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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** |