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|  | Topic | Big Ideas | Essential questions | Assessment |
| GCSE English  English Functional Skills | **GCSE Language and Literature revision/exam preparation** | * To understand and analyse the set texts * Reflect and consider the context in relation to the text * Respond to set questions in detail using evidence * To read and respond to a range of fiction and non-fiction texts * Retrieving information; analysing language and comparing different texts. * Explore a range of writing scenarios and create effective plans * Respond in detail to writing tasks * Revise the use of correct and effect punctuation. | How does the writer use language and structure to emphasise an idea?  Can I evaluate and compare texts?  Can I plan a range of writing scenarios?  How can the senses be used to add detail to my writing?  Do I know the correct form and write the correct in the correct style for purpose?  Can I demonstrate a full understanding of the four literature texts? | AQA English Language and Edexcel past papers  External examinations |
| **Reading for meaning**  **Writing for purpose**  **(Taught within the English GCSE lessons)** | * To read and respond to questions on a range of texts * To expand on writing techniques: Format, Language, Audience and Purpose. * To engage in a range of Speaking and Listening scenarios. | Can I find the correct information in a range of related texts?  Can I plan and write in response to a set task?  Can I present and engage in discussions on a variety of topic? | Edexcel Functional Skills Level 1 and 2, English Reading and writing assessments.  Ongoing Speaking and Listening assessments |
| GCSE Maths Functional Skills | **GCSE and Functional Skills Revision topics** | • Fractions and Deduction  • Direct proportion  • Probability scale and calculus  • Scatter graphs  • Compound interest and depreciation  • Averages within a table  • Frequency of mean | Can I demonstrate how to + - / X numbers?  Can I demonstrate how to change improper fractions?  Can I solve questions in relation to direct proportion?  Can I answer questions relating to a probability scale and how to calculate probability?  Can I plot data into a tree diagram using information?  Can I read scatter graphs, draw a line of best fit and predict outcomes?  Can I demonstrate how to calculate compound interest?  Can I deuce best buys of products using percentage, fraction and decimal data?  Can I find averages from within a table? | Edexcel Mathematics Papers and external examinations  Functional Skills assessments |
| Core Plus | **GCSE Imaginative and Transactional writing**  **GCSE Maths support** | • Fiction and non-fiction writing  skills  • Functional skill reading strategies  • A range of math areas to support student  understanding  **1:1 learning – to diminish the**  **differences** | How can we support students to catch up on missed learning?  What skills are needed to build confidence in learning and to access the examination paper? | Linked to core subject marking criteria |
| Science GCSE | **Ecology** | * Classifying organs * Ecosystem, community, competition, habitat, interdependence * Biotic and abiotic factors * Random sampling * Trophic levels in food chains and pyramids of biomass * Carbon cycle & water cycle * Acid rain, air pollution, greenhouse effect and global warming * Biodiversity * Farming techniques * Mycoprotein | Can I list four things that animals and plant compete for in an ecosystem?  Can I draw food chains, food webs, pyramids of biomass and use the terms: producer, herbivore, carnivore, omnivore, trophic levels, biomass, predator and prey correctly?  Can I label and describe the carbon and water cycles?  Can I describe the greenhouse effect and global warming?  Do I know the word equation for photosynthesis?  Do I know the chemical symbols for water, carbon dioxide and oxygen?  Do I know xylem tubes carry water and phloem tubes carry glucose in plants? | AQA levelled GCSE specimen papers.  Complete required practical.  Written work  Q & A  External examinations |
| GCSE Art | **GCSE exam preparation Component Two (year 11)**  **ESA title – ‘Power’**  **Component One**  **Personal portfolio (year 10)** | * **GCSE students to work on personal ideas – themed responses** * **Revisiting AO’s to check for gaps** * **Tracking progress, annotating, experimenting in a range of media** * **Abstract portraiture** * Non exam groups to use a range of media to create a collection of pieces. | Can I research an artist to inspire my work?  Can I evaluate my own work?  Can I develop and experiment with a range of different mediums?  Do I know what areas of the course I have to complete? | Edexcel assessment. A01-A04 objectives. |
| Social Art | **Healthy Relationships** | **Cross curricular with Personal Development to explore pupil awareness of the world around them in relation to specific topics.**   * **Mind-mapping** * **Safely exploring the media** * **Historical contexts** | Do I understand what constitutes a healthy relationship?  Can I research an artist to show how this has been explored over the years?  Can I develop my understanding of keeping safe in relationships? | No assessment |
| NCFE Sport | **Unit 4**  **Outdoor and Adventurous Activities** | * 1. Organisation and provision of outdoor   and adventurous activities  1.2 Activity providers  2.1 Health and safety considerations  2.2 Risk assessment for a selected outdoor  and adventurous activity  2.3 Environmental impacts  3.1 Techniques and skills appropriate to  outdoor and adventurous activities  4.1 Review the performance of another  individual  4.2 Review of own performance, identifying  strengths and areas for improvement | Do I know the organisation and provision of OAA?  Do I know health and safety considerations and environmental impacts associated with participation in OAA?  Am I able to demonstrate techniques and skills associated with OAA?  Am I able to review performance in OAA? | Kahoot quizzes and evidence of BTEC criteria. |
| Business Working skills | **Completion of units** | * Interview practise – how to answer questions in an interview (Role Play) * Evaluate your own responses and that of your peers (AP2) * Perform your presentations in interviews * Evaluate your performance and that of your peers (BP3 * Take part in an interview. * Evaluate and reflect on your own performance (BP4) | Do I know how to answer questions in an interview?  Can I evaluate my responses and that of my peers?  Can I offer advice for improvements? (AP2)  Do I feel confident to perform my presentations?  Can I evaluate my performance and that of my peers? (BP3)  Can I take part in an interview?  Would I be able to evaluate and reflect on your own performance (BP4)?  Do I know what areas of my coursework needs completing? | Written assignments  Oral interviews  Records of observations.  Level 2 BTEC Award scheme of work on Working Skills |
| Team building | **Outdoor adventurous activities**  **Body systems and basic nutrition** | * Learn the responsibilities involved: e.g. consent forms; insurance; staff qualifications; child protection etc. * Review the involvement of uniformed organisations. * Define key terms * Describe effects of exercise * Personal food and lifestyle diary | Can I describe the responsibilities required to participate in outdoor adventurous activities?  Can I explain the involvement of uniformed organisations when supporting disadvantaged people?  Explain the different projects that are used to give young people opportunities to participate in outdoor adventurous activities?  ***Do I know the major body systems?***  ***Can I describe the effects of exercise?***  ***Do I understand the effect of basic nutrition on fitness?*** | BTEC Level 2 qualification  Q and A |
| Food Technology | **BTEC Meal planning**  **Cooking methods** | * Plan and serve a two-course meal for BTEC Level 2 exam * Complete City & Guild paperwork * Learn about spices * Identify and cook different types of rice and pasta * Understanding diabetes | Can I design a 2-course meal using a range of skills?  Can I complete all outstanding paperwork?  Can I demonstrate a variety of cooking methods?  Can I identify a range of spices and rice?  Do I know what diabetes is and its implications? | BTEC Level 1 &2 qualification.  Portfolio assessment.  City & Guild Food Safety in Catering Level 2 |
| Employability | **Evaluating work experience**  **Unit 417 Investigating rights and responsibilities at work** | * Covering letters * Interview preparation * Applications forms * Employee’s rights in the workplace * Employer responsibilities in the workplace * Sources of help within the workplace * The laws * Employer responsibilities with reference to :   Fulfilling employment law  Health and safety  Human rights  Equal opportunities | What went well, what could I have done better, next steps?  Do I know how to write a letter?  Do I know how to prepare for an interview?  Do I know how candidates are selected?  Do I know what to consider before and interview and how to create a good impression?  Do I know how to complete an application form?  Do I understand rights and responsibilities in the workplace?  Can I explain the difference between rights and responsibilities?  Do I know laws that can protect the rights of employees? | City & Guilds Employability  Unit 5546  Unit 403  Unit 501 |
| Personal development | **Risks associated with a range of social situations.** | * **Completion of outstanding work in the following units:** * **Unit 525 Drugs Awareness** * **Unit 526 Alcohol Awareness** * **Unit 410 Keeping Safe** * **Unit 458 Sex & Relationship Education** | Do I know what is meant by the term ‘Personal Safety?  Do I know how to identify risks with alcohol and the support available?  Do I know how to identify risks with drugs and the support available?  Do I know the risks in relationships and the support available?  Do I now about sexual health and the support available?  Can I identify and discuss the signs of Radicalisation and Extremism, how to avoid it and the support available? | Completions of specific areas of the City & Guilds Employability and personal development.  Unit 525 Drugs Awareness  Unit 526 Alcohol Awareness  Unit 410 Keeping Safe  Unit 458 Sex & Relationship Education |
| Young Healthy Champions | **Principles of Health Improvement** | • Understand what is meant by  Health and Wellbeing.  • Understand the factors that  lead to improvements in  public health  • Identify the positive and  negative effects of lifestyle  choices | Do I know what ‘healthy living’ means?  Can I explain what the positive and negative lifestyle choices are, and how they affect us?  Can I offers ways to improve our health? | Internal assessment set |
| Future Pathways | **Life skills** | * Skills in the workplace * Money Management * Work Experience * Owning your own Business * Application forms * HRC Turnford visit * Visit Engineering, Construction and Motor Vehicle (Maybe Catering | What is Future Pathways and why we are doing it?  What is a budget?  How do you create a budget and stick to it?  Why do WEX?  What skills does an entrepreneur need?  Why own your own business?  Do I know how to fill in college and employer application forms?  Do I know what a Personal statement is? |  |
| Princes Trust | **Money management**  **Project Learning** | * National minimum and Living wages. * Salary, wage and deductions * Budgeting * Allotment gardening * Organising * Weeding * Potting | Do I know what financial services (banks and building societies have to offer?  Do I know the difference between National Living wage and National Minimum wage?  Do I know what deductions are taken from a wage?  Do I know the advantages and disadvantages of borrowing money?  Do I know what salad vegetables are and when it is grown?  Do I know what plants complement each other?  Do I know how to maintain a garden and what tools I would need? | Observation and self-reflection  Timeline and production of project |
| BTEC Fire and Rescue | **Basic skills**  **(Some aspects of the Teambuilding SOW will be included to support this programme of study)** | • Communication  • Problem solving  • Action plans | Can I use appropriate communication methods in different situations confirming understanding?  Can I use problem solving skills to inform decision making?  Can I implement action plans to achieve identified outcomes?  Can I treat people with respect and consideration? | BTEC Level 2 qualification.  Portfolio assessment 1 |
| Duke of Edinburgh | **Volunteering** | Voluntary projects  Plan, prepare and implement the project  Assess the project | Can I select a voluntary project to introduce at Rivers ESC to improve the school and environment in which people work?  Can I plan, prepare and implement the project through to completion?  Can I assess the project, describe what went well and where I could improve or add additional work? |  |
| Textiles | **Creating a final piece** | * Collating information * Annotating work * Evaluation. | Do I know how to create a final piece that demonstrates clear intentions and references Artists?  Can I collate information clearly including Artist analysis, own notes, photographs, sketches and samples in the sketchbook?  Can I annotate all of the work I have produced?  Can I produce an evaluation that recognises strengths and areas for improvements? |  |
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| MFL | No MFL this term  Due to GCSE revision and no pupils completing GCSE MFL  Will resume in summer term 2 |  |  |  |

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|  | **EXTRA CURRICULAR CLUBS**  **No clubs this half-term due to revision classes for examinations** | | | |
|  | **MONDAY** | | | |
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|  | **THURSDAY** | | | |
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|  | **FRIDAY** | | | |
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