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|  | Topic | Big Ideas | Essential questions | Assessment |
| GCSE English Literature and Functional Skills | **GCSE Literature**  **Shakespeare text**  **‘Romeo and Juliet’**    **Functional Skills English reading and writing** | * To understand the context * Explain the plot and themes * Analyse relationships and characters * Analyse the text in detail using extracts * 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. | How does the writer portray themes and context?  How is language and structure used to convey meaning?  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 English literature exam-style question.  Extract analysis to practice both literature and language responses  Pearson Functional Skills English reading and writing external assessments.  Internally assessed Speaking and Listening |
| Maths | **Co-ordinates**  **Gradient of a line**  **Loci**  **Circumference**  **Equation**  **Formulae**  **Transformations** | • Plotting and reading co-ordinates  • Understanding Loci and perpendicular  • Explore circumference formula  • Recall algebraic substitution  • Understanding co-ordinates, line  symmetry, angle facts, increase and  decrease of shapes by scale factors | **Working at grade 3/4**  Can I formulate and read the gradient of a line?  Can I draw the equation of a line (y=mx+c)?  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?  **Working at grade 1/2**  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? | In class weekly assessments |
| GCSE Biology | **Inheritance**  **Variation**  **Evolution** | * Variation in offspring in asexual reproduction * Describe cuttings as clones of plants * Compare mitosis and meiosis * Describe the structure of chromosomes, DNA and gene * Genomes, gametes, genotype, phenotype, dominant, recessive, homozygous and heterozygous. * Genetic crossing * Inheritance and carriers * Genetic engineering * Selective breeding * Darwin’s theory of evolution | 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 sow 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? | AQA levelled GCSE Biology specimen papers.  Complete required practical.  Written work  Q & A |
| Core Plus | **GCSE Reading and writing practice**  **GCSE Maths support** | • Fiction and non-fiction writing  skills  • Responding to a text using PETER paragraphs  • 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? | Linked to core subject marking criteria |
| Art GCSE | **Component two**  **ESA Theme ‘Power’** | **GCSE students**   * **Personal response to the theme** * **Use a range of media to show different outcomes** * **Possible artist visit** * 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. | 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? | 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 | **Healthy Exercise and Nutrition unit 3** | * Cardiovascular * Respiratory system * Skeletal system * Muscular system * Health related fitness * Training methods * Nutrition * Eating advice and balanced diet | Can I describe the health benefits of physical activity?  Do I understand the cardiovascular and respiratory systems; skeletal system and the muscular system?  Can I explain the principles of training?  Do I know the nutritional and calorie intake recommendations for different age groups?  Can I plan a balanced menu, including drinks and snacks for a specific demographic?  Can I describe key healthy eating advice that underpins a healthy diet? | Kahoot quizzes and evidence of BTEC criteria. |
| Business Working skills | **Business Unit 4**  **AP2**  **Interviews** | * Planning and preparing for an interview * Interview practise and evaluation * First impressions * Presentation * Evaluation of self and peers * Take part in an interview | 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? | Written assignments  Oral interviews  Records of observations. |
| Team building | **Personal development through adventurous activities (unit 5)**  **Improving health and fitness (unit 4) – for specific students** | * Adventurous activities organisations * Safety and environmental considerations * Participate in adventurous activities for own personal development * Healthy lifestyle * Basic nutrition and lifestyle factors * Fitness tests * Personal health and fitness improvement plan | Can I describe the responsibilities required to participate in outdoor adventurous activities?  Can I describe how to review outdoor adventurous activities?  Can I explain the involvement of uniformed organisations when supporting disadvantaged people?  Can I explain the different projects that are used to give young people opportunities to participate in outdoor adventurous activities?  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? | BTEC Level 2 qualification  Q and A |
| Food Technology | **Bread**  **Fruit**  **Protein**  **(Personalised learning for catch-up)** | * Review food safety in the kitchen. * Learn the names of a variety of breads from other countries * Understand where protein comes from in a range of meats and vegetarian options * Cook bread rolls * Plan a two-course meal to complete a level 2 assessment * Learn how to lay a table correctly | 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?  **Can I design a 2-course meal using a range of skills?** | BTEC Level 1 & 2 qualification.  Portfolio assessment.  City & Guild Food Safety in Catering (Level 2) |
| BTEC Fire and Rescue | **Learning outcome 2: Be able to demonstrate basic skills needed to work in fire and rescue service situations** | 2.1 Use appropriate communication methods in different situations, confirming understanding  2.2 Use problem solving skills to inform decision making  2.3 Implement action plans to achieve identified outcomes  2.4 Treat people with respect and consideration  2.5 Review own performance | 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?  Do I treat people with respect and consideration?  Can I review own performance? | BTEC Level 2 qualification.  Portfolio assessment 1 |
| Creative Media | **Digital Graphics**  **Editing**  **PERSONALISED LEARNING FOR THOSE WORKING ON DIFFERENT ASPECTS OF THE COURSE.** | * Learn the purpose of digital graphics * Editing * Book covers * Analysing images * Considering customer needs   Create a work plan GANTT | 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? | Creative I-Media unit R082 |
| Employability | **Careers Planning**  **Unit 401**  **Work Based Experience**  **Unit 403** | * Covering letters * Completing CVs * Completing application forms * Exploring interview skills * Careers fair for year 10 * Preparing for WEX * Placements * Preparing for an interview * Transport routes | 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? | City & Guilds Employability  Unit 401 Careers planning  Unit 402 Work Experience  Completion of WEX. |
| Personal development | **Relationships** | * **Different types of relationships** * Healthy relationship * Coercive control and the signs * CEOP * Consent * Contraception * The human body. | 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? | Completions of specific areas of the City & Guilds Employability and personal development units. |
| Young Healthy Champions | **Unit 3**  Principles of Health Improvement | • Local health improvement services  • Identifying the resources available | Do I understand why peer advice is important for the delivery of health improvement messages?  Can I prepare and deliver a presentation on H.I.M.? | Internal assessment set |
| 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 |
| 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 | **Design specification** | • Research  • Design specification and planning  • Statements of intent  • Costing | Do I know how to carry out research to inform my work?  Do I know how to work to a design specification in the planning of a final piece?  Can I create a statement of intent that outlines my intentions?  Can I create a realistic production timetable?  Can I complete a costing sheet that demonstrates the cost of my final piece? |  |
| MFL | No MFL lessons are being studied this term  due to no pupil need and GCSE revision  Will resume in the summer term |  |  |  |

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|  | **EXTRA CURRICULAR CLUBS** | | | |
|  | **MONDAY** | | | |
| **Preliminary Boxing** | **Standard Bronze and Silver boxing award**  With Mr Dent | Healthy lifestyle  Anatomy of the body  Stance and movement | Do I know the major muscles in the body?  Can I list the major bones in the body? | Standard Bronze and Silver boxing award |
| Maths | **Exploring maths**  **with Mrs Newman** | To explore all mathematic areas that need further support | Do I know the areas that I need to work on? | Edexcel marking criteria |
|  | **TUESDAY** | | | |
| **Science club** | **Catch up for GCSE Biology**  **Science is fun**  With Mrs Pinks | Support to catch up/improve areas of the GCSE course in Biology  Fun practical – chemistry, physics or biology -based experiments | Do I understand the topics I have covered, and what I need to do to improve or complete them?  Do I understand how chemical reactions work? | GCSE coursework sheets  N/A |
| **Art Club** | **To work on a range of media**  with Jenny Leo | To catch up on portfolio work  To explore printing, painting, and sculpture for therapeutic reasons | Do I know how to research artists and replicate their work in a range of different media? | N/A |
| **Maths Tuition** | **Individual coverage of math topics**  **with Mrs K. Davis** | To explore a range of math topics and work on being confident in each area | Do I understand the topics I have covered, and what I need to do to improve or complete them? | Edexcel marking criteria |
|  | **WEDNESDAY** | | | |

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| **English** | **To explore and improve on a range of aspects covered in the English GCSE syllabus.**  **Mrs Wheeler**  **To improve language and spelling through games** | 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  N/A |

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|  | **THURSDAY** | | | |
| **Gaming and coding** | **Gaming and Coding**  **with Mr Brewster** | To discuss, plan and participate in game designs  To consider the pros and cons of playing computer games. | Do I know how to stay safe when gaming?  Do I know how games are designed and improved? | N/A |
| **English Tuition** | **To explore and improve on a range of aspects covered in the English GCSE syllabus.**  **with Mrs Howells** | To practice responding to a range of unseen texts  To practice how to include and explain quotations in a response.  To practice planning and responding to writing tasks | Do I know the language features used in a range of texts?  Do I know why the writer uses them?  Do I know how to extend my responses to evidence from a text? | AQA English language marking criteria |
| **Hair and Beauty** | **To explore a range of hair and beauty ideas and products**  **with Mrs Hewitt** | To practice different styles and plaits in the hair  To understand the equipment used, and how to use it safely | Do I know the best products to use and how to apply them?  Do I know how to best care for myself? | N/A |
|  | **FRIDAY** | | | |
|  | **None scheduled** | | | |