

Curriculum Overview

Year 10

SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	<p>English Functional Skills Level 1 Component 1 – Speaking and Listening Assessment Criteria L1.1 , L1.2 , L1.3 , L1.4 , L1.5, L1.6 , L1.7 , L1.8</p> <p>Component 2 – Reading Assessment Criteria L1.9 Identify and understand the main points, ideas and details in texts L1.10 Compare information, ideas and opinions in different texts L1.11 Identify meanings in texts and distinguish between fact and opinion L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes L1.13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words L1.14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts L1.15 Infer from images meanings not explicit in the accompanying text L1.16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive) L1.17 Read and understand a range of specialist words in context L1.18 Use knowledge of punctuation to aid understanding of straightforward texts</p> <p>Reading Response (Two Texts) Read and understand a range of straightforward texts 1.2.1, 1.2.2, 1.2.3, 1.2.4</p>	<p>English Functional Skills Level 1 Component 3 – Writing Assessment Criteria Spelling, Punctuation and Grammar L1.19 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes) L1.20 Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles) L1.21 Spell words used most often in work, study and daily life, including specialist words Writing Composition L1.22 Communicate information, ideas and opinions clearly, coherently and accurately L1.23 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience L1.24 Use format, structure and language appropriate for audience and purpose L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate</p> <p>Extended Writing Questions Write a range of texts to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience (Informal) 1.3.1a, 1.3.2a, 1.4.3a, 1.3.4a. 1.3.5a</p> <p>Write a range of texts to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience (Formal) 1.3.1b, 1.3.2b, 1.4.3b, 1.3.4b</p> <p>GCSE English Language Pearson Edexcel 2.0 Reading Reading skills AO1, AO2 and AO4 and introduce AO3</p>	<p>GCSE English Language Pearson Edexcel 2.0 Reading Reading skills AO1, AO2, AO3 and AO4 Develop evaluation skills [focus on short evaluative questions]:</p> <ul style="list-style-type: none"> start by evaluating pairs of pictures using questions such as, ‘which is the most...’ ‘which would be most suitable for...’ ‘which do you prefer’ and ask for a reason WHY expand use of picture evaluation by asking pupils to select three features/items/positives/functions etc. model reason/example techniques to help pupils gather ideas for answers. <p><i>Begin to write responses under timed conditions</i></p> <ul style="list-style-type: none"> Feedback from mock paper exam. Pupils read and analyse/evaluate a range of extracts to develop their reading skills <p>Writing Writing skills AO5 [creative] Develop writing skills by writing a variety of text in different forms and for different purposes.</p> <ul style="list-style-type: none"> Pupils write a variety of texts to develop creative skills ready for the individual writing task practice. Use mark schemes to examine and identify how the marks are awarded moving up the mark scheme. Feedback to whole class with ideas on how to improve. Redraft their written work to get used to identifying their weaknesses and strengths in preparation for exam questions in exam conditions. Plan responses to questions in to help develop thinking skills in order to get used to responding to a variety of creative writing questions. Model writing responses following the planning of a response. Research and discuss a variety of written transactional texts. 			

	<p>GCSE English Language Pearson Edexcel 2.0</p> <p>Reading GCSE Reading skills AO1, AO2 and AO4 Encouraging engagement and enjoyment of reading through pair/group reading (scaffolding for increasing reading skills):</p> <ul style="list-style-type: none"> • use wide range of extracts to develop confidence in approaching unfamiliar material • use strategies such as skim reading past unfamiliar words, cloze exercises, reading aloud, etc to raise confidence about complex vocabulary <p>Writing GCSE Writing skills AO5 [creative] Develop planning skills:</p> <ul style="list-style-type: none"> • model how to generate ideas from a variety of stimuli [use text extracts from reading lessons as springboard], for instance using what/where/when/why or zoom in/out techniques • introduce a simple three-part structure for planning – beginning, middle, end • model planning for engaging openings/endings using exemplars. <p>Writing skills AO6 Write paragraphs to focus on different AO6 elements to develop pupils' ability to use:</p> <ul style="list-style-type: none"> • a variety of sentence structures. • a variety of punctuation and vocabulary – encourage 'mining' of reading material • appropriate figurative language. 	<p>Develop reading confidence for individual reading practice:</p> <ul style="list-style-type: none"> • start with small paragraphs and work up to longer extracts gradually • use mini sagas and very short stories to give pupils a sense of reading accomplishment • use linked pictures as introductions to texts • use short AO1 activities as starters for lessons. <p>Develop language analysis skills:</p> <ul style="list-style-type: none"> • start by 'reading' images rather than texts • introduce key idea of inference using very short extracts and linked/contrasting images • Introduce key idea of connotations to encourage word level analysis • develop key terminology via extracts and begin to create repertoire of terms to use when analysing language • model embedding of short, relevant quotations. • Introduce and model what/how/why technique to build up ideas for answers. • Introduce synthesis and comparison • Introduce comparison skills using images. • Introduce short extracts and ask for three similarities. • Use timed activities to develop pupil confidence. • Use 'what is missing' starters to focus pupils' on the requirements of the mark scheme. • Develop skills into comparison using images. • Model writing a comparative paragraph using images. • Introduce exam questions and plan/answer under timed conditions. <p>Writing Writing skills AO5 [transactional writing] <i>Begin to plan/write responses under timed conditions</i> Develop planning skills:</p> <ul style="list-style-type: none"> • unlock and annotate a wide variety of questions to develop ideas about audience and purpose • model how to develop ideas using question bullets or what/why/where/when techniques 	<ul style="list-style-type: none"> • Use exemplars to support pupils in understanding how to attain marks. •
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CEIAG SPOTLIGHT	Discussion of post KS4 college courses related to English.	Discussion of the skills taught in English that are useful in gaining employment e.g. CV writing, writing a letter of application, Spoken Language skills (presentation and answering questions about presentation) that can help to prepare for job interviews.	Discussion of requirement on most post-16 courses and apprenticeships to have a pass in English in order to be able to proceed.			
MATHS	<p>Similarity-</p> <p>Congruence, similarity and enlargement</p> <p>Trigonometry</p>	<p>Developing algebra-</p> <p>Representing solutions of inequalities and equations</p> <p>Simultaneous equations</p>	<p>Geometry-</p> <p>Angles and bearings</p> <p>Working with circles</p> <p>Vectors</p>	<p>Proportions and Proportional Change-</p> <p>Ratios and fractions</p> <p>Percentages and interest</p> <p>Probability</p>	<p>Delving into data-</p> <p>Collecting representing and interpreting data</p> <p>Using number-</p>	<p>Using number-</p> <p>Types of numbers and sequences</p> <p>Indices and roots</p> <p>Expressions-</p> <p>Manipulating expressions</p>

Media BTEC	Introduction to media. Case studies looking at film, audio, digital products, online, animation. Communication, working to a brief, user needs and expectations, client expectations.	Unit 2 – mandatory coursework. Understand how to develop ideas for a digital media product. Topic A.1 Digital media products, for example, moving image products, audio products, digital publishing, websites, and digital games. Learners should develop ideas for a product from one sector of digital media. Topic A.2 Understanding the requirements of the brief Consider the brief in terms of who, why, what and where: <ul style="list-style-type: none"> ● target audience ● purpose, why produce the product? To inform, educate, entertain, provide a service ● platform, what will the product be and where will it be seen? 	Unit 2 – mandatory coursework. Topic A.3 Generating ideas Formulation of ideas: <ul style="list-style-type: none"> ● communication methods: verbal discussions, meetings, thought shower, blue sky thinking, interviews, focus groups) o written (plot outline, brief synopsis, informal proposal, summary of ideas, annotations, SWOT analysis) o visual (mood-boards, mind maps, storyboards, sketching, audio-visual presentation). ● selecting ideas: discounted ideas with reasons why not selected revisions and decisions made to ideas in the formulation process o final selected idea (reasons for selection, complete structure, relation to the brief, consideration of planning issues). 	Topic A.4 Planning issues When developing an idea for a product, consideration should be given to the following planning issues: <ul style="list-style-type: none"> ● logistics: achievable aims, location considerations, timeframe considerations, level of organisation required Resources: availability of equipment/space, expertise within the production team, personnel required.	Legal, moral and ethical issues: libellous, offensive, dangerous etc. contravention of regulations and standards of the industry or sector, e.g., ASA (Advertising Standards Authority), OFCOM (Office of Communications), IPSO (Independent Press Standards Organisation), ESRB (Entertainment Software Rating Board), BBFC (British Board of Film Classification). <ul style="list-style-type: none"> ● cost, e.g., extra props, studio space, costumes, telephone call charges, travel expenses, photocopying and printing. 	Pitch ideas for a digital media product Once an idea for a media product has been generated and selected the producer needs to pitch their idea. Topic B.1 The purpose of a pitch: <ul style="list-style-type: none"> ● To communicate concepts and ideas to an audience in a clear and concise form. ● the range of communication skills are required when pitching ideas. Topic B.2 Formats for pitching <ul style="list-style-type: none"> ● Verbal live presentation with slideshow. ● Written formal proposals or letters Topic B.3 Communication techniques when pitching <ul style="list-style-type: none"> ● Verbal communication techniques incl. clarity and tone of voice ● Written communication techniques
CEIAG SPOTLIGHT	Focus on media industries	Examining how current businesses use different types	Meeting the requirements and expectations of a	Personnel required in a media product	Budgeting and working within budgets. How	Communicating to a group. Being part of a team. Understand

PE						
CEIAG SPOTLIGHT						
Workskills	<p>Apply for Jobs Know what skills and behaviours are • Appreciate different skills and behaviours needed in different job roles • Know the possible positive impact of having the required skills and behaviours • Compare own skills and behaviours with those required for an identified job role • Know who can support the development of own skills and behaviours</p>		<p>Apply for jobs Relevant skills and interests • Know where job opportunities are advertised • Identify key information needed for applications • How to present self, experience and skills in application documents. • Identifying own skills, qualities and experience • Searching and selecting a relevant job advertisement • Presenting personal information • Completing job application documentation</p>		<p>Importance of interviews for the organisation and candidate • Different formats, styles and contents of interviews • Information needed prior to an interview • Steps to take before, during and after an interview • Preparing for potential interview questions • Interview techniques.</p>	
CEIAG SPOTLIGHT	<p>Being able to transfer workskills learnt to practical applications/interviews/job searching of the jobs market.</p>		<p>Being able to transfer workskills learnt to practical applications/interviews/job searching of the jobs market.</p>		<p>Being able to to transfer workskills learnt to practical applications/interviews/job searching of the jobs market.</p>	
Construction	<p>Health and Safety and Welfare in Construction</p> <p>This topic introduces learners to the health and safety and welfare issues in construction. It aims to help learners to be aware of the potential hazards to which they may</p>	<p>Developing Painting and Decorating skills</p> <p>This topic introduces learners to the hand tools, materials and personal protective equipment (PPE) used in painting & decorating and offers them opportunities to develop the skills</p>	<p>Upcycling and Restoring Existing Products</p> <p>This topic introduces the learners to recycling and upcycling techniques. Learners will explore how old products can be repurposed and reused for similar</p>	<p>Developing Plastering Skills</p> <p>Learners are introduced to the hand tools, materials and personal protective equipment (PPE) used in plastering, and offers them opportunities to develop the skills needed to apply</p>	<p>Making an Electrical Circuit</p> <p>Learners are introduced to the hand tools, materials and personal protective equipment (PPE) used in electrical work. learners are given opportunities to develop the skills used in basic</p>	<p>Making Carpentry Joints</p> <p>The aim is to enable learners to produce a three-dimensional timber product (for example tray, picture frame, mirror frame). Learners will develop the skills needed to</p>

	be exposed in construction environments and how to reduce these risks.	needed to paint surfaces and decorate domestically & commercially.	and different purposes. Learners will also understand how this impacts on wider social issues such as climate change and recycling.	basic plastering finishes	electrical installation operations.	manufacture a product in timber and timber sheet materials.
CEIAG SPOTLIGHT	<p><i>Vocational work-related scenarios for pupils to apply to workplace. Developing skills that contribute to a given career.</i></p> <p><i>Working as part of a team and learning to conduct oneself in a work environment in a safe and responsible manner.</i></p> <p><i>Taking direction and advice from figures of authority.</i></p> <p><i>Experience of workplaces and encounters with construction industry employers.</i></p>	<p><i>Vocational work-related scenarios for pupils to apply to workplace. Developing skills that contribute to a given career.</i></p> <p><i>Working as part of a team and learning to conduct oneself in a work environment in a safe and responsible manner.</i></p> <p><i>Taking direction and advice from figures of authority.</i></p> <p><i>Experience of workplaces and encounters with construction industry employers.</i></p>	<p><i>Vocational work-related scenarios for pupils to apply to workplace. Developing skills that contribute to a given career.</i></p> <p><i>Working as part of a team and learning to conduct oneself in a work environment in a safe and responsible manner.</i></p> <p><i>Taking direction and advice from figures of authority.</i></p> <p><i>Experience of workplaces and encounters with construction industry employers.</i></p>	<p><i>Vocational work-related scenarios for pupils to apply to workplace. Developing skills that contribute to a given career.</i></p> <p><i>Working as part of a team and learning to conduct oneself in a work environment in a safe and responsible manner.</i></p> <p><i>Taking direction and advice from figures of authority.</i></p> <p><i>Experience of workplaces and encounters with construction industry employers.</i></p>	<p><i>Vocational work-related scenarios for pupils to apply to workplace. Developing skills that contribute to a given career.</i></p> <p><i>Working as part of a team and learning to conduct oneself in a work environment in a safe and responsible manner.</i></p> <p><i>Taking direction and advice from figures of authority.</i></p> <p><i>Experience of workplaces and encounters with construction industry employers.</i></p>	<p><i>Vocational work-related scenarios for pupils to apply to workplace. Developing skills that contribute to a given career.</i></p> <p><i>Working as part of a team and learning to conduct oneself in a work environment in a safe and responsible manner.</i></p> <p><i>Taking direction and advice from figures of authority.</i></p> <p><i>Experience of workplaces and encounters with construction industry employers.</i></p>
Cooking	Food safety and hygiene: food storage e.g., raw meat on the bottom shelf of the fridge; food labelling e.g., follow storage instructions, use by dates; food preparation eg wash and dry hands before handling food, keep surfaces clean, keep raw fish and meat away from other food,		Selecting ingredients: factors e.g., fresh, seasonal, locally produced □ Kitchen basics: store cupboard ingredients eg, oil, vinegar, seasonings, spices, flour, sugar, stock cubes, tinned food (tomatoes, tuna), rice, pasta, frozen food (peas, sweetcorn, pastry), kitchen		Cooking economically: meal planning, buy food in season; plan ahead; buy in larger quantities to cook and freeze e.g., mince for Bolognese sauce; use leftovers e.g., potato salad, chicken sandwich; ask advice when shopping eg from butcher about alternative cuts of meat.	

	cover cuts; ensuring meat is properly cooked; storing leftover food eg cooling quickly, refrigerating or freezing; using knives safely	equipment eg knives, saucepans, frying pan, mixing bowls, measuring jug Recipes: eggs e.g., poached eggs, folded omelets and frittata; breakfasts e.g., French toast, porridge with different toppings, cooked breakfast; packed lunches eg homemade pasty; soups eg roasted squash soup; salads eg Caesar salad and warm salads. Skills: preparation skills e.g., chopping, slicing, grating, peeling, mashing, beating; cooking skills e.g., roasting, frying, baking, boiling □ Follow recipe: weights and measures eg use of scales, measuring jugs and spoons; oven temperatures; timings.	Recipes: bread e.g., pizza with toppings, basic loaf; pasta e.g., lasagne; vegetables eg potatoes dauphinoise, roasted vegetables; mince eg shepherd's pie, vegetarian burger (including salad and potato wedges). Skills: preparation skills e.g., chopping, slicing, grating, peeling, mashing, beating; cooking skills e.g., roasting, frying, baking, boiling. Skills: preparation skills e.g., chopping, slicing, grating, peeling, mashing, beating; cooking skills e.g., roasting, frying, baking, boiling □ Follow recipe: weights and measures eg use of scales, measuring jugs and spoons; oven temperatures; timings.			
CEIAG SPOTLIGHT	Discussion and exploration of post KS4 college courses related to cooking. Development of skills that help prepare for a career or education in cooking	Discussion and exploration of post KS4 college courses related to cooking. Development of skills that help prepare for a career or education in cooking	Discussion and exploration of post KS4 college courses related to cooking. Development of skills that help prepare for a career or education in cooking	Discussion and exploration of post KS4 college courses related to cooking. Development of skills that help prepare for a career or education in cooking	Discussion and exploration of post KS4 college courses related to cooking. Development of skills that help prepare for a career or education in cooking	Discussion and exploration of post KS4 college courses related to cooking. Development of skills that help prepare for a career or education in cooking
D of E	Introduction to Duke of Edinburgh Award. Choose level of award, Bronze/Silver Choose each area for the 4 sections of volunteering :Undertaking services to individuals or the community/ physical: Improving in an area of sport, dance or fitness activity/ skills:	Volunteering: 1hr week minimum Physical Activity: 1hr week minimum Skills : 1hr week minimum Relevant and appropriate Expedition training dependent on choices	Volunteering :1hr week minimum Physical Activity : 1hr week minimum Skills: 1hr week minimum Relevant and appropriate Expedition training dependent on choices	Consolidation of EdofE and evidence. Continued planning and training of the skills required to complete the expedition	Practice Expedition	Expedition. Bronze 2 day 1 night Silver 3 day 2 night

	Developing practical and social skills and personal interests / expedition: Planning, training for and completion of an adventurous journey.					
CEIAG SPOTLIGHT	Developing team work, resilience and confidence. Applying these skills to work related scenarios	Developing team work, resilience and confidence. Applying these skills to work related scenarios	Developing team work, resilience and confidence. Applying these skills to work related scenarios	Developing team work, resilience and confidence. Applying these skills to work related scenarios	Developing team work, resilience and confidence. Applying these skills to work related scenarios	Developing team work, resilience and confidence. Applying these skills to work related scenarios
ICT	Intro/recap functions of different software packages. Ability in using a range of different software; short activities that include WP, SS, DB, Pres, web, email, drawing, etc.	Graphic design using one or more suitable software packages to meet the requirements of a brief. Work with text, images, backgrounds, colour and other formatting techniques.	Presenting information using software such as PowerPoint. Combine different media. Format including resize, rotate, style, font, colour, etc. Slide transitions, fitness for purpose. Festival assignment.	Spreadsheets - function of, input data, data types, formatting (incl. colour), simple formulae (+*/-), create chart/graph.	Visual programming - Scratch project (online version). Understand interaction and timing. Be able to control a character and manage looks (e.g., costume(s)), stage, etc. Create a game.	Databases - function of, uses, flat file, field names, data input, sort/filter.
CEIAG SPOTLIGHT	Jobs in administration, presenting, training, PA work, etc.	Careers in advertising, marketing, branding, packaging, etc.	Careers in management, sales, training, creating online content, etc.	Bookkeeping, accountancy, budgeting, financial reporting, etc.	Link to careers in gaming, programming, trouble shooting, help desk, etc.	Database management – behind e-commerce websites, big money £££'s
BTEC Vocational Studies	Explore the skills and behaviours needed to meet personal progression goal	Produce a progression plan to meet intended progression goal	Complete unit 2 coursework: Developing a Personal progression plan	Design and create an interactive presentation	Present and communicate information through an interactive presentation	Complete unit DM6: Designing an interactive presentation.
CEIAG SPOTLIGHT	Assessing own strengths and weaknesses to determine suitable career options.	Be aware of opportunities beyond current level of knowledge.	Matching own aspirations with realistic options.	Careers in training – both face to face and online content.	Focus on audience needs – relates to a wide range of careers that include	Be able to create visual communication tools to present

					presenting proposals.	information to a specific audience.
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Year 11

<u>SUBJECT</u>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
ENGLISH	<p><i>GCSE English Language Pearson Edexcel 2.0</i> Reading Reading skills AO1, AO2, AO3 and AO4 Develop evaluation skills by revisiting their understanding and evaluation skills.</p> <ul style="list-style-type: none"> Start by evaluating pairs of pictures using questions such as, 'which is the most...' 'which would be most suitable for...' 'which do you prefer' and ask for a reason WHY. Revisit marking criteria through the use of exemplar responses to help pupils identify and internalise how the different responses achieve the marks given. Analyse a variety of different texts and annotate with effect on reader. <p>Writing Writing skills AO5 [transactional writing]</p> <ul style="list-style-type: none"> Pupils annotate the mark scheme to be clear what they are being assessed on. All revisit this prior to writing a response to an exam question so they become very familiar with the mark scheme and know what is expected of them. Examine the effect of semi colon/colon/exclamation mark – what is the effect of using different punctuation at different times? How can this improve your written work? Teacher improves a piece of previous written work to identify how punctuation can be effective and help pupils gain marks. 		<p><i>GCSE English Language Pearson Edexcel 2.0</i> Reading Reading skills AO1, AO2, AO3 and AO4 Continued development of evaluation/language analysis/inference and comparison.</p> <ul style="list-style-type: none"> Expand use of picture evaluation by asking pupils to select three features/items/positives/functions etc. Model reason/example techniques to help pupils gather ideas for answers Do regular practice of how to answer the evaluation/language questions until pupils feel confident in their approach of the questions especially with evaluation questions as pupils may find these more difficult at first Develop comparative skills [AO3] Introduce comparison using images <p>Writing Writing skills AO5 Run alongside reading lessons and use reading material themes as stimuli for timed writing activities to build confidence in:</p> <ul style="list-style-type: none"> development of ideas use of rhetorical devices and appropriate styles variety of sentence structures <p>AO6</p> <ul style="list-style-type: none"> Use correction activities to practise proofreading. 'Mine' reading papers to build up a repertoire of ambitious vocabulary. 		<p><i>GCSE English Language Pearson Edexcel 2.0</i> Reading Reading skills – revision of all AO1/2/4 and consolidation of AO3 Reading skills – Exam practice</p> <ul style="list-style-type: none"> Overall focus on exam timings Use exam-style questions and extracts and answer under timed conditions. Revise and develop key terminology bank for all questions. Model 'critical style' and develop phrase bank for exam answers. Exam questions and plan/answer under timed conditions. Give pupils exam revision techniques and revisit these on regular basis to ensure revision is part of their exam preparation. Pupils to be given exam questions and answer these regularly. <p>Writing Writing skills AO5 Writing skills – Exam Practice</p> <ul style="list-style-type: none"> Revise the various types of writing and pupils create revision cards reminding them what they might include in a response to the two writing sections. Read some creative writing tasks with a specific focus on what the writer has achieved and how. Exam question and plan/answer under timed conditions. Apart from the above, use a variety of revision techniques. E.g. Lesson starters could be used to give a creative writing

					<p>question on the board. The opening sentence is given and everyone has to silently think and create a plan for the question. In another lesson they could write the response for the plan.</p> <ul style="list-style-type: none"> Starters could also include questions linked to the mark scheme to help them become familiar with the mark scheme.
CEIAG SPOTLIGHT	Discussion of post KS4 college courses related to English.		Discussion of the skills taught in English that are useful in gaining employment e.g. CV writing, writing a letter of application, Spoken Language skills (presentation and answering questions about presentation) that can help to prepare for job interviews.		Discussion of possible careers relating to English e.g. journalism, teaching, editing, writing, publishing.
MATHS	-Volume -Algebra: quadratics, rearranging formulae and identities	-Inequalities -Algebra and graphs -Sketching graphs	-Direct and inverse proportion -Trigonometry	-Solving quadratic equations -Quadratic graphs -Growth and decay	-Vectors -Revision
CEIAG SPOTLIGHT	Possible career opportunities- Mixologist Chef Aquarist Packaging goods Data analyst	Possible career opportunities- Data analysis Statistician Economist	Possible career opportunities- Construction worker Artist Interior designer Engineer Surveyor Chef	Possible career opportunities- Data analyst Sports person	Possible career opportunities- Pilot Sailor Mechanic
SCIENCE (GCSE)	GCSE Chemistry GCSE Biology	GCSE Chemistry GCSE Biology	GCSE Chemistry GCSE Biology	GCSE Chemistry GCSE Biology	GCSE Chemistry GCSE Biology

CEIAG SPOTLIGHT	Discussion of post KS4 college courses related to science	Discussion of post KS4 college courses related to science	Discussion of post KS4 college courses related to science	Discussion of post KS4 college courses related to science	Discussion of post KS4 college courses related to science
Science (BTEC)	Unit 2 - Chemistry and the Earth Unit 4- Biology and the environment Unit 3 - Physics and the universe	Unit 2 - Chemistry and the Earth Unit 4- Biology and the environment Unit 3 - Physics and the universe	Unit 2 - Chemistry and the Earth Unit 4- Biology and the environment Unit 3 - Physics and the universe	Unit 2 - Chemistry and the Earth Unit 4- Biology and the environment Unit 3 - Physics and the universe	Unit 2 - Chemistry and the Earth Unit 4- Biology and the environment Unit 3 - Physics and the universe
CEIAG SPOTLIGHT	Discussion of post KS4 college courses related to science	Discussion of post KS4 college courses related to science	Discussion of post KS4 college courses related to science	Discussion of post KS4 college courses related to science	Discussion of post KS4 college courses related to science
Media GCSE	Media language and representation. Theme: Stars, Celebrities, People in the Media Targeted Close Study Products: Galaxy Audrey Hepburn: Advertising/ Marketing	Audiences and Media Industries. Radio, Newspapers, Film (industries only) Targeted Close Study Products: Reveal: Magazine study (replacing Wiz Khalifa True magazine cover). Tatler: Magazine study.	Analyse digital media products. Targeted Close Study Products: Zoella: Online/Social Participatory. Kim Kardashian. Lara Croft Go.	Media Industry: Newspapers (Print - In-Depth). Music Video. Targeted Close Study Products: The Times, The Daily Mirror, The Arctic Monkeys, One Direction.	Television: media language and representation. Targeted Close Study Products: Class (2016) - Episode 4: Co-owner of a lonely heart. Dr Who (1963) - Episode 1: An Uearthly Child. Exam practice and revision.

		OMO: advertising/ Marketing			
CEIAG SPOTLIGHT	How realistic is a career as a celebrity or star?	The many careers associated with graphic design, photography & fashion.	Careers using digital marketing.	The changing roles in the newspaper industry. From paper to digital.	GCSE Media is a valid contribution to “5 GCSE passes including Maths and English” i.e., required entry requirements for most level 3 courses and apprenticeships.
History	Crimes against the person, property and authority, including poaching as an example of ‘social’ crime. <ul style="list-style-type: none"> • Changing definitions of crime as a result of the Norman Conquest, including William I’s Forest Laws. 2 The nature of law enforcement and punishment • The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including tithings, the hue and cry, and the parish constable. • The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild. 3 Case study • The influence of the Church on crime and punishment in the early thirteenth century: the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and reasons for its ending. 	Elizabethan England in 1558: society and government. <ul style="list-style-type: none"> • The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. • Challenges at home and from abroad: the French threat, financial weaknesses. 2 The ‘settlement’ of religion • Religious divisions in England in 1558. • Elizabeth’s religious settlement (1559): its features and impact. • The Church of England: its role in society. 3 Challenge to the religious settlement • The nature and extent of the Puritan challenge. • The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers. 4 The problem of Mary, Queen of Scots • Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. • Relations between Elizabeth and Mary, 1568–69 	Elizabethan England in 1558: society and government. <ul style="list-style-type: none"> • The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. • Challenges at home and from abroad: the French threat, financial weaknesses. 2 The ‘settlement’ of religion • Religious divisions in England in 1558. • Elizabeth’s religious settlement (1559): its features and impact. • The Church of England: its role in society. 3 Challenge to the religious settlement • The nature and extent of the Puritan challenge. • The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers. 4 The problem of Mary, Queen of Scots • Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. • Relations between Elizabeth and Mary, 1568–69 	The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. <ul style="list-style-type: none"> • The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. • The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe. 2 The development of the Cold War • The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. • The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). • Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic. 3 The Cold War intensifies • The significance of the arms race. The formation of the Warsaw Pact. • Events in 1956 leading to the Hungarian Uprising, and Khrushchev’s response. • The international reaction to the Soviet invasion of Hungary 	
CEIAG SPOTLIGHT	Discussion of post KS4 college courses related to History. Development of skills that help prepare for a career or education in History	Discussion of post KS4 college courses related to History. Development of skills that help prepare for a career or education in History	Discussion of post KS4 college courses related to History. Development of skills that help prepare for a career or education in History	Discussion of post KS4 college courses related to History. Development of skills that help prepare for a career or education in History	Discussion of post KS4 college courses related to History. Development of skills that help prepare for a career or education in History

PSD	<p>Promoting self-esteem and coping with stress</p> <p>Learning and revision skills to maximise potential</p>	<p>Understanding the college application process and plans beyond school</p> <p>Skills for employment and career progression</p>	<p>Personal values and assertive communication in relationships</p> <p>Tackling domestic abuse and forced marriage</p>	<p>Health and safety in independent contexts</p> <p>Taking responsibility for health choices</p>	<p>British Values, human rights and community cohesion</p> <p>Challenging extremism and radicalisation</p>
CEIAG SPOTLIGHT	Improved knowledge and awareness of others and self and in turn an increased ability to work harmoniously with a variety of different people and better manage a variety of different situations in the workplace	Improved knowledge and awareness of others and self and in turn an increased ability to work harmoniously with a variety of different people and better manage a variety of different situations in the workplace	Improved knowledge and awareness of others and self and in turn an increased ability to work harmoniously with a variety of different people and better manage a variety of different situations in the workplace	Improved knowledge and awareness of others and self and in turn an increased ability to work harmoniously with a variety of different people and better manage a variety of different situations in the workplace	Improved knowledge and awareness of others and self and in turn an increased ability to work harmoniously with a variety of different people and better manage a variety of different situations in the workplace
PE					
CEIAG SPOTLIGHT					
Workskills	<p>Interviews</p> <ul style="list-style-type: none"> Identify skills (things you have learned) and give examples, e.g. art, cooking, music, sport, technology, communication, teamwork, organisation Identify personal behaviours, e.g. flexible, honest, reliable, positive, patient, friendly, confident, approachable, enthusiastic Consider the ways in which behaviours and skills can be developed over time 		<p>Select suitable job opportunities</p> <ul style="list-style-type: none"> Complete documents in support of a job opportunity Identify own skills, qualities and experience, e.g. self-reflection, self-analysis Handle information, e.g. selecting suitable job opportunities Present personal information, e.g. organising information effectively, creating a positive impression, targeting the job opportunity criteria. 		<p>Interview-actual</p> <p>Plan, e.g. identify how to present information at an interview, questions to ask, how to respond to questions positively</p> <ul style="list-style-type: none"> Research, e.g. gather information about the role/opportunity in order to answer questions effectively Communicate and use appropriate behaviours, e.g. present information verbally, engage with others, greeting, smile, eye contact, body language Appreciate the need for appropriate personal appearance, e.g. hygiene, suitable clothing for the

					interview situation • Respond positively to the interview situation • Consider how they might act in a future, given situation
CEIAG SPOTLIGHT	Being able to to transfer workskills learnt to practical applications/interviews/job searching of the jobs market.	Being able to to transfer workskills learnt to practical applications/interviews/job searching of the jobs market.	Being able to to transfer workskills learnt to practical applications/interviews/job searching of the jobs market.	Being able to to transfer workskills learnt to practical applications/interviews/job searching of the jobs market.	Being able to to transfer workskills learnt to practical applications/interviews/job searching of the jobs market.
Construction	<p><u>Unit CON13</u> Developing Plastering Skills</p> <p>This unit introduces learners to the skills needed to apply plastering finishes.</p>	<p><u>Unit A2</u> Developing a Personal Progression Plan</p> <p>Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.</p>	<p><u>Unit A1</u> Being Organised</p> <p>Learners will develop key techniques to help organise their work and priorities and manage their time effectively.</p>	<p><u>Unit CON12</u> Making an Electrical Circuit</p> <p>Learners will develop the skills needed to safely carry out electrical installation tasks to make an electrical circuit.</p>	<p><u>Unit CON7</u> Making Carpentry Joints</p> <p>Learners will develop the skills needed to work with timber to produce a simple wooden frame using joints and basic woodworking and joinery skills.</p>
CEIAG SPOTLIGHT	<i>Vocational work-related scenarios for pupils to apply to workplace.</i>	<i>Vocational work-related scenarios for pupils to apply to workplace.</i>	<i>Vocational work-related scenarios for pupils to apply to workplace.</i>	<i>Vocational work-related scenarios for pupils to apply to workplace.</i>	<i>Vocational work-related scenarios for pupils to apply to workplace. Developing skills that contribute to a given career.</i>

	<p><i>Developing skills that contribute to a given career.</i></p> <p><i>Working as part of a team and learning to conduct oneself in a work environment in a safe and responsible manner.</i></p> <p><i>Taking direction and advice from figures of authority.</i></p> <p><i>Experience of workplaces and encounters with construction industry employers.</i></p>	<p><i>Developing skills that contribute to a given career.</i></p> <p><i>Working as part of a team and learning to conduct oneself in a work environment in a safe and responsible manner.</i></p> <p><i>Taking direction and advice from figures of authority.</i></p> <p><i>Experience of workplaces and encounters with construction industry employers.</i></p>	<p><i>Developing skills that contribute to a given career.</i></p> <p><i>Working as part of a team and learning to conduct oneself in a work environment in a safe and responsible manner.</i></p> <p><i>Taking direction and advice from figures of authority.</i></p> <p><i>Experience of workplaces and encounters with construction industry employers.</i></p>	<p><i>Developing skills that contribute to a given career.</i></p> <p><i>Working as part of a team and learning to conduct oneself in a work environment in a safe and responsible manner.</i></p> <p><i>Taking direction and advice from figures of authority.</i></p> <p><i>Experience of workplaces and encounters with construction industry employers.</i></p>	<p><i>Working as part of a team and learning to conduct oneself in a work environment in a safe and responsible manner.</i></p> <p><i>Taking direction and advice from figures of authority.</i></p> <p><i>Experience of workplaces and encounters with construction industry employers.</i></p>
<p>Cooking</p>	<p>Selecting ingredients: factors e.g., fresh, seasonal, locally produced.</p> <p>Recipes: stews e.g., hotpots, pies, dumplings and curry; fish e.g., fish pie, pan fried tuna with tomato and coriander salsa, Italian spaghetti with prawns; quick cooked meat e.g., chops with mixed herbs.</p> <p>Skills: preparation skills e.g., chopping, slicing, grating, peeling, mashing, beating; cooking skills e.g., roasting, frying, baking, boiling □</p> <p>Follow recipe: weights and measures e.g., use of scales, measuring jugs and spoons; oven temperatures; timings.</p>	<p>Ways to pass on information: inspire others; share recipes e.g., written, email; cook with family members e.g., children; cook for friends and family; 'cook and eat' groups; lunch clubs</p> <p>Cooking economically: meal planning, buy food in season; plan ahead; buy in larger quantities to cook and freeze e.g., mince for Bolognese sauce; use leftovers e.g., potato salad, chicken sandwich; ask advice when shopping e.g., from butcher about alternative cuts of meat.</p> <p>Recipes: puddings e.g., apple pie, bread and butter pudding; barbecue food e.g., vegetables in foil, marinated lamb kebabs; stir fries e.g., vegetable, chicken, rice; fruit eg baked apples, grilled fruit; baking eg Victoria sponge, cupcakes and muffins; chicken eg roast chicken dinner.</p> <p>Skills: preparation skills e.g., chopping, slicing, grating, peeling, mashing, beating; cooking skills e.g., roasting, frying, baking, boiling □</p>	<p>plan a nutritious two-course meal</p> <p>Planning: selecting recipes for courses e.g., starter, main course, dessert; nutrition e.g., eatwell plate (fruit and vegetables, meat, fish, eggs and beans, milk and dairy produce, bread, rice potatoes and pasta, high fat/sugar food), contribution to five a-day initiative; asking advice; timings e.g., for preparation, cooking; assembling ingredients and equipment.</p> <p>Designing a menu and invitation. Serving a meal and accommodating guests.</p> <p>Meal presentation: portion size; colour; temperature of food; relaxed atmosphere; table setting.</p>		

			Follow recipe: weights and measures e.g., use of scales, measuring jugs and spoons; oven temperatures; timings		
CEIAG SPOTLIGHT	Discussion and exploration of post KS4 college courses related to cooking. Development of skills that help prepare for a career or education in cooking	Discussion and exploration of post KS4 college courses related to cooking. Development of skills that help prepare for a career or education in cooking	Discussion and exploration of post KS4 college courses related to cooking. Development of skills that help prepare for a career or education in cooking	Discussion and exploration of post KS4 college courses related to cooking. Development of skills that help prepare for a career or education in cooking	Discussion and exploration of post KS4 college courses related to cooking. Development of skills that help prepare for a career or education in cooking
D of E	<p>Introduction to Duke of Edinburgh Award. Choose level of award, Bronze/Silver Choose each area for the 4 sections of volunteering :Undertaking services to individuals or the community/ physical: Improving in an area of sport, dance or fitness activity/ skills: Developing practical and social skills and personal interests / expedition: Planning, training for and completion of an adventurous journey.</p>	<p>Volunteering: 1hr week minimum Physical Activity: 1hr week minimum Skills : 1hr week minimum Relevant and appropriate Expedition training dependent on choices</p>	<p>Volunteering :1hr week minimum Physical Activity : 1hr week minimum Skills: 1hr week minimum Relevant and appropriate Expedition training dependent on choices</p>	<p>Consolidation of EdofE and evidence. Continued planning and training of the skills required to complete the expedition</p>	<p>Expedition. Bronze 2 day 1 night Silver 3 day 2 night</p>
CEIAG SPOTLIGHT	Developing team work, resilience and confidence. Applying these skills to work related scenarios	Developing team work, resilience and confidence. Applying these skills to work related scenarios	Developing team work, resilience and confidence. Applying these skills to work related scenarios	Developing team work, resilience and confidence. Applying these skills to work related scenarios	Developing team work, resilience and confidence. Applying these skills to work related scenarios

ICT	Computer safety, online safety. Focus on sexting, nudes, accessing and sharing indecent material, bullying, harassment, misogyny, homophobia, etc. Recap on functions of different software types.	Presenting information. Fact sheets, presentations, posters, adverts, etc. Combining text with images, logos, etc. Meet audience expectations and user needs. Link to relevant past paper questions. Examine mark schemes.	Spreadsheets – graphs incl. Labeling, =sum, +, -, *, / and other formulae. Formatting, filter, sort, fitness for purpose, worksheets within spreadsheets. Past paper questions. Sit level 1 Functional skills	Layout and content of emails. Security including strong passwords, read only, firewalls, AV software, encryption, etc. Differences between level 1 and level 2. Past papers including a level 2 mock exam.	Spreadsheets – basic functions plus min, max, average, if, count, v-lookup, autosum, labelling chart/graph, worksheet naming, validation, verification, error messages, conditional formatting. Past paper questions. Sit level 2 Functional Skills or level 1 incl. resits.
CEIAG SPOTLIGHT	Expectations of using ICT in the workplace.	Link to careers in the design, marketing, packaging, creative industries.	Spreadsheets are at the heart of the vast majority of businesses.	Digital communication has replaced traditional communication methods.	Links to careers in accountancy, budgeting, buying, selling, analysis, research, etc.
Vocational Studies	Explore the skills and behaviours needed to meet personal progression goal.	Produce a progression plan to meet intended progression goal.	Complete unit A2 coursework: Developing a Personal progression plan.	Complete unit DM6: Designing an interactive presentation.	Complete unit B10: Contribute to running an event.
CEIAG SPOTLIGHT	Assessing own strengths and weaknesses to determine suitable career options.	Be aware of opportunities beyond current level of knowledge.	Matching own aspirations with realistic options.	Be able to create visual communication tools to present information to a specific audience.	Experience working as part of a team. Understanding roles and benefits of delegation.

*All pupils follow core subjects, PE, PSD and work skills. Pupils curriculum is then personalised into a variety of academic and vocational BTEC and GCSE options based on choice, strengths and in support of post 16 transition. Certain vocational subjects are taught on a caracal.