



# *Individual Growth, Individual People'*

Head Teacher: Mrs M A Tyers

## KS4 B

	<b>Autumn B</b>	<b>Spring B</b>	<b>Summer B</b>
English	WSP Poetry/Moral stories (link to safeguarding) <b>Teaching points within stories – fairy stories provide interesting issues</b> AQA Entry Level GCSE Follow accreditation syllabus	WSP Plays – inc film scripts 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 Problem Solving/ Data Handling AQA Entry Level GCSE Follow accreditation syllabus	WSP Number and Using and Applying AQA Entry Level GCSE Follow accreditation syllabus	WSP Number and Shape and Space AQA Entry Level GCSE Follow accreditation syllabus
RSE/ HE (Citizenship)	<b>Internet safety and harms/ Online relationships</b> (see RSE document for more detail) <b>Online Safety</b>	<b>Physical health and fitness/ Healthy eating/ Drugs, alcohol and tobacco</b> (see RSE document for more detail) <b>Lifestyle/ Tobacco/ Drugs/ Alcohol/ Law</b>	<b>Health and prevention/ Basic first aid Changing adolescent body</b> (see RSE document for more detail) <b>Illness/ Puberty</b>
Science AQA – Entry level SOLAR	<b>Biology</b> <b>Component 2 – Environment, evolution and inheritance</b>  The sun as a source of energy Animal and plant adaptation Food chain Environmental changes (pollution)	<b>Physics</b> <b>Component 6 – Electricity, magnetism and waves</b>  Electric circuits Electrical appliances Magnets	<b>Chemistry</b> <b>Component 4 – Chemistry in our world</b>  Acids Volcanoes Oil Water (salt/drinking)
Foundation subject key skills	<b>DT</b> Cooking and Nutrition <ul style="list-style-type: none"> <li>understand and apply the principles of nutrition and health</li> </ul>	<b>History</b> Challenges for Britain, Europe and the wider world 1901 to the present day (space exploration) <ul style="list-style-type: none"> <li>social, cultural and technological change in post-war British society</li> </ul>	<b>Geography</b> 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</li> </ul>

	<b>Lifestyle/ Snacks</b>	<ul style="list-style-type: none"> <li>Britain's place in the world since 1945</li> </ul>	<ul style="list-style-type: none"> <li>sectors; and the use of natural resources</li> <li>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</li> </ul>
Computing	<b>Research and internet skills (link to PSHE Module 2)</b> Link to researching structures <b>ICT</b>	<b>Film making (link to PSHE Module 4&amp;5/ Science Module 5)</b> Create movie to record science investigations Create movies to present history project (iMovie) <b>Film making</b> Stop animation <b>ICT</b>	<b>Programming / Coding</b> Following, creating, debugging algorithms Scratch, Lego WeDo, iPads, Beebots <b>ICT</b>
Careers	<b>Diversity, rights and responsibilities</b> (see careers and skills for success document for more detail) <b>Rights and Responsibilities</b>	<b>Managing finances</b> (see careers and skills for success document for more detail) <b>Money Management</b>	<b>Taking care of the environment</b> (see careers and skills for success document for more detail) <b>Environment</b>
RE	Unit 5:1 <b>Inspirational people in today's world</b> What can we learn from great leaders and inspiring examples in today's world? Islam, Hinduism, Christianity <b>Social Relationships</b>	Unit 5:2 <b>Religion and the Individual: What matters to Christians?</b> What is expected of a person in following a religion or belief? What matters most to Christians in their religion? Christianity <b>Social Relationships</b>	Unit 5:3 <b>Beliefs and Questions</b> How do people's beliefs about God, the world and others have impact on their lives? Islam, Hinduism, non-religious world views such as humanism can be considered. <b>Social Relationships</b>
PE	Invasion Games (hockey, netball etc)	Dance/ Gymnastics	Athletics, Net and Wall Games
Vocational (Lifeskills Challenge accreditation)	DT Life Skills Art and Craft Fitness Work Experience/ Horticulture Art Health and Beauty Dance Drama Computing	DT Life Skills Art and Craft Fitness Work Experience/ Horticulture Art Health and Beauty Dance Drama Computing	DT Life Skills Art and Craft Fitness Work Experience/ Horticulture Art Health and Beauty Dance Drama Computing
Enrichment/ Real Life Experiences	Gallery visits Using local sports facilities Visiting local bike shops Visiting local salons Work experience in local parks/ allotments <b>Visit local bank/ money workshop in school</b>	Gallery visits Using local sports facilities Visiting local bike shops Visiting local salons Work experience in local parks/ allotments <b>Visit places of worship in Nottinghamshire</b>	Gallery visits Using local sports facilities Visiting local bike shops Visiting local salons Work experience in local parks/ allotments <b>Visits and talks from health professionals</b>

	<b>Visit local church/ local mosque</b> <b>Use local sports facilities/ visiting coaches</b>	<b>Watch dance performances/ dance workshop</b> <b>Chat from health professionals (GPs, nurses etc)</b>	<b>Field study work – town and rural comparisons</b> <b>Litter picking and environment in local area</b> <b>Using local sports facilities/ visiting coaches</b>
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