

KS4 HALF TERM 4 CURRICULUM MAP (SPRING 2 - 2023)

	Topic	Big Ideas	Essential questions	Assessment
GCSE English Literature and Functional Skills	<p><b>GCSE Literature Shakespeare text 'Romeo and Juliet'</b></p>	<ul style="list-style-type: none"> <li>To understand the context</li> <li>Explain the plot and themes</li> <li>Analyse relationships and characters</li> <li>Analyse the text in detail using extracts</li> </ul>	<p>How does the writer portray themes and context? How is language and structure used to convey meaning?</p>	<p>Edexcel English literature exam-style question.</p> <p>Extract analysis to practice both literature and language responses</p>
	<p><b>Functional Skills English reading and writing</b></p>	<ul style="list-style-type: none"> <li>To read and respond to questions on a range of texts</li> <li>To expand on writing techniques: Format, Language, Audience and Purpose.</li> <li>To engage in a range of Speaking and Listening scenarios.</li> </ul>	<p>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?</p>	<p>Pearson Functional Skills English reading and writing external assessments. Internally assessed Speaking and Listening tasks.</p>
GCSE English Language	<p><b>Non-literature groups.</b></p> <p><b>GCSE English Language reading and writing</b></p>	<ul style="list-style-type: none"> <li>Show understanding of a text</li> <li>To select correct/relevant information</li> <li>To show understanding of PETAL in a response</li> <li>To compare texts</li> <li>To use the text to practice writing tasks</li> </ul>	<p>Can I recognise, understand and respond to language devices used in a text? Can I understand the writers' intention in using language devices? Can I plan and write creative and transactional, pieces using a range of scenarios?</p>	<p>AQA English language past papers.</p> <p>In class assessments based on exam style questions.</p>
Maths	<p><b>Transformations</b></p> <p><b>Co-ordinates</b></p> <p><b>Gradient of a line</b></p> <p><b>Formulae</b></p> <p><b>Volume and area</b></p> <p><b>Loci</b></p> <p><b>Bisection of a line</b></p>	<ul style="list-style-type: none"> <li>To recall understand of graphs facts</li> <li>Develop understanding of negative and positive lines</li> <li>To practice compass sills</li> <li>Understanding Loci and perpendicular</li> <li>Explore formula</li> <li>To practice compass sills</li> <li>Recall algebraic substitution</li> <li>Understanding co-ordinates, line symmetry, angle facts, increase and decrease of shapes by scale factors</li> </ul>	<p><b><u>Working at grade 3/4</u></b></p> <p>Can I formulate and read the gradient of a line? Can I draw the equation of a line (<math>y=mx+c</math>)? Can I recognise and label quadratic graphs? Can I draw Loci/ perpendicular lines from a give point and bisection of a line using compass and ruler? Can I read and plot transformations – reflection/ enlargement/ rotations and translations. (2-week unit of work)?</p> <p><b><u>Working at grade 1/2</u></b></p> <p>Can I plot and read co-ordinates? Can I find circumference and area of a circle / volume of a cube/ cuboid/ triangular prism? Can I explain and plot transformations – enlargements–rotations–reflections–translations?</p>	<p>In class weekly assessments</p>

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GCSE Biology	<p><b>Inheritance Variation Evolution</b></p>	<ul style="list-style-type: none"> <li>Variation in offspring in asexual reproduction</li> <li>Describe cuttings as clones of plants</li> <li>Compare mitosis and meiosis</li> <li>Describe the structure of chromosomes, DNA and gene</li> <li>Genomes, gametes, genotype, phenotype, dominant, recessive, homozygous and heterozygous.</li> <li>Genetic crossing</li> <li>Inheritance and carriers</li> <li>Genetic engineering</li> <li>Selective breeding</li> <li>Darwin's theory of evolution</li> </ul>	<p>Can I give examples and describe the differences between sexual and asexual reproduction?          Can I describe the structure of chromosomes, DNA and genes?          Can I use Punnett squares to show the outcome of genetic crosses?          Can I describe the process of selective breeding and give examples?          Can I use genetic cross diagrams to explain inheritance and carriers?</p>	<p>AQA levelled GCSE Biology specimen papers.</p> <p>Complete required practical.          Written work          Q &amp; A</p>
Core Plus	<p><b>GCSE Imaginative and Transactional writing</b></p> <p><b>GCSE Maths support</b></p>	<ul style="list-style-type: none"> <li>Fiction and non-fiction writing skills</li> <li>Functional skill reading strategies</li> </ul> <p>A range of math areas to support student understanding</p> <p><b>1:1 learning – to diminish the differences</b></p>	<p>How can we support students to catch up on missed learning?</p> <p>What skills are needed to build confidence in learning?</p>	<p>Linked to core subject marking criteria</p>
BTEC Sport	<p><b><u>For new pupils</u></b>  <b>Unit 2 - Practical Sport</b></p> <p><b><u>For some pupils</u></b>  <b>Unit 3 - Personal Training</b></p> <p><b>Unit 4 - Improving health and fitness for personal wellbeing</b></p>	<ul style="list-style-type: none"> <li>Rules, regulations and scoring</li> <li>Roles and responsibilities of officials</li> <li>Technical and tactical demands of 2 selected sports</li> </ul> <ul style="list-style-type: none"> <li>Design a safe 6-week fitness training programme</li> <li>Describe the structure and function of Musculoskeletal and Cardiorespiratory systems</li> </ul> <ul style="list-style-type: none"> <li>Understand the effects of basic nutrition and lifestyle factors on personal health and fitness.</li> <li>Be able to undertake a personal health and fitness improvement plan</li> </ul>	<p>Can I explain the rules, regulations and scoring in 2 sports/activities?          Can I explain the roles and responsibilities of officials in 2 sports/activities?</p> <p>Can I describe the structure and function of Musculoskeletal and Cardiorespiratory systems?          Can I explain the short-term effects on body systems during fitness training programme?</p> <p>Do I know what is meant by a healthy lifestyle?          Do I understand the effects of basic nutrition and lifestyle factors on personal health and fitness</p>	<p>Kahoot quizzes and evidence of BTEC criteria.</p>

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Business Working skills	<p><b>Business Unit AP3 and 4 Interviews</b></p>	<ul style="list-style-type: none"> <li>• Planning and preparing for an interview</li> <li>• Interview practise and evaluation</li> <li>• First impressions</li> <li>• Presentation</li> <li>• Evaluation of self and peers</li> <li>• Take part in an interview</li> </ul>	<p>Do I know how to prepare for an interview?          Can I research advice for interviews?          What is meant by 'First impressions'?          Can I create a short presentation and evaluate my performance?          Can I take part in an interview process?</p>	<p>Written assignments          Oral interviews          Records of observations.</p>
Team building	<p><b>Developing effective teamwork skills (unit 1)</b></p> <p><b>Personal development through adventurous activities (unit 5)</b></p> <p><b>Improving health and fitness (unit 4) – for specific students</b></p>	<ul style="list-style-type: none"> <li>• Importance of effective team working</li> <li>• Benefits/challenges/communication/team development</li> <li>• Planning/positive contribution/ complete tasks/ responding to feedback</li> <li>• Review performance</li> <li>• </li> <li>• Adventurous activities organisations</li> <li>• Safety and environmental considerations</li> <li>• Participate in adventurous activities for own personal development</li> <li>• </li> <li>• Healthy lifestyle</li> <li>• Basic nutrition and lifestyle factors</li> <li>• Fitness tests</li> <li>• Personal health and fitness improvement plan</li> </ul>	<p>Do I understand the importance of effective team working?          Am I able to work effectively as a member of a team?          Can I add to the planning/positive contribution/ completion of tasks/ responding to feedback?          Can I review our performance/identify areas improvement/recommend ways to improve?</p> <p>Do I know about adventurous activities and the organisations that provide them?          Do I understand safety and environmental considerations associated with adventurous activities?</p> <p>Do I know what is meant by a healthy lifestyle?          Do I understand the effects of basic nutrition and lifestyle factors on personal health and fitness?          Am I able to undertake a personal health and fitness improvement plan?</p>	<p>BTEC Level 2 qualification Q and A</p>
Food Technology	<p><b>Bread          Fruit          Protein</b></p> <p><b>(Plus personalised learning in each group to facilitate areas of 'catch up' over covid lockdown)</b></p>	<ul style="list-style-type: none"> <li>• Review food safety in the kitchen.</li> <li>• Learn the names of a variety of breads from other countries</li> <li>• Understand where protein comes from in a range of meats and vegetarian options</li> <li>• Cook bread rolls</li> <li>• Plan a two-course meal to complete a level 2 assessment</li> <li>• Learn how to lay a table correctly</li> </ul>	<p>Do I know how to be safe in a kitchen?          Do I know where certain bread comes from?          Do I understand where protein comes from in meat and vegetarian options?  <b>Can I design a 2-course meal using a range of skills?</b></p>	<p>BTEC Level 1 &amp; 2 qualification. Portfolio assessment.</p> <p>City &amp; Guild Food Safety in Catering (Level 2)</p>

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Art GCSE	<p><b>Component two</b> <b>ESA Theme 'Lock'</b></p> <p><b><u>GCSE</u> &amp; Non exam groups</b></p>	<ul style="list-style-type: none"> <li>• <b>GCSE students to consider a personal response to the theme of man-made vs nature</b></li> <li>• <b>Use a range of media to show different outcomes</b></li> <li>• <b>Tate Britain visit dependant on risk assessment</b></li> <li>• <b>Possible artist visit</b></li> <li>• Non exam groups to use a range of media to create a collection of pieces, and textures, annotating their work to show understanding and improvement.</li> </ul>	<p>Do I understand SEMI Do I understand how to monitor and improve my work? 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?</p>	<p>Edexcel assessment. A01-A04 objectives.</p>
Employability	<p><b>Careers Planning</b> <b>Unit 501</b></p> <p><b>Work Based Experience</b> <b>Unit 403</b></p>	<ul style="list-style-type: none"> <li>• Covering letters</li> <li>• Completing CVs</li> <li>• Completing application forms</li> <li>• Exploring interview skills</li> <li>• Volker Wessells trip for year 11</li> <li>• Careers fair for year 10</li> <li>•</li> <li>• Preparing for WEX</li> <li>• Placements</li> <li>• Preparing for an interview</li> <li>• Transport routes</li> </ul>	<p>Do I know how to complete an application form, both on-line and on paper? Can I search for apprenticeships, college places? Can I write a covering letter? Do I know how to prepare for WEX? Do I know about interview skills and techniques, and what employers are looking for?</p>	<p>City &amp; Guilds Employability Unit 501 Careers planning Unit 402 Work Experience Completion of WEX.</p>
Personal development	<p><b>Relationships</b></p>	<ul style="list-style-type: none"> <li>• <b>Different types of relationships</b></li> <li>• Healthy relationship</li> <li>• Coercive control and the signs</li> <li>• CEOP</li> <li>• Consent</li> <li>• Contraception</li> <li>• The human body.</li> </ul>	<p>Do I know the characteristics of a healthy relationship? Can I explain the different types of relationships in society? Do I understand the law relating to sex and sexuality and the consequences if the laws are broken? Do I know about the different types of contraception? Do I know about the agencies that offer help and advice about relationships and sexual health?</p>	<p>Completions of specific areas of the City &amp; Guilds Employability and personal development units.</p>

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Creative Media	<p><b>Digital Graphics</b></p> <p><b>Editing</b></p> <p><b>PERSONALISED LEARNING FOR THOSE WORKING ON DIFFERENT ASPECTS OF THE COURSE.</b></p>	<ul style="list-style-type: none"> <li>Learn the purpose of digital graphics</li> <li>Editing</li> <li>Book covers</li> <li>Analysing images</li> <li>Considering customer needs</li> <li>Create a work plan GANTT</li> </ul>	<p>Can I edit an image?                  Can I create a book cover and review it?                  Can I explain the differences between different file formats?                  Can I create a storyboard?                  Can I explain the health risks when using a computer?                  Can I understand the uses and properties of interactive multimedia products?</p>	Creative I-Media unit R087
Young Healthy Champions	<p><b>Unit 2</b>  <b>Research Health Improvement Services</b></p> <p><b>Unit 1</b>                  Principles of Health Improvement</p>	<ul style="list-style-type: none"> <li>Local health improvement services</li> <li>Identifying the resources available</li> <li>Reviewing services</li> <li>Health and well-being</li> <li>Negative and positive lifestyles</li> <li>Improving health</li> </ul>	<p>Can I signpost the appropriate health improvement services?                  Can I identify the reliable resources available?                  Can I describe the personal advice, guidance and referral arrangements available?</p> <p>Do I understand what is meant by health and wellbeing?                  Do I know the factors that improve public health?                  Do I understand how lifestyle can have positive and negative effects on health?                  Do I know how to improve my own health?</p>	Internal assessment set
Princes Trust	<p><b>Money management</b></p> <p><b>Customer Experience</b></p>	<ul style="list-style-type: none"> <li>National minimum and Living wages.</li> <li>Salary, wage and deductions</li> <li>Budgeting</li> <li>Benefits of consistent high-quality customer services</li> <li>Comparing services</li> <li>Customer feedback</li> </ul>	<p>Do I know the advantages and disadvantages of borrowing money?                  Do I know the difference between National Living wage and National Minimum wage?                  Do I know what deductions are taken from a wage?</p> <p>Do I know what different companies offer in relation to their products?                  Do I know how organisations gather customer feedback?                  Do I know how an employee can provide good customer service?</p>	Observation and self-reflection Timeline and production of project

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<p>BTEC Fire and Rescue</p>	<p><b>Basic skills</b></p> <p><b>(Some aspects of the Teambuilding SOW will be included to support this programme of study)</b></p>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Problem solving</li> <li>• Action plans</li> </ul>	<p>Can I use appropriate communication methods in different situations confirming understanding?</p> <p>Can I use problem solving skills to inform decision making?</p> <p>Can I implement action plans to achieve identified outcomes?</p> <p>Can I treat people with respect and consideration?</p>	<p>BTEC Level 2 qualification. Portfolio assessment 1</p>
<p>MFL</p>	<p>No MFL lessons are being studied this term due to no pupil need and GCSE revision</p> <p>Will resume in the summer term</p>			

# EXTRA CURRICULAR CLUBS

## MONDAY

<b>Science</b>	<p><b>Catch up for GCSE Biology</b></p> <p><b>Science is fun</b></p>	<p>Support and revision classes to catch up/improve areas of the GCSE course in Biology</p> <p>Fun practical – chemistry, physics or biology-based experiments</p>	<p>Do I understand the topics I have covered, and what I need to do to improve or complete them?</p> <p>Do I understand how chemical reactions work?</p>	N/A
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## TUESDAY

<b>Fitness</b>	<p><b>Health and Safety</b></p> <p><b>Leading an activity</b></p>	<p>To understand the safety requirements for a range of equipment.</p> <p>To plan and lead an activity.</p>	<p>Do I know how to stay safe when using fitness equipment?</p> <p>Could I plan a fitness activity and lead it?</p>	
<b>Hair and Beauty</b>	<p><b>Exploring a range of styling techniques.</b></p>	<p>Plaiting</p> <p>Use of hairdressing equipment</p> <p>To understand how to add volume</p>	<p>Can I understand how plaits are created in long hair?</p> <p>Can I use a range of hairdressing tools?</p>	

<b>WEDNESDAY</b>				
<b>Duke of Edinburgh</b>	<b>Map reading</b> <b>Countryside code</b> <b>Tent pitching</b> <b>Safe food preparation</b>	Demonstrate how to take a compass bearing Demonstrate knowledge of countryside code Demonstrate how to put up a tent with a partner CPR Use correct cooking technique using equipment provided	Do I know how to read a map correctly? Do I understand the importance of the Countryside Code? Can I plan and prepare a nutritious meal?	D of E pass
<b>Maths</b>	<b>Exploring Maths</b>	To explore all mathematic areas that need further support	Do I understand the topics I have covered, and what I need to do to improve or complete them?	GCSE Edexcel marking criteria
<b>English</b>	<b>To explore and improve on a range of aspects covered in the English GCSE syllabus.</b>  <b>To improve language and spelling through games</b>	To practice responses to analysing and evaluating texts To practice how to compare texts and respond in detail using evidence To practice planning and responding to writing tasks  To expand vocabulary and spelling using games such as Scrabble and Boggle	Can I understand why the writer uses certain words and structural devices? Can I identify the similarities and differences in two texts?  Can I create a range of ideas to respond in detail to a writing task?  Can I create a range of correctly spelt words?	Reading and writing tasks, marked using the AQA criteria



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	<b>THURSDAY</b>			
<b>Art club</b>	<b>Exploring a range of art medias</b>	<p>To enhance GCSE portfolios</p> <p>To work with a range of media to explore printing, painting and sculpture for therapeutic reasons.</p>	<p>Can I review and improve my work?</p> <p>Can I explore other media to add scope to my work?</p>	Observation and feedback
	<b>FRIDAY</b>			