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|  | Topic | Big Ideas | Essential questions | Assessment |
| English GCSE + Functional skills English | **Reading skills:**  **20th or 21st century fiction and 19th,20th  or 21st century non-fiction**  **Writing Skills:**  **Produce creative and transactional texts**  **English Speaking and Listening Endorsement**  *Functional Skills English*  *(Taught alongside GCSE, as the same skill sets are used)* | **Texts:**   * **Identify and interpret information with evidence** * **Identify and interpret Themes** * **Identify and analyse structure and language devices** * **Evaluate the given text** * **Compare set texts** * **Write for a range of audience and purpose** * **Prepare and deliver a presentation on a topic of student choice**   • *Retrieve information from a text*   * *To understand vocabulary choices* * *To plan and respond a range of non-fiction texts* * *To practice computer literacy skills* | **How does the writer use structure and language to create effect, and convey purpose?**  **How can you analyse a text for its successful engagement with the reader?**  **What makes an impressive piece of writing**?  What makes an interesting topic?  Can I prepare and deliver a presentation to interest my listener?  *Can I retrieve the correct information from a text to answer a given question?*  *Can I compare 2 – 3 texts for similarities and differences?*  *Do I know how to use a computer keyboard to ensure correct SPaG?* | **AQA English language**  **Paper 1 Fiction and Imaginative reading and writing.**  **Paper 2 Non-fiction reading and transactional writing (50%)**  AQA GCSE English SLE assessment  *On-line or paper-based English Functional skills assessments* |
| Maths + Functional skills Maths | **Column/grid methods.**  **Factors/primes**  **Multiples of a number.**  **Product of prime**  **Solving calculations Estimation.**  **Frequency tree**  **Place value**  Functional Skills Maths  (Taught alongside GCSE, as the same skill sets are used) | **• Recalling basic concepts**  **• Strategies to find LCM/HCF**  **• Learning associated rules for**  **rounding**  **• Completing frequency trees**  To explain the value of a given  number  • Solve column addition,  subtraction, multiplication  and division  • To find fraction of quantity  • To find and use percentages  • To use formula to calculate  compound interest. | **Grade 1 – 2**  **Can I demonstrate how to = - / x using column/grid methods?**  **Can I list factors/primes?**  **Can I list product of prime/ LCM /HCF?**  **Can I estimate when solving calculations?**  **Can I list outcomes and complete a frequency tree?**  **Can I recognise and list the values of a given number (place value)?**  *Grade 3 – 4*  *Can I change fractions into standard form and vice versa?*  *Can I work out percentage of amount/ percentage change/ increase and decrease percentages?*  *Can I find product of prime from a given number including LCM and HCF?*  *Can I simplify ratio/ I can share using ratio?*  *Can I find the nth term in a sequence?* | **In class assessments**  Teacher observation and evaluation  On-line or paper-based Functional skills assessments |
| Science GCSE | **Cell biology and Organisation** | * **Using a microscope to observe cells** * **Explore the differences between plant and animal cells** * **Chromosomes** * **How and why body cells divide** * **Stem cells** * **Diffusion and osmosis** | **Can I use a microscope correctly?**  **Can I explain how cells are adapted to their function?**  **Can I describe what a chromosome is and where they are found?**  **Can I define stem cell, term diffusion and osmosis?** | **AQA Biology GCSE 4.1**  **Complete 5 required practical assessments** |
| Core Plus | **English**  **Maths**  **Science**  **Support** | * **Fiction and non-fiction writing skills** * **Functional skill reading strategies** * **Range of math areas to support 1:1 learning – to diminish the differences**   **• Science intervention** | **How can we support students to catch up on missed learning?**  **What skills are needed to build confidence in learning?** | **Linked to core subjects.** |
| Reading programme | **Explore ways of reading** | **• To explore barriers to reading**  **• Fact and opinion**  **• Inference**  **• Visualising texts** | **What interests/disinterests you in reading?**  **Do I know the difference between fact and opinion?**  **Do I understand inference?**  **Can I visualise what I am reading?** | **Linked to English GCSE** |
| Art GCSE | **Introduction to GCSE Art full course (120 GLA) Component one** | * **Formal Elements** * **Collage, mind mapping, mono printing, stencilling, still life** * **Experimental work** * **Lino and mono printing** * **Artist research** * **Abstract portrait artists** | **Can I develop and experiment with a range of different mediums?**  **Can I research an artist to inspire my work?**  **Can I evaluate my own and other’s work?** | **Edexcel assessment. A01-A04 objectives.**  **Written and verbal feedback** |
| Sports ED | **Healthy Lifestyle** | **• AP1 research**  **• AP2 discussion on assisting**  **others to maintain a healthy**  **lifestyle** | **Do I know the factors that impact on my lifestyle?**  **Do I know how to gain information about healthier living?**  **Could I assist another person about healthy living?** | **EXECEL: BTEC Qualification**  **Pass**  **Merit**  **Distinction** |
| Fitness | **LEVEL 2 BTEC Fitness Leader** | **• Skills, qualities and responsibilities associated with successful sports leadership**  **• Planning and leading activities**  **• Strengths and areas for improvement**  **• Leading of a sports event** | **Do I know the skills, qualities and responsibilities associated with successful sports leadership?**  **Am I able to plan and lead an activity session?** |  |
| BTEC Teambuilding | **Teamwork and communication Skills**  **Effective communication methods of instruction**  **SD**  Adventurous outdoor activities  **CC** | * **Teamwork skills and the importance of those skills** * **Communication skills** * **The qualities of a good instructor** * **Activity Organisations** * **Benefits and factors or outdoor activity** | **What is the purpose and importance of teamwork and communication skills?**  **Can I explain the effectiveness of different communication methods?**  **Can I describe a range of adventurous activities?**  **Do I understand the safety aspects and the impact on the environment?** | **BTEC Level 2 qualification**  **Q and A** |
| BTEC Enterprise | **Introduction to BTEC Level 2 Award on Working Skills.** | * **Understand “enterprise” and**   **“Entrepreneurial qualities”**  **Use creative thinking skills/blue sky thinking to create an idea for an Enterprise Activity.**   * **Starting your own business** | **Starting up your own business –what ideas do you have?**  **What makes a good business name and logo?**  **What are the roles and responsibilities?**  **Research your competitors.**  **Research your customers’ needs**  **How can you manage risk in your business?**  **Costs and Pricing.**  **Manage finances and record profit and loss when running an enterprise activity** | **Record of observations**  **Assignments**  **BTEC criteria work** |
| Food Technology | **Introduction to BTEC Food**  **Hygiene and food safety** | * **Personal hygiene in the kitchen** * **Understanding the hazards** * **Using equipment correctly and safely** * **Food storage and food poisoning** | **Do I know the risk areas in a kitchen?**  **Can I work safely in a kitchen?**  **Do I know what food poisoning is and how can it be prevented?**  **Can I fill a fridge correctly and understand the temperatures?**  **Can I make a range of dishes suitable for a charity event?** | **BTEC Level 2 qualification.**  **Portfolio assessment of observations and completion of worksheets.** |
| Employability | **Career planning & application forms**  **Unit 405**  **(Groups A1, A3, B1)**  **Searching for a Job**  **Unit 408**  **(Option groups)** | * **Career information and guidance** * **Where to find impartial advice** * **Producing a career action plan** * **College courses** * **Research careers advice and job vacancies** | **Do I know where to go for advice about careers?**  **Do I know the qualifications I need for specific and if I am taking those subjects?**  **Do I know what to put in a CV?**  **Can I complete an application form for college?**  **Do I know how to prepare for an interview?** | **City & Guilds Employability**  **Unit 405 (3 credits)**  **CV/application form/mock interview.** |
| Personal development | **Alcohol Awareness**  Unit 526 Alcohol Awareness | * Alcohol and the law * The differences and strengths in soft and alcoholic drinks * The effects of alcohol and alcohol poisoning * Support and guidance | Do I know the difference between soft drinks and alcohol?  Do I know the laws relating to alcohol consumption?  Do I know the effects alcohol can have?  Do I know where to go to for advice? | Completion of areas of The City & Guilds Employability course |
| Esports | **Esports** | **Collaborative gaming**  **VR Headsets**  **Safety in gaming** | **Do you use a VR Headset?**  **Do you play on-line with others?**  **Do you know how to keep yourself safe on-line?** | **N/A** |
| Life Skills | **Lessons for living** | **• Credit and debit cards**  **• Budgeting**  **• Homelessness**  **• Black history**  **• Mental health**  **• Health services** | **Do I know the difference between a debit and a credit card?**  **Do I understand the importance of having a budget?**  **Do I know where to go if I am homeless?**  **Do I know why we celebrate Black history month?**  **Do I now where to get support for mental health issues?**  **Am I aware of the health services available?** |  |
| Princes Trust | **Project based learning**  **Managing Money** | **• Preparing and maintaining an**  **allotment**  **• List resources**  **• Budgeting**  **• Stock control**  **• Financial services**  **• Advantages of saving money**  **• Advantages of borrowing**  **money**  **• Different ways to be paid for**  **work**  **• Deductions from earnings**  **• Budgets** | **Do I know how to plan a project?**  **Can I identify weeds from plants?**  **Do I know how to improve soil condition?**  **Do I know how to prepare the garden after summer?**  **Do I know which vegetables to grow in the winter?**  **Do I know what services are** **offered by banks and building societies?**  **Do I know the advantages of saving money, and borrowing money?**  **Do I know the different ways I can be paid?**  **Do I understand the deductions from earnings?**  **Do I know how to budget?** | **Observation and self-reflection** |
| Textiles | **Exploring natural forms in fabric prints.** | **• Exploring artists to inform**  **work**  **• Exploring colour, line, shape**  **and form.**  **• Ink wash**  **• Use and safety of the sewing**  **machine.** | **Can I explain what natural forms are?**  **Can I research artists to inform my work, with a focus on colour, line, shape and form?**  **Can I use ink wash?**  **Do I know how to use the sewing machine correctly and safely?** | **Observation and self-reflection** |
| Mind-set | **To enable pupils to learn-discuss issues surrounding mental health- including stereotyping/stigmas** | **• Looking at the different mental**  **health difficulties – Emotional**  **/Neuro-developmental –**  **conduct disorders**  **•** **The neuro developmental**  **process of the teenage brain**  **and how this affects**  **adolescence**  **• 3 risk and protective factors –**  **Individual- Social-**  **Environmental** | **Do you know what is meant by the term MIND SET?**  **Do you know how negative and positive thoughts affect us?**  **Pupils will explore the topic of negative /positive thoughts.**  **Do you know how to support a healthy mind?** | **This is a non- accredited course which will benefit the wellbeing of pupils at KS4** |
| Fire and Rescue | **Functions and responsibilities of the fire and rescue service** | **• Structure, functions and**  **responsibilities of the fire**  **and rescue service**  **• How anti-social behaviour**  **affects the service and**  **community**  **• Hazards and risks**  **• Safety control measures**  **• Appliances and equipment** | **Can I describe the structure, functions and responsibilities of the fire and rescue service?**  **Do I know how antCi-social behaviour can affect the fire and rescue community?**  **Can I identify hazards and risks?**  **Can I describe safety control measures in place to reduce risks?**  **Can I identify appliances and equipment?** | **Evaluating and monitoring out comes, applying relevant skills.**  **Q and A at end of each session** |
| Duke of Edinburgh | **Introduction to the**  **Duke of Edinburgh Award** | **• Understanding the four**  **elements**  **• Effective teamworking**  **• Camping skills** | **Do I know what I have to cover for the award?**  **Can I work as a team in planning and contributing to ideas?**  **Do I know the skills needed for camping?** | **Duke of Edinburgh Award** |
| Modern Foreign Languages | **Speaking and listening**  **Reading**  **Writing**  (Lessons available as and when required) | **• To be able to speak about a**  **topic**  **• To explore the present tense**  **and verb endings**  **• To write about a topic of their**  **choice** | **Can I talk about myself in my chosen MFL?**  **Can I give an opinion about a subject?**  **Do I understand present tense verb endings?** | **SAMS AT2 Photocard** |