Charlton School

Curriculum Intents & Overviews

'Building knowledge. Developing character. Inspiring futures.'

Learning Community Trust

Whole school ethos and vision

Our vision is to nurture happy, healthy young people who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain, preparing them for their next steps in education or employment, with a thirst for lifelong learning.

Our ethos is built around three core values: **Respect, Responsibility and Resilience**. We always expect all members of the Charlton community to exhibit these values. Underpinning our vision and values are our shared character virtues:

- Gratitude: feeling and expressing thanks
- Compassion: exhibiting care and concern for others
- Humility: estimating oneself within reasonable limits
- Justice: acting with fairness towards others by honouring rights and responsibilities
- Courage: acting with bravery in fearful situations
- Integrity: having strong moral principles and standing up for what you believe in
- Honesty: being truthful & sincere

Whole School curriculum Intent

The vision for the quality of education at Charlton school is to provide a high-quality education to all students, by

1. The curriculum having Ebacc at its heart
2. Students receiving learning experiences which inspire and motivate them
3. Challenging students through an ambitious curriculum to reach their full potential
4. Ensuring lessons are accessible to all students, and address gaps created due to social disadvantage and the school's local context

A spiral curriculum is developed in subject areas that ensures that teachers revisit previous learning and add new knowledge that is age/stage appropriate. Within this spiral curriculum teachers build in interleaving which allows students to revisit previous learning on a regular basis to support retrieval and long-term memory retention. Teachers should consider the following key points when planning the curriculum:

1. Teach for the content to be remembered and not just encountered.
2. Ensure that the curriculum is knowledge rich and focuses on the depth of learning and not its speed.
3. Focus on the mastery of the key building blocks within the subject.
4. Ensure that assessment points are well planned with a high priority on low stakes testing.

English Language and Literature – AQA

Intent: The English curriculum aims to inspire students' love of literature and promote high standards of literacy by equipping students with a strong command of the spoken and written word. Through a wide variety of fiction and non-fiction texts, students experience other cultures, traditions and viewpoints in preparation for adult life. Students are encouraged to express their opinions, both orally and in writing, and respond to those of others respectfully and competently.

In Years 7-9, a broad KS3 curriculum encourages students to develop the habit of reading widely and often, for both pleasure and information. They are encouraged to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

At KS4, students further build on the knowledge and skills acquired at KS3. The AQA Language and Literature specifications enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Curriculum overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Genre study – pre-1914 extracts, creative writing, and poetry enrichment.	Literary non-fiction: autobiography, biography, diaries, blogs.	The Gothic tradition: modern and pre-1914 short stories, pre-1914 poetry, and creative writing.	In the News: broadsheets, tabloids, magazines.	Shakespeare: A Midsummer Night's Dream.	Whole text study: 'Trash' by Andy Mulligan plus modern short stories.
Year 8	Whole text study: 'Animal Farm' by George Orwell and Apartheid thematic study.	Non-fiction reading and writing: presenting a point of view.	Pre-1914 fiction (short stories and extracts) and creative writing.	Shakespeare: The Tempest.	Comparative poetry study.	Contemporary drama: Face' by Ben Zephaniah.
Year 9	Exploring modern short stories.	Exploring literary non-fiction texts.	Exploring pre-1914 short stories and poetry.	Non-fiction reading and writing: presenting a point of view.	Contemporary drama: An Inspector Calls by J. B. Priestley.	Comparative poetry study: AQA Power & Conflict cluster.

Key Stage 4:

	Autumn		Spring	Summer	
Year 10	Lang: Paper 1 skills. Lit: Dr Jekyll and Mr Hyde by R. L. Stevenson		Lang: Paper 2 skills. Lit: AQA Poetry: Power & Conflict cluster	Lang: Paper 1 and 2 skills. Lit: Shakespeare – Romeo and Juliet	
Year 11	Lang: Paper 1 skills. Lit: Dr Jekyll and Romeo & Juliet revision	Lang: Paper 2 revision. Lit: Poetry revision	Lang: Paper 1 and 2 revision Lit: An Inspector Calls and Poetry revision	Lang: Paper 1 & 2 revision Lit: Paper 1 & 2 revision	

Mathematics – AQA

Intent: Our intention is to inspire and create a life-long enjoyment of Mathematics, irrespective of pupil's prior attainment, background or ethnicity. We aim to prepare and support pupils for not only the Mathematics that they will see in the wider school environment but for the mathematical challenges of everyday life that they will face when they leave Charlton. We want to provide our pupils with a high-quality education built on a solid foundation, combining subject knowledge with transferable skills to allow them to achieve to their full potential and progress onto the next stage of their education / employment.

Our curriculum provides pupils with the opportunity to become fluent in the fundamentals of Mathematics alongside a development of their problem-solving skills. A focus on numeracy skills supports progression whilst regular retrieval practice ensures that pupils are recalling and using prior knowledge to bridge gaps to new concepts. Pupils are encouraged to discuss and explain their thinking, promoting the use of Mathematical vocabulary and language. Above all, we aim to build the resilience of our pupils when solving problems, applying their knowledge and skills to a variety of routine and non-routine problems.

Curriculum overview: Key Stage 3 (White Rose)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	• Sequences • Algebraic notation • Equality & equivalence	• Place value and ordering integers • Faction, decimal and percentage equivalence	• Addition & subtraction • Multiplication • Division • Fractions & percentage	• Operations & equation • Addition & subtraction of fractions	• Construction and measuring using geometric notation • Developing geometric reasoning	• Developing number sense • Sets and probability • Prime numbers • Proof
Year 8	• Ratio & scale • Multiplicative change • Multiplying & dividing factions	• Working in the Cartesian plane • Representing data • Probability	• Brackets & equations • Inequalities • Sequences • Indices	• Fractions & percentage • Standard index form • Number sense	• Angles in parallel lines • Polygons • Trapezia • Symmetry & reflection	• Data handling cycle • Measures of location
Year 9	• Straight line graphs • Forming & solving equations • Testing conjectures	• 3D Shapes • Construction	• Numbers • Using percentages • Maths & Money	• Deduction • Rotation & translation • Pythagoras' theorem	• Enlargement & similarity • Solving ration & proportion problems • Rates	• Probability • Algebraic representation • Revision

Key Stage 4:

Foundation tier:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	• Place value, rounding & four rules of number • Simplifying expressions • Laws of indices • Expand & factorise single brackets • Angles rules inc. in parallel lines • Congruence & similarity • Angles in polygons	• Organise & represent data • Averages & spread • Fractions, decimals & percentages • Revision • End of term assessment	• Equations, identities & functions • Expand & factorise double brackets • Measuring lengths & angles • Area of 2D shapes • Transformations	• Probability • Estimation • Compound measures & units • Revision • End of term assessment	• Solve linear equations • Solve quadratic equations • Simultaneous equations • Inequalities • Area & circumference • Constructions & loci	• Proportion, ratio & percentage change • Factors, multiples, primes, powers & roots • Revision • End of year assessment
Year 11	• Straight line graphs • Distance – time graphs • Volume & surface area of 3D shapes • Revision & Mock	• Frequency diagrams & averages • Scatter graphs • Time series • Roots, indices & exact calculations • Standard Form • Revision & Mocks	• Quadratic graphs • Sketching functions • Real-life graphs • Pythagoras' Theorem • Trigonometry • Vectors • Revision & Mock	• Sets & sample space diagrams • Tree diagrams • Sequences • Compound units • Direct & inverse proportion • Growth & decay • Revision	• GCSEs and Revision	• GCSEs and Revision

Key Stage 4:

Higher tier:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	• Place value, rounding & negative numbers • Simplifying expressions inc. Laws of indices • Expand and factorise single brackets • Simplify algebraic fractions • Angle rules inc. in parallel lines • Congruence & similarity	• Angles in polygons • Representing data, averages & spread • Frequency diagrams • Fractions, decimals & percentages • Revision • End of term assessment	• Formulae & functions • Equivalence, expanding & factorising double brackets • Measuring lengths & angles • Areas of 2D shapes • Transformations	• Probability • Estimation & approximation • Unit conversion & • compound measures • Revision • End of term assessment	• Solving linear, quadratic & simultaneous equations • Approximate solutions • Inequalities • Circle formulae, constructions & loci • Circle Theorems	• Proportion, ratio & scale • Percentage change • Factors, multiples, roots & surds • Revision • End of term assessment
Year 11	• Linear & quadratic functions • Kinematic graphs • Volume and surface area of 3D shapes • Grouped frequency tables & averages • Cumulative frequency & box plots • Scatter graphs • Time series	• Roots, indices & exact calculations • Standard Form • Revision • Mock Exams	• Cubic, reciprocal, exponential & trigonometric function • Real life graphs • Gradients & areas under a curve • Equation of a circle • Pythagoras & trigonometry • Vectors • Revision & Mock	• Sets, sample space & tree diagrams • Conditional probability • Linear, quadratic & special sequences • Compound units • Direct & inverse proportion • Rates of change • Growth & decay • Revision	• GCSEs and Revision	• GCSEs and Revision

Science – AQA

Intent: The Science curriculum at Charlton aims to ignite pupils' natural curiosity, develop their understanding of the world around them and inspire them to ask questions. Our ambitious curriculum allows for mastery of science that will develop our students to be independent, self-motivated individuals that can problem-solve, analyse and evaluate, to achieve their potential and lead successful lives.

A broad KS3 curriculum encourages pupils to develop their practical and investigative skills whilst creating a deeper understanding of a range of scientific ideas. Pupils begin to see the connections between biology, chemistry and physics and become aware of some of the big ideas underpinning scientific knowledge and understanding. They are encouraged to develop their use of technical terminology when describing processes and key characteristics, building an extended specialist vocabulary.

At KS4, students further build on the knowledge and skills acquired at KS3. Pupils are taught in a way that ensure they have the knowledge to enable them to develop curiosity about the natural world, insight into working scientifically, and appreciation of the relevance of science to their everyday lives, so that pupils develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions.

Curriculum overview: Biology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**Organisms:** movement and cells		**Genes:** variation and human reproduction		**Ecosystems:** Interdependence and plant reproduction	
Year 8	**Organisms:** breathing and digestion		**Genes:** evolution and inheritance		**Ecosystems:** respiration and photosynthesis	
Year 9	**Science in the real-world transition:** Environmental science, marine biology, medicine and psychology		**Organisms:** B1 Cell Biology		**Organisms:** B2 Organisation	
Year 10	**Organisms:** B2: Organisation	**Organisms:** B3 Infection and Response		**Ecosystems:** B4 Bioenergetics	**Ecosystems:** B7 Ecology	
Year 11	**Organisms:** B5 Homeostasis and Response		**Genes:** B6 Variation, inheritance and selection		**Exam preparation**	

Curriculum overview: Chemistry

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**Matter:** particle model and separating mixtures		**Reactions**: metals and non-metals, acids and alkalis		**Earth:** Earth structure and the Universe	
Year 8	**Matter:** periodic table and elements		**Reactions:** chemical energy and types of matter		**Earth:** Climate and Earth resources	
Year 9	**Science in the real-world transition**: astrophysics, geophysics, medical physics and sound engineering		**Matter:** C1 Atomic Structure and the periodic table		**Matter**: AQA GCSE - C2 Structure and bonding	
Year 10	**Matter:** AQA C3 Quantitative Chemistry	**Reactions:** C4 Chemical changes		**Reactions:** C5 Energy changes	Matter: AQA C3 Quantitative Chemistry	
Year 11	**Earth**: C7 Organic chemistry		**Matter:** C8 Chemical analysis		**Earth:** C9 Chemistry of the atmosphere	

Curriculum overview: Physics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**Forces:** speed and gravity		**Energy**: energy costs and energy transfer		**Electromagnets:** voltage, resistance and current	
Year 8	**Forces:** contact forces and pressure		**Energy**: Work and heating and cooling		**Electromagnets:** Magnets and electromagnets	
Year 9	**Science in the real-world transition:** forensics, geology, meteorology and climatology		**Energy:** P1 Energy		**Energy and Matter:** P3 Particle model of Matter	
Year 10	**Electromagnets:** P2 Electricity	**Forces:** P5 Forces (plus, **Waves**: P6 Waves SEPS ONLY)			**Electromagnets:** P2 Electricity	
Year 11	**Waves:** P6 Waves (**Earth**: P8 Space SEPS ONLY)		**Electromagnets**: P7 Magnetism and Electromagnetism		**Exam preparation**	

History Edexcel

Intent: The History curriculum aims to inspire students to become well rounded and passionate historians, who think critically about the world around them. The purpose of the study of history is to develop students' sense of identity, understand their place in the world / how and why the world around them has changed, and the different experiences people have had in the past. By doing this, students will develop a tolerance and a world view that will provide a foundation, not just for their historical study, but also for their wider lives. We will ensure students' progress through KS3 with a broad knowledge of both local, national and worldwide events of historical significance, through substantive concepts and assess them through second order concepts. Students will therefore build on and extend their knowledge chronologically showing how events and time periods may link together, creating both depth and breadth of historical knowledge. This broad knowledge and understanding of key concepts will prepare students for their continued study at GCSE and in their further studies. At KS4, we follow the Edexcel exam board with topics chosen to enthuse students and build upon knowledge they already have in these areas, based on the foundations that have been built at KS3.

Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Who has the **power** in Medieval England**?**		What impact did the Tudor **monarchs** have on England?	What was the impact of the English **civil war**?	Why did the British **Empire** lead to an Industrial Revolution in Britain?	
Year 8	How was Britain involved in the **slave trade**?	Why did women gain the **vote** by 1928?	Why did the world go to **war** and what was its **consequences**?			
Year 9	How could the **Holocaust** have happened?	Did the abolition of slavery end **discrimination** for Black people in the USA?	How did medicine progressed C1000-present day?			
Year 10	Henry VIII and Wolsey	Henry VIII and Cromwell	Henry VIII and the reformation	Origins of the Cold War	Crisis of the Cold War	End of the Cold War
Year 11	Weimar Germany	Rise of the Nazi's	Life in Nazi Germany	Revision	Revision	

Geography – Edexcel B

Intent: Geographers at Charlton will develop a range of skills which are applicable to a range of subjects and careers. Students will be able to collect, interpret and analyse a range of data from human and physical environments and apply this information to make informed decisions and judgements. They will be able to work with complex information about the world including the relevance of people's attitudes, values and beliefs. They will increase the range and accuracy of investigative skills and advance their ability to select and apply these with increasing independence to geographical enquiry. Students should be able to interpret and critically evaluate sources to identify elements of bias and inaccuracy so that they can select reliable sources of information. Throughout their time at Charlton School students will develop an appreciation of the world they live and understand the impacts of human activity, including their own, may have on a local, regional and global scale. Through their experiences in the classroom and in the field, we aim to develop active citizens who take responsibility for their own actions and aim to make a positive difference in the world.

Curriculum overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Geographical Skills and Ecosystems (deserts)	Global Biomes (Deserts)	Urban Land use	Urban Land use/ Africa and development	African and development	Rivers
Year 8	Weather and Climate	Globalisation	Glaciation	Tectonic hazards	Environmental Geography	International Trade and Aid
Year 9	BRICS	Coasts	People and the Biosphere	Forests Under Threat	Consuming Resources	Geographical Skills and Revision. Hazardous Earth
Year 10	Hazardous Earth: Tectonics	Hazardous Earth: Climate	Development Dynamics	Development Dynamics	Challenges of an urbanising world	Challenges of an urbanising world
Year 11	River processes	Coasts	The UKs evolving physical landscape	The UKs evolving human landscape: Urban	The UKs evolving human landscape: Rural	

Modern Foreign Languages: French/German/Spanish – Edexcel

Intent: The overarching aims for our pupils are fluid communication and a broad cultural awareness in our multilingual and multicultural world. They will gain a strong phonetic knowledge to enable them to converse confidently (and pronounce new vocabulary) and a reinforcement of many literacy skills from their first language. They will learn how to manipulate grammar to allow them to personalise information and retain core phrases that can be recycled in a large number of real-life situations. Through this knowledge and confidence, they will become resilient and competent linguists who are open-minded and versatile communicators. Pupils will develop a curiosity and fascination in discovering the world and its people, as well as having an interest in travelling in order to deepen their understanding of different cultures and societies. They will develop a passion and commitment to the subject and gain an understanding of the ways in which languages are interconnected and how they play an important part in our daily lives. The invaluable communication skills and creativity developed through learning a foreign language will foster a deeper understanding and appreciation of other cultures on a local, national and international stage.

Curriculum overview (French)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	7.1 Phonics, greetings, talking about yourself		7.2 Physical descriptions, family and pets		7.3 Free time activities and opinions	
Year 8	8.1 Holidays (past / future)		8.2 Celebrations, food and drink		8.3 Going out, clothing	
Year 9	9.1 School		9.2 Jobs, future plans		9.3 Film and TV	
Year 10	10.1 Theme 1: Who am I?	10.2 Theme 1: Hobbies and free time	10.3 Theme 1: Celebrations	10.4 Theme 2: Local area	10.5 Theme 2: Holidays	10.6 Theme 2: Holidays
Year 11	11.1 Theme 3: School	11.2 Theme 4: Future aspirations, study and work	11.3 Theme 5: International and Global dimensions	Speaking Exam Preparation	Listening, reading and writing exam skills and revision	

Curriculum overview (German)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	7.1 Phonics, Introducing Myself		7.2 My Life		7.3 What's in my town and the summer holidays	
8	8.1 Holidays and Trips		8.2 My World, My Life, My Interests		8.3 Going out	
9	9.1 School		9.2 Free Time and Media		9.3 My Life and my Memories	
10	10.1 Local area; where I live: My house and my room	10.2 Local area; where I live: What I do at home and my region	10.3 Holidays: Travel and accommodation	10.4 Holidays: Eating in a restaurant and holiday disasters	10.5 Holidays: Holiday destinations, different types of holidays	10.6 Work life: Part-time jobs and work experience
11	11.1 Future plans and aspirations: career plans and pathways	11.2 Big events: Volunteering and big events	11.3 The environment: Protecting the environment, natural disasters	11.4 Speaking Exam Preparation	11.5 Listening, reading and writing exam preparation	

Curriculum overview (Spanish)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	7.1 Talking about yourself 7.2 Free time activities		7.3 School 7.4 Home		7.5 Where I live	
Year 8	8.1 Talking about yourself 8.2 Free time activities		8.3 School 8.4 Home		8.5 Where I live	
Year 9	9.1 Talking about yourself 9.2 Free time activities		9.3 School 9.4 Home		9.5 Where I live	

Physical Education – GCSE AQA and Cambridge Nationals OCR

Intent: PE at Charlton aims to encourage all students to actively engage in lifelong physical activity in roles, such as a player/performer and as a leader. We offer a broad and balanced curriculum to all students to build knowledge, develop skills and will encourage participation and competition. Our five-year learning journey develops our students' character and inspires them to lead healthy, active lifestyles and dedication to lifelong learning.
Our Core Physical Education curriculum adheres to the PE National Curriculum guidance and is designed to provide students with a broad experience across a range of sporting and fitness activities. Our curriculum intent is to provide opportunities for students to:

- Improve skill development and motor competence within in each PE activity area, building technical knowledge and providing time for high levels of repetition through practices and competitive games.
- Enhance their key knowledge and understanding of rules, strategies and tactics for a wide range of PE activities
- Experience high activity levels in every lesson and develop understanding of healthy participation and how the body works in relation to physical activity and exercise.
- Obtain accurate and detailed encouraging feedback for each sporting/fitness activity area for students to reflect on and set specific targets for improvement.
- Enhance their knowledge of the theory elements of health, fitness, and leadership which links to the GCSE PE, BTEC Sport and Cambridge National course at KS4 and our extensive Extra-curricular offer and leadership opportunities.
- Participate in our KS3 co/extra-curricular programme (including our intra-house sports competition) and provide opportunities for students of all abilities to take part in competitive sport which will support their overall emotional and social wellbeing and all-round character development through reinforcement of the school's core values and virtues which include British Values.

Our core PE curriculum for KS4 students is designed to reinforce and build upon the PE skills and knowledge acquired at KS3, developing more advanced/complex skills, and learning a higher level of tactical and technical knowledge through a range of competitive sports and activities.
In year 11 students co-construct the curriculum and choose the programme of study that would interest them the most and they would like to follow on a half termly basis. This ensures all students are given the opportunity to take part in physical activity within the sports they enjoy and supports the promotion of lifelong participation in physical activity.

Curriculum overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Fundamental Multi-skills and fitness testing – baseline assessment	Football, Fitness, Basketball / Badminton, Netball OAA team building / leadership	Rugby /Tag Rugby, Basketball / Badminton, Health & Fitness team building / leadership	Handball, Quick Sticks Hockey, Rugby / Tag Rugby, Health & Fitness	Athletics, Cricket, Rounders, Softball, Basketball Games from Different Cultures (GFDC)	Athletics, Softball, Rounders, Danish Longball, Cricket Games from Different Cultures (GFDC)
8	Basketball / Badminton, Ultimate Frisbee, and Netball, Rugby, Fitness OAA, team building / leadership	Rugby, Basketball/Badminton, Netball, Games from Different Cultures (GFDC), Fitness, OAA team building / leadership	Handball, Volleyball / Table tennis, Football, Quick sticks Hockey, Health & Fitness	Handball, Volleyball / Table tennis, Football, Quick sticks Hockey, Health & Fitness	Athletics, Cricket, Rounders, Basketball Games from Different Cultures (GFDC)	Athletics, Softball, Rounders, Danish Longball Games from Different Cultures (GFDC)
9	Basketball, Dodgeball, Netball / Handball, Football, Tag Rugby / Mixed games OAA, team building / leadership	Handball / Netball, Rugby / Tag Rugby / Mixed Games, Games from Different Cultures (GFDC) OAA, team building / leadership	Table Tennis, Fitness, Tag Rugby, Basketball Health & Fitness	Table tennis, Fitness, Football, Basketball Health & Fitness	Athletics, Rounders, Cricket Games from Different Cultures (GFDC)	Softball, Athletics, Danish long ball, Rounders Games from Different Cultures (GFDC)
10	Badminton, Table tennis, Football, Handball, GFDC GCSE PE: Paper 1 Musculoskeletal System Cambridge National: R187 Increasing awareness of Outdoor and Adventurous Activities	Badminton, Table tennis, Football, Handball, Quick Sticks Hockey. GCSE PE: Paper 1 Cardiorespiratory System Cambridge National: R187 Increasing awareness of Outdoor and Adventurous Activities	Tag Rugby, Handball, Basketball, Fitness, Netball GCSE PE: Paper 1 Health and fitness, warm-ups, cool downs. Cambridge National: R187 Increasing awareness of Outdoor and Adventurous Activities	Badminton, Handball, Basketball, Fitness, Netball GCSE PE: Paper 1 Aerobic and Anaerobic Respiration Cambridge National: R185 - Performance and leadership in sports activities	Athletics, Cricket, Rounders, Tennis GCSE PE: Paper 1 Components of Fitness and testing Cambridge National: R185 - Performance and leadership in sports activities	Softball, Athletics, Danish long ball, Rounders GCSE PE: Paper 1 Lever systems, Principles and Methods of Training Cambridge National: R185 - Performance and leadership in sports activities
11	Football, Dodgeball, Table tennis, Badminton, Fitness, Volleyball	Dodgeball, Basketball, Football (Goal zone), Fitness / Just Dance, Badminton	Football, Fitness / Just Dance, Dodgeball, Badminton, Basketball	Table tennis, Badminton, Rounders, Softball, Basketball, Football, Fitness / just dance		

GCSE Physical Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	GCSE PE: Paper 1 Musculoskeletal System	GCSE PE: Paper 1 Cardiorespiratory System	GCSE PE: Paper 1 Health and fitness, warm-ups, cool downs. Short and long term	GCSE PE: Paper 1 Aerobic and Anaerobic Respiration	GCSE PE: Paper 1 Components of Fitness and testing effects of exercise. Levers Systems, Planes and Axis of movement	GCSE PE: Paper 1 Principles and Methods of Training, Prevent Injury, Collection of data.
11	GCSE PE: Paper 2 Factors affecting participation, diet, sedentary behaviour.	GCSE PE: Media and Commercialisation, Psychology of Sport	GCSE PE: Drugs in Sport, Sporting Etiquette, Hooliganism	GCSE PE: Practical Assessment / Moderation and Coursework	GCSE PE: Revision	

Vocational Physical Education / Sport Courses

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	Cambridge National: R187 Increasing awareness of Outdoor and Adventurous Activities BTEC Sport: Unit 6 Leadership in Sport	Cambridge National: R187 Increasing awareness of Outdoor and Adventurous Activities BTEC Sport: Unit 6 Leadership in Sport	Cambridge National: R187 Increasing awareness of Outdoor and Adventurous Activities BTEC Sport: Unit 6 Leadership in Sport	Cambridge National: R185 - Performance and leadership in sports activities BTEC Sport: Unit 1 Exam Fitness for Sport and Exercise	Cambridge National: R185 - Performance and leadership in sports activities BTEC Sport: Unit 1 Exam Fitness for Sport and Exercise	Cambridge National: R185 - Performance and leadership in sports activities BTEC Sport: Unit 2 Practical Sport Unit 1 Exam Fitness for Sport and Exercise (Resit)
11	Cambridge National: R184 Contemporary issues in sport BTEC Sport: Unit 2 Practical Sport Unit 1 Exam Fitness for Sport and Exercise (Resit)	Cambridge National: R184 Contemporary issues in sport BTEC Sport: Unit 2 Practical Sport	Cambridge National: R184 Contemporary issues in sport BTEC Sport: Unit 3 Personal Fitness Programme	Cambridge National: Leadership Opportunities BTEC Sport: Unit 3 Personal Fitness Programme	BTEC Sport: Practical Sport and Unit 3 resubmissions	

GCSE PE Exam board: AQA
Cambridge National Sport Studies Exam Board: OCR
BTEC Sport Studies Exam Board: Pearson

Religious Education – Edexcel B

Intent: The RE curriculum aims to inspire students to become well rounded and informed citizens who think critically about the world around them. The purpose of the study of RE is to develop students' sense of identity, understand their place in the world and how and why societies and groups of people differ. By doing this, students will develop a tolerance and a world view that will provide a foundation not just for their religious studies but also for their wider lives. Students finish KS3 with a broad knowledge of both religious beliefs, practices and moral issues of significance in modern British society. They use a range of skills that will enhance their understanding of the world view and decision making of individuals and societies. This broad knowledge and understanding of key skills will prepare students for their continued study at GCSE. At KS4, they follow the Edexcel exam board with religions and themes chosen to engage students and build on knowledge they already have in these areas. The syllabus encompasses the following main aspects of religion: origins, core beliefs, key practices, ways of living, symbols, sources of authority and ethical responses.

Curriculum overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Tolerance & Understanding	Introducing Religion	Islam	Christianity	Christianity + Sikhism	Sikhism
8	Judaism	Rites of Passage	Leaders	Buddhism	Science & Mystery	Religion Today
9	Christian Beliefs	Muslim Beliefs	Christian Marriage	Islam: Crime & Punishment	Christian Life	Christian Life + Muslim Life
10	Muslim Life	Christian: Life & Death	Islam: Peace & Conflict	Catchup/Revision	Revision/Exams	Prejudice & Discrimination

Art – Eduqas

Intent: At Charlton, we have a broad and ambitious Art Curriculum as we believe that art is a vital and integral part of children's education. The curriculum provides them with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about and making judgement links with a wide spectrum of art in our society. Art contributes to children's personal development in creativity, independence, judgement, and self-reflection. Moreover, it enables students to develop a natural sense of wonder and curiosity about the world around them and therefore links strongly to our school values. The focus is in developing proficiency in the key elements of art through drawing, painting, printing, and sculpture, with the overall aim of developing a rigorous understanding, critical awareness and inspiration of art and design. Carefully sequenced assessment builds on 5 core concepts offering a well-balanced, consistent and coherent quality of education. Schemes provide scaffolding to ensure the needs of pupils with SEND and disadvantaged students are met and that all students make progress towards being knowledgeable in the subject of Art.
The art curriculum develops children's critical abilities and understanding of their own and others' cultural heritage through studying a diverse range of male and female artists and designers through history. Children will develop their understanding of the visual language of art with effective teaching and carefully thought-out sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, colour, pattern, shape, form, texture) will be developed by providing an accessible and engaging curriculum which will enable children to reach their full potential.

Curriculum overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Elements of Art		Superheroes and Villains		Pattern and Print	
8	Line and Pattern		Colour, shape and paint: Notting Hill Carnival		Architecture and construction	
9	Screen Printing		3D Construction		Portraits	
10	GCSE Art: Introduction to objectives and workshop support	Individual development of work following objectives AO1-3				
11	Artist in residence, preparation for final piece	Final piece mock exam	Preparation for final art exam	Final piece art exam	Close the gap tasks	

Computing, Business and iMedia

Intent: During our computer science lessons, we aim to engage students by ensuring the lessons are engaging and demanding for students. We aim to prepare the students for the modern world in which we live – the digital age. By the end of the KS3 our students want to achieve and make a difference and make progress in computing and IT. Our lessons are structured into demonstrations and student led learning so that the students can develop their computing and independent learning skills at the same time, which encourages a growth mind set. We aim for our students to be fully prepared and confident in the digital society, but also with developed problem-solving skills and strong resilience to apply to their other subject areas. In KS4 we then develop their independence further through the delivery style of the lessons, we structure the lessons to support the students with their studies when applying skills to real life contexts of their coursework. It is essential that the students have developed their resilience because this skill is essential for successful completion of the three option choices in our area. Students are exposed to a variety of opportunities that open their eyes to the world and how they can apply their knowledge from the classroom for their futures. This is a very powerful concept that enthuses awe and wonder in the students and is then directly related to the lessons back in the classroom.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**Impact of Technology** • Welcome to the computing lab • Welcome to your workstation • Respectful online communication • Presenting to an audience • Who are you talking to?	**Computational Thinking** • BEBRAS Competition • CAT TESTING Esafety Audit with Safeskills	**Networks from Semaphores to the Internet** • Computer Networks and protocols • Networks - hardware • Wired and Wireless • The Internet • Internet services • The World Wide Web	**Spreadsheets** • Getting to know spreadsheets • Quick Calculations • Collecting data • Become a Data Master - charts • Level up your data skills	**Creative Project - Minecraft Challenge** • Creative Project - Research Ironbridge • Creative Project - Design Telford bridge • Creative Project - Familiarise • Creative Project - Build • Creative Project - Review	**Programming Essentials in Scratch** • Scratch - Introduction to programming and sequencing • Scratch - Sequence and variables • Scratch - Selection • Scratch - Operators • Scratch - iteration
Year 8	**Computer Systems** • Get in Gear • Under the Hood • Orchestra Conductor • It's only logical • Thinking Machines	**Computational Thinking** • BEBRAS Competition Esafety Audit with Safeskills **Python Turtle**	**Media - Vector Graphics** • What is 3D Modelling • Making changes • Rotation and position • Making holes • Planning my own 3D model • Making my own 3D model	**Developing for the Web** • Website building blocks • Words are not enough • Taking Shortcuts • Searching the web • Tightening the web	TBC	**Introduction to Python** CodeCombat First Steps Crunching numbers At a crossroads More branches Loops Revision
Year 9	**Cybersecurity** • You and your data • Social engineering • Script kiddies • Rise of the bots • There's no place like 127.0.0.1 • Under attack	**Computational Thinking** • BEBRAS Competition Esafety Audit with Safeskills **Media Project - Graphic Images** • Bitmap • Vector • Selection • Retouching • Digital Graphic	**Business & Marketing** • Research • Questionnaire • Dragons Den • Marketing Mix • Customer Profile • Product Development • Product Feedback • Evaluation • The Pitch of the Product	**Data Science** • Delving into data science • Global data • Statistical state of mind • Data for action • Clean it up • Make a change	**Python Turtle**	**Python Next Steps**

KS4 Computer Science – Pearson

Intent: It is the aim of the department to enable students to develop skills and knowledge in Computer Science, Information Technology and Interactive Media to prepare them for a future in a world where the use of this technology is fully embodied. We wish to enthuse students to have an understanding far deeper than the interface that they currently operate. We aim to enable students to develop a love of learning for the subject and an understanding that there are no limits to their own development in programming and IT. An important life skill for anyone is to problem solve. Using the strands of computational thinking will aid learners with their Computer Science studies and, as it is embedded within everyday life activities, they will understand that they cannot run before they can walk. Students will be given guidance on how to work safely on-line so that it will be second nature to carry out all the necessary steps for their own safety as well as those around them.

Curriculum overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	Paper 1: SLR 1 Systems architecture and storage	Paper 2: SLR 7 Basic programming concepts	Paper 1: SLR 3 Data representation – part 1	Paper 1: SLR 3 Data representation – part 2	Paper 1: SLR 4 Computer networks,	Paper 1: SLR 5 Network and cyber security
11	Paper 1: SLR 6 Ethical, legal and environmental issues	Paper 2: SLR 9 Robust and secure programming	Paper 1: SLR 10 Algorithms and computational logic	Paper 1: SLR 11 Classification of programming languages		

Enterprise – Pearson BTEC Award in Enterprise

Curriculum overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	Unit 1A Exploring Enterprises		Unit 1B Explore how market research helps enterprises meet customer needs and competitor behaviour		Unit 1C Investigate the Factors for success of an enterprise	
11	Unit 3 Promotion and Finance for an Enterprise		Unit 2 Explore Ideas and Plan for a micro- enterprise and start to prepare a pitch for the micro enterprise		Completing Unit 2 Plan and Pitch for a micro enterprise.	

Enterprise & Marketing - OCR

Intent: Enterprise is an important part of the business sector and play's a major role in the UK's global economic status. Demand for employment in these areas is likely to continue to rise and expand, playing a key role in UK society. It is important that our learners develop the key transferable skills to fill these careers. The role of entrepreneurs is to help create wealth for the nation and its citizens through the creation of enterprises that innovate and grow the economy. There are nearly 5 million such businesses in the UK, employing about 14.4 million people. In 2018, small and medium enterprises contributed to £24 billion in the UK economy. Our rationale is to provide a fluid and dynamic knowledge rich KS4 option curriculum, which gives learners, access and progress to HE and beyond. Enterprise is a thoroughly interactive learning experiences, and students learn by researching and taking part in enterprise activities. Learners will be given the opportunity to develop an idea for a small enterprise activity and plan how best to set it up and fund it. Learners will work together, developing their key important skills which are useful in any industry, such as problem solving, decision making, innovation, project management, team working and communication. Our learners are also given the opportunity to plan their finances, including cash flows and how to take a product to market. Learners will also benefit from (online) guest speakers from their local community and beyond. Raising student aspirations is key, by developing key links with universities for all students. Learners can use the knowledge and skills from GCSEs generally, giving them the opportunity to apply their academic knowledge to everyday work contexts. It does not limit progression options, because the skills acquired are applicable to a range of future pathways.

Curriculum overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	UNIT RO67 Topic Area 1: Characteristics, risk and reward for enterprise 1.1 Characteristics of successful entrepreneurs 1.2 Potential rewards for risk taking 1.3 Potential drawbacks for risk taking	Topic Area 2: Market research to target a specific customer 2.1 The purpose of market research 2.2 Primary market research methods 2.3 Secondary market research sources 2.4 Types of data 2.5 Types of market segmentation 2.6 The benefits of market segmentation to a business	UNIT RO68 Topic Area 1: Market research (COURSEWORK) Develop a brand identity to target a specific customer profile	Topic: RO67 Topic Area 3: What makes a product financially viable 3.1 Cost of producing the product □ Fixed costs (costs which do not vary with output) 3.2 Revenue generated by sales of the product 3.3 Profit/loss 3.4 How to use the formula for break-even as an aid to decision 3.5 Importance of cash	Unit R068 Review whether a business proposal is financially viable - Part One Topic: R067 Topic Area 5: Factors to consider when starting up and running an enterprise 5.1 Appropriate forms of ownership for business start-ups Source(s) of capital for business start-ups and 5.3 Support for enterprise	UNIT RO68 Topic Area 4: Review whether a business proposal is financially viable - Part Two Topic Area 5: Review the likely success of the business proposal
Year 11	**Unit R069** **Topic Area 1: Develop a brand identity to target a specific customer profile** R069 – Topic Area 2: Create a promotional campaign for a brand and product R069 – Topic Area 3: Plan and pitch a proposal – Part One R069 – Topic Area 3: Plan and pitch a proposal – Part Two R069 – Topic Area 3: Plan and pitch a proposal	**R069 – Topic Area 4**: Review a brand proposal, promotional campaign, and professional pitch Topic: RO69 Resubmissions Topic: RO67 Exam Prep	**R069 – Topic Area 4:** Review a brand proposal, promotional campaign, and professional pitch Topic: RO69 Resubmissions Topic: RO67 Exam Prep	**R069 – Topic Area 4:** Review a brand proposal, promotional campaign, and professional pitch Topic: RO69 Resubmissions Topic: RO67 Exam Prep		

iMedia OCR: Level 2 Certificate

Intent: Creative iMedia will equip our pupils with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, these pupils will ultimately be creating fit-for-purpose creative media products.
Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.
Our pupils embark on their GCSE journey in Year 10 after choosing their options in Year 9. The OCR iMedia course is vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment. It equips pupils with a range of skills and provide opportunities to develop transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. The hands on approach has strong relevance to the way young people use the technology required in creative media. Pupils will have the opportunity to study a wide range of platforms which we associate with Media Studies.

Curriculum overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**R094 Visual identity and digital graphics (Mandatory Unit)** In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include: • Develop visual identity • Plan digital graphics for products • Create visual identity and digital graphics		**R094 Visual identity and digital graphics (Mandatory Unit)** In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include: • Develop visual identity • Plan digital graphics for products • Create visual identity and digital graphics		**R097 Interactive digital media** In this unit you will learn how to plan, create and review interactive digital media products. Topics include: • Plan interactive digital media • Create interactive digital media • Review interactive digital media.	
Year 11	**R093 Creative iMedia in the media industry** In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include: • The media industry • Factors influencing product design • Pre-production planning • Distribution considerations. • Examination 1 hour 30 minutes		**R093 Creative iMedia in the media industry** In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include: • The media industry • Factors influencing product design • Pre-production planning • Distribution considerations. • Examination 1 hour 30 minutes			

Dance Pearson: Award in Performing Arts with a Dance approach

Intent: The constructed Dance curriculum on offer for students at Charlton school promotes creativity and confidence. The carefully selected knowledge encourages individuality in a range of dance styles, providing young learners opportunities to work both independently and collaboratively. The curriculum is designed to promote creativity and freedom of expression developing transferable skills to be used in further education and employment. Carefully sequenced assessment builds on 5 core concepts offering a well-balanced, consistent, and coherent quality of education. There are many opportunities for students to be autonomous learners as well as teachers sharing their knowledge with their students. Large contributing factors to our curriculum are the student's enjoyment and engagement we endeavor to ensure all lessons are fun and stimulating for all. Metacognition is at the heart of our approach regularly allowing learners to revisit core concepts and make links to their own prior learning experiences. Schemes provide scaffolding to ensure the needs of pupils with SEND and disadvantaged students are met and that all students make progress towards being knowledgeable in the subject of Dance. We focus our students' learning journeys on developing students' knowledge filling in any gaps in their learning. KS3 is planned so that knowledge and understanding builds steadily between KS2 and KS4 where students are then able to follow the GCSE or BTEC qualification pathway.

<u>Curriculum overview:</u>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Basic dance actions		Into the Hoods		Superheroes	
8	Through the decades		Musicals		Madhatter's tea party	
9	All about the fight		Black lives matter		Peaky Blinders	
10	Component 1: Introduction to BTEC and shadows	Component 1: Introduction to Five Soldiers	Component 1: Summative assessment		Component 2: Preparation	
11	Component 2: Dance skills and log		Component 3: Exam choreography		Exam preparation	

Drama – Pearson: Technical Award in Performing Arts

Intent: The constructed Drama curriculum is broad and ambitious for Charlton students. The carefully selected knowledge challenges students with the application of new skills to a range of stimuli. The curriculum is designed to push students towards succeeding in drama and prepares them with sufficient knowledge and skills for future learning and employment. Through our drama curriculum, we aim to develop an understanding and love of the theatre whilst giving essential opportunities for growth and challenge. We encourage students to develop themselves as individuals and members of society exploring their own values and those of others, past and present. Our expectations are that students consistently challenge themselves and task risks in the creation and performance of drama in their lessons learning to collaborate with others, think analytically and evaluate effectively. Our curriculum is designed to give students as much opportunity as possible to participate practically both in devising and exploring texts whilst combining innovative, creative teaching approaches.

Carefully sequenced assessment builds on 5 core concepts offering a well-balanced, consistent, and coherent quality of education. These concepts are based on the fundamental skills of Expressive Arts and ensure literacy, speaking and listening skills and subject specific vocabulary are embedded into the curriculum. Metacognition is at the heart of our approach with frequent opportunities to revisit core concepts and make links with previous learning experiences. Schemes provide scaffolding to ensure the needs of pupils with SEND and disadvantaged students are met and that all students make progress towards being knowledgeable in the subject of Drama. The well-resourced and sequenced learning journey builds upon prior knowledge from key stage two identifying and closing any gaps from prior learning experiences. KS3 is planned so that knowledge and understanding builds steadily between KS2 and KS4 where students are then able to follow the GCSE or BTEC qualification pathway. Content is selected to represent the best of the performing arts including classical drama, modern texts and issue based devising topics to stimulate discussion and understanding of modern Britain.

<u>Curriculum overview:</u>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Rose Blanche (Right wing radicalisation)		Melodrama and Pantomime: Cinderella (abuse and neglect)		Blood Brothers (neglect and depravation)	
8	Shakespeare: Macbeth		Refugee Boy Devised Piece (CCE)		Performance Style and convention: Musical Theatre	
9	Noughts and crosses		Explore the Arts as an audience member		Into to Practitioner's: Performance style and convention	
10	BTEC Component 1: Blood Brothers, Frankenstein And Curious incident of the dog in the night		BTEC Component 1: Summative assessment		Component 3 mock	
11	BTEC component 2: Page to stage/acting skills		Component 3 exam devising		Exam preparation	

Music – Pearson

Intent: The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as weekly choirs, various concerts and performances, the learning of instruments, and the joining of musical ensembles. The constructed Music curriculum at Charlton School challenges students to think, act and speak like those working in the field. The carefully selected knowledge challenges our students to not only understand different styles and genres of music but requires them to explore, discuss and demonstrate this understanding in creative ways. Carefully sequenced assessment builds on 5 core concepts offering a well- balanced, consistent, and coherent quality of education. These concepts are based upon the fundamental skills of Expressive Arts and embed challenge, metacognition, memory techniques and literacy into our departmental curriculum. Schemes provide scaffolding to ensure the needs of disadvantaged young learners and those with SEND make progress towards being knowledgeable in Music. The KS3 curriculum is planned to allow students to collaborate mindfully, build knowledge where there are gaps and develop understanding steadily between KS2 and KS4 where students are then able to follow the BTEC qualification pathway. Within this pathway, students can opt for a more traditional route of performance and composition, or a more technical route of live sound, sequencing, and music production. All our learners are challenged and stretched by an expectation that they can justify their opinions using musical understanding. We build the cultural Capital of our students by teaching themes in context – exposing them to influences and traditions from many different cultural and historical contexts, including that of modern Britain.

Curriculum overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Elements of Music		African drumming		Instruments of the orchestra	
8	The Blues		Minimalism and Music for advertisements		Samba stomp and classroom concert	
9	Music for film		Old into new		Musical futures: what makes a good song	
10	Component 1: Exploring music products and styles		Component 1: Summative assessment and moderation		Component 2: Music skills development	Component 2: Music skills development Component 3: Responding to a commercial music brief
11	Unit 1: January exam Unit 2: Managing a Music product		Unit 2: Managing a Music product		Exam preparation and moderation	

Design and Technology

The curriculum includes formal teaching through subject areas and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. The DT curriculum is planned to enable all students to develop skills in the following areas:

- To develop an understanding of health and safety within a range of DT areas.
- To gain a range of practical DT skills.
- To understand the importance of a healthy diet.
- To gain a wider understanding of the world around us and the impact people and products can have on this.

Throughout our programmes of study, every attempt is made to make explicit links to careers and the world of work. In addition to subject specific links, we aim to explicitly reinforce the skills and aptitudes which employers say are important in the workplace:

- Resilience (Aiming High, Staying Positive, Learning from Mistakes)
- Collaboration (Teamwork Leadership Communication)
- Creativity (Originality, Problem Solving, Independent Study)

Key stage 3 overview:

	Project 1	Project 2	Project 3	Project 4
Year 7	Resistant Materials: Gonk - Metalwork Sculpture	Art Textiles: Ugly doll	Resistant materials: Store in style: Pine storage box	Food and nutrition: Culinary basics
Year 8	Product design: Time design: Laser Cut clock	Resistant materials: MP3 Speaker	Art textiles: Creative patchwork cushion cover	Food and nutrition: Pop up kitchen
Year 9	Product design: Pewter Casting	Resistant materials: Comb join box	Art textiles: Under the sea	Hospitality and catering introduction

Engineering and Design – OCR Cambridge National Level 1/2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**R105:** Design briefs, design specifications and user requirements LO1: Understand the design cycle and the relationship between design briefs and design specifications	**R105:** Design briefs, design specifications and user requirements LO2: Understand the requirements of design specifications for the development of a new product LO3: Know about the wider influences on the design of new products	**R106**: Product Analysis and Research LO1: Know how commercial production methods, quality and legislation impact on the design of products and components LO2: Be able to research existing products	**R106:** Product Analysis and Research LO3: Be able to analyse an existing product through disassembly	**R105:** Revision/Exam Prep Students take R105 Exam (First attempt)	**R107**: Developing and Presenting Engineering Designs LO1: Be able to generate design proposals using a range of techniques
Year 11	**R107**: Developing and Presenting Engineering Designs LO1: Be able to generate design proposals using a range of techniques. LO2: Know how to develop designs using engineering drawing techniques and annotation.	**R107**: Developing and Presenting Engineering Designs LO3: Be able to use Computer Aided Design (CAD) software and techniques to produce and communicate design proposals.	**R108**: 3D Design Realisation LO1: Know how to plan the making of a prototype. LO2: Understand safe working practices used when making a prototype.	**R108**: 3D Design Realisation LO3: Understand safe working practices used when making a prototype. LO4: Be able to evaluate the success of a prototype.	**R105:** Revision/Exam Prep Students take R105 Exam (Final attempt)	

Hospitality and Catering WJEC A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**Unit 1: The Hospitality & Catering Industry.** LO1 Understand the environment in which hospitality & catering providers operate.	**Unit 1: The Hospitality & Catering Industry.** LO2 Understand how hospitality & catering provision operates.	**Unit 1: The Hospitality & Catering Industry.** LO3 Understand how hospitality & catering provision meets health & safety requirements.	**Unit 1: The Hospitality & Catering Industry.** LO4 (4.1 & 4.2) Know how food can cause ill health.	**Unit 1: The Hospitality & Catering Industry.** LO4 (4.3, 4.4 & 4.5) Know how food can cause ill health.	**Unit 1: The Hospitality & Catering Industry.** LO5 Be able to propose a hospitality & catering provision to meet specific requirements.
Year 11	**Unit 2: Hospitality & Catering in Action** LO1 (1.1, 1.2 & 1.3) Understand the importance of nutrition when planning menus	**Unit 2: Hospitality & Catering in Action** LO1/2 (1.4, 2.1 & 2.2) Understand the importance of nutrition when planning menus. Understand menu planning	**Unit 2: Hospitality & Catering in Action** LO2 (2.3 & 2.4) Understand menu planning	**Unit 2: Hospitality & Catering in Action** LO3 (3.1,3.2 & 3.3) Be able to cook dishes	**Unit 2: Hospitality & Catering in Action** LO3 (3.4 & 3.5) Be able to cook dishes	

Textiles – AQA Art and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	AO4: Present a final piece AO2: Refine work by experimenting. Fashion Design Project Flora and Fauna Looking at the work of fashion designers Creating a portfolio of fashion designs	AO1: Develop ideas through research Portrait project Looking at the work of portrait artists Creating work in the style of artists	AO2: Refine work by experimenting AO4: Present a final piece Personal portfolios experimenting with different textile techniques presenting the work in sketchbook form	AO1: Develop ideas through research Personal Portfolios This is where students refine their own style and theme. Independent work	AO4: Present a final piece Mock Exam Preparation With mock exam taking place at the start of Summer 2	AO3: Record ideas using observational drawings and explanation Mock exam Personal portfolios are refined, and evaluation and the narratives are told of the creative journey and inspiration that the students have been on.
Year 11	AO1: Develop ideas through research Students select a theme. Then the students select two artists that relate to the theme they have selected. They research and complete work in the style of the artists.	AO3: Record ideas using observational drawings and explanation The students then combine the two artists to create their own unique work This is then used in the 10-hour mock exam	AO1: Develop ideas through research The exam board set a task which the students then research and create experimental creative work for. This is the preparation for their Final GCSE exam.	AO2: Refine work by experimenting Continue with exam preparation Write artists statement explaining the narrative of the body of work	AO4: Present a final piece Final GCSE 10-hour exam. Presentation of portfolio work ready for submission for the final GCSE mark	

Health and Social Care – OCR Cambridge National Level 1/2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**RO22: Mandatory Unit** Communicating and working with others in health, social care and early years settings	**RO22: Mandatory Unit** Communicating and working with others in health, social care and early years settings	**Assignment RO22:** Communicating and working with others in health, social care and early years settings	**RO31: Optional Unit** Using basic first aid procedures	**RO31: Optional Unit** Using Basic first aid procedures	**Assignment RO31:** Using basic first aid procedures
Year 11	**RO21: Mandatory Unit (External examination)** Essential Values of Care for use with individuals in care settings	**RO21: Mandatory Unit (External examination)** Essential Values of Care for use with individuals in care settings	**Exam: January Series: RO21** **RO29:** Optional Unit: Understanding the nutrients needed for good health	**RO29: Optional Unit** Understanding the nutrients needed for good health **RO29:** Understanding the nutrients needed for good health	Controlled Assessment Coursework Assignment **RO29:** Understanding the nutrients needed for good health Resit opportunity in June for RO21 External Exam.	