracy:** Estimate numbers, converting numerical results to percentages and fractions. **I.C.T.**: Solving problems using digital tools and resources**TS & PC: WWO**: Learn with, and from, others (self and peer evaluation/reflection); work cooperatively; manage own behaviour; take responsibility for contributing to achieving team goals.**RRSA: Article 28** (Right to an education)**Careers:** Travel writer**Assessment for Learning:** Winter examinations (Tracker Task 2) |

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| **January- February**  | **March** |
| **Eng Lang Unit 2**: Task 3 - Role Play**Eng Lang Unit 1**: Writing for Purpose and Audience  **Eng Lang Unit 4**: Section A: Personal or Creative Writing Task 1**Literacy**: Explore and respond, imaginatively and critically, to a variety of texts; explore how authors shape meaning.**Numeracy**: Understanding of how language evolves over time. **I.C.T.** : SM: Monitor, review and evaluate progress to improve learning **TS & PC; BC**: Make ideas real by experimenting**RRSA: Article 31** (you have the right to drama)**Careers:** Theatre and Arts Careers | **Half - Term**  | Eng Lang: Unit 4 – Section B, Writing and Reading Literary and Non-fiction  texts Task 3, 4 and 5**Literacy**: Review accuracy of basic punctuation (for assessed spelling areas of Unit 1 eternal examination); **Numeracy**: Develop understanding in concepts of shape in relation to multi-modal texts; **I.C.T.**: Create, develop and publish ideas; **TS & PC: SM:** Focus, sustain attention and persist with tasks;**RRSA: Article 2** (Right to protection from discrimination)**Careers:** Marketing Assessment for Learning: Predicted grades Tr 3.  |

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|  | **April-May** | **June** |
| **Easter holidays** | **Eng Lang:** Preparation and revision for Unit 1 Paper**Eng Lang:** Preparation and revision for Unit 4 Paper**Eng Lang U1 examination:** Wednesday 29th May 2019 – 1h 45minutes**Literacy:** Revision of appropriate structure of written analysis and functional/creative written skills, 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, manage time, independent study.**RRSA: Article 28** (Right to an education)**Careers:** Editing  |  | **YEAR 12 STUDY****EXTERNAL EXAMS** |

**Subject: English Language and Literature Year Group: 12 En1**

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| **September- October** | **November- December** |  |
| Language: Study of Unit 4: Personal and Creative Writing 1 Speaking and Listening Task Literature: Unit 1 Section B: Study of Unseen Prose After school revision classes for *Of Mice and Men*Literacy: Creative writing skillsICT: Research on nineteenth century, presenting information using PowerPointTS & PC: MI, BCRRSA:  Article 12 (Have a say in decisions that affect you)Careers: Presentation on Work ExperienceTracking assessment: Language: Speaking and Listening TaskLiterature: Reading task: response to unseen prose | **Mid-****Term** | Language: Completion of study of Unit 4:  Personal and Creative Writing & 1 Speaking and Listening Task Literature: Unit 3: Study of Shakespeare (Controlled Assessment) Literacy: Personal Writing skillsNumeracy: Use dates to calculate periodsICT: Researching and presenting information in an appropriate formatTS & PC: BC, WWORRSA:  Article 31 (you have the right to drama)Careers: Group Discussion on Future pathways based on Work ExperienceTracking assessment:  Language: Mock exam on Unit 4 WritingLiterature: Reading task: Mock exam on Unit 1 – *Of Mice and Men* and Unseen Prose |
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|  **January- February** | **March** |
| Language: Study of Unit 4: Reading Literary and Non-Fiction Texts & 1 Speaking and Listening Task Literature: Unit 2: Study of Drama (*Blood Brothers*) and Poetry  Literacy: Study Dramatic and Poetic conventionsNumeracy: Using percentages and making predictionsICT: Use of Google Classroom to complete and submit tasksTS & PC: BCRRSA:  Article 2 (You have the right to protection against discrimination)Careers: Pathways in the Arts – Drama related careers | **Mid- Term** | Language: Completion of Study of Unit 4: Reading Literary and Non-Fiction Texts English Language Speaking and Listening External Moderation Literature: Unit 2: Study of Drama (*Blood Brothers*) and PoetryLiteracy: Reading for meaning and inferenceNumeracy: Calculating averagesICT:  Use of Google Classroom to complete and submit tasksTS & PC: BCRRSA:  Article 31 (you have the right to drama)Careers: the importance of Speaking and Listening skills in the workplaceTracking assessment:  Language: Unit 4 examinationLiterature: Unit 2 examination |
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|  | **April-June** |
| **Easter holidays** | Language: Revision for Unit 4 examinationLiterature: Revision for Unit 1 and 2 examination. |

**Subject Careers**

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| **January - April** |
| **Topic:** Develop a personal career plan based on relevant information and guidance* Review the steps necessary for career planning and consider the skills required e.g. *decision making styles/strategies, setting short term and long term goals, action planning.*
* Develop a Personal Career Plan *(e.g. implement PCP steps, locate, select and use careers information)*
* Consider a range of post 16 options – education, training and employment (e.g. local, national and international)
* Access appropriate Careers guidance throughout the Personal Career Planning process to enable informed decision making.
* All students will have an individual guidance interview with the careers advisor over the course of the school year.
* Attend talks and events e.g. The N.I. Skills Exhibition, SERC, CAFRE, BMET.
* Learn how to write an application form and apply for a job. Students will have the opportunity to be involved in mock interviews.

Literacy: Subject specific termsTS & PC: Working with others (WWO), Self-Management (SM)RRSA: Article 12 respect for the views of the child. Article 28 right to education. |

**Subject Child Development**

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| **September- October** | **November- December**  |
| **Controlled assessment task - worth 40% of final grade****Task title not released by CCEA until 1st September of year in which the candidate will complete the course.**• Part A: Analysis and Justification; • Part B: Secondary Research and analysis of own viewpoint • Part C: Conclusion and Evaluation of Parts A and B• Part D: Planning and Outcome  • Part E: Evaluation of Planning and OutcomeLiteracy: extended writing on a given topicICT: Secondary research / presentation of CATS & PC: Self-Management (SM) handling dataRRSA: Article 13 – Right to information and sharing in different formatsCareers: Role of the Paediatrician | **Mid-** **Term**  | **Completion of controlled assessment task.****Physical development of children to include stages of fine and gross motor skills**Demonstrate knowledge and understanding of the development of the following gross motor skillsHead control, learning to sit, prone position and learning to walk. Demonstrate knowledge and understanding of the development of fine motor skillsDescribe the development of healthy teeth including the factors that may affect their development.Describe how to relieve teething discomfort;Discuss how to encourage successful toilet training; Explain the factors to consider when choosing clothing and footwear for a child.Literacy: subject specific key termsNumeracy: ICT: Research suitable clothing for a childTS & PC: SM / WWORRSA: Article 6Careers: Role of the PaediatricianTracking assessment: Christmas Exam based on units 1-3 (written paper 1 hr) |

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| **January- February**  | **March** |
| Intellectual / Emotional and Social Development of Children -focus on age stages and patterns of developmentFactors influencing a child’s development – positive role models, famliy traditionsUnderstand how each area of development is linkedKnowledge and understanding of centile chartsAssess how a child with special needs affects family lifeLiteracy: Key words Numeracy: Handling data – age stage developmentTS & PC: Working with othersRRSA: Article 6Careers: Role of Health Visitor | **Mid- Term**  | Weaning of children / Healthy diet in childhood – focus on suitable foods for young children including those with allergies / food preparation in relation to preventing food poisoning and storage of foods to includeStages of weaning – suitable foods and evaluation of commercially prepared foodsFunctions and sources of main nutrients needed in children's dietsGovernment recommendations for feeding under 5yrsDealing with food issues – allergies / food refusalLiteracy: key words, nutrients, types of bacteria/ Numeracy: comparison of nutritional data on food labelsICT: researchTS & PC: SM /WWORRSA:Careers: Food packaging designer / Product development Tracking assessment: past paper questions - unit 2 child dev module. |

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|  | **April-May** | **June** |
| **Easter holidays** | ***Preparation for unit 2 exam (30%) of overall GCSE Grade to include review of unit topic summary sheets /past paper questions / model answers / teacher feedback / structuring of extended writing and long exam questions.***Literacy: Justifying an opinion / writing for a purpose and meaningNumeracy: -ICT: -TS & PC: Managing informationRRSA: Article 13 – Right to a variety of information in various formatsCareers: Level 3 qualifications linked to Child dev /Health and Social CareTracking assessment: Mock exam unit 2 (written paper 1hr) | **Revision** | **Study Leave** |

**Subject Health and Social Care**

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| **September- October** | **November- December**  |
| ***Unit 2:***Working in the Health Social Care and Early Years Sector. Students will study topics in preparation for the release of their coursework task.Students will study:* The main service user groups in the health, social care and early years sectors, including: − children and families; − older people; − people with mental health difficulties; − people with learning disabilities; − people with physical disabilities; − people with chronic illnesses; and − people with dementia; and how their needs are met.
* Care Values
* Safeguarding
* Health professionals
* Accessing Services
* Barriers to accessing services

Literacy: Completion of written research tasksICT: Research of health professionals, how rights of a child are met in EY sector TS & PC: Self-Management (SM), MI, WWORRSA: United Nations Convention for the rights of a child and how this is related to Care ValuesCareers: Role of a range of health professionals in HSC/EY sector | **Mid-** **Term**  | **Students will begin completion of controlled assessment task which is worth 50% of their GCSE grade. The tasks change annually however students will be required to complete a 5000 word report.**Literacy: Extensive writing tasks, each assignment will have a specific word countNumeracy: ICT: Research based on task, formatting controlled assessment TS & PC: SM / MIRRSA: Careers: Roles identified in CCEA taskTracking assessment: Submission of controlled assessment tasks to date |

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| **January- February**  | **March** |
| **Students will continue to work on their controlled assessment task which is worth 50% of their GCSE grade.** Literacy: Extensive writing tasks, each assignment will have a specific word countNumeracy: ICT: Research based on task, formatting controlled assessment TS & PC: SM / MIRRSA: Careers: Roles identified in CCEA task | **Mid- Term**  | **Students will continue to work on their controlled assessment task which is worth 50% of their GCSE grade.** Literacy: Extensive writing tasks, each assignment will have a specific word countNumeracy: ICT: Research based on task, formatting controlled assessment TS & PC: SM / MIRRSA: Careers: Roles identified in CCEA taskTracking assessment: Submission of controlled assessment tasks to date |

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|  | **April-May** | **June** |
| **Easter holidays** | **Students will finish work on their controlled assessment task which is worth 50% of their GCSE grade and submit it for marking and moderation. Final submission date to be confirmed by teacher.**Literacy: Extensive writing tasks, each assignment will have a specific word countNumeracy: ICT: Research based on task, formatting controlled assessment TS & PC: SM / MIRRSA: Careers: Roles identified in CCEA taskTracking assessment: Submission of controlled assessment tasks to date | **Revision** | **Study Leave** |

**Subject : Film Studies**

**Eduqas Specification**

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| **September- October** | **November- December**  |
| Revision of core film language.For each film student will explore: **genre, narrative, representations, key scenes, context** and **themes.**Component 1: US Film – study of the teenage genre (3 films):* Rebel Without A Cause
* Ferris Bueller’s Day Off
* Rebel vs. Ferris – comparative question prep

TR1: GCSE stepped question on Rebel Without a Cause (45 mins)Component 3: NEA – Screenplay – Teen Film Opening* Research into teenage genre
* Planning of teenage film opening

Literacy: Understanding how audio-visual communicates meaning, themes and emotions.Numeracy: Make predictionsICT: Understanding of how ICT evolution has influenced filmTS & PC: SM: Set personal targets and fulfil deadlinesRRSA: Article 12 (Have a say in decisions that affect you)Careers: DirectorTracking assessment: GCSE stepped question on cinematography | **Mid-** **Term**  | Component 1: Section C: Indie US Film:* Juno
* Juno vs. Critical Film Review

Component 1 Section B: Film History – revision for mock examinationTR2: GCSE Component 2 Examination Sections A, B & C (1h 30m)Component 3: NEA – Screenplay – Teen Film Opening* Screenplay 800 to 1000 words submitted
* Completed for December 2020

  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 resourcesTS & 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: ScreenwriterTracking assessment: Winter examinations |

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| **January- February**  | **March** |
| Component 2: Section A: Global English Film: District 9 Component 3: NEA – Screenplay * Screening Sample Sheet – bringing your screenplay to life for the director – 1 page of screenplay

 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 experimentingRRSA: Article 31 (you have the right to drama) Careers: Accountant | **Mid- Term**  | Revision of Year 11 C2 Films:* Tsotsi – representation focus
* Attack the Block – aesthetic focus

Component 3: NEA – Screenplay - mini evaluation – completion for Easter.* Evaluation of Screenplay and Screening Sheet Sample -750 – 850 words:
	+ Aims of Genre Film Extract
	+ Indication of how Screenplay reflects elements from 3 other genre films
	+ Evaluating and analysing production in relation to other comparable produced films

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 tasksRRSA: Article 2 (You have the right to protection against discrimination)Careers: MarketingTracking assessment: Mock examinations |

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|  | **April-May** | **June** |
| **Easter holidays** | Revision lessons on C1 and C2 films – practise of examination technique. 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 goalsRRSA: Article 28 (You have the right to an education)Careers: Editing | **Revision** |  STUDY LEAVE |

**Subject Food and Nutrition**

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| **September- October** | **November- December**  |
| **Controlled assessment task - worth 50% of final grade****Task title not released by CCEA until 1st September of year in which the candidate will complete the course. Students will complete all sections of CA including a 2.5hr practical cookery exam. Photographic evidence is required.**Literacy: extended writing on the given topicNumeracy: Calculating cost per portion and nutritional content of food. Developing a time planICT: research / presentation of CATS & PC: Self-Management (SM) handling dataRRSA: Article 6Careers: Trading Standards / Consumer Council | **Mid-** **Term**  | **Completion of controlled assessment task and practical exam (date to be confirmed)****Topic: Being an effective consumer when shopping for food to include*** **Defining a consumer**
* **Exploring barriers to being an effective consumer**
* **Evaluating a range of options for a range of consumers**

Literacy: subject specific key termsNumeracy: Weighing, measuring and time managementICT: Role of Trading StandardsTS & PC: SM/ Creativity with foodRRSA: Rights as a consumer – article 13 Right to informationTracking assessment: Christmas Exam/ controlled assessment tbc |

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| **January- February**  | **March** |
| **Factors that influence food choice to include****personal, social and economic / religious and cultural factors****Analyse mandatory and voluntary information on labels** **Quality Assurance Schemes in NI**Literacy: Completion of past paper questions and class notesNumeracy: Understanding and interpreting traffic light labellingICT: Researching advertisementsTS & PC: working with othersRRSA: Understanding how religion and culture influence food choice.Careers: Consumer Council / Citizens Advice Bureau Advisor | **Mid- Term**  | ***Beginning of revision of Year 11/12 topics.******Completion of past paper questions******Preparation for exam (50%) of overall GCSE Grade to include review of unit topic summary sheets /past paper questions / model answers / teacher feedback / structuring of extended writing and long exam questions.******CCEA past paper questions used to support students***Literacy: key words, nutrients, extended writing, identifying/understanding exam terminology Numeracy:ICT: Use of BBC Bitesize for revision quizzes and videosTS & PC: SM /WWORRSA:Careers: careers using Food + NutritionTracking assessment: past paper questions |

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|  | **April-May** | **June** |
| **Easter holidays** | ***Revision of Year 11 and 12 topics for exam in May/June 2020.******Preparation for unit exam (50%) of overall GCSE Grade to include review of unit topic summary sheets /past paper questions / model answers / teacher feedback / structuring of extended writing and long exam questions.***Literacy: Completion of both short and extended writing responses. Learning to read exam questionsNumeracy: ICT: Use of BBC Bitesize for revisionTS & PC: Managing InformationRRSA: Careers: Tracking assessment: Mock exam unit 2 (written paper 2 hours) | **Revision** | **Study Leave** |

**Subject: BTEC Hospitality**

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| **September- October** | **November- December**  |
| **Unit 2 – Skills needed to work in Hospitality focusing on job roles in hospitality, skills needed to work in Hosp. Also, the benefits of having these skills for the customers, employees, and the business.****Students will take part in two hospitality events (one to be school open night) to evaluate their skills in working in hospitality.** **They will also take part in a role play dealing with a customer complaint evaluating their own performance****Completion of learning Aim A portfolio evidence – 25% of overall grade**Literacy: Subject specific termsNumeracy: handling data (hourly rates of pay for job roles)ICT: Research job roles in Hospitality / presentation of portfolio workTS & PC: Working with others (WWO), Self-Management (SM)RRSA : Article 2 Right to freedom from discriminationCareers: Roles within Hospitality | **Mid-** **Term**  | **Working skills in the Hospitality Industry – completion of coursework tasks. Students focus on skills they demonstrated when taking part in their own two hospitality events****Review of skills needed to work in Hospitality and why they are important. Students take part in a role play using customer service skills and evaluate their skills in this area****2 Hospitality events – students take part in two events (one is open night) and evaluate their hospitality skills. Write up unit 2 learning aim B portfolio evidence**Literacy: writing with meaning and for a purposeNumeracy: Weighing and measuring of ingredientsICT: research skills / presentation of portfolio workTS & PC: WWO, SMRRSA:Careers: Customer Services AdvisorTracking assessment: Christmas Exam  |

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| **January- February**  | **March** |
|  **Unit 6 - Planning and Preparing a two- course meal. Focus is on making decisions on what to cook including reasons for choice and planning for practical cookery exam.*** **Menu design**
* **Reasons for choice of dishes**
* **Kitchen notes and planning**
* **Time plan of practical work**
* **Practical exam and photographic evidence**
* **Customer feedback**

**Students will research food dishes and prepare detailed reasons for choice as their write up of this unit**Literacy: Reading recipes / justification of choices madeNumeracy: Handling data / calculating nutritional info on planned mealICT:research of suitable recipes / nutritional analysis packageTS & PC: Being creativeRRSA: Article 6Careers: Chef / Front of House Manager / events planning | **Mid- Term**  | ***Unit 6 continued. Completion of coursework and evalution write up******Practical work exam (two course meal)***Literacy: extended writing. Coursework taskNumeracy: use of time / weighing and measuringICT: Presentation of portfoliio workTS & PC: working with others / managing informationRRSA:Careers: Role of Chef / Comis Chef |

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|  | **April-May** | **June** |
| **Easter holidays** | ***Course completion – students to track progress across all units. Focus is on all paperwork to be signed off by learner and teacher. Provisional grade awarded***Literacy: Student self-evaluation sheetsNumeracy: grade calculationICT: calculation of provisional grade using Edexcel calculator TS & PC: SM /MIRRSA:Careers: Level 3 qualification Hospitality Careers ResearchTracking assessment: coursework completion | **Revision** | **Study leave** |

**Subject: History**

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| **September - October**  | **November - December** |
| **-Recap on introduction to Unit 2 International Relations if studied at the end of Year 11.****-Revise and complete knowledge test on first part of Unit 2 already covered.****-Continue with Unit 2- Conflict in Europe. (Berlin Blockade and airlift, Hungarian Uprising, Berlin Wall and Uprising in Czechoslovakia.)****-Introduction and practise of exam technique needed for Unit 2.**Literacy: Reading and interpreting text. Answering practice exam questions and source questions.Numeracy: Timelines and sequencing.ICT: Documentary clips. PowerPoint presentations. .TS & PC: Managing information and decision making.RRSA: Articles 2, 4, 6, 7, 8, 10 and 15.Habits of Mind: 6. Stiving for Accuracy.Careers: Qualities of a leader. Careers in politics or finance. | **Mid- Term**  | **-Continue with Unit 2- Conflict in Asia (Korea, Vietnam and the Cuban Missile Crisis)****-Continue to work on source work and exam questions.****-Mock Exam.**Literacy: Reading and interpreting text and sources. Answering practice exam questions especially 16 mark questions.Numeracy: Timelines, sequencing and handling data. Statistical data on deaths during WWII.ICT: Documentary clip. PowerPoint presentations. Microsoft forms.TS & PC: Managing information, decision making and self-management.RRSA: Articles 1, 2, 3, 4, 5, 6.Habits of Mind: 1. PersistingCareers: Jobs in the legal profession. |
| **January – February****-Finish Unit 2** **-Collapse of Communism is Eastern Europe and the end of the Cold War.****-Renewed Tensions- War on Terror and war in Iraq.**Literacy: Reading and interpreting text and sources. Answering practice exam questions.Numeracy: TimelinesICT: Documentary clips. Microsoft forms. Designing a PPT to simply the agreements.TS & PC: Decision making and working with others.RRSA: Articles 39 and 40.Habits of Mind: 9. Thinking and communicating with clarity and precision.Careers: Politician. |  | **March- April****-Revision in preparation for unit 1 exam for those students re-sitting exam.****-Revision and Preparation for Unit 2 for all students.**Literacy: Reading and interpreting text and sources. Answering practice exam questions.Numeracy: Timelines. Statistical data on deaths during Vietnam WarICT: Documentary clips. Research on the Good Friday Agreement. Online quizzes and revision aids.TS & PC: Managing information, self- management and decision making.RRSA: Articles 2, 4, 7, 13 and 14. Freedoms denied to people in communist countriesHabits of Mind: 9. Thinking and communicating with clarity and precision.Careers: Politician***,*** Military career |
| **May / June** **Unit 1 GCSE Exam** |

**Subject: Btec IT**

ICT uses Google Classroom to set tasks, place resources, and monitor student’s progress. Students receive detailed tasks, dates for submission, are able to hand in drafts for checking, and other homework, and receive feedback, suggestions and more. Parents can be invited to join and see the progress of their child.

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| **September- October** | **November- December**  |
| **Theme: Unit 13 Website Creation**  **–** Pearson BTec in Information and Creative Technology *Students learn about:* Creating a websites with a code using Microsoft Expression **Literacy**: Key words associated with new topics. Accurate entry of data. Use presentation features. Create accurate input messages.Use layout features: headers, gridlines….**Numeracy**: Select and enter functions such as SUM, AVERAGE, LOOK UPS, IF, AND, OR, TODAY, DATE, COUNT. Use absolute and relative cell references Cell linking to other cells. Create, assign, print and annotate macros. Use scaling, paper size and orientation. Sorting and filtering.What-if analysis. Graphical use and display of data. **ICT**:Create a spreadsheet using a range of data, analysis, numerical features, presentation features, and layout features. Use of Google Classroom for materials, submission of work, feedback. **TS & PC:**Working with others.Being creativeManaging 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.Accuracy of data in relation to privacy. **Careers**: Looking at the careers where ICT is relevant e.g. Banking, Shopping and Retail, Data Administrator, Small Business use.*Tracking Assessment:* Yr 12 scenario and controlled assessment. And Year 12 Mock paper for the Christmas Mock exams.  | **Mid-** **Term**  | **Theme: Unit 13 Website Creation**  **–** BTec Information and Creative Technology Continued  |

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| **January- February**  | **March-April** |
| **Theme: Unit 3 – Digital Portfolio** *Students learn about:*Website design and coding applications **Literacy**: Key words associated with new topics. Modifying writing for instructions. Accuracy and exactness required.Create a test plan. Customise interfaces, and correct writing and terminology for the creation of forms, switchboard manager, and command buttons. Sequencing, set tasks, writing controlled assessment. **Numeracy**: Modify existing databases to add fields, tables, etc. Create table structures – primary keys….Use data types – number, text, date/time, currency….Use validation rule and text.Create queries. Create a test plan using test data. **ICT**:Create a database. Internet research Use of Google Classroom for materials, submission of work, feedback. Use of Database software to create controlled assessment task.Create input forms, menus, **TS & PC:**Working with others.Being creativeManaging information**RRSA**: Continuing with theme of the month for RRSA. Also Article 16 and Article 12Create passwords in order to secure to private and personal and sensitive data in a database.Create validation rules to keep entry to database accurate because people have a right to privacy. Looking at the Data Protection Act in relation to this. **Careers**: Database Administrator. Web Database administrator. Usefulness of databases within the music, creative arts, movie, and other areas of industry. *Tracking Assessment:* Yr 12 scenario and controlled assessment.  | **Mid- Term**  | **Theme: Unit 3: Digital Portfolio** Continued … |

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|  | **May** | **June** |
|  | *Theme:* Submit all coursework and mop up for final submissions of all work.  |  | Continue  |

 **Subject Mathematics**

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| **September- October** | **November- December**  |
| Mixed AlgebraSequences and GraphsPolygons: Angles and DrawingConstructions, Loci, Scale Drawing, Bearings**Prior Knowledge**Using a compass and protractorAlgebra NotationKnowledge of 2D ShapesICT: 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 28Careers:Tracking assessment: Cumulative Unit Tests | **Mid-** **Term**  | TransformationsMeasuringProbability**GCSE Module M6/M7/M8 – Thurs 23rd November 2023****Prior Knowledge**ScalesRatioCoordinatesKnowledge of the key equivalents of Fractions, Decimals and PercentagesICT: 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 28Careers:Tracking assessment: Practice Test on M6/7/8 |

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| **January- February**  | **March** |
| Completion/Revision of content covered in Y11ICT: 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 28Careers:Tracking assessment: N/A | **Mid- Term**  | RevisionICT: 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; ‘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 28Careers:Tracking assessment: Past Paper Questions |

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|  | **April-May** | **June** |
| **Easter holidays** | Revision**Optional External assessment:** **resit GCSE Module M2/M3/M4 – Thurs 16th May 2024****resit GCSE Module M6/M7/M8 – Mon 3rd June 2024**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 28Careers: | **Revision** |  |

**Subject: Further Mathematics**

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| **September- October** | **November- December**  |
| Central Tendency and DispersionBivariate AnalysisProbability**Prior Knowledge**Substitution, Rearranging a formula, Averages, Basic ProbabilityICT: Corbettmaths videos for revision and 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 28Careers:Tracking assessment: Past paper questions | **Mid-** **Term**  | ProbabilityBinomial Distribution**Prior Knowledge**Basic Probability, Using a Calculator, Sketching quadratic graphsICT: Corbettmaths videos for revision and 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 28Careers:Tracking assessment: Past paper questions |

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| **January- February**  | **March** |
| Normal DistributionKinematicsVectors**Prior Knowledge**Substitution, Distance Time Graphs, Rearranging FormulaeICT: Corbettmaths videos for revision and 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 28Careers:Tracking assessment: N/A | **Mid- Term**  | ForcesNewton’s Laws of Motion**Prior Knowledge**F = ma, Algebraic manipulation, SubstitutionICT: Corbettmaths videos for revision and 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 28Careers:Tracking assessment: Past Paper Questions |

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|  | **April-May** | **June** |
| **Easter holidays** | MomentsRevision of Statistics and Mechanics**Prior Knowledge**Algebraic manipulation, FormulaeICT: Corbettmaths videos for revision and 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 28Careers:Tracking assessment: Mock Modular Examination | **Revision** | **External assessment: GCSE Modules –** * **Mechanics (Unit 2) Mon 10th June 2024**
* **Statistics (Unit 3) Wed 19th June 2024**
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**Subject; Music GCSE**

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| **September- October** | **November- December**  |
| Lessons each week will be divided into the CCEA components.**2 periods: Component 2 – Composition*** Students make their final adjustments to the free composition and upload the final product.
* Students will choose their stimulus from CCEA for their second composition (chord progression, melody or rhythm).

**2 periods: Component 3 – Listening and appraising*** Review of year 11 set works and recap.
* Begin to study the Berlioz set work.

**1 period: Component 1 – Song analysis and performance*** Students are to choose their final performance pieces, one solo and one group piece, and begin learning the
* piece.

Prior Learning: Year 11 course.Literacy: reading the history of the styles of music and analysing pieces of music. Numeracy: ICT: regular use of iMac computers and Logic Pro. TS & PC: SM: Set personal targets and fulfil deadlinesHabits 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 | **Mid-** **Term**  | **Component 2 – Composition:** * Students learn developmental techniques.
* Continue work on composition.

**Component 3 – Listening and Appraising:** * Students to study Young peter set work
* Students to begin Musical traditions in Ireland

**Component 1 – Theory/performance*** Performance (for winter exam) end of November, first part of their chosen song (first verse/chorus/section).

Prior Learning: continued development of all three skills areas.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:RRSA: article 31 – right to relax, **play music,** sports and drama.Careers: composer, session musician, freelance performer, producer, criticHomeworks: 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:** * First draft of composition to be completed.

**Component 3 – Listening and Appraising:** * Begin revision of set works and preparation for exam.

**Component 1 – Theory/performance*** Have solo piece learnt by heart
* Begin to sort ensemble performance – create their band

Prior Learning: Continued development of all 3 skills areas.Literacy: analysing music and theory. Numeracy:ICT: regular use of iMac and Logic Pro TS & PC: BC seek out questions to explore and problems to solve. WWO Being Collaborative. Habits of Mind:RRSA: Article 31 right to relax, **play music,** sports and drama.Careers: composer, session musician, freelance performer, producer, criticHomeworks: Instrumental practise daily, composition tasks and theory tasks leading to tracker. | **Mid- Term**  | **Component 2 – Composition:** * Start to master composition and complete.

**Component 3 – Listening and Appraising:** * Continue with past papers and revision.

**Component 1 – Theory/performance*** Weekly ensemble performances/workshop classes.

Prior Learning: Continued development of all 3 skills areas.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 taskHabits of Mind:RRSA: Article 31 right to relax, **play music,** sports and drama.Careers: composer, session musician, freelance performer, producer, criticHomeworks: Instrumental practise daily, composition tasks and theory tasks leading to tracker.Tracking assessment - CCEA style exam paper, **ensemble** performance and progress of composition. |

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|  |  **April-May** |
| **Easter holidays** | **Component 2 – Composition:** Will be complete. **Component 3 – Listening and Appraising:** * Continue with past papers and revision and focus on exam technique

**Component 1 – Theory/performance*** Weekly ensemble performances/workshop classes.

Prior Learning: Continued development of all 3 skills areas towards final assessments.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 mediaHabits of Mind:RRSA: article 31 right to relax, **play music,** sports and drama.Careers: composer, session musician, freelance performer, producer, criticHomeworks: Instrumental practise daily, composition tasks and theory tasks leading to final exams.Tracking assessment: CCEA style exam paper, Ensemble performance. |

**Subject: Prince’s Trust Achieve**

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| **September- October** | **November- December**  |
| September – Interpersonal Skills, Level 2.Literacy: speaking and listening; understanding body languageNumeracy: 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 situationsRRSA: 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-managementOctober - Presentation Skills, Level 1 Literacy: speaking and listening; putting own ideas into booklet.Numeracy: timing presentationsICT: 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 | **Mid-** **Term**  | November - 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 careersTS & PC: WWO listen actively & share opinions with other people; give & respond to feedback; adapt my behaviour and language to suit different people and situationsRRSA: 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, prapre for and sit a mock interview.December – Personal Project, Level 1 Literacy: research and completion of personal project evaluation.Numeracy: as required by choice of personal projectICT: 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 situationsRRSA: 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 Tracking assessment: based on completion of unit booklets to date |

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| **January- February**  | **March** |
| January – complete Personal ProjectFebruary – Preparing for a Healthy Lifestyle, Level 2.Literacy: speaking and listening; making a plan for improving a healthy lifestyleNumeracy: calories, recommended daily intakes, recommended daily exerciseICT: 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 situationsRRSA: 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: careers relating to sport and to food and nutrition would  | **Mid- Term**  | March: working on any further completion of units above.Tracking assessment - .completion of units to date.  |

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|  | **April-** | **May - June** |
| **Easter holidays** | April: working on any further completion of units above.Tracking assessment - .completion of units to date | **Revision** | May - working on any further completion of units above.Tracking assessment - .completion of units to dateJune - n/a |

**Subject Btec First Award Public Services**

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| **September- October** | **November- December** |
| CW: Unit 2, Working Skills in the Public Service Sector.*Students learn about:*  Learning aim A: Explore working skills used in the public service sector*Literacy:* Using key terminology appropriately, understanding command words, developing connectives and listening to instructions Produce an informative leaflet for a chosen PS*Numeracy:* 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 2, Working Skills in the Public Service Sector, LA B*Students learn about:* Learning aim B: Demonstrate working skills used in the public service. The focus of this section is to use team-building activities to develop learners’ teamworking skillsAssignment 1: Customers and Their ExpectationsAssignment 2: Professional Standards*Literacy:* Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. *Numeracy:* Teamwork and leadership numeracy *ICT:*Internet research to investigate core teamwork and leadership skills *TS & PC* PS, MI, DM*Careers:* Uniformed PS*Assessment* – Christmas Exam – CW evidence |
|  **January-Feb** |  | **March** |
|  CW: Unit 2, Working Skills in the Public Service Sector, LA B*Students learn about:* Learning aim B: Demonstrate working skills used in the public service. The focus of this section is to use team-building activities to develop learners’ teamworking skillsAssignment 2: Professional Standards*Literacy:* Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. *Numeracy:* Teamwork and leadership numeracy *ICT:*Individual evaluation. Internet research to investigate core teamwork and leadership skills *TS & PC* PS, MI, DM*Careers:* Uniformed PS *Assessment* – CW evidence | Mid- Term  | CW: Unit 5: health, fitness and lifestyle for the public servicesLearning aim A: Understand the effect of basic nutrition and lifestyle factors on health and fitnessLearning aim B: Explore the health and fitness requirements of different public services*Students learn about*: *Literacy:* Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. Given a case study about health and safety learners answer questions about the information they have been given.*Numeracy:* SMART targets *ICT: word/excel**TS & PC* PS, MI, MS, TW, LS*Careers*: Public services |
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|  A**pril-May** | **June** |
| CW unit 2 Participate in public service fitness tests*Students learn about:* A range of tests that can be used by various public services to establish fitness for entry or ongoing fitness *Literacy:* Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. qualitative research information. Interpreting accountability descriptions.*Numeracy:* Data analysis*ICT:* Assess the results of the fitness tests undertaken for two contrasting public services to recommend improvements.*TS & PC* MS, MI, D *Careers*: Careers in Public sector.*Assessment*: CW ongoing |  |   |

Subject BTEC Sport

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| **September- October** | **November- December**  |
| **Unit 4 – The Sports Performer in Action****Students will learn how to describe/explain the short term responses and long term adaptations of musculoskeletal and cardiorespiratory systems to exercise.****Literacy:** Talking and listening. Listen attentively for specific information. Carry out instructions **Numeracy**: Use and interpret data, measurement, I**CT**: use of i-pad for research and delivery of information**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 & leisure industry.**Tracking assessment**: Students must produce a PowerPoint Presentation on the short and long term effects of exercise on the Cardiorespiratory System and Musculoskeletal System**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:***D*efining/Brainstorming -** BTEC Sport students 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 students 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 4 – The Sports Performer in Action****Students will describe the function of the three energy systems in the production and release of energy for sports performance. They will select two sports and explain how the body uses both anaerobic and aerobic energy systems.****Literacy:** Talking and listening. Listen attentively for specific information. Carry out instructions **Numeracy**: Use and interpret data, measurement, I**CT**: Use of i-pad for research and delivery of information**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 sport & leisure industry.**Tracking assessment**: Students must complete a written assessment on the function of the three energy systems in the production and release of energy for sports 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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| **January- February**  | **March** |
| **Unit 5 – Training for Personal Fitness****Students will assess personal information in order to design a six-week personal fitness training programme, showing creativity in the design.****Literacy**: Talking and listening – listen attentively for specific information. Discuss their own & others ideas.**Numeracy**: Measurement of components of fitness**ICT**: Use of i-pad for research and delivery of information**TS & PC**: Being Creative – experiment with ideas & questions**RRSA**: Article 28 – You have the right to an education**Careers :** Discuss careers in the sports and leisure industry and qualification needed to follow each career path.**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**  | **Unit 5 – Training for Personal Fitness****Students will safely implement a six-week personal fitness training programme, maintaining a training diary & evaluating performance and progress.****Literac**y: Talking and listening – listen attentively for specific information. Discuss their own & others ideas.**Numeracy**: Measurement of components of fitness, interpreting data**ICT**: Measurement - Use of technology for fitness testing**TS & PC**: Being Creative – experiment with ideas & questions**RRSA:** Article 28 – You have the right to an education**Careers**: Discuss careers in the sports and leisure industry and qualification needed to follow each career path.**Tracking assessment**: Students must design a safe six-week personal fitness-training programme.**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** | **Unit 5 – Training for Personal Fitness****Students will review their six-week training programme, explaining strengths and areas for improvement. They will also make recommendations for future training and performance.****Literacy**: Talking and listening – listen attentively for specific information. Discuss their own & others ideas.Numeracy: Interpret and use of data**ICT**: Use of i-pad for research and delivery of information**TS & PC**: Managing information – use a range of methods for collating, recording and representing information.**RRSA:**  Article 28 – You have the right to an education**Careers**: Discuss careers in the sports and leisure industry and the qualifications necessary to follow each career choice.**Tracking assessment:** Students must review/explain/analyse the strengths of their six-week training programme and recommend areas for improvement**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** | Literacy:Numeracy:ICT:TS & PC:RRSA:Careers: |

**Subject Science**

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| **September /October**  | **November/December** |
| GCSE Biology, Chemistry and PhysicsSA ChemistryDA Chemistry / BiologyOCN review of Biology and Physics bookletsLiteracy: Past paper questions, developing skills in longer questions, using scientific terminology, developing skills in reading questionsNumeracy: Interpreting data & calculations, plotting graphs ICT: Research TS & PC:MI, WO, BC, DM, SM RRSA:Careers:Tracking assessment made up from past paper questions. | **Mid- Term**  | GCSE Biology, Chemistry and PhysicsSA Chemistry revision until module exam then SA PhysicsDA Chemistry / BiologyOCN ChemistryLiteracy: Past paper questions, developing skills in longer questions, using scientific terminology, developing skills in reading questionsNumeracy: Interpreting data & calculations, plotting graphs ICT: Research TS & PC:MI, WO, BC, DM, SM RRSA:Careers:Tracking assessment made up from past paper questions. |

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| **January- February**  | **March** |
| GCSE Biology, Chemistry and PhysicsSA PhysicsDA Biology/ Chemistry until end of January then Physics taught by both teachersOCN ChemistryLiteracy: Past paper questions, developing skills in longer questions, using scientific terminology, developing skills in reading questionsNumeracy: Interpreting data & calculations, plotting graphs ICT: Research TS & PC:MI, WO, BC, DM, SM RRSA:Careers:Tracking assessment made up from past paper questions | **Mid- Term**  | GCSE Biology, Chemistry and PhysicsSA PhysicsDA PhysicsOCN completion of Biology, Chemistry and PhysicsLiteracy: Past paper questions, developing skills in longer questions, using scientific terminology, developing skills in reading questionsNumeracy: Interpreting data & calculations, plotting graphs ICT: Research TS & PC:MI, WO, BC, DM, SM RRSA:Careers: Tracking assessment: Past paper questions |

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|  | **April-May** | **June** |
| **Easter holidays** | GCSE Biology, Chemistry and Physics-revision SA Physics- revisionDA Physics- revisionOCN completion of Biology, Chemistry and PhysicsLiteracy: Past paper questions, developing skills in longer questions, using scientific terminology, developing skills in reading questionsNumeracy: Interpreting data & calculations, plotting graphs ICT: Research TS & PC:MI, WO, BC, DM, SM RRSA:Careers: Tracking assessment: Past paper questions -Tracking assessment: GCSE exam | **Revision** | Course completed. |

**Subject: Technology & Design**

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| **September- December** | **January - May** |
| **Design Portfolio and Manufacture Task****Unit 3 Design Portfolio and Manufacture Task** (50% of overall GCSE Grade) This Controlled Assessment will be submitted in May of Year 12.  10 Page A3 Portfolio1. Design Opportunity
2. Research & analysis
3. Specification
4. Concepts and Analysis (3 ideas)
5. Development of final idea (including SolidWorks drawings)
6. Complete working drawing
7. Complete draft modelling and actual prototype of final idea and evaluate.

**Theory****Unit 2 External Exam** (worth 25% of overall GCSE Grade) This will be completed in Summer of Year 12 (2023) **Design & Innovation*** Content 2.36 to 2.42 from CCEA GCSE TD Specification

**Manufacturing Practices*** Content 2.43 to 2.46 from CCEA GCSE TD Specification

 **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 google 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 on topics covered in class**Eco Schools:** Discussing the importance of sustainability when researching and designing our coursework projects. Reference to the 6R’s.**Tracker 1 & 2:** Grading based on coursework progress / approx. grade & Exam Paper based on Past Paper Questions, & Yr 11 exam result.  | **Christmas Break**  | **Theory****Unit 2 External Exam** (worth 25% of overall GCSE Grade) This will be completed in Summer of Year 12 (2023) **Materials, components and fabrication*** Content 2.47 to 2.50 from CCEA GCSE TD Specification

**Market Influences*** Content 2.51 to 2.52 from CCEA GCSE TD Specification

**Social Responsibility of Product Design*** Content 2.53 to 2.55 from CCEA GCSE TD Specification

 **+ Design Portfolio and Manufacture Task continued and completed.** **Revision of all theory covered**Focus will be on exam preparation looking specifically at revision techniques and practice completing exam style questions. CCEA Unit 2 exam to take place towards end of May / start of June. Date TBC. Submission of Coursework for internal marking / grading and external moderation.**Literacy:** Subject specific terminology used and reinforced in all lessons and throughout the topic during speaking and listening activities. Extended writing required to produce folder.**Numeracy:** Estimating sizes and links to anthropometric data. Accuracy required in measuring in cm and mm. **ICT:** Coursework and research completed using ICT. 3D modelling software.**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:** Investigating the work of Product Designers. **Homework –** Past Paper Questions on topics covered in class, Revision for class and end of topic tests.**Eco Schools:** Discussing the importance of sustainability when researching and designing our coursework projects. Reference to the 6R’s.**Tracker 3**: Mock exam based on full past paper questions. |

**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 on the 9th of May 2024.  **Vehicle Control and Road User Behaviour REVISION*** Content Pages 7-12 from CCEA GCSE MV & RUS Specification / Chapter 1 of CCEA theory book.

 **Practical Riding Module**: pupils refreshing and continuing to work on practical moped skills **Coursework:** Final check and completion of coursework unit before submission. **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 REVISION*** Content Pages 13-15 from CCEA GCSE MV & RUS Specification / Chapter 2 of CCEA theory book.

**Road Transport and its Effect on Society REVISION*** 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 - May** |
| **Motoring Mathematics REVISION*** Content Pages 18-19 from CCEA GCSE MV & RUS Specification / Chapter 4 of CCEA theory book.

**Collision Procedures REVISION*** Content Page 20 from CCEA GCSE MV & RUS Specification / Chapter 5 of CCEA theory book.

**Motor Vehicle Technology REVISION*** Content Pages 21-26 from CCEA GCSE MV & RUS Specification / Chapter 6 of CCEA theory book.

**Practical Riding Module Moderation** (25%). Pupils will be externally moderated for their practical skills in March / April 2024. **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 –** 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**   | **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. **Literacy:** Subject specific terminology used and reinforced in all lessons. Extended writing required to produce folder.**Numeracy:** Practice PP 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. |

**Subject: Religious Studies - Introduction to Philosophy of Religion GCSE**

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| **September- October** | **November- December**  |
| **The Existence of God**Students will look at the arguments around the existence of God. Students will consider the evidence for and against the existence of God and will be encouraged to give their own views and opinions in order to stimulate discussion and debate. Students will study, in particular, The First Cause Argument, the argument from Design and the argument from Religious Experience. Literacy: Writing up Risk Assessment and portfolio.Numeracy: Statistical analysis of dataICT: Google ClassroomTS & PC: WO, MI, BC.RRSA: Articles: 8, 12, 18, 21 & 32.Careers: Having mature discussions and debate with others whom they may not agree with. Tracking assessment: Past Paper GCSE questions, monologue on the existence of God  | **Mid-** **Term**  | **Creation Stories**Students will study and research the creation stories of Christianity and other world religions, namely Islam and Hinduism. The Students will be encouraged to look at the similarities and differences between these beliefs and the Christian 7 days of creation that they may be more familiar with. Students will also look at the challenges science poses to these beliefs. Charles Darwin and other scientists will be considered in this topic. The students will consider the Big Bang Theory and the Theory of Evolution to help them decide their own beliefs.  Literacy: Student portfolio.Numeracy: Calculation of creationICT: Google ClassroomTS & PC:WO, MI, SM, BC.RRSA: Articles: 10, 11, 14 19 & 27Careers: Science and the impact it has in the world. Tracking assessment: Past Paper GCSE Questions |
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|  **January- February**  | **March** |
| **The Nature of God**Students will research and consider key issues in the argument of what God is like. Students will consider questions like “If God is real, why doesn’t he make himself known?” and “If God loves us, why does he allow pain and suffering?” Students will consider Christin, Hindu and Islamic beliefs about God and what God is like. Students will understand terms such as Immanent, Transcendent and omniscient, amongst others, to help their understanding of God. **The problem of Suffering and Evil**Students will consider the problem of suffering and evil in the world for the belief of an all-powerful God. Students will consider if pain and suffering have a purpose and how it sits alongside the idea of an ‘All-loving’ God. Students will consider the understanding of suffering and evil in the context of other religions, namely Islam and Hinduism. Literacy: Student portfolios, discussions, talking and listening in enrichment activity.Numeracy: considering the cost of procedures and % chances of success ICT: Google ClassroomTS & PC: WO, MI, SMRRSA: Articles 24 & 28Careers:  | **Mid- Term**  | **Experiencing God** How does God reveal himself? Students will consider the evidence of God’s revelation in Sacred texts, Religious ceremonies, Religious experiences and miracles etc. Students will consider if there is enough tangible evidence to accept the existence of God and whether or not God fully reveals himself to followers. Students will look at this evidence in the context of today’s growing secular world and consider the idea ‘Is God dead?’Literacy: Student portfolio, discussions.Numeracy: Using the NI census to investigate diversity in NI.ICT: Google ClassroomTS & PC: WO, MI, SMRRSA:. Articles 4, 7, 8, 10 & 14.Careers: Discus the importance of rights and responsibilities in the world of work.Tracking assessment Past Paper GCSE questions |
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|  | **April-May** | **June** |
| **Easter holidays**  | **Life after Death** Students will consider the beliefs of Christians, Muslims, Hindus and Humanists in regards to life after death. Students will examine the basis for the belief in life after death and will look at the evidence for and against. Students will consider the spiritual and emotional value of belief in an afterlife and the different beliefs of after life, namely heaven, hell and reincarnation.   Literacy: Evaluation of belief in the afterlife and its effectsNumeracy: Cost of a funeral ICT: Google classroomTS & PC: WO, MI, SMRRSA: 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 worldICT: Google classroomTS & PC: WO, MI, SMRRSA: Article 3, 6, 8, 16 & 24.Careers:  |

**Subject OCN RE**

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| **September- October** | **November- December**  |
| **Matters of Life & Death*** Describe biblical teachings that may give guidance on matters of life and death.
* Assess the various viewpoints and legal positions on one of the following:
* a) Abortion
* b) Euthanasia
* c) Capital punishment
* Compare the arguments for / against two of the above that a person of no religious belief may hold.
* Complete Portfolio Booklet.

Literacy: Writing up portfolio, KUE questions.Numeracy: Statistical analysis of dataICT: Google ClassroomTS & PC: WO, MI, BC.RRSA: Articles: 14& 17Careers: Tracking assessment: Exam on Matters of Life and Death. | **Mid-** **Term**  | **Marriage & Divorce*** Outline the Biblical teachings that give guidance on issues relating to marriage and divorce.
* Outline the reasons why people may not want to get married and hold the view that marriage is outdated.
* Outline the legal requirements to obtain a divorce in the UK.
* Describe the religious views on a range of marriages/partnerships within today’s society.
* Outline the range of support services available to people facing marital difficulties.

 **The Life of a Famous Person of Faith** Illustrate the life of a person who is famous because of their religious beliefs, to include:1. Why they are famous
2. Biblical teachings that they live/lived out.
3. How they influenced/helped other people.
4. Why others may disagree with their beliefs.
5. Challenges faced and how they overcame them.
6. Impact of chosen person on modern day society.
* Complete Portfolio Booklet

 Literacy: Student portfolio, Biography of Nicky Cruz.Numeracy: Statistical analysis of marriage a& divorce in the UK.ICT: Google ClassroomTS & PC:WO, MI, SM, BC.RRSA: Articles: 16, 19, 25 & 34Careers: Tracking assessment: Portfolio on a Famous Person of Faith. |
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| **January- February**  | **March** |
| **Addiction** * Identify a range of addictions and how these may impact on individuals and society.
* Describe how Biblical teachings may give guidance on issues relating to addiction.
* Summarise a range of help/support services available to individuals and how they may be accessed.
* Complete Portfolio Booklet.

**Charity & Religious Charity*** Describe what is meant by charity.
* Summarise religious teaching on charity and how this may influence religious believer’s behaviour.
* Illustrate the aims and objectives of a chosen religious charity. Summarise the work undertaken chosen charity and evaluate its success.
* Complete Portfolio Booklet

 Literacy: Student portfolios, discussions, talking and listening, research.Numeracy: Statistical analysis on the work of charities.ICT: Google ClassroomTS & PC: WO, MI, SMRRSA: Articles: 3, 9, 17 & 19Careers: The place of charity work in the world. | **Mid- Term**  | **Prejudice & Reconciliation** * Define what is meant by the term prejudice?
* Describe ways in which prejudice may manifest itself?
* Illustrate bible teachings that may give guidance on issues relating to prejudice.
* Describe a religious conflicts and its impact.
* Summarise a range of methods used to address reconciliation.

 **Exploring Personal Identity and Faith** * Summarise what is meant by personal identity.
* Illustrate the factors that shape the personal identity of a person of faith.
* Illustrate how gender equality impacts on personal identity within a faith based organisation.
* Describe potential challenges between a person’s belief and their personal working environment.

 Literacy: Student portfolio, discussions.Numeracy: Data representation of prejudice.ICT: Google ClassroomTS & PC: WO, MI, SMRRSA: Articles: 14, 19, 29 & 30Careers: Discus the importance of rights and responsibilities in the world of work.Tracking assessment Portfolio Booklet on Personal Identity & Faith. |
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|  | **April-May** | **June** |
| **Easter holidays**  | **Exploring Religious Traditions in your Community** Describe the main religious traditions within own community* Illustrate how own faith tradition evolved over time
* Identify areas of religious belief common to differing faith traditions.
* Describe what is meant by interdenominational unity
* Identify a range of groups who promote interdenominational unity and evaluate the success of each.

  Literacy: Portfolio BookletNumeracy: Statistical analysis of info on NI censusICT: Google classroomTS & PC: WO, MI, SMRRSA: Articles: 14, 19, 29 & 30Careers:  | **Revision** | **World Faith**Illustrate the characteristics of a range of faith traditions in contemporary society to include:1. Beliefs
2. Practices
3. Festivals

 Describe how a range of faith tradition may become associated with conflict.Review all booklets in portfolio in preparation for moderation.Literacy: Discussions, portfolio.Numeracy: Analysis of world faith numbers.ICT: Google classroomTS & PC: WO, MI, SMRRSA: Articles: 7, 8, 11, 14 & 22Careers: Importance of awareness of world faith in the work place.  |

**Subject: Geography**

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| **September- October** | **November- December** |
| **Theme A : Population and Migration**Literacy: * learning and understanding key terms associated with population growth, change and structure: demography, birth rate, death rate, natural change and social and economic development
* distinguishing between the crude birth rate and the crude death rate, also push and pull factors in relation to migration
* differentiating between and understanding the implications of the terms youth dependent, aged dependent and independent, in relation to population structure
* differentiating between the terms asylum seekers, refugees and economic migrants in relation to migration

Numeracy: * analysis and interpretation of statistics, maps and graphical information related to Development and the Demographic Transition Model
* analysing and interpreting statistics showing population structure on Population Pyramids (horizontal bar graphs)
* calculating national Dependency Ratios

ICT: * research opportunities for research on case study of migration to Greece
* analysing and interpreting graphs and maps relating to case study
* analysis of online interactive NI Research and Statistics Agency GIS graphs and maps in relation to migration and population data for N Ireland
* Triptico

Careers: * career opportunities in statistics or demographic research

Tracking assessment: * GCSE past paper questions
* Use of CCEA GCSE microsite
 | **Mid-** **Term**  | **Theme B: Changing Urban Areas**Literacy: * learning and understanding vocabulary associated with urban geography: CBD, inner city, suburbs, industrial zones, rural-urban fringe, regeneration and gentrification
* evaluation of gentrification, of traffic and cultural issues in urban areas and of the Titanic Quarter regeneration scheme
* comparing and contrasting LEDC and MEDC urbanisation
* analysis issues in LEDC shanty towns and evaluation of efforts to overcome these problems

Numeracy: * interpretation of OS maps of the Belfast urban area
* use of map skills
* analysis and interpretation of choropleth maps

ICT: * use of downloaded aerial photographs of Belfast
* further research on case studies of Titanic Quarter regeneration and of Kolkata’s shanty towns
* Triptico

Careers: * career opportunities in urban planning

Tracking assessment: * GCSE past paper questions
* Use of CCEA GCSE Geography microsite
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| **January- February** | **March - April** |
| **Theme C: Contrasts in World Development**Literacy: * Learning and understanding key terms associated with development such as literacy rates, life expectancy etc
* Differentiating between, and evaluating the use of, social, economic and composite indicators of development
* Evaluating the factors which have hindered LEDC development such as dependence on primary activities and debt
* Evaluation of examples of small scale sustainable development and appropriate technology in LEDCs, also of the impacts of Fairtrade

Numeracy: * Analysis, interpretation and comparison of national development statistics illustrated on maps and graphs
* Understanding economic indicators of development: GNI, GDP and HDI
* Understanding the necessity of paying high interest rates on large loans, leading to increasing national debt
* Understanding the economic impacts of globalisation with particular reference to the case study on India

RRS:* An evaluation of the United Nations’ Sustainable Development Goals and their potential impact on economic and social development on LEDCs

ICT: * Use of interactive maps showing global differences in development
* Video clips showing impacts of underdevelopment in India
* Triptico

Careers: * Career opportunities in Statistics and Research or with NGOs

Tracking assessment:* GCSE past paper questions
* Use of CCEA GCSE Geography microsite
 | **Mid- Term**  | **Theme D: Managing our Environment**Literacy: * Key terms in relation to climate change: the greenhouse effect, greenhouse gases and carbon footprint
* Differentiation between human and natural causes of climate change
* Categorisation of the impacts of climate change in relation to the environment, people and economy
* Understanding terms related to managing resources: reduce, reuse, recycle, also key terms in connection with renewable energy: biofuels, solar, HEP etc
* Evaluation of solar energy with particular reference to the Middle East and North Africa, also of the impacts of the Paris Agreement
* Key terms linked to tourism: sustainability, mass tourism, disposable income etc
* Assessing and categorising the impacts of mass tourism in relation to culture, the economy and the environment
* Evaluating the impacts of ecotourism with particular reference to the case study of Nam Ha, Laos

Numeracy: * Calculating and comparing carbon footprints for various activities
* Comparison of national statistics on greenhouse gas emissions and carbon footprints
* Comparison of graphical data on recycling rates in different areas of the UK
* Analysis and interpretation of choropleth maps and line graphs
* Memorisation of numerical data from the case study on Nam Ha

ICT:* Use of interactive carbon footprint calculator
* Further research on case study of Ecotourism in Nam Ha, Laos
* Triptico

Careers: * Career opportunities in Meteorology, Environmental Science and Renewable Energy as well as Travel and Tourism

Tracking assessment:* GCSE past paper questions
* Use of GCSE CCEA Geography microsite
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**Subject: GCSE CCEA Geography – Paper 3: Fieldwork Techniques**

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| **June (Year 11)/September (Year 12)** | **March/April (Year 12)** |
| **Fieldwork Techniques**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 fieldwork data
* Practice of drawing and interpretation of graphs used to present data
* Map work of area to be investigated

Careers:* Career opportunities in research and statistics, Environment Agency or Urban Planning

ICT: * Triptico

Fieldwork, either:* Physical Geography (a river study at Colin Glen, Belfast) or
* Human Geography (an urban study of changing landuse, building height and environmental quality from the CBD of Belfast to the inner city in the university area)

Tracking assessment: * Use of CCEA GCSE microsite
 |  | Literacy: * Revision of key terms
* Completion of notes on methodology, data analysis, data interpretation, evaluation and conclusions

Numeracy: * Practice of presenting data – scatter graph

ICT: * Use of internet resources such as geological map of the Colin River or map of landuse in Belfast
* Triptico

Careers: * Career opportunities in research and statistics, Environment Agency or Urban Planning

Tracking assessment: * GCSE practice past paper questions
* Use of CCEA GCSE Geography microsite
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**Subject: GCSE Moving Image Arts**

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| **September- October** | **November- December**  |
| Introduce Students to Component 3 and allow them to research some genre ideas and look at the scenarios available from CCEA. Choose a scenario and begin research analysis. Introduce students to film narrativeHealth and safety and risk assessments. Exam practice of unseen clips. Script writing and intro to new software. Introduce to director's notebook and begin work on these (keeping a log of all research) Literacy: studying scripts. Giving presentations (talking and listening). Numeracy: shot lists, having to manage the amount 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 deadlinesRRSA: Article 31 – right to relax, play music**,** sports and **drama**. Careers: director, camera operative, producer, screen writer, animator, sound engineer, critic.  | **Mid-** **Term**  | November – * Recap of storyboards and begin to map out and storyboard their piece of work (class work & homework)

December – * Students will develop their Shot lists, Shooting schedule, call sheet, floor plan and health and safety plan
* Students will begin to shoot end November and over Christmas break to finalise shots!

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, criticTracking assessment: exam on September – December work. Task 1 prep work to be marked.  |

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| **January- February**  | **March** |
| January & February – * Analyse shots from Christmas break – re shoot if needed.
* Directors notebook – All pre-production materials to be completed by end of January. Completed alongside film
* Revisit genre: War, Action/Adventure, Romcom, Sci-fi, horror
* All filming complete – edit continue and 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**  | * Editing completed by end of March
* Begin evaluation.
* Exam Preparation

 Literacy: analysing scripts.Numeracy: working with time-lapse and stop motionICT: regular use of iMac FC and DSLR cameras and iPads TS & PC: WWO Being Collaborative. SM focus, sustain attention and persist with taskRRSA: Article 31 right to relax, play music, sports and drama.Careers: director, camera operative, producer, screen writer, animator, sound engineer, criticTracking assessment - CCEA style exam paper on previous learning.  |

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| **April-May** |
| **Easter holidays** | * Evaluation complete
* Exam preparations

Literacy: studying scripts Numeracy: using Photoshop and managing pixel sizeICT: iMac, FC, DSLR cameras TS & PC: WWO: Being collaborative. ICT: create, develop, present and publish ideas and information responsibly using a range of digital mediaRRSA: article 31 right to relax, play music**,** sports and drama.Careers: director, camera operative, producer, screen writer, animator, sound engineer, criticTracking assessment: CCEA style exam paper.  |

**Subject: Citizenship (non exam part of Learning for Life and Work LLW)**

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| **September + October Topics 1 + 2** | **October + November Topic 3**  |
| What is cultural identity?* Nationalist and Unionist cultural identity
* Celebrating cultural identity

Cultural diversity * Exploration in NI
* How cultural diversity enriches our country and the challenges associated with cultural diversity.

Conflict resolution* Various methods of conflict resolution

Rights and Responsibilities* Individuals who show social responsibility
* Volunteering / NGOs
* What is lobbying and examples

Literacy: Talking and Listening / reading and analysing informationNumeracy: Statistics related to cultural diversity in NIICT: film clipsTS & PC: Managing Information: Working with OthersRRSA: Article 2 non-discrimination, Article 12 respect for the views of the child, Article 22 Refugee children, Article 27 adequate standard of living, Article 30 children from minority or indigenous groups, Article 48 war and armed conflicts, Article 42 knowledge of rights Careers: Aid worker and Law. | **Mid-** **Term**  | Democracy in Northern Ireland* Legacy of the Troubles
* Good Friday Agreement

Literacy: Talking and listening and reading and analysing informationNumeracy: Statistics relating to voting in Good Friday Agreement referendum.ICT: Film clipsTS & PC: Managing Information and Working with others. RRSA: Article 37 Inhumane Treatment and DetentionArticle 42 – knowledge of rightsCareers: Police, Law and Social Work.  |

**Subject: PD (non exam part of LLW)**

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| **November - January** | **January - February** |
| In Year 12 Personal Development is based on the three concepts of Health and the whole person, relationships and sexuality and feelings and emotions. Students will explore the relationships that we have in our lives and have opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health. Topics include friendships, loving and respectful relationships, conflict resolution, teenage pregnancy and exploring the implications of sexual maturation.**Literacy:** Talking and listening **Numeracy:** Collect, organise, record and represent data.**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 | **Christmas**  | In this unit students will have opportunites to understand the importance of recognising and managing factors that may influence physical and emotional health. 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 and how this will help them to deal with stress.**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 & neglectCareers: Careers in the Healthcare industry |

**Subject Careers**

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|  | **February -March** | **April** |
|  | **Career Planning*** Understanding the importance of updating PCP and what it should include.
* RAG task – review, actions, goals
* Looking at pathways into careers
* Individual careers guidance interview
* Attending Skills NI Exhibition, Assessment Centre, range of talks.
* Writing an application form/CV

Literacy: considering skills and qualities.Numeracy: Self evaluation of progressICT: Google classroomTS & PC: WO, MI, SMRRSA: Careers: PSNI Sergeant, paramedic, plumber, chartered accountant, hair salon manager. | **Revision** | **Progression Options*** Investigating post 16 options. Students consider two options in depth.
* Review the obstacles which they may have to overcome in pursuing desired options.
* Writing a personal statement and career plan

Literacy: personal statementNumeracy: considering labour market information.ICT: Google classroomTS & PC: WO, MI, SMRRSA: Careers: related to student preferences. |