



Individual Growth, Individual People'

Head Teacher: Mrs M A Tyers

KS4 A

	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/ HE (Citizenship)	Mental wellbeing (see RSE document for more detail) Emotions/ Wellbeing/ Peer Pressure	Families and people who care for me/ Caring friendships (see RSE document for more detail) Interactions/ Relationships	Respectful relationships/ being safe (see RSE document for more detail) Interactions/ Relationships
Science AQA – Entry level SOLAR	Biology Component 1 – The Human Body Parts of the body, organs, digestive system Skeleton, muscles Healthy body, heart beat Lifestyle/ Illnesses	Physics Component 5 – Energy, forces and the structure of matter Different types of energy Energy resources (renewable/ non-renewable) Forces (push/pull, friction) Speed and stopping distances	Chemistry Component 3 – Elements, mixtures and compounds Materials (metals) Solids, liquids and gases Separating mixtures
Foundation subject key skills (taken from NC)	DT Design <ul style="list-style-type: none"> Identify and solve their own design problems and understand how to reformulate problems given to them Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations 	Art <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 	Geography Geographical skills and fieldwork <ul style="list-style-type: none"> build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial

	<p>and computer-based tools</p> <p>Make</p> <ul style="list-style-type: none"> Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture <p>Evaluate</p> <ul style="list-style-type: none"> Analyse the work of past and present professionals and others to develop and broaden their understanding Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups <p>Technical Knowledge</p> <ul style="list-style-type: none"> Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions <p>Sewing</p>		<p>and satellite photographs</p> <ul style="list-style-type: none"> use Geographical Information Systems (GIS) to view, analyse and interpret places and data use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. <p>Human and physical geography</p> <ul style="list-style-type: none"> 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
Computing	<p>Online safety / Communication</p> <p>Email/online contact forms/contact via social media</p> <p>E Safety – social media</p> <p>Online Safety/ ICT</p>	<p>Data Handling</p> <p>Creating charts and graphs to record science investigation results</p> <p>ICT</p>	<p>Satellite imagery</p> <p>Using google maps to study targeted areas</p> <p>ICT</p>
Careers	<p>Personal strengths / Skills for learning</p> <p>(see careers and skills for success document for more detail)</p> <p>Work Skills/ Own Skills</p>	<p>Managing pressure</p> <p>(see careers and skills for success document for more detail)</p> <p>Emotions</p>	<p>Preparing for adulthood</p> <p>(see careers and skills for success document for more detail)</p>
RE	<p>Unit 6:1 Wisdom and Authority</p> <p>What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life</p> <p>Christianity, Hinduism, Islam, Judaism</p> <p>Social Relationships</p>	<p>Unit 6:2 Religion, worldview, family and community</p> <p>What contributions do religions make to local life? How can we make this a county of tolerance and respect?</p> <p>Christianity, Islam, Hinduism, non-religious worldviews</p> <p>Social Relationships</p>	<p>Unit 6:3 Beliefs in action in the world</p> <p>How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p> <p>Christianity and the idea of being “spiritual but not religious”.</p> <p>Social Relationships</p>
PE (key skills taken from NC)	<p>Invasion Games (badminton, basketball, cricket, football)</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 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 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] analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best 	<p>Dance/ Movement</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns perform dances using advanced dance techniques within a range of dance styles and forms analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best 	<p>Athletics, Net and Wall Games</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

<p>Vocational (Lifeskills Challenge accreditation)</p>	<p>DT Life Skills Art and Craft Fitness Work Experience/ Horticulture Art Health and Beauty Dance Drama Computing</p>	<p>DT Life Skills Art and Craft Fitness Work Experience/ Horticulture Art Health and Beauty Dance Drama Computing</p>	<p>DT Life Skills Art and Craft Fitness Work Experience/ Horticulture Art Health and Beauty Dance Drama Computing</p>
<p>Enrichment/ Real Life Experiences</p>	<p>Gallery visits Using local sports facilities Visiting local bike shops Visiting local salons Work experience in local parks/ allotments Chat from PC Nick (online safety) MENCAP support Talks from local business people (careers) Visit to local church/ place of worship</p>	<p>Gallery visits Using local sports facilities Visiting local bike shops Visiting local salons Work experience in local parks/ allotments Visit local power stations/ renewable energy sources Watch dance performances/ dance workshop Chat from health professionals (GPs, nurses etc) Talks from leaders of local community (parish council etc)</p>	<p>Gallery visits Using local sports facilities Visiting local bike shops Visiting local salons Work experience in local parks/ allotments Visits and talks from health professionals Field study work – reading maps Litter picking and environment in local area Using local sports facilities/ visiting coaches</p>