



*'Individual Growth, Individual People'*

Head Teacher: Mrs M A Tyers

## KS4 A

### ASDAN Unit Key

- Section A (shorter challenges)

PSHE – 4 challenges = 10 hours (1 credit)

Science – 4 challenges = 10 hours (1 credit)

= Section B (longer challenges)

PSHE – 1 challenge = 10 hours (1 credit)

Science – 1 or 2 challenges over 10 hours (1 credit)

	Autumn A	Spring A	Summer A
English	WSP Non-Fiction – instructions/recounts/explanations AQA Entry Level GCSE Follow accreditation syllabus	WSP Fiction – inc comics AQA Entry Level GCSE Follow accreditation syllabus	WSP Key Skills – focus on areas that need consolidation AQA Entry Level GCSE Follow accreditation syllabus
Maths	WSP Number and Using and Applying AQA Entry Level GCSE Follow accreditation syllabus	WSP Number and Problem Solving/ Data Handling AQA Entry Level GCSE Follow accreditation syllabus	WSP Number and Shape and Space AQA Entry Level GCSE Follow accreditation syllabus
RSE SOLAR	Mental well-being (6 hours) Respectful relationships (6 hours)	Internet Safety and harms (6 hours) Online and media (4 hours)	Intimate relationships (6 hours) Respectful relationships (6 hours)
PSHE (ASDAN challenges) RSE curriculum content	<b>Mental Well-being</b> Module 1 - Emotional well-being Section A challenges 2, 4, 6 (7.5 hours) <b>Respectful relationships</b> Module 7 - Respectful relationships Section A challenges 3, 5 (5 hours)	<b>Internet Safety and harms/Online and media</b> Module 3 – Social media Section A challenges 1, 2, 3, 4, 5 (12.5 hours)	<b>Intimate relationships</b> Module 6 – Sexual health Section A 1, 2, 3, 4, 5 or Section B Challenge 1 (10 hours) Module 7 – Respectful relationships Section A challenge 2 (2.5 hours)

Science (ASDAN challenges)	<b>Module 2 - Forces and motion</b> Building the tallest tower using spaghetti and plastercine Building structures as a group	<b>Module 1 - Human machine</b> Reaction speed and age correlation Hand eye co-ordination OR <b>Module 6 - Performance in sport</b> Measuring lung volume Measuring pulse rate Wearing trainers vs socks – impact on speed Testing strength	<b>Module 4 – Biological challenges</b> Identifying animals under threat Survey on local trees Germinating seedlings Interview environment expert (Jim from local council)
Life Skills	To be at least one lesson a week using the life skills booklets as a guide and included in all subject teaching as appropriate.		
Foundation subject key skills (taken from NC)	<b>DT</b> Design <ul style="list-style-type: none"> <li>Identify and solve their own design problems and understand how to reformulate problems given to them</li> <li>Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools</li> </ul> Make <ul style="list-style-type: none"> <li>Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture</li> </ul> Evaluate <ul style="list-style-type: none"> <li>Analyse the work of past and present professionals and others to develop and broaden their understanding</li> <li>Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups</li> </ul> Technical Knowledge <ul style="list-style-type: none"> <li>Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions</li> </ul>	<b>Art</b> <ul style="list-style-type: none"> <li>to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>to use a range of techniques and media, including painting</li> <li>to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul>	<b>Geography</b> Geographical skills and fieldwork <ul style="list-style-type: none"> <li>build on their knowledge of globes, <b>maps</b> and atlases and apply and develop this knowledge routinely in the classroom and in the field</li> <li>interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</li> <li>use Geographical Information Systems (GIS) to view, analyse and interpret places and data</li> <li>use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</li> </ul> Human and physical geography <ul style="list-style-type: none"> <li>human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</li> </ul>
Computing	<b>Data Handling (link to Science Module 2)</b> Creating charts and graphs to record science investigation results	<b>Communication (link to PSHE Module 3)</b> Email/online contact forms/contact via social media E Safety – social media	<b>Satellite imagery (link to Science Module 4)</b> Using google maps to study targeted area
Careers	See above	Career Development Explore different types of business and key ideas about careers	My Work Related Learning Know how to make plans and decisions and develop skills

RE	<p><b>2.1 Beliefs and Questions:</b>          What difference does it make to be a Christian?          How do Christians' beliefs impact on their lives?</p> <p>Stories and celebrations about Christmas, harvest etc          Stories and beliefs about creation, God, community, commitment to humanity etc</p> <p><b>Christianity</b></p>	<p><b>2.9 Inspirational people in today's world.</b>          What can be learned from leaders and inspirational people in today's world?</p> <p>Examples of those who serve local community, world famous leaders past and present eg Mother Teresa, Martin Luther King, William Booth, Dr Hany El Banna,</p> <p><b>Religions – any</b></p>	<p><b>2.4 Inspirational people from the past:</b>          What can we learn from inspiring people in religious texts and history of religion?</p> <p>Eg Abraham, Joseph, Moses, Esther, Jesus and his teachings (in the gospels) Muhammed (PBUH) and Islamic history</p> <p><b>Judaism, Christianity, Islam</b></p>
PE (key skills taken from NC)	<p><b>Invasion Games (badminton, basketball, cricket, football)</b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>• analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p><b>Dance/ Movement</b></p> <ul style="list-style-type: none"> <li>• perform dances using a range of movement patterns</li> <li>• perform dances using advanced dance techniques within a range of dance styles and forms</li> <li>• analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p><b>Athletics, Net and Wall Games</b></p> <ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</li> <li>• analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>
Vocational (Lifeskills Challenge accreditation)	<p>DT          Life Skills          Craft          Fitness          Wildlife?          Work Experience/ Horticulture?          Art          Bike Maintenance          Health and Beauty</p>	<p>DT          Life Skills          Craft          Fitness          Wildlife?          Work Experience/ Horticulture?          Art          Bike Maintenance          Health and Beauty</p>	<p>DT          Life Skills          Craft          Fitness          Wildlife?          Work Experience/ Horticulture?          Art          Bike Maintenance          Health and Beauty</p>
Enrichment	<p>Craft          Fitness          Drama          Music          Sensory</p>	<p>Craft          Fitness          Drama          Music          Sensory</p>	<p>Craft          Fitness          Drama          Music          Sensory</p>

Educational Visits			