**   
 Year 13**

**Curriculum Mapping**

**Subject: Art and Design Year Group:13**

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| **September- October** | **November- December** | |
| *Students learn* ***about: Experimental Portfolio***  *Experimental Workshops and contextual links to Still Life and theme set by exam board*  **Literacy**: Keywords and definitions  **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 and design or making a personal response informed by contextual understanding;  Using digital graphic design, website design, video art, animation, social media and experimenting with relevant software to help explore and realise creative intentions.  **TS & PC**: record ideas, responses, intentions and outcomes in coherent forms such as sketchbooks, journals, photographs or blogs;  •share resources and consider others; and  •respond to the demands, constraints and parameters of set briefs, projects or commissions  **RRSA**: Article 13  **Careers**: Develop knowledge through contextual research  **Tracking assessment**: n/a | **Mid-**  **Term** | ***Experimental Portfolio (continued)***  **Literacy**: Keywords and definitions  **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 and design or making a personal response informed by contextual understanding;  Using digital graphic design, website design, video art, animation, social media and experimenting with relevant software to help explore and realise creative intentions.  **TS & PC**: record ideas, responses, intentions and outcomes in coherent forms such as sketchbooks, journals, photographs or blogs;  •share resources and consider others; and  •respond to the demands, constraints and parameters of set briefs, projects or commissions  **RRSA**: Article 13  **Careers**: Develop knowledge through contextual research and local workshop/artists Seacourt Print Workshop in Bangor – Robert Peters workshop salt etching  **Tracking assessment**: Winter Exam – A3/A2 Colour Study |

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| **January- February** | | **March** |
| **Statement of Intent and Final Ideas/Experiments/Personal Response**  **Literacy**: Keywords and definitions in comment work, questionnaires and Statement of Intent  **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 and design or making a personal response informed by contextual understanding;  Using digital graphic design, website design, video art, animation, social media and experimenting with relevant software to help explore and realise creative intentions.  **TS & PC**: Record ideas, responses, intentions and outcomes in coherent forms such as sketchbooks, journals, photographs or blogs;  •share resources and consider others; and  •respond to the demands, constraints and parameters of set briefs, projects or commissions  **Careers**: Knowledge gained through artist research  **Tracking assessment**: n/a  **RRSA**: Article 13  Ulster Museum Trip to CCEA True Colours Exhibition | **Mid- Term** | ***Personal Response***  **Literacy:** Keywords and definitions in comment work, questionnaires, evaluation  **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 and design or making a personal response informed by contextual understanding;  Using digital graphic design, website design, video art, animation, social media and experimenting with relevant software to help explore and realise creative intentions.  **TS & PC**: Record ideas, responses, intentions and outcomes in coherent forms such as sketchbooks, journals, photographs or blogs;  •share resources and consider others; and  •respond to the demands, constraints and parameters of set briefs, projects or commissions  **Careers**: Knowledge gained through artist research  **Tracking assessment**: n/a  **RRSA**: Article 13 |

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|  | **April-May** | **June** | |
| **Easter holidays** | **Personal Response and Evaluation**  **Literacy**: Keywords and definitions in comment work, questionnaires, evaluation  **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 and design or making a personal response informed by contextual understanding;  Using digital graphic design, website design, video art, animation, social media and experimenting with relevant software to help explore and realise creative intentions.  **TS & PC**: Record ideas, responses, intentions and outcomes in coherent forms such as sketchbooks, journals, photographs or blogs;  •share resources and consider others; and  •respond to the demands, constraints and parameters of set briefs, projects or commissions  **Careers**: Knowledge gained through selected local artist research  **Tracking assessment:**  AS work submitted for moderation  **RRSA**: Article 13 | **Revision** | **(Study leave)** |

**Subject: BTEC Level 3 National Extended Certificate in Business**

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| **September- October** | | **November- December** | | | |
| *Students will study unit 1 and unit 3 side by side*  *Theory*: Unit 1:Exploring Business  *Students learn about:*  LA A: Explore the features of different businesses and analyse what makes them successful  LA B: Investigate how businesses are organised  *Literacy:*  Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. qualitative research information. Preparing a business report.  *Numeracy:*  Classification of business size and various measurement of success. Organisational structures.  *ICT:*  Researching business structures, sectors and methods of communication  *TS & PC*  PS, MI, DM, WO  *Careers*: CV and identifying vacancies.  *Assessment*: P1, P2 M1, P3, P4, M2, D1  *Theory:* Unit 3, topic A, B Importance of personal finance& Explore the personal finance sector.  *Students learn about:*  A - Functions & role of money, ways to pay, currant a/c, personal finances.  B –Financial Institutions, cust. Interaction and protection, Information and advice  *Literacy:*  Using key terminology appropriately, understanding command words, developing connectives and listening to instructions.  *Numeracy:*  Debt & savings,*ICT:*  Internet research to investigate different bank accounts and financial inst. Use of Teams and I pads to complete work.  *TS & PC*  PS, MI, WO  *Careers*: Banking sector  *Assessment* – PPQ | | **Mid-**  **Term** | | *Theory*: Unit 1:Exploring Business  *Students learn about:*  LA C - Examine the environment in which businesses operate  *Literacy:*  Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. qualitative research information. Preparing a business report.  *Numeracy:*  Demand, supply, price and output  *ICT:*  Research on effect of internal and external environment on a business  *TS & PC*  PS, MI, DM, WO  *Careers*: Business ownership and entrepreneur  *Assessment*: P4, P5, M3, D2,  *Theory:* Unit 3, topic C Importance of personal finance, Explore the personal finance sector, Purpose of accounting  *Students learn about:*  C – purpose of accounting, types of income & expenditure  *Literacy:*  Using key terminology appropriately, understanding command words, developing connectives and listening to instructions.  *Numeracy:*  Investments and costs.  *ICT:*  Internet research to investigate different bank accounts and financial inst. Use of Teams and I pads to complete work.  *TS & PC*  PS, MI, WO  *Careers*: Financial sector  *Assessment* – PPQ | |
| **January** | | **February -March** | | | |
| *Theory*: Unit 1:Exploring Business  *Students learn about:*  LA D- Examine business markets  *Literacy:*  Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. qualitative research information.  *Numeracy:*  Financial reports, market share, business size  *ICT:*  Research on business structure  *TS & PC*  PS, MI, DM, WO  *Careers*: Entrepreneur  *Assessment*: P6, M4, D3, P7, M5, D4  *Theory:* Unit 3, topic D, Eval sources of finance  *Students learn about:*  D – sources of finance  *Literacy:*  Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. Focus on Eval skills.  *Numeracy:*  Understanding of financial services, interest rates, profit, assets, mortgages, debt factoring, capital & trade credit  *ICT:*  Internet research on costs of various sources of finance. Use of excel, Teams and I pads to complete work.  *TS & PC*  MI, DM, WO, SM  *Careers:* Financial services  *Assessment*: PPQ & External Exam | | Mid-  Term | | LA E: Investigate the role and contribution of innovation and enterprise to business success  *Literacy:*  Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. qualitative research information.  *Numeracy:*  Financial reports, market share, business size  *ICT:*  Prepare a ppt presentation  *TS & PC*  PS, MI, DM, WO  *Careers*: Entrepreneur  *Assessment*: P7, M5, D4  *Theory:* Unit 3, topic E Break even & Cash flow  *Students learn about:*  E – Cash flow, break even  *Literacy:*  Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. Focus on Eval skills.  *Numeracy:*  Understanding of inflows and outflows of cash  *ICT:*  Internet research method to improve cash flow. Use of excel, Teams and I pads to complete work.  *TS & PC*  MI, DM, WO, SM  *Careers:* Financial services  *Assessment*: PPQ & External Exam | |
| **April-May** | | | **June** | | |
| **Easter**  **Holidays** | *Theory:* Unit 3, topic F  Financial statements  *Students learn about:*  F – Income St. & Balance Sheets, ratio analysis & limitations  *Literacy:*  Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. Focus on Eval skills.  *Numeracy:*  Understanding of financial services, interest rates, profit, assets, mortgages, debt factoring, capital, trade credit, ratios  *ICT:*  Internet research on costs of various sources of finance. Use of excel, Teams and I pads to complete work.  *TS & PC*  MI, DM, WO, SM  *Careers:* Financial services  *Assessment*: PPQ & External Exam | |  | | *Theory*: Unit 3  *Students learn about:*  Revision of Unit 3, personal and business finance  Start unit 8, Recruitment and selection (Course work)  *Literacy:*  Practice exam skills. Connectives, command words and written frameworks. Making a fully justified decision.  *Numeracy:*  Calculation exam skills and revision  *ICT:*  Review mark schemes and chief examiner reports  *TS & PC*  SM, MI,WO  *Assessment*: past paper questions  **EXTERNAL EXAM** |

**Subject: Languages**

**KBR** **4 x 35 mins** **NDR 4x35mins**

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| **September - October** | |
| * Intro to course * Asking questions * Intro to course * Nouns-gender and plural p4-5 * relationships – family * Overview of verbs * Present tense reg * Irregulars * family and marriage * Imperfect * Perfect * Combined * Adjectives – agreement and position p6-7 * intergenerational issues   Literacy: extended writing tasks / key words and vocab/ gap-fill lexical grammar exercises  Numeracy: Large numbers for talking about time periods in French  ICT: IPads/google classroom/ Internet research/you tube French listening video clips  TS & PC: Working with others (WWO), Self-Management (SM)  Thinking frames- brainstorming frame on the topic of la famille | * Future * Il y a * Influences on young people * Conditional * Texts on homelessness and poverty * Indefinite and partitive articles p 14-15 * Pluperfect – intro to other compound tenses, sequence of tenses after “si”, reflexive verbs * Intro to book, key themes, characters etc * Prepositions p 18-19 * Watch movie * Possessive and demonstrative adjectives p 26-27 * Hobbies * Read book * Relative pronouns p 32-33 * Film |

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| **November - December** | | | | |
| **KBR** |  | **NDR** |  | **Language Assistant** |
| Consolidation of tenses | Read book in chapters |  | fashion | fashion |
| Practice reading and translation skills using cloze procedure | Read book | direct and indirect object pronouns p 37-39 | social media  new technology | learning to drive |
| Past paper questions | Read book |  | Past paper |  |
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| Holidays and festivals |  |  |  | Christmas in France |
| Go over paper | Read book | emphatic pronouns p44-45 |  |  |
| Negative forms/modal verbs | Read book | adverbs p 46-47 | diet | food |
| Literacy: extended writing tasks / key words and vocab/ gap-fill lexical grammar exercises  Numeracy:  ICT: IPads/google classroom/ Internet research/you tube French listening video clips  TS & PC: Working with others (WWO), Self-Management (SM)  RRSA: article 31- the right to leisure and the right to celebrate culture  Careers: | | | | |

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| **January - February** | | | | |
| **KBR** |  | **NDR** |  | **Language Assistant** |
| Verb + infinitive | Read book | word stems/morphology (Frenchteacher worksheets)\*\* | exercise | exercise |
| Direct and indirect pronouns consolidation | Read book | comparative and superlative p49-51 | smoking/alcohol/drugs | practise presentations |
| passive | END book, definitions cards | y and en | stress | stress/risks to health |
| subjunctive | Lesson on essay writing | order of pronouns\*\* |  |  |
|  | Lou character study | possessive pronouns p 82-83 | Past papers and grammar revision |  |
| Indirect speech | Lucas character study | demonstrative pronouns p 84-85 | past papers and revision |  |
| Literacy: extended writing tasks / key words and vocab/ gap-fill lexical grammar exercises  Numeracy: Large numbers for talking about time periods in French  ICT: IPads/google classroom/ Internet research/you tube French listening video clips  TS & PC: Working with others (WWO), Self-Management (SM)  Thinking frames- sequencing frame for learning essay plans on ‘***No et moi’***  RRSA: Looking at theme of homelessness and poverty- Every child has the right to adequate shelter  Careers: looking at jobs with languages | | | | |
| **March - May** | | | | |
| **KBR** |  | **NDR** |  | **KBR+ Language Assistant** |
| Dependent infinitives | La famille | relative pronouns p 86-87 | past papers and revision | Mock oral |
| Present participle/perfect infinitive | L’adolescence | revision | past papers and revision | discuss book |
| Topic – Holidays and Tourism | L’école | revision | past papers | oral exam prep |
|  | La solitude | revision | past papers/oral exam prep | oral exam prep |
| End of course | Les SDF |  | past papers/oral exam prep | oral exam prep |
| revision | revision |  | past papers/oral exam prep | oral exam prep |
| EASTER | | | | |
| Revision and exam prep | revision |  | past papers/oral exam prep | oral exam prep |
| * Literacy: extended writing tasks / key words and vocab/ gap-fill lexical grammar exercises * Numeracy: ICT: IPads/google classroom/ Internet research/you tube French listening video clips * TS & PC: Working with others (WWO), Self-Management (SM) * Thinking frames- sequencing frame for learning essay plans on ‘***No et moi’*** * RRSA: Looking at theme of homelessness and poverty- Every child has the right to adequate shelter * Careers: looking at jobs with languages | | | | |

**Subject: Performing Arts**

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| **September- October** | **November- December** | |
| **Developing Skills + Repertoire**  **Portfolio:**  Summary of research into their chosen discipline {Performance - Dance, Drama or Music or Production – Choreography, Costume or Set Design, Direction or Musical Direction, Stage Management or Technical – Lighting or Sound}: History of Style + Genre; Skills Required + Current Professional Practice including the use of new technologies;  For Extract 1 – Monologue  A skills audit  Action plan  Record of work  Risk Assessment  Self-Evaluation  **Performance:**  Research + select a monologue  Rehearse their monologue  Each student is recorded at three stages of skills development: baseline; development + final  **HOM: 1** Persisting; **8** Applying Knowledge to New Situations  **Literacy:**  Research; published monologues – read a range of texts {Contemporary/Classical; Genre; Style etc.}; 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/models/floor plans; record ideas through notes or notation; dynamics/phrasing/tempo and tone; use of plots and cue sheets  **ICT:**  Research; presentation of folio items; budget + financing reports; use software, systems and consoles  **TS & PC:**  Managing information; Being creative; Self-management  **Prior Learning:** Developing knowledge, understanding and skills from GCSE Drama (Performance Skills – Comp 1 & 2) and Key Stage 3  **RRSA:** Articles 12 + 13  **Cross Curricular Skills:** Research skills; Links to English – Talk; History – Research of the Historical, Social, Cultural backgrounds to the extracts  **Careers:**  Students research industry practice + demonstrate their skills in a context related to employability. They use work methods linked to industry practice. Students assess how their own skills and aptitudes need to develop throughout the year, putting plans into place to ensure this occurs  **Assessment:** Folio 1, 2 + 3 | **Mid-**  **Term** | **Developing Skills + Repertoire**  **Portfolio: For Extract 2 – Group Piece**  Action plan  Record of work  Risk Assessment  Self-Evaluation  Peer evaluation  **Performance:**  Research + select a second piece of repertoire that contrasts with their first extract  Research individually research the social, cultural + historical context of their second extract  Work in a group to realise this extract in performance  Each group is recorded at three stages of skills development: baseline; development + final  **HOM: 3** Listening with Understanding + Empathy  **Literacy:** Research; published short scripts – read a range of texts {Contemporary/Classical; Genre; Style etc.}; 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; Students explore, through creative + reflective experimentation, how meaning is communicated.  **Numeracy:** Scaled drawings/models/floor plans; record ideas through notes or notation; dynamics/phrasing/tempo and tone; use of plots and cue sheets  **ICT:** Internet research; presentation of folio items; use software, systems + consoles  **TS + PC:** Managing information; Being creative; Self-management; Working with others  **Prior Learning:** Developing knowledge, understanding and skills from GCSE Drama (Performance Skills – Comp 1 & 2) and Key Stage 3  **RRSA:** Articles 16, 27 + 28  **Cross Curricular Skills:** Research skills; Links to English – Talk; History – Research of the Historical, Social, Cultural backgrounds to the extracts  **Careers:** Students research industry practice + demonstrate their skills in a context related to employability. They use work methods linked to industry practice. Students assess how their own skills and aptitudes need to develop throughout the year, putting plans into place to ensure this occurs.  **Assessment:** Folio 4 – 8 for both pieces  **Tracker:** Final grades on redrafted folio items. Solo + Group piece recorded |

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| **January- February** | | **March - June** |
| **Planning + Realising A Performing Arts Event**  **Portfolio:**  Students analyse a range of live or recorded performing arts events that relate to their chosen style, form and genre.  Select two events and summarise these from the perspective of their chosen discipline  Select two ideas from these summaries for experimentation  Implement one of these ideas in their own event  **Performance:**  Research the pre-released stimulus  Work in groups to make planning decisions and agree the type of event + performance concept for the event taking into account the social, cultural + historical context and the practical + artistic constraints. For example: locality; production costs, venue, target audience, timescale and skills of the group  Share ideas for final realisation  Work to an agreed production schedule to meet deadlines  Rehearsals of the performance event  **HOM: 7** Questioning & Problem Solving; **8** Applying Knowledge to New Situations  **Literacy:** Research; newspapers; writing their own material; explore + understand ideas, events + features in texts; spoken text/score; marks are awarded for the quality of written work; express opinions about their own work; present ideas in a variety of forms  **Numeracy**: Scaled drawings/models/floor plans; record ideas through notes or notation; dynamics/phrasing/tempo and tone; use of plots and cue sheets  **ICT**: Research; presentation of folio items; use software, systems + consoles  **TS + PC:** Managing Information; Thinking, Problem Solving + decision making; Being Creative; Self-Management; Working with others  **Prior Learning:** Developing knowledge, understanding and skills from GCSE Drama (Performance Skills – Comp 1 & 2) and Key Stage 3; Continued exploration of the skills developed in Unit 1  **RRSA:** Article 28 + Article 31; Article 13 students learn to express their thoughts in different ways + in different contexts  **Cross Curricular Skills:** Research skills; Links to English – Talk; History – Research of the CCEA Brief – this could also potentially link with other subjects eg RE  **Careers:** Students research industry practice + demonstrate their skills in a context related to employability. They use work methods linked to industry practice. Students assess how their own skills and aptitudes need to develop throughout the year, putting plans into place to ensure this occurs.  **Assessment:** Folio | **Mid- Term** | **Planning + Realising a Performing Arts Event continued**  **Portfolio:**  Rationale  Evaluation  Summative Statement  Controlled Assessment  **Performance:**  Research the pre-released stimulus  Work in groups to make planning decisions and agree the type of event + performance concept for the event taking into account the social, cultural + historical context and the practical + artistic constraints. For example: locality; production costs, venue, target audience, timescale and skills of the group  Share ideas for final realisation  Work to an agreed production schedule to meet deadlines  Rehearsals of the performance event  Agree a contingency plan  Rehearse  **HOM: 7** Questioning & Problem Solving; **8** Applying Knowledge to New Situations  **Literacy:** Research; newspapers; writing their own material; explore + understand ideas, events + features in texts; spoken text/score; marks are awarded for the quality of written work; express opinions about their own work; present ideas in a variety of forms  **Numeracy:** Scaled drawings/models/floor plans; record ideas through notes or notation; dynamics/phrasing/tempo and tone; use of plots and cue sheets  **ICT:** Research; presentation of folio items; use software, systems + consoles  **TS + PC:** Managing Information; Thinking, Problem Solving + decision making; Being Creative; Self-Management; Working with others  **Prior Learning:** Developing knowledge, understanding and skills from GCSE Drama (Performance Skills – Comp 1 & 2) and Key Stage 3; Continued exploration of the skills developed in Unit 1  **RRSA:** Article 28 + Article 31; Article 13 students learn to express their thoughts in different ways + in different contexts  **Cross Curricular Skills:** Research skills; Links to English – Talk; History – Research of the CCEA Brief – this could also potentially link with other subjects eg RE  **Careers:** Students research industry practice + demonstrate their skills in a context related to employability. They use work methods linked to industry practice. Students assess how their own skills and aptitudes need to develop throughout the year, putting plans into place to ensure this occurs.  **Tracker:** Performing Arts Event + folio |

**Subject: History**

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| **September- October** | | **November- December** | |
| **UNIT 1: Germany**   * Weimar Republic 1919-29, decline of the Weimar Republic 1929-33 and the rise of the Nazis. * Developments in Nazi Germany 1933-39 (creation of Nazi dictatorship to anti-semitism). * Developments in Nazi Germany (economic recovery – war economy). * Introduce exam technique with a focus on answering source questions,   Literacy: Reading and interpreting text and sources.  Numeracy: Timelines  ICT: Documentary clips  TS & PC: Managing information, making a decision based on evidence and working with others.  RRSA: Articles 2 and 30.  Habit of Mind: 6. Striving for accuracy.  Assessment: Source or essay question on above topics. | **Mid-**  **Term** | | * Developments in Nazi Germany (Economic recovery – war economy). * Impact of the war on Nazi Germany and the occupied territories in Eastern Europe 1939-45 (consequences of war for the German people to extent of opposition and resistance to the Nazis). * Exam practice.   Literacy: Reading and interpreting text and sources.  Numeracy: Timelines  ICT: Documentary clips  TS & PC: Managing information, making a decision based on evidence and working with others.  RRSA: Articles 37 and 38.  Habits of Mind: 9. Thinking and communicating with clarity and precision.  Tracking assessment: Past Paper Question |
| **January- February** | **Mid- Term** | | **March** |
| **Unit 2: Russia**   * Downfall of the Tsar and impact of the War. * Bolshevik Revolution. * Key Features of Lenin’s Russia 1917-24. * Key Features of Stalin’s Russia 1917-1924. * The Economy 1924-41.   Tracking assessment: Essay question on content covered so far.  Literacy: Reading and interpreting text and sources.  Numeracy: Timelines  ICT: Documentary clips  TS & PC: Managing information, making a decision based on evidence and working with others.  RRSA: Articles 13, 14, 15, 30 and 32.  Habits of Mind: 15. Thinking interdependently.  Careers: Explore careers open to History graduates as new course is introduced. |  | | * Complete Russia * Begin revision for exams.   Literacy: Reading and interpreting text and sources.  Numeracy: Timelines  ICT: Documentary clips  TS & PC: Managing information, making a decision based on evidence and working with others.  RRSA: Article 32.  Habit of Mind: 1. Persisting.  Tracking assessment: Past paper. |

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|  | **April - May** |
| **Easter holidays** | * Revision of key content for both Russia and Germany. * Past Paper Practice and source work. |

**Subject Health and Social Care**

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| **September- October** | **November- December** | |
| **Unit 1 – Promoting Quality Care focusing on three care values, legislation and health and safety in a chosen care setting**  **Unit 3- Health and Well Being focusing on concepts of health and well being, factors affecting health and well being**  Literacy: extended writing tasks / key words service user/provider. Learning of key definitions. Past paper questions.  Numeracy:  ICT:Research HSE / legislation  TS & PC: Working with others (WWO), Self-Management (SM)  RRSA: 6, 24, 31,23  Careers: Role of HSC professionals as observed on placement | **Mid-**  **Term** | **Unit 1 – policies in care settings and an evaluation of these. Poor practice in HSC and the impact on service users / providers and the organisation**  **Unit 3 – Factors affecting health and wellbeing/ Health Promotion**  Literacy: extended written tasks (controlled assessment). Past paper questions.  Numeracy:  ICT: Research example of poor practice in HSC  TS & PC: WWO, SM  RRSA: 6, 24, 31,23  Careers: Policies and standards followed by HSC professionals  Tracking assessment: Christmas Exam – unit 3 and unit 1 coursework part A B and C |

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| **January- February** | | **March** |
| **Unit 2 – Effective Communication in Heath, Social Care and early years settings– focusing on types of communication, comm skills, barriers people face when communicating.**  **Unit 3 Health and Well Being - Anti-discriminatory and discriminatory practice**  Literacy: Key words  Numeracy:  ICT: Completion controlled assessment tasks  TS & PC: MI, WWO  RRSA: 2  Careers: health care settings and jobs within these | **Mid- Term** | **Unit 2- Demonstrating own communication skills in a chosen setting**  **Unit 3- Roles of Organisations responsible for health and well being**  Literacy: Oral communication skills  Numeracy:  ICT: writing of controlled assessment and formatting a document  TS & PC: SM  RRSA: 6, 24  Careers: Role of Health Promotion Agency, WHO, Allied Health Professionals, Voluntary organisations  Tracking assessment: Past paper questions and controlled assessment |

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|  | **April-May** | **June** | |
| **Easter holidays** | ***Unit 2 - completion of controlled assessment task***  ***Unit 3 – Revision for exam in May***  Literacy: extended writing, Exam technique- identifying key exam vocabulary. Decoding exam questions / mark schemes  Numeracy:  ICT: word processing of assignment work  TS & PC: SM, MI  RRSA: 2, 6, 24, 23, 31  Careers: Role of Health Promotion Agency, WHO, Allied Health Professionals, Voluntary organisations  Tracking assessment (written paper 1hr 30 mins) | **Revision** | Study Leave |

**Subject: ICT**

ICT uses Microsoft Teams 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** | |
| ***Unit 1 : Fundamentals of IT***  **Literacy**:  Reading websites, key terms, sending and receiving emails  Produce a publisher booklet on Employability  Write for different audiences and purposes.  Write comments and contribute to Google Classroom  Create multimedia on Barriers to Effective Communication.  Create multimedia on another topic agreed with teacher.  Produce a Personal Development Plan  **Numeracy**:  **ICT**:  Research, websites, use of different software programs including Publisher, Word, Powerpoint, and others. High level Use of Google Classroom for submission of work, monitoring, and receiving tasks.  Use of social media for developing range of ideas for personal development plan and careers.  **TS & PC:**  Working with others.  Being creative  Managing information  **RRSA**:  Right to education, safety online, appropriate use of language,  Article 16: You should be able to keep things private, unless the law says a reason that you can’t.  Article 12: You have a right to a say in decisions that impact you. [choice of coursework decisions, career decisions e.g. careers fair.]  **Careers**:  Belbin Role Models spreadsheet.  Personal Development Plan  SWOT analysis.  Personal skills and qualities needed for the workplace.  Detailed job descriptions from a range of specific jobs chosen by the student.  Careers Fair with 10-12 Universities.  Tracking assessment Coursework submission | **Mid-**  **Term** | ***Unit 1 : Fundamentals of IT***  Continued |

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| **January- February** | | **March** |
| ***Unit 2 :Global Information***  **Literacy**:  Reading websites, key terms, sending and receiving emails  Comparing and contrasting two companies. Writing with analysis and comparison to high level.  How information is used within companies and between companies.  Bibliography  Produce a Personal Development Plan  **Numeracy**:  Data Flow Diagrams  Systems analysis.  Features and function of a Management Information System  Creating spreadsheet with formulas and functions.  **ICT**:  Spreadsheets  Range of application software.  MIS  DFD  Use of Google Classroom for submission of work, monitoring, and receiving tasks.  **TS & PC:**  Working with others.  Being creative  Managing information  **RRSA**:  Right to education, safety online, appropriate use of language,  Article 16: You should be able to keep things private, unless the law says a reason that you can’t.  Issues related to the use of information – laws, ethics, copyright, plagiarism….  Article 12: You have a right to a say in decisions that impact you. [choice of coursework decisions, career decisions e.g. careers fair.]  **Careers**:  Presented with each topic. Systems Analyst. Business Analyst.  ICT in a business context. | **Mid- Term** | ***Unit 2 : Global Information***  Continued |

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|  | **April-May** | **June** | |
| **Easter holidays** | ***Unit 2: Global Information***  **Literacy**:  Reading websites, key terms, sending and receiving emails  Write comments and contribute to Google Classroom  Write a series of documents in own words.  Research regulations and social implications of e-commerce  Identify a company that needs a website.  Discuss benefits and drawbacks of having an e-commerce site.  Detailed planning documentation.  **Numeracy**:  Coding and programming behind the website.  The intricacies of a shopping solution for a website.  **ICT**:  Create a solution for e-commerce using a website authoring package.  Use of Google Classroom for submission of work, monitoring, and receiving tasks.  **TS & PC:**  Working with others.  Being creative  Managing information  **RRSA**:  Right to education, safety online, appropriate use of language,  Article 16: You should be able to keep things private, unless the law says a reason that you can’t.  Issues related to the use of information – laws, ethics, copyright, plagiarism….  Article 12: You have a right to a say in decisions that impact you. [choice of coursework decisions, career decisions e.g. careers fair.]  Research regulations and social implications of e-commerce  **Careers**:  Website Designer. Web programming careers, and other careers related to e-commerce industry. | **Revision** | ***Unit 17:Internet of Everything***  Continued |

**Subject: Physics**

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| **September- October** | **November- December** | |
| Topics: Physical quantities and units; Scalars and vectors; Principle of moments; Linear motion.    Literacy: Vocab lists, definitions and exam style questions  Numeracy: Rearranging equations, standard form, prefixes, moments equation  ICT: PhET simulations  TS & PC: Group work for resolving vectors and moments experiments  RRSA:  Careers: Engineering, particularly civil with beam deflections  Tracking assessment: Topic Tests | **Mid-**  **Term** | Topics: Linear motion; Dynamics; Newton’s laws of motion; Linear momentum and impulse; Electricity.    Literacy: Vocab lists, definitions and exam style questions  Numeracy: Equations of motion, newton’s laws, momentum and impulse equations  ICT: PhET simulations and iPad apps  TS & PC: Group work for experiments and prescribed practicals  RRSA:  Careers: Engineering, electrician.  Tracking assessment: Topic tests |

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| **January- February** | | **March** |
| Topics: Waves; refraction and lenses; superposition, interference and diffraction.    Literacy: Vocab lists, definitions and exam style questions  Numeracy: Prefixes, standard form, wave equation, lens equations and young’s slits equations.  ICT: PhET simulations  TS & PC: Group work for experiments and prescribed practicals  RRSA:  Careers: Optometrist, health physicist, radiographer.  Tracking assessment: Topic tests | **Mid- Term** | Topics: Quantum and wave duality; astronomy    Literacy: Vocab lists, definitions and exam style questions  Numeracy: Converting units, prefixes, standard form and solving equations  ICT: PhET simulations  TS & PC: Group work for experiments and prescribed practicals  RRSA:  Careers: Quantum scientist, astronomer.  Tracking assessment: Topic tests |

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|  | **April-May** | **June** | |
| **Easter holidays** | Exam preparation and exam technique  Literacy:  Numeracy:  ICT:  TS & PC: Plan and set goals, ask focused questions.  RRSA:  Careers: | **Revision** | Study leave  Literacy:  Numeracy:  ICT:  TS & PC:  RRSA:  Careers: |

**Subject: Mathematics**

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| **September- October** | **November- December** | |
| Unit 1: Pure  Indices and Surds  Quadratics  Simultaneous Equations  Algebraic Manipulation  Graphs and Transformations  Straight Lines  Circles  *Prior Knowledge: Expanding and Factorising and Solving Equations*  Literacy: Technical keywords highlighted and explained  Numeracy: Throughout  ICT: Use of graphing software  TS & PC: Problem solving, Working with Others, Self-Management  RRSA: Article 28  Careers:  Tracking assessment: Past paper questions | **Mid-**  **Term** | Binomial Expansion  Trigonometry  Exponentials and Logarithms  *Prior Knowledge: GCSE Trigonometry, Rules of Indices*  Literacy: Technical keywords highlighted and explained  Numeracy: Throughout  ICT: Use of graphing software  TS & PC: Problem solving, Working with Others, Self-Management  RRSA: Article 28  Careers:  Tracking assessment: Past paper questions |

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| **January- February** | | **March** |
| Differentiation  Integration  Vectors    Unit 2: Mechanics  Constant Acceleration  Motion Graphs  *Prior Knowledge: Straight Line Equations*  Literacy: Technical keywords highlighted and explained  Numeracy: Throughout  ICT: Use of graphing software  TS & PC: Problem solving, Working with Others, Self-Management  RRSA:  Careers: | **Mid- Term** | Forces  Newton’s Laws  Friction  Connected Bodies  *Prior Knowledge: Solving Equations including Simultaneously*  Literacy: Technical keywords highlighted and explained; Written response to data  Numeracy: Throughout  ICT: Use of graphing software  TS & PC: Problem solving, Working with Others, Self-Management  RRSA:  Careers:  Tracking assessment: Past paper questions |

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|  | **April-May** | **June** | |
| **Easter holidays** | Unit 2: Statistics  Statistical Sampling  Data Presentation and Interpretation  Central Tendency and Variation  Correlation and Regression  Data Cleaning  Probability  Binomial Distribution  *Prior Knowledge: Finding the Mean, GCSE Probability*  Literacy: Technical keywords highlighted and explained  Numeracy:  ICT: Use of graphing software  TS & PC: Plan and set goals, ask focused questions.  RRSA: Article 28  Careers:  **External module:**   * **AS Unit 1 (Pure) – Thurs 16th May 2024** * **AS Unit 2 (Applied) – Tues 28th May 2024** | **Study Leave** | Study Leave/Start A2 Unit 1 |

**Subject : A Level Media Studies**

**Specification – Component 1 Focus**

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| **September- October** | **November- December** | |
| Induction to Media Studies – underpinning element for whole specification study:   * Media Language * Genre/ Narrative * Representation * Contexts   ***All of the above will involve application of media theoretical perspectives.***  *Booklet based work through the following set texts:*  Component 1: Part A: **Advertising & Marketing:**  § Tide (1950s) – audience focus, also.  § Kiss of the Vampire (1960s)  § Water Aid (2016) – audience focus, also.    TR1: Media analysis of unseen print advert (30 minutes)  Literacy: Understanding how audio-visual communicates meaning, themes and emotions.  Numeracy: Make predictions  ICT: Understanding of how ICT evolution has influenced advertising.  TS & PC: SM: Set personal targets and fulfil deadlines  RRSA: Article 12 (Have a say in decisions that affect you)  Careers: Director / Production  Tracking assessment: 15 marker question analysing unseen print product) | **Mid-**  **Term** | *Booklet based work through the following set texts:*  Component 1: Section A: **Music Video**: Media Lang & Representation:   * Beyonce – Formation * Vance Joy - Riptide   Component 1: Section B: Industry – Film   * Black Panther (mainstream film industry) * I, Daniel Blake (independent niche film industry)   TR2: AS Component 1 Part A examination (Media Language & Representation) – 2 questions – 1x15 mark / 1x30 mark    Literacy: Interpret, analyse and present information in oral and written formats (essays)  Numeracy: Recognition of how finance influences media texts.  ICT: Understanding how technology development has influenced, developed and revitalised modern media consumption. .  TS & PC: WWO: Learn with and from others through cooperation and accept responsibility for achieving collective goals.  RRSA: Article 28 (You have a right to an education)  Careers: Screenwriter  Tracking assessment: Winter examination |

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| **January- February** | | **March** |
| Introduction to Audience:   * Revision of Tide / Water Aid   Component 1: Section B: Video Gaming – Industry/ Audience   * Assassin’s Creed video game franchise   Component 1 Section B: Radio – Industry/ Audience   * Late Night Woman’s Hour – 2 podcasts     Literacy: Plan work and target to fulfil set deadlines.  Numeracy: Understanding of conglomerates/ vertical/ horizontal integration.  ICT: SM: Monitor, review and evaluate progress and improve their learning (identifying strengths and weakness)  TS & PC: BC: Make ideas real by experimenting  RRSA: Article 31 (you have the right to drama)  Careers: Accountant | **Mid- Term** | Component 1 Section A: Newspapers: Media Language, Representation   * Daily Mirror – March 2019 – Brexit * The Times – March 2019 - Brexit   TR3: Component 1 – full mock examination (2h 15m)  Literacy: Effectively manage time in examination context.  Numeracy: Understanding of financial benefits of YouTube in 21st century.  ICT: Create, develop and publish ideas using Photoshop.  TS & PC: SM: Focus, sustain attention and persist with tasks  RRSA: Article 2 (You have the right to protection against discrimination)  Careers: Marketing  Tracking assessment: Mock examinations |

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|  | **April-May** | **June** | |
| **Easter holidays** | Continuation and completion of Component 1- Component 1 Section B: Newspapers   * Daily Mirror – December 2019 – Theresa May * The Times – December 2019 – Theresa May     Literacy: Understanding of non-linear narratives and sophisticated editing/ sound to communicate meaning.  Numeracy: Time management in exam situations and revision.  ICT: Processing information on ICT packages.  TS & PC: SM: Set personal learning goals  RRSA: Article 28 (You have the right to an education)  Careers: Editing | **Revision** | STUDY LEAVE |

**Subject: Moving Image Arts**

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| **September- October** | | **November- December** | |
| Int-Introduce course to student.  R-Reflection on GCSE course and standard of work.  ThTheory -   * Classical Hollywood Style, * Hitchcock, * Realism and Andre Bazin * Hollywood studio system   ‘How to make your film look cinematic’ blended approach of theory and practical.   * Introduction and Statement of Intentions complete for coursework. * Script shot list and storyboard complete   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 deadlines  RRSA: Article 31 – right to relax, play music**,** sports and **drama**.  Careers: director, camera operative, producer, screen writer, animator, sound engineer, critic. | **Mid-**  **Term** | | Director’s notebook developed with images and videos for screen testing. Shooting of film begins in November and final shots completed over Christmas break **at the latest.**  Theory:   * German Expressionism style & Influence * Film Noir * American Expressionism   Literacy: reading and analysing scripts to convert into storyboards and shot lists.  Numeracy: counting shot lists and managing how the script will divide into shots and storyboards.  ICT: regular use of iMac computers and FC  TS & PC: BC:5: make ideas real by experimenting with different designs, actions and outcomes. Self-Management: organise and plan how to go about a task.  RRSA: article 31 – right to relax, play music**,** sports and drama.  Careers: director, camera operative, producer, screen writer, animator, sound engineer, critic  Tracking assessment: exam in September – December work. Task 1 prep work to be marked. |

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| **January- February** | | **March** |
| Director’s Notebook and film editing developed parallel.  Screen tests for audience response developed evaluation process begins.  Theory -   * Soviet Montage   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 continues with audience response monitoring throughout the process.  Film completed, along with evaluation.  Recap Theory  Literacy: analysing scripts.  Numeracy: working with time-lapse and stop motion  ICT: regular use of iMac FC and DSLR cameras and iPads  TS & PC: WWO Being Collaborative. SM focus, sustain attention and persist with task  RRSA: Article 31 right to relax, play music, sports and drama.  Careers: director, camera operative, producer, screen writer, animator, sound engineer, critic  Tracking assessment - CCEA style exam paper on previous learning. |

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|  | **April-May** |
| **Easter holidays** | * Evaluation complete * Exam preparations   Literacy: studying scripts  Numeracy: using Photoshop and managing pixel size  ICT: iMac, FC, DSLR cameras  TS & PC: WWO: Being collaborative. ICT: create, develop, present and publish ideas and information responsibly using a range of digital media  RRSA: article 31 right to relax, play music**,** sports and drama.  Careers: director, camera operative, producer, screen writer, animator, sound engineer, critic  Tracking assessment: CCEA style exam paper. |

**Subject: English Language and Literature**

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| **September- October** | **November- December** | | |
| Introduction to literary linguistics –  Literacy: Recognising different techniques and purposes of texts  Numeracy: chronology and handling data  ICT: Researching key topics. Presenting information through effective use of PowerPoint.  TS & PC: MI, WWO  RRSA: Article 16  Careers: Linking subject choice to career progression  Tracking assessment: Identification and analysis of literary linguistics | | **Mid-**  **Term** | Study of ‘Paris Anthology’  Study of Carol Ann Duffy – Meantime  Literacy: Writing to suit audience and purpose  Numeracy:  ICT: Researching key topics  TS & PC:MI, WWO  RRSA: Article 31  Tracking assessment: Reading tasks based on key texts |

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| **January- February** | | **March** |
| Completion of study of ‘Paris Anthology’  Study of *The Lovely Bones*  Literacy: Writing comparative essays  ICT: Researching poetic forms  TS & PC: MI, WWO  RRSA: Article 2 | **Mid- Term** | Introduction to NEA Coursework  Completion of *The Lovely Bones*  Literacy: Writing Structured and coherent analytical essays.  ICT: Use of exemplar material online to complete independent study.  TS & PC: Independent study and revision; managing time and information  RRSA: Article 2  Tracking assessment: Comparative essay on literary texts studied |

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|  | **April-June** |
| **Easter holidays** | Revision of study of 'Paris Anthology’  Revision of *The Lovely Bones* and the 'Meantime’’ |

**Subject: Technology & Design**

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| **September- December** | **January - June** | |
| **CCEA GCE Technology & Design**    **Component 1: Theory: Design & Materials – Compulsory Area of Study**  2 papers equate to 50% of AS qualification. (20% of Total A-Level)    **Design & Innovation**   * Content 1.1 to 1.10 from CCEA GCE TD Specification (Paper 1)     **Component 2: Coursework - Independent Design & Make Project**  50% of AS qualification. (20% of Total A-Level)    Section   1. Investigation & Analysis of Product 2. Redesign Solutions and Development     **Literacy:** Subject specific terminology used and reinforced in all lessons. Extended writing required to produce folder and in the practice and development of sample exam style questions.  **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 Microsoft One Drive.  **TS & PC:** Managing Information, Being Creative, Thinking, Problem-Solving and Decision Making, Self-Management, Working with Others  **RRSA:** Promoting and focusing on individual high-quality outcomes. Article 29 (1a).  **Homework –** Topic relevant worksheets & Past Paper Questions practice.  **Eco Schools:** Discussing the importance of sustainability when researching and designing our coursework projects. Reference to the 6R’s.    **Tracker 1:** 100% based on theory test (past paper questions)  **Tracker 2:** 50% based on coursework, 50% based on theory test (Mock – Paper 1) | **October Midterm** | **Component 1: Theory: Option C – Product Design**  2 papers equate to 50% of AS qualification. (20% of Total A-Level)    **Option C – Product Design**   * Content 1.24 to 1.31 from CCEA GCE TD Specification (Paper 2)     **Component 2: Coursework - Independent Design & Make Project**  **continued…**    Section  2. Redesign Solutions and Development  3. Making, Testing and Evaluations      **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 and in the practice and development of sample exam style questions.  **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 Microsoft One Drive.  **TS & PC:** Managing Information, Being Creative, Thinking, Problem-Solving and Decision Making, Self-Management, Working with Others  **RRSA:** Promoting and focusing on individual high-quality outcomes. Article 29 (1a)  **CIEAG:** Investigating the work of Product Designers.  **Homework –** Topic relevant worksheets & Past Paper Questions practice.  **Eco Schools:** Ensuring pupils are aware of the importance of sustainability in P Design.    **Tracker 3**: 50% based on coursework, 50% based on theory test (past papers)  **Tracker 4:** 50% based on coursework, 50% based on theory test (past papers) | |

**Subject- Religious Studies (Christian Ethics) Unit 2**

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| **September- October** | **November- December** | |
| ***Introduction to the course –*** Background knowledge and understanding of Christian Ethics.   * Unit 1 – Deontological approaches to morality and ethics * Decalogue * Sermon on the Mount * The role and relevance of Biblical approaches to ethics in a contemporary world * Absolutist approach to ethics today * Development of biblical approaches to ethics across the centuries * Natural Moral Law theory * Proportionalism   Literacy: Reading and evaluating sources  Numeracy: working out dates/years since the event  ICT: Research opportunities using ICT  TS & PC: working with others, independent learning  RRSA: Appreciating alternative points of views and arguments  Careers: Teaching/Archaeology  Tracking assessment : Past Paper written assessments | **Mid-**  **Term** | Unit 2 – Teleological approaches to Morality and Ethics   * What utilitarianism is * Studying the influences and developments from Singer, Mill and Bentham in particular * Features and principals of Utilitarianism * Christian Utilitarianism * Looking at Situation Ethics * History and development of Situation ethics * Input of St. Paul’s teachings to this theory and relationship between Situation Ethics and Utilitarianism   Literacy: Reading and evaluating sources  Numeracy: working out dates/years since the event  ICT: Research opportunities using ICT  TS & PC: working with others, independent learning  RRSA: Appreciating alternative points of views and arguments  Careers: Teaching/Archaeology  Tracking assessment : Past Paper written assessments |

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| **January- February** | | **March** |
| Completing Utilitarianism/Teleological approaches to ethics  Unit 3 – Life and Death Issues - Abortion   * Arguments of abortion * Applying deontological, teleological and situation ethics morality to this issue * The status of the foetus/embryo in the argument * Rights of the unborn * Rights of the women * Social, religious and secular views and arguments * Feminist viewpoint * Personhood debate * Doctrine of double effect * Slipper slope argument   Literacy: Reading and evaluating sources  Numeracy: working out dates/years since the event  ICT: Research opportunities using ICT  TS & PC: working with others, independent learning  RRSA: Appreciating alternative points of views and arguments  Careers: Teaching/Archaeology  Tracking assessment : Past Paper written assessments | **Mid- Term** | Unit 3 – Life and Death Issues - Euthanasia   * Types of euthanasia * Rights of the individual and personal autonomy * Religious and secular views * Sanctity of life principle * Quality of life principle * Personhood debate * Acts of omissions doctrine * Hippocratic oath * Ethics of assisted dying * Slippery slope argument   Literacy: Reading and evaluating sources  Numeracy: working out dates/years since the event  ICT: Research opportunities using ICT  TS & PC: working with others, independent learning  RRSA: Appreciating alternative points of views and arguments  Careers: Teaching/Archaeology  Tracking assessment : Past Paper written assessments |

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|  | **April-May** | **June** | |
| **Easter holidays** | Unit 4 – Developments in Bioethics   * Issues around Human fertility and infertility * IVF * Human Surrogacy * Status of the embryo * Personal Rights and autonomy * Secular and Religious Views * Personhood debate * HFEA – roles and responsibilities * Impact of fertility on traditional family roles * PGD * 3 parent IVF * Cloning * Relationship between advancements in technology and Christian Belief | **Revision** | Introduction to Year 14 programme of study – Moral theory  Literacy: Reading and evaluating sources  Numeracy: working out dates/years since the event  ICT: Research opportunities using ICT  TS & PC: working with others, independent learning  RRSA: Appreciating alternative points of views and arguments  Careers: Teaching/Archaeology  Tracking assessment : Past Paper written assessments |

**Subject BTEC National Level 3, Children’s care, Learning and Development**

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| **September- October** | **November- December** | |
| ***Unit 3 Promoting Children’s Development***  Students study the expected patterns of development in children from 0-16 and how this can be promoted. Students will produce a detailed table of expected patterns of Physical, Intellectual, Emotional, Social and Cognitive and Language development and comment on how this can be promoted.  Students will study the factors which affect development and produce an informative leaflet.  This provides evidence for P1,P2,M1 and M2  Note Students must obtain a placement in an early years setting  Literacy: Completion of tables on word.  Numeracy:  ICT: Using the internet for research.  TS & PC: SM BC MI  RRSA:  Careers: Early years and Foundation years career paths | **Mid-**  **Term** | **Unit 3 Objectivity and ethical issues and the use of Observation**  Students will study the importance of being objective and not subjective when observing children. This is assessed in the form of an essay, and provides evidence for P3.  Students will also study why observation are carried out on children and again assessed in the form of an essay and provides evidence for P4.  Literacy: Essay writing  Numeracy:  ICT: Using internet for research  TS & PC: SM WO MI  RRSA:  Careers: Early years and Foundation years career paths |

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| **January- February** | | **March** |
| **Unit 3 Observational Techniques for Observing Children**  Students will study different observational techniques for observing children then put this to practice. Students must use 4 different observational techniques while observing a child in their setting. Each observational technique will look at a different area of development, (physical, intellectual, emotional and social). Students should plan activities for observation where appropriate.  Describing 4 observational techniques that have been used in placement will provide evidence for P5.  Interpreting observations and outlining how they can be used for assessing, recording and planning will provide evidence for M3  Analysis of observations to show how these can be used to promote different aspects of a child’s development, will provide evidence for D1.  An evaluation of the observational techniques that have been used will provide evidence for D2  Literacy: Write a report to a nursery on the feed back of observational skills  Numeracy:  ICT: Using ICT for write up of coursework  TS & PC: WO SM  RRSA:  Careers: Early years and Foundation years career paths | **Mid- Term** | **Unit 3 Longitudinal Study of a Child**  From January to March students will carry out a Longitudinal Study on a child in their setting. This must be followed with caution and all policies adhered to. Permission must be gained from both parents and the organisation and results of observations passed onto both too. Longitudinal study must show at least 12 observations, what the student has planned to observe, (including 4 observational techniques, a description of what happened in each observation, what ethical considerations did the student take, where there any limitations of the chosen observation technique, student must comment on their objectivity and possibility of error included in the write up.  The description of the longitudinal study of a child will provide evidence for P6.  Students will learn the importance of evaluation and why this is an important tool for improvement when working with children.  Students will evaluate the layout of their study, the assessment the recording techniques, planning. This will provide evidence for M4 and D2.  Literacy: Produce a booklet or power point providing feedback to the parents of the child you studied on your observations  Numeracy:  ICT: Research  TS & PC: WO SM MI DM  RRSA:  Careers:  Early years and Foundation years career paths |

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|  | **April-May** | **June** | |
| **Easter holidays** | ***Unit 5 Safeguarding Children***  This unit provides an introduction to the difficult and sensitive issues surrounding child protection. It will give students knowledge and understanding needed to identify potential instances of child abuse, and enable them to work effectively within the legal framework and policies of the childcare setting. Students will gain an understanding of the principals of disclosure and how to support children and their families where abuse is suspected or confirmed. They will also learn about the benefits of a multi-professional, multi-agency approach.  **Task 1:** **Models of Child abuse and the Legal Framework**  In the form of an essay students will outline the four theoretical models of child abuse, they will compare and evaluate the four models. Included in the essay students should outline the legal framework that exists to protect children.  Outlining the legal framework relating to the protection of children provides evidence for P3.  Describing the four theoretical models of child abuse provides evidence for P2.  Comparing theoretical models of child abuse provides evidence for M1.  Evaluating four theoretical models of child abuse provides evidence for D1.  **Task 2: Types of abuse and Dealing with Disclosures**  In the form of a powerpoint students will describe the four main types of abuse and describe the physical and behavioural indicators of each. Students should also include the reporting of abuse procedures in a childcare setting, and describe the principals of responding to a disclosure of abuse in a childcare setting.  Describing the four types of abuse and the physical and behavioural indicators of possible child abuse provides evidence for P1.  Describing the reporting of abuse procedures in a childcare setting provides evidence for P4.  Explaining reporting of abuse procedures in a childcare setting provides evidence for M2.  Describing the principles of responding to a disclosure of abuse in a childcare setting provides evidence for P5.  Literacy: essay writing  Numeracy:  ICT: word processing, Powerpoint  TS & PC:  RRSA:  Careers: Essential in preparing students for work in the children’s care, learning and development sector.  Tracking assessment P3, P2, M1, D1,P1, P4, M2,P5 | **Revision** | **Task 3: Types of Abuse and Dealing with Disclosures.**  Students to produce a leaflet outlining child protection strategies that are available in the Early Years setting and how these strategies can be used to support children, their families and other adults affected by abuse.  Describing child protection strategies to support children, their families and other adults affected by abuse provides evidence for P6.  Explaining child protection strategies to support children, their families and other adults affected by abuse provides evidence for M3.  Evaluate child protection strategies to support children, their families and other adults affected by abuse provides evidence for D2.  Literacy: essay writing  Numeracy:  ICT: Leaflets  TS & PC:  RRSA:  Careers: Essential in preparing students for work in the children’s care, learning and development sector. |

**Subject: Careers**

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| **September- October** | **November- December** | |
| **Post 16 Careers**   * Through group discussion and teacher input, pupils will identify how they anticipate Sixth Form will differ from year 12 * Complete employability skills checklist and PCP – Review, Goal, Action * Using a simple career plan pupils record their goals for end of Sixth Form with clear targets * Using prospectuses and UCAS website, pupils check that they have chosen the right A level subjects for their future HE courses * Students learn about the importance of evidencing personal skills and qualities * Small group activity to brainstorm specific skills and qualities for specific jobs (worksheet) * Teacher explains the range of qualifications and different routes to where a pupil wants to be * Teacher ensures that pupils understand the jargon associated with these qualifications e.g. undergrad; post grad. etc   **Literacy:**  Research, completing RAG  **Numeracy:**  considering labour market information  **ICT:**  Research  **TS & PC:**  Managing information; Self-management  **RRSA:**  **Careers:**  range of careers | **Mid-**  **Term** | **Progression options after school**   * Discuss Overview of Qualifications (NI) * Facilitate students in accessing the Careers Service NI Website * Teacher to facilitate students in deciding their own progression route. Complete individual action plan on own progression route. * *Review* progress to establish three PCP targets   **Literacy:** research vocational and occupational qualifications from level 1 to 8.  **Numeracy:** understand the levels of different qualifications.  **ICT:** Internet research;  **TS + PC:** Managing information; Being creative; Self-management; Working with others  **RRSA:**  **Careers:** Related to student career interests. |

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| **January- February** | | **March - June** |
| **Research, action plans and records**   * Introduce Section 3 of the booklet – students will be completing independent research on three possible career routes and keeping written records * Instruct students to complete the careers A-Z app and explore. * Complete research action plan and then carry out careers research into three careers. Students will consider skills and qualities needed, qualifications and an overall assessment on their suitability to the career.   **Literacy:** careers research written records  **Numeracy**: labour market information  **ICT**: Research using careers A-Z app.  **TS + PC:** Managing Information; Thinking, Problem Solving + decision making; Being Creative; Self-Management;  **RRSA:**  **Careers:** those of interest to students | **Mid- Term** | **Work Experience**  Review placements with each member of the group, identify various learning objectives for work placement  Pupils instructed to fill in self assessment sheet and student information sheet  Teacher should give pupils information on the following issues at work:  Health and Safety/ Confidentiality/ Dress code  Work experience debrief  Teacher instructs pupils to write personal reflection of work experience, to review skills, qualities and attitudes, and set new targets in light of the review.  **Further Education & Higher Education Research**   * Information session in which the teacher informs pupils about the different types of higher education courses available. * Brief outline of UCAS process and point system. Discussion/individual reflection on factors which are important when choosing courses and institutions. Students provided with research aids to assist pupils with their decisions (UCAS website, the Big Book, prospectuses etc). students encouraged and assisted in selecting suitable courses and record important information about each. Teacher facilitates access to UCAS website and navigates pupils through UCAS website, showing examples of course searcher, links to university websites etc   **Literacy:** self assessment sheet, completing work experience log book.  **Numeracy:**  **ICT:** Research into placement/ courses for UCAS application  **TS + PC:** Managing Information; Thinking, Problem Solving + decision making; Being Creative; Self-Management; Working with others  **RRSA:**  **Careers:** careers in the workplace students attend on placement. Students to interview colleagues on their career pathways. |

**Subject: Uniformed Protective Services: Single Award**

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| **September- February** | **February- June** |
| **Unit 15: Police Powers**  It is important that, to understand the context in which they are working, those working in the protective services and other public services develop an awareness of the legal rules governing the criminal trial process and the personnel involved. In this unit, you will develop an understanding of the criminal justice system. You will look at the criminal trial process and examine the procedures that must be followed before the trial and during the trial itself. To understand why certain offenders receive specific sentences, you will explore the  different types of sentencing and what the aims of sentencing are. This unit will introduce you to the various personnel involved in the administration of justice and their respective roles in the criminal trial process. You will explore the legal framework within which the police must work when searching, arresting, detaining and interviewing individuals, including how the rights of the individual are safeguarded. You will investigate the procedure for making a complaint against the police when an individual feels that their rights have been infringed. This unit will help you to progress to higher education courses associated with the uniformed protective services and related disciplines, such as degrees in law, criminology and police and  criminal investigation. The knowledge and skills developed in this unit will help you to progress to a variety of employment or apprenticeship opportunities that focus on policing.  Literacy: Acquisition of new vocabulary and coursework completion.  RRSA: Understand the issues that encompass policing  ICT: Google classroom and word used to create and submit coursework  TS & PC: Focus, sustain attention and persist with tasks.  Seek advice when necessary. | **Unit 2: Behaviour and Discipline in the UPS**  The uniformed protective services are defined as armed services, police, fire and rescue service and custodial services. There are many influences on the behaviour of those working in the uniformed protective services. Some of the influences are within the control of the individual, while others are beyond their control. Understanding the relationship between performance, behaviour and discipline is key to improving the experience and effectiveness of those serving in the uniformed protective services.  In this unit, you will examine a range of theories that underpin behaviour and how they are applied in the uniformed protective services. You will explore how authority is used to benefit both the individual and society, based on key types of authority in the public sector, making connections between theory and practice. In completing the assessment for this unit, you can draw on your learning from across the programme. This unit will support your progression to higher-education courses that focus on behavioural dynamics, organisation and behaviour in the public sector and investigative psychology in public service, and to degree programmes specifically related to the uniformed protective services, such as policing, fire and rescue or offender management. Coupled with further study the skills and knowledge you develop in this unit will help you to progress in your career in the uniformed protective services.  Literacy: exam technique  Careers: understand the requirements for a career in the public services  ICT: Google classroom and word used to create and submit coursework  TS & PC: Focus, sustain attention and persist with tasks.  Seek advice when necessary |

**Year 13 Uniformed Protective Services: Double Award (also to complete Unit 19 & 2 with Single Award class.)**

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| **September - February** | **February - June** |
| **Unit 4: Physical Preparation, Health and Wellbeing**  Understanding how to lead a healthy lifestyle and how to train effectively for personal fitness is particularly important for members of the uniformed protective services. Different uniformed protective services have varying fitness tests, depending on the nature of the job, so it is important to understand these and to know why each uniformed protective services uses particular tests. In this unit, you will consider different fitness components and how to train effectively. You will explore different types of training and how each type is used to improve an individual’s health and wellbeing. You will examine different lifestyle factors and why they are important if you are  planning to enter the uniformed protective services. You will find out how to achieve a healthy and balanced lifestyle and will have the opportunity to take part in the different fitness tests that assess the standards set by a specific uniformed protective service.  This unit will help to prepare you to progress to higher-education courses. The unit is particularly relevant for progression to programmes that integrate fitness or sport with ongoing engagement with local uniformed protective services. The unit will also prepare you to meet the fitness  requirements of a uniformed protective service, supporting your progression to employment. The knowledge and understanding you gain in this unit will support you in maintaining a minimum level of fitness, which will be required or beneficial in further study and employment roles in the sector.  Literacy: creating a fitness plan  Careers: understand the requirements for a career in the public services  ICT: Google classroom and word used to create and submit coursework  TS & PC: Focus, sustain attention and persist with tasks.  Seek advice when necessary. | **Unit 15: Police Powers**  It is important that, to understand the context in which they are working, those working in the protective services and other public services develop an awareness of the legal rules governing the criminal trial process and the personnel involved. In this unit, you will develop an understanding of the criminal justice system. You will look at the criminal trial process and examine the procedures that must be followed before the trial and during the trial itself. To understand why certain offenders receive specific sentences, you will explore the  different types of sentencing and what the aims of sentencing are. This unit will introduce you to the various personnel involved in the administration of justice and their respective roles in the criminal trial process. You will explore the legal framework within which the police must work when searching, arresting, detaining and interviewing individuals, including how the rights of the individual are safeguarded. You will investigate the procedure for making a complaint against the police when an individual feels that their rights have been infringed. This unit will help you to progress to higher education courses associated with the uniformed protective services and related disciplines, such as degrees in law, criminology and police and  criminal investigation. The knowledge and skills developed in this unit will help you to progress to a variety of employment or apprenticeship opportunities that focus on policing.  Literacy: Acquisition of new vocabulary and coursework completion.  RRSA: Understand the issues that encompass policing  ICT: Google classroom and word used to create and submit coursework  TS & PC: Focus, sustain attention and persist with tasks.  Seek advice when necessary. |

**Subject: GCE CCEA Geography – Paper 1: Physical Geography**

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| **September- December** |  | |
| **1A – Processes that shape fluvial environments**  **1B – Human interaction in fluvial environments**  Literacy:   * learning and understanding key terms associated with the drainage basin and fluvial environment * distinguishing between inputs, stores and outputs within the drainage basin * explain fluvial processes eg. various types of fluvial erosion and transportation * explain the formation of Geographical features eg. waterfalls, flood plains, meanders, levees and deltas * understanding and evaluating fluvial hard and soft engineering strategies and their effects on people, property and the environment with reference to places * explaining the need for channelisation and evaluating the various methods used with reference to places * application of Geographical understanding of flooding to LEDC (Pakistan) and MEDC (Somerset Levels, England) case studies.   Numeracy:   * analysis and interpretation of flood hydrographs   ICT:   * research opportunities for research on various fluvial process and features with reference to places as well as causes of recent floods * Triptico   Careers:   * career opportunities in Environmental Science   Tracking assessment:   * GCE past paper questions * Use of CCEA GCSE microsite   **2A – Global biomes**  **2B – Small scale ecosystems**  Literacy:   * Compare and contrast the influence of climate and soils on various biomes, tundra, grasslands and deciduous woodland * Distinguish between soil characteristics and processes in tundra, grasslands and deciduous woodland * Distinguish between and evaluate the actual and potential impacts of climate change on the tundra with reference to North Slope, Alaska * Understand and describe energy flow and nutrient recycling in an ecosystem with reference to a deciduous woodland, Breen Wood, NI * Describe and explain plant succession in Umbra sand dunes   Numeracy:   * Compare and understand climate change data   ICT:   * Researching locations of major biomes and their links to latitude, climate, soils and relief   Careers:   * Soil scientist, Field Studies Council work, Environmental Science, Data Analyist, Climatology   Tracking assessment:   * GCE past paper questions * Use of CCEA GCSE microsite |  | **3A – Proceses that shape our weather and climate**  **3B – Weather in the British Isles**  **3C – Global weather issues**  Literacy:   * Understand and explain heat transfers and the global energy balance * Describe general circulation in the atmosphere eg the Tricellular model, Upper Westerlies and the Jet Stream * Contrasting factors influencing weather and climate, eg continentality and seasonality * Distinguish between frontal, relief and convectional precipitation * Describe and explain the weather associated with the passage of a mid-latitude depression and that caused by El Nino   Numeracy:   * interpretation of isohyet maps showing global precipitation * analysis of climate graphs with reference to places   ICT:   * Download and analyse surface pressure charts for the UK and Europe * Interpretation of satellite weather images * further research on case study: Typhoon Haiyan * Triptico   Careers:   * career opportunities in Meteorology   Tracking assessment:   * GCSE past paper questions * Use of CCEA GCSE Geography microsite |

**Subject: GCE CCEA Geography – Paper 2: Human Geography**

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| **December - March** |  | |
| **1A – Population data**  **1B – Popluation change**  **1C – Population and resources**  Literacy:   * learning and understanding key terms associated with data collection * distinguishing between and evaluating data collection methods in MEDCs and LEDCs, with reference to case studies: UK and Nigeria * being able to fully explain fertility and mortality measures eg. total fertility rate and natural increase * understanding and applying the Demographic Transition Model and Epidemiological Transition Model to countries in various stages of economic and social development * describing over, under and optimum population * understanding and evaluating the demographic theories of Malthus and Boserup with reference to time and space * Understanding the difference between pro and anti Natalist policies with reference to places * Evaluating the impacts of the Chinese One Child Policy   Numeracy:   * analysis and interpretation of Demographic Transition Model and statistics illustrating the Epidemiological Transition Model   ICT:   * research opportunities on the relationship between population data and levels of development * Triptico   Careers:   * career opportunities in Demography and Epidemiology   Tracking assessment:   * GCE past paper questions * Use of CCEA GCSE microsite   **2A – Settlement Change**  **2B – Planning in Rural Environments**  **2C – Urban Challenges**  Literacy:   * Compare and contrast rural and urban settlement with reference to the rural-urban continuum * Understand and describe the impacts of planning in the rural-urban fringe * Distinguish between urbanisation, suburbanisation, counterurbanisation and reurbanisation * Understand and evaluate gentrification * Describe and explain methods of rural planning, protection and conservation through SSSIs, AONBs and National Parks with reference to places * Evaluate the proposed National Park in the Mournes * Explain social deprivation in MEDCs inner city areas – case study: Dublin * Explain challenges in LEDCs with reference to informal settlements - case study: Mumbai   Numeracy:   * Comparison of indicators of social deprivation in urban areas   ICT:   * Further research on case study material   Careers:   * Work with charities, NGOs, politics and in Town and Country Planning   Tracking assessment:   * GCE past paper questions * Use of CCEA GCSE microsite |  | **3A – Measuring Development**  **3B – Reducing the Development Gap**  **3C – Emerging Markets**  Literacy:   * Understand and explain the difficulties of defining the concept of ‘development’ * Describe and evaluate economic, social and composite measures of development * Evaluate the success of the Millennium Development Goals * Distinguish between MDGs and Global Goals * Explain how globalisation influences development in LEDCs * Describe and explain emerging markets and their impacts on LEDCs * Explain why BRICS and MINT have developed with reference to a case study   Numeracy:   * interpretation of graphical and statistical data relating to development globally   ICT:   * Download and analyse various measures of social and economic development * further research on emerging markets * Triptico   Careers:   * career opportunities in statistics, charity work and development   Tracking assessment:   * GCSE past paper questions * Use of CCEA GCSE Geography microsite |

**Subject: GCE CCEA Geography – Paper 3: Fieldwork Skills and Techniques**

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| **March - April** |  | |
| * Study fieldwork skills and techniques * Identify area for study and formulate aim and hypotheses for testing * Book primary data collection * Source secondary data * Risk assess * Select appropriate skills, techniques, equipment, sampling method etc * Collect primary data in a suitable location * Present, analyse (using an appropriate statistical technique), interpret and evaluate primary data * Draw conclusions from the data in relation to Geographical theory * Evaluate fieldwork * Produce summary of data collected for use in the examination |  |  |

**Subject: Biology**

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| **September- October** | **November- December** | |
| **Unit 1 – Molecules and cells**  Topics: Molecules; enzymes; cells  Literacy: Essay questions, past paper questions  Numeracy: Table and charts to interpret, magnification, calibration, dilution series, calculating percentages  ICT: Research and develop ipad skills  TS & PC: Ask focused questions, listen actively and share opinions  RRSA:  Careers: Careers linked to Medicine    Tracking assessment  **Unit 2 – Organisms and Biodiversity**  Topics: Principles of exchange and transport; transport in plants and transpiration; circulatory system in mammals  Literacy: Essay questions, past paper questions  Numeracy: Surface area, rate of diffusion, reading scales, interpreting graphs, reading charts eg. *electrocardiogram, haem*oglobin dissociation curves and Bohr effect  ICT: Research and develop ipad skills  TS & PC: Ask focused questions, listen actively and share opinions  RRSA:  Careers: careers linked to Biology – Zoology, Biomedical Science and Botany | **Mid-**  **Term** | **Unit 1 – Molecules and cells**  Topics: Molecules; enzymes; cells  Literacy: Essay questions, past paper questions  Numeracy: Table and charts to interpret, magnification, calibration, dilution series, calculating percentages  ICT: Research and develop ipad skills  TS & PC: Ask focused questions, listen actively and share opinions  RRSA:  Careers: Careers linked to Medicine    Tracking assessment  **Unit 2 – Organisms and Biodiversity**  Topics: Principles of exchange and transport; transport in plants and transpiration; circulatory system in mammals  Literacy: Essay questions, past paper questions  Numeracy: Surface area, rate of diffusion, reading scales, interpreting graphs, reading charts eg. *electrocardiogram, haem*oglobin dissociation curves and Bohr effect  ICT: Research and develop ipad skills  TS & PC: Ask focused questions, listen actively and share opinions  RRSA:  Careers: careers linked to Biology – Zoology, Biomedical Science and Botany |

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| **January- February** | | **March** |
| **Unit 1 – Molecules and cells**  Topics: Cell continuity; cell physiology; tissues and organs    Literacy: Experiment write-up, Essay questions, past paper questions  Numeracy: water potential, percentage change in mass, interpreting graphs  ICT: Research and develop ipad skills  TS & PC: Ask focused questions, listen actively and share opinions  RRSA:  Careers: Careers linked to Medicine  Tracking assessment: Topic test  **Unit 2 – Organisms and biodiversity**  Topics: Adaptations of organisms; biodiversity; human impact on biodiversity  Literacy: Essay questions, past paper questions  Numeracy: Sampling, measuring biotic and abiotic factors, Statistics – *eg.* – Simpsons index, interpreting graphs  ICT: Research and develop ipad skills  TS & PC: Experiment design  RRSA:  Careers: Ecology, Environmental Science  Tracking assessment: Topic test | **Mid- Term** | **Unit 1 – Molecules and cells**  Topics: Cell continuity; cell physiology; tissues and organs    Literacy: Experiment write-up, Essay questions, past paper questions  Numeracy: water potential, percentage change in mass, interpreting graphs  ICT: Research and develop ipad skills  TS & PC: Ask focused questions, listen actively and share opinions  RRSA:  Careers: Careers linked to Medicine  Tracking assessment: Topic test  **Unit 2 – Organisms and biodiversity**  Topics: Adaptations of organisms; biodiversity; human impact on biodiversity  Literacy: Essay questions, past paper questions  Numeracy: Sampling, measuring biotic and abiotic factors, Statistics – *eg.* – Simpsons index, interpreting graphs  ICT: Research and develop ipad skills  TS & PC: Experiment design  RRSA:  Careers: Ecology, Environmental Science  Tracking assessment: Topic test |

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|  | **April-May** | **June** | |
| **Easter holidays** | Exam preparation and exam technique  Literacy:  Numeracy:  ICT:  TS & PC: Plan and set goals, ask focused questions.  RRSA:  Careers:  Tracking assessment | **Revision** | Study leave  Literacy:  Numeracy:  ICT:  TS & PC:  RRSA:  Careers: |

**Subject: Year 13 Pearson Level 3 BTEC Sport**

The Level 3 BTEC Sport Curriculum will run two units simultaneously throughout the academic year. Unit 1: Anatomy and Physiology is assessed through an external Pearson exam which comprises of an 80 mark paper lasting 90 minutes. Unit 3: Professional Development in the Sports Industry is a coursework based unit, assessing students across four learning aims.

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| **September- May** | **September-May** |
| **Unit 1: Anatomy and Physiology**  Students studying this unit will explore the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems as well as additional factors which affect sport and exercise performance. The anatomy and physiology of each body system and their processes are very different but work together to produce movement. Students will gain a full appreciation of how the body is able to take part in sport and exercise through understanding the interrelationships between these body systems.  **On completion of the unit, the learner should:**   * Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system * Demonstrate understanding of each body system, the short- and long-term effects of sport and exercise on each system and additional factors that can affect body systems in relation to exercise and sporting performance * Analyse exercise and sports movements, how the body responds to short-term and long-term exercise and other additional factors affecting each body system * Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements * Make connections between body systems in response to short-term and long-term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems   Literacy: Acquisition of new vocabulary and terminology, development of exam technique, answering exam questions.  RRSA:  ICT: Google classroom, Google Drive, iPads, Relevant apps, Clevertouch smart screens.  TS & PC: Focus, sustain attention and persist with tasks.  Seek advice when necessary. | **Unit 3: Professional Development in the Sports Industry**  Students studying this unit will develop the knowledge and skills required for different career pathways in the sports industry. Students will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.  **On completion of the unit, the learner should:**   * Understand the career and job opportunities in the sports industry * Explore own skills using a skills audit to inform a career development action plan * Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway * Reflect on the recruitment and selection process and your individual performance   Literacy: Acquisition of new vocabulary and terminology, literacy progression through coursework completion – inclusion of course specfic terminology.  RRSA:  ICT: Google classroom, Google Drive, iPads, Relevant apps, Clevertouch smart screens.  TS & PC: Focus, sustain attention and persist with tasks.  Seek advice when necessary. |

**Subject: Technology & Design**

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| **September- December** | **January - June** | |
| **Edexcel Level 3 Advanced GCE in Design & Technology (Product Design)**    **Component 1: Theory: Principles of Design and Technology**  50% of qualification    Topics   1. Materials 2. Safe working practices, potential hazards and risk assessment 3. Performance characteristics of materials 4. Processes and techniques     **Component 2: Independent Design & Make Project**  50% of qualification    Section   1. Identifying and outlining possibilities for design 2. Design Ideas     **Literacy:** Subject specific terminology used and reinforced in all lessons. Extended writing required to produce folder and in the practice and development of sample exam style questions.  **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. Use of Google Classroom, Kahoot and Quizlet.  **TS & PC:** Managing Information, Being Creative, Thinking, Problem-Solving and Decision Making, Self-Management, Working with Others  **RRSA:** Promoting and focusing on individual high-quality outcomes. Article 29a.  **Tracker 1:** 100% based on theory test  **Tracker 2:** 50% based on coursework, 50% based on theory test (past paper style questions) | **Theory continued…**    Topics   1. Digital technologies 2. Factors influencing the development of products 3. Effects of technological developments     **Design & Make Project continued…**    Section  2. Design ideas and development of draft prototypes  3. Final design development.      **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 and in the practice and development of sample exam style questions.  **Numeracy:** Estimating sizes and links to anthropometric data. Accuracy required in measuring in cm and mm.  **ICT:** Coursework and research completed using ICT. Students have a design portfolio that is shared with staff in google drive. Use of Google Classroom, Kahoot and Quizlet.  **TS & PC:** Managing Information, Being Creative, Thinking, Problem-Solving and Decision Making, Self-Management, Working with Others  **RRSA:** Promoting and focusing on individual high-quality outcomes. Article 29a  **CIEAG:** Investigating the work of Product Designers.    **Tracker 3**: 50% based on coursework, 50% based on theory test (past papers)  **Tracker 4:** 50% based on coursework, 50% based on theory test (past papers) | | |
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