



Alleyne's Academy

Curriculum Plan

Alleyne's Curriculum Vision

Curriculum Intent

The curriculum is planned to ensure that all students regardless of ability or background leave Alleyne's Academy with a preparedness and readiness to take advantage of the opportunities, promote **academic growth** and social **mobility**.

The curriculum for Y9-11 is planned sequentially to ensure that knowledge and skills are taught in such a way that will enable learners to be qualified and equipped to make appropriate decisions and choices about their next steps. Our aim is to provide **challenges** and **successes for all**, by offering differentiated and diverse opportunities.

The curriculum is broad and balanced and organised under seven areas of learning and experience. Threaded through these are cross curricular strands of learning SMSC, Skills for Life, FBV, literacy and numeracy. These cross curricular skills are essential in order to prepare learners fully for future success. We will provide a love of learning and thirst for knowledge by ensuring that our subject curricular remain engaging, relevant, and subject specialists will draw on links to careers and applications of knowledge wherever possible. Our CONNECT curriculum will support the pastoral work of the school and together these curricular opportunities will show learners the importance of laws and boundaries, demonstrating integrity and teach our young people to value emotional and physical health, leading safe and active lives where their participation is valued.

The curriculum in Y12-13 offers clear and appropriate progression for learners who choose to stay on in the sixth form. We plan for breadth of learning by offering a range of academic and vocational subjects again with an emphasis on the cross curricular strands of learning. Leaders map and evaluate the post 16 programme of study to ensure that learners have high aspirations and placed in a strong position for future Higher Education, learning and/or employment.

Curriculum Implementation

Senior and middle leaders ensure that the planning of the curriculum promotes the implementation of high quality teaching and learning. Teachers are involved in the planning of the curriculum and delivering key knowledge, understanding and concepts in such a way that enables deep learning rather than just learning to the test. Students enjoy their learning and we see this evidenced in classrooms and during extra-curricular activities. The curriculum is planned to develop positive attitudes as well as subject specific and broader skills. Learning is sequenced across Y9-11 and Y12-13 in order to embed knowledge fluently as well as present increased levels of challenge and skill development. Quality of implementation is evaluated through scrutiny of a range of evidence including outcome data,

assessment information, lesson observations, and scheme of work scrutiny, book scrutinies and student voice to ensure that high standards of engagement are maintained.

Curriculum Impact

The impact of the curriculum is measured using the following criteria:

- 1) **Academic qualifications and student progress:** Alleyne's Academy has high academic aspirations for all students regardless of ability or background. We understand the high currency that outstanding qualifications have beyond the Academy. We expect and support all of our learners to achieve academic success.
- 2) **Students destinations:** We expect that all of our students will move on to appropriately challenging education and or employment and that destinations are high quality and aspirational.
- 3) **Social, spiritual, emotional and physical wellbeing:** We also expect that our students will be equipped with positive attitudes, skills and knowledge that will enable them to make a positive contribution to society. We aim that students develop resilience, confidence and independence that allows them to lead fulfilled and happy lives.

Year 9 Transition

We work closely with our feeder middle schools to ensure that the Key Stage 3 curriculum is covered in the core subjects. This is monitored for any changes and forms part of the curriculum planning for English, Mathematics and Science departments.

We provide opportunities for our students to take part in activities which will give them experiences of every aspect of the curriculum in addition to the core, statutory teaching and their chosen option subjects.

On the next pages is the start of a curriculum map from Key Stage 3 to Key Stage 4 for English by way of an example:

Year 7/Year 8			Years 9 - 11		
Reading	develop an appreciation and love of reading, and read increasingly challenging material independently <ul style="list-style-type: none"> English literature, both pre-1914 and contemporary, including prose, poetry and drama Shakespeare (two plays) seminal world literature 		Reading	read and appreciate the depth and power of the English literary heritage <ul style="list-style-type: none"> at least one play by Shakespeare works from the 19th, 20th and 21st centuries poetry since 1789, including representative Romantic poetry 	
	understand increasingly challenging texts			understand and critically evaluate texts	
	read critically			make an informed personal response, recognising that other responses to a text are possible and evaluating these	
Writing	write accurately, fluently, effectively and at length for pleasure and information		Writing	write accurately, fluently, effectively and at length for pleasure and information through adapting writing and selecting and organising ideas	
	plan, draft, edit and proof-read			make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation] revise, edit and proof-read	
Grammar and vocabulary	consolidate and build on their knowledge of grammar and vocabulary		Grammar and vocabulary	consolidate and build on their knowledge of grammar and vocabulary	
Spoken English	speak confidently and effectively		Spoken English	speak confidently, audibly and effectively	

Key Stage 4 Curriculum (Years 9 to 11)

We want the students to be involved in their journey from middle school to Alleyne's and to decide the subjects that *they* wish to study. Providing additional time for all of our subjects as the students work through to Year 11 allows for more skills to be embedded as part of the courses we provide. It also means that there is time for us to take a more creative approach to each subject rather than needing to focus almost entirely on assessment, but more on learning and facilitating a desire to learn in our students.

Why we start Key Stage 4 courses in Year 9:

- Since Alleyne's is an atypical 13 to 18 high school, we involve the students in their journey from middle school to Alleyne's for them to decide the subjects that they wish to study;
- Starting in Year 9 means that there is time for us to take a more **creative** approach to each subject;
- There is the opportunity for more focus on facilitating a love of learning in our students;
- Investigation and independent learning are developed;
- The additional time allows for more **skills** to be embedded as part of the courses we provide;
- We have more time to embed enrichment opportunities within subjects, such as visits, competitions and talks from speakers;
- The disruption to learning is minimised as students complete the transition to Alleyne's smoothly to courses examined in Year 11.

The main structure of our curriculum is that:

- all students will take GCSEs in core subjects of English (Language and Literature), Maths, Science (Combined or separate), RE.
- all students, as part of their options, will study one of Geography, History, French or Spanish.
- students will then study three more subjects, which can include adding in a second of the subjects above.

All Key Stage 4 subjects:

English	Maths	Science	RE
Art: Art, Craft & Design	Art: Graphic Communication	Art: Textile Design	Business
Computer Science	Design & Technology	Drama	French
Geography	Health & Social Care	Hospitality and Catering	History
IT	Music	PE	Spanish.

Additional Compulsory Elements

In addition to the statutory curriculum, we also offer the additional compulsory elements within our curriculum:

- The school makes available six Areas of Learning and Experience:
Aesthetic and Creative;
Human, Social and Moral;
Linguistic and Literacy;
Mathematical;
Physical;
Scientific and Technological.

as well as:

- Work related learning
- Careers Information and Guidance
- Personal, health and Social education
- SMSC (Social, Moral, Spiritual and Cultural)
- FBV (Fundamental British Values)
- Alleyne's Skills For Life

The Optional Curriculum

Learners will have the opportunity to follow courses in optional choices, which meet their individual needs. These incorporate the six Areas of Learning and Experience.

Vocational and Academic optional subjects at Key Stage 4:

To facilitate a broad and balanced curriculum we offer a range of subjects but also assessment types. Subjects currently offered are:

Art: Art, Craft & Design	Art: Graphic Communication	Art: Textile Design	Business
Computer Science	Design & Technology	Drama	French
Geography	Health & Social Care*	Hospitality and Catering*	History
IT*	Music	PE	Spanish.

The subjects indicated with a * are provided using the vocational pathway Technical Awards.

Areas of Learning and Experience

Subjects	Aesthetic and Creative	Human, Social and Moral	Linguistic and literacy	Mathematical	Physical	Scientific and Technological
<i>CORE</i>						
English	x	x	x			
Maths				x		x
Science		x		x		x
RE		x	x			
PE (Core)	x	x			x	
PSHE		x				
CIAG		x				
<i>FOUNDATION</i>						
History		x	x			
Geography		x	x	x		x
French		x	x			
Spanish		x	x			
Art: Art	x	x			x	
Art: Graphics	x			x		x
Art: Textiles	x			x		x
Business		x	x	x		
Computer Science	x			x		x
Design & Technology	x		x		x	x
Drama	x	x	x		x	
Health & Social Care		x	x			x
Hospitality & Catering	x			x	x	
IT	x			x		x
Music	x				x	
PE (GCSE)	x	x			x	x

Key Cross-Curricular Strands of Learning

Strands of learning are taught across all Core and Foundation Subjects Years 9 - 11

SMSC (see Teaching and Learning Policy Pages 17-20 for details)

- Spiritual Development
- Moral development
- Social development
- Cultural development

SPIRITUAL

Is the school:

- Giving pupils the opportunity to explore values and beliefs, and the way in which they affect peoples' lives
 - encouraging pupils to explore and develop what animates themselves and others
 - encouraging pupils to reflect and learn from reflection
 - giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful
 - developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected
 - accommodating difference and respecting the integrity of individuals
 - promoting teaching styles which: value pupils' questions and give them space for their own thoughts, ideas and concerns; enable pupils to make connections between aspects of their learning;
- encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'

Are pupils developing:

- monitoring, in simple, pragmatic ways, the success of what is provided?
- A set of values, principles and belief, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- a curiosity about themselves and their place in the world
- an awareness and understanding of their own and others' beliefs
- a respect for themselves and for others
- a sense of empathy with others, concern and compassion
- an increasing ability to reflect and learn from this reflection
- an ability to show courage and persistence in defence of their aims, values, principles and beliefs
- a readiness to challenge injustice, self-interest, sexism, racism and other forms of discrimination
- an appreciation of the intangible – for example, beauty, truth, love, goodness, order
- a respect for insight as well as for knowledge and reason
- an expressive and/or creative impulse
- an understanding of feelings and emotions, and their likely impact?

Across the curriculum do pupils, for example,

- Reflect on their own and others' lives through drama, texts and ideas in English
- explore patterns and relationships in mathematics
- ask questions about the natural, material and physical world in science
- explore ideas, feelings and meaning in works of art and express themselves through their own art work
- recognise their own creativity in finding solutions to problems in design and technology
- talk about the power and the limitations of communication and information technology
- appreciate the achievements of past societies and the motivation of individuals in history
- reflect on visits or images of landscapes and environments in geography
- develop an awareness of the power of music and use music to express and reflect on their own thoughts and feelings
- gain a sense of achievement and develop positive attitudes towards themselves in PE?

MORAL

Is the school: Across the curriculum do pupils, for example,

- Providing a clear moral code as a basis for behaviour which is promoted consistently
- promoting measures to prevent discrimination on the basis of race, religion, or gender
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, equality of opportunity, right and wrong
- developing an open and safe learning environment in which pupils can express their views
- rewarding good behaviour
- making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school
- modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity and respect
- recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour
- providing models of moral virtue through assemblies and acts of worship
- monitoring, in simple, pragmatic ways, the success of what is provided?

Are pupils developing:

- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- a confidence to act consistently in accordance with their own principles
- an ability to think through the consequences of their own and others' actions
- a willingness to express their views on ethical issues and personal values
- an ability to make responsible and reasoned judgements on moral dilemmas
- a commitment to personal values in areas which are considered right by some and wrong by others
- a considerate style of life
- a respect for others' needs, interests and feelings, as well as their own
- a desire to explore their own and others' views
- an understanding of the need to review and reassess their values, codes and principles in the light of experience?

Across the curriculum do pupils, for example:

- Explore questions of right and wrong and human conflicts in their reading of fiction and non-fiction
- recognise how logical reasoning can be used to make decisions and choices that help them to learn in mathematics
- see the need to draw conclusions using observation and evidence rather than preconceptions
- discuss how artists and designers represent moral issues in their work
- take account of the impact on the environment when designing and making
- consider issues surrounding the misuse of information and access to personal information
- recognise that actions have consequences and consider the results of events and decisions in history
- consider the impact of actions, such as dropping litter, on the environment
- recognise the use and misuse of music in advertising
- gain a sense of fair play and develop positive sporting behaviour?

SOCIAL

Is the school:

- identifying key values and principles on which school and community life is based
- fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, gender, ability and religion can flourish
- encouraging pupils to work co-operatively
- encouraging pupils to recognise and respect social differences and similarities
- providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions
- helping pupils develop personal qualities, for example, thoughtfulness, honesty, respect for difference, moral principles, self-respect
- helping pupils resolve tensions between their own aspirations and those of the group or wider society
- providing a framework within which to understand and debate social issues
- providing opportunities for engaging in the democratic process and participating in community life
- providing opportunities for pupils to exercise leadership and responsibility
- providing positive and effective links with the world of work and the wider community

monitoring, in simple, pragmatic ways, the success of what is provided.

Are pupils developing:

- adjust to a range of social contexts by appropriate and sensitive behaviour
- relate well to other people's social skills and personal qualities
- work, successfully, as a member of a group or team
- challenge, when necessary and in appropriate ways, the values of a group or wider community
- share views and opinions with others, and work towards consensus
- resolve conflicts and counter forces which militate against inclusion and unity
- reflect on their own contribution to society and to the world of work
- show respect for people, living things, property and the environment
- benefit from advice offered by those in authority or counselling roles
- exercise responsibility
- appreciate the rights and responsibilities of individuals within the wider social setting
- understand how societies function and are organised in structures such as the family, the school and local and wider communities
- participate in activities relevant to the community

understand the notion of interdependence in an increasingly complex society.

Across the curriculum do pupils, for example:

- collaborate to create or present a scripted drama and take account of the needs of the audience
- work together on mathematical tasks and see that the result is often better than they could achieve alone
- recognise that scientific evidence can be used to explore social issues
- develop respect for the ideas and opinions of others and work collaboratively on art projects
- recognise the need to consider the views of others when discussing design ideas
- consider our technology facilitates communication and the sharing of information
- identify how different societies were organised in the past
- investigate how changes in the local area affect different groups of people such as the elderly and children
- share music making and develop a sense of social cohesion
- develop cooperation and collaboration, responsibility, personal commitment, loyalty and teamwork through PE and sport?

CULTURAL

Is the school:

- providing opportunities for pupils to explore their own cultural assumptions and values
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality
- extending pupils' knowledge and use of cultural imagery and language
- recognising and nurturing particular gifts and talents
- providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges
- reinforcing the school's cultural values through displays, posters, exhibitions, etc.
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum
- monitoring, in simple, pragmatic ways, the success of what is provided?

Are pupils developing:

- an ability to recognise and understand their own cultural assumptions and values
- an understanding of the influences which have shaped their own cultural heritage
- an understanding of the dynamic, evolutionary nature of cultures
- an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
- an openness to new ideas and a willingness to modify cultural values in the light of experience
- an ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture
- a willingness to participate in, and respond to, artistic and cultural enterprises
- a sense of personal enrichment through encounters with cultural media and traditions from a range of cultures
- a regard for the heights of human achievement in all cultures and societies
- an appreciation of the diversity and interdependence of cultures?

Across the curriculum do pupils, for example:

- reflect on the way that cultures are represented in stories and poems
- appreciate that mathematics contributes to our culture and technological developments
- recognise how scientific discoveries and ideas affect the way people think, feel, create, behave and live
- understand the ideas behind art, craft and design in differing cultural contexts
- reflect on the contribution of differing cultures to design solutions
- discuss how information about communities and cultures are presented on the internet
- recognise differences and similarities between and within cultures over time
- find out about the traditions and activities of people in less economically developed countries
- recognise how music influences and reflect the way people think and feel
- experience the significance of dance and games from other cultures and consider how sport can transcend cultural boundaries

Alleyne's' Skills For Life

1. Teamwork
2. Empathy
3. Independence
4. Leadership
5. Creativity
6. Resilience
7. Problem solving
8. Communication
9. Literacy
10. Numeracy

Fundamental British Values

The fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Development of British values should be evident:

in the curriculum

in assemblies

in the PSHE Schemes of Work

in tutorial Schemes of Work

displays around the school

extra-curricular activities

modelled by all staff in the school

in the ethos of the school

What we do in lessons, tutor time and PSHE

- Tutor Time PSHE/CONNECT is a 30 minute lesson and is planned and delivered to the same high standards as any other lesson.
- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire and appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

Actively promoting the values means that we challenge opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school which includes not undermining fundamental British values.

Operational Curriculum Map

Year 8 to 9 Transition

The support programme that we have each year is as follows (dates from 19-20):

1. **School Open Evening** – Thursday 26th September 2019;
2. **Visit** by member of Senior Team from Alleyne's **to meet with pupils** to give them a brief overview of what will be happening in terms of choosing options and the support available - w/c 25th November 2019;
3. **Introductory letters provided to parents for the Options process** - w/c 26th November 2019;
4. **Issue of Options booklets and letter to parents** after which work is carried out by students in the careers lessons at school in preparation for the Options Evening;
5. **Options Evening** at Alleyne's - Thursday 12th March 2020;
6. **Submission of options preferences** – Wednesday 25th March 2020;
7. **New Parents' Evening** - Thursday 25th June 2020;
8. **Experience Days** at Alleyne's on Monday 29th and Tuesday 30th June 2020;
9. **Personalised allocation letters** issued to students for option subjects to be studied at Alleyne's in September 2019 - week beginning 13th July 2020.

We provide regular information and updates for students and parents throughout the previous academic year:

- The School Open Evening Options Evening provides details of our expectations and showcases all subject areas.
- The Options evening provides first hand information and opportunities to ask questions in addition to the booklets.
- Options forms are dealt with and any issues raised with students and parents to resolve in the best way possible.
- Liaison takes place between Alleyne's and the middle schools, especially by the SENDCo, Head of Progress and Support and Core departments
- SEND students attend Alleyne's for at least one visit to assist with their transition
- All students attend two Experience Days in July where they have the opportunity to meet with their tutors, experience lessons in their allocated options subjects and also some lessons in Core subjects.

Curriculum Overview

Year 9, 10 and 11 Curriculum

In line with the National Curriculum, all students study a broad and balanced set of courses in Year 9, 10 and 11.

Curriculum Time:

Subject	Hours Per Fortnight		
	Year 9	Year 10	Year 11
English (Language & Literature)	7	7	9
Mathematics	8	7	7
Science	9	9	12
RE	4	5	-
Core PE	2	2	2
ASPIRE	3 hr 20 min	3 hr 20 min	3 hr 20 min
Option 1	5	5	5
Option 2	5	5	5
Option 3	5	5	5
Option 4	5	5	5

Option Subjects:

Art: Art, Craft & Design
Computer Science
Geography
IT

Art: Graphic Communication
Design & Technology
Health & Social Care
Music

Art: Textile Design
Drama
Hospitality & Catering
PE

Business
French
History
Spanish

Sixth Form Curriculum

Level 3 courses are usually allocated 9 hours per fortnight.

Subjects/Courses

A Levels:

Art	Biology	Business	Chemistry	Drama	English Language	English Literature
French	Geography	History	Maths	Further Maths	Music	PE
Physics	Product Design	Psychology	Sociology	Spanish	RE	

Applied Generals:

Business	Health & Social Care	IT	Psychology	Science
----------	----------------------	----	------------	---------

Re-sit GCSE English and Maths as necessary.

Key Stage 5 Curriculum

Alleyne's Sixth Form provides a friendly but academically challenging learning community. We set high standards and expect our students to work hard in order to fulfil their potential. Sixth Form students are integral to the smooth running of the school and act as ambassadors for and leaders of our younger students.

Alleyne's Sixth Form programme of study ensures that students follow courses where there is clear progression to their next steps in education, training or employment. We ensure that all students have the opportunity to develop vital employability skills such as leadership, teamwork and self-discipline.

We also ensure that students are well prepared to make a positive contribution to society by broadening their experience through university visits, residentials, cultural experience and colleagues from the world of business, enterprise and education coming in to the school and inspiring our students.

Enrichment activities play a large part in Sixth Form life such as sport, Young Enterprise, Duke of Edinburgh, charity work, work experience and a wide variety of leadership roles within the school.

The Heads of Sixth Form and their dedicated tutors form a specialist team to guide students throughout their time in the Sixth Form, ably preparing them for their next steps whether that is employment with training or University.

Sixth Form Study Programme

Professor Alison Wolf, in her review of vocational education (2011), recommended that the Department introduce study programmes to offer students breadth and depth, without limiting their options for future study or work.

Professor Wolf also recommended that all young people should be able to gain real experience and knowledge of the workplace in order to enhance their employability skills.

Study programmes are designed to provide students with a structured and challenging learning programme to support their development and progression in line with their career plans.

As the main element of each student's programme of study, we offer a range of academic and vocational qualifications. We have three routes into the Sixth Form:

- Route 1:** Three Applied General courses
- Route 2:** Three A Levels or A Levels and Applied General courses
- Route 3:** Four A Levels or A Levels and Applied General courses.

Other areas within the Sixth Form Study Programme are:

- Work Experience;
- Non qualification activities to develop students' character, skills, attitudes and confidence and to support progression. These will include:
 - PSHE
 - supervised private study
 - CIAG
 - SMSC
 - enrichment activities
 - FBV;
- English and Maths where a student has not yet achieved a GCSE grade 4.

Key Stage 5 Curriculum Subjects

Art	Applied Psychology*	Applied Science*	Biology	Business**
Chemistry	Computer Science	Design & Technology	Drama	English Language
English Literature	French	Geography	Health & Social Care*	History
IT*	Maths	Music	PE	Physics
RE	Spanish.			

The subjects indicated with a * are provided using the vocational pathway Applied General qualifications. Business** is offered as both A Level and Applied General.

Subject Curriculum Maps

Index

Subjects	Pages
Core subjects	
English	23
Mathematics	23
Science	24
Foundation/Option subjects	
Business	24
Computer Science	24
IT	25
Art: Art & Design	25
Music	25
Drama	25
Geography	26
History	26
French	27
Spanish	27
PE	27
Health and Social Care	28
Hospitality and Catering	28
Art: Textile Design	28
Graphics	28
Engineering	28
Construction	29

Subject Curriculum Map: _____ **Year** _____ **2019-20**

Exam Board & Assessment Method: _____

Curriculum Intent:

Curriculum Implementation:

Curriculum Impact:

Year _____	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes, Concepts & Ideas						
Knowledge and understanding						
Subject specific skills						
SMSC						
Skills For life						
FBV						
Stretch & challenge						
Key assessment focus, suggested assessments						
Special events						
Visits/extra curricular						
Homework/Independent Learning						

Year 11 Curriculum Outline

Year 11 English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Development of poetry (focus on one poetry cluster).</p> <p>Development of language skills for the reading and writing sections of English Language Component One and English Language Component Two.</p>	<p>Detailed study of a 19th century novel (A Christmas Carol or The Strange Case of Dr Jekyll and Hyde)</p> <p>Writing a transactional text (writing for the correct audience, purpose and form. Focus on the structure of a transactional text).</p>	<p>Develop understanding of 19th century novel. Introduction of context for Poetry cluster 4 a range of themes and contexts (eg: conflict, love, nature, place)</p>	<p>Detailed understanding of key themes. Plot and characters in all texts: 19th century text, all poems in the anthology, Macbeth, Unseen poetry and LOF or AIC. Themes: love, conflict, power, guilt, relationships, violence, revenge, society</p>	<p>21st century and 19th century non-fiction.</p> <p>Writing for varied purposes and audiences</p> <p>Writing creatively</p>	<p>Exams</p>

Year 11 Foundation Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Perimeter, area and volume 2: circles, cylinders, cones and spheres</p> <p>More fractions, reciprocals, standard form, zero and negative indices</p>	<p>Congruence, similarity and Vectors</p>	<p>Rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations</p>	<p>Various depending on unit covered, which is sometimes chosen based on mock papers completed</p>	<p>Review of Foundation GCSE course with tuition on areas that arise</p>	<p>Exam</p>
Year 11 Higher Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Circle Theorems: Radii and chords, tangents, Angles in circles, Applying circle Theorems.</p> <p>More Algebra: Rearranging Formulae, Algebraic Fractions, Simplifying algebraic fractions, more algebraic fractions, surds, solving algebraic fraction</p>	<p>Vectors and Geometric proof: Vectors and vector notation, vector arithmetic, more vector arithmetic, parallel vectors and collinear points, solving geometric problems.</p> <p>Proportion and graphs: Direct proportion, more direct proportion, inverse proportion, exponential</p>	<p>Students spend this half term revisiting topics that they have found challenging based on analysis of mock exams, on a group by group basis</p>	<p>Differentiated lessons based on current WAG and capacity for improvement following topics suggested by target 5,7,9 work books</p>	<p>Review and application</p>	<p>Exam</p>

	equations, functions, proof.	functions, non linear graphs, translating graphs of functions, reflecting and stretching graphs of functions.				
--	------------------------------	---	--	--	--	--

Year 11 Biology	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ecology, adaptations and interdependence	Nervous system and mock weeks	Homeostasis and introduction to genetics	Genetics and its application to the modern world	Review and application	Exam
Year 11 Chemistry	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Organic chemistry Our atmosphere and how it has changed	Cause and impact of pollutants on the atmosphere Mocks	Obtaining useful resources and uses of these Reviewing reversible reactions and application of reversible reactions in industry to make useful products	Chemical analysis – purity and mixtures	Review and application	Exam
Year 11 Physics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Introduction to electricity – circuits and resistance	Circuit components and building	Electricity in the home and power	Magnets and electromagnets	Review and application	Exam

Year 11 Business GCSE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Reminder of the terminal assessment structure. Recall of Y9 and 10 topics	Introduction to Marketing: understanding customers' needs and wants, segmentation and market research	Marketing: marketing mix	Introduction to Finance; sources of finance, cash flow forecasting and break even analysis	Finance: Income Statement, Statement of Financial Position and Financial Ratios	Revision sessions based around exam dates – students on study leave
Year 11 Computer Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Advanced programming techniques, improving robustness of programs and inclusion of verification	Introduction to the NEA, analysis and design sections. Von Neumann Architecture and Networking	Concluding the NEA with Testing and evaluation. Programming theory. Exam preparation and technique building for various types of questions and contexts.	Networking protocols and security. Exam preparation and technique building for various types of questions and contexts.	Review and revision of topics. Differentiation used to focus on the weaker skills for each group of students. Exam preparation and technique building for various types of questions and contexts.	Exams

Year 11 IT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Assess the effectiveness of the dashboard's presentation of data and how it affects the conclusions drawn and the recommendations made, using justified examples.	Modern Technologies and Impact Cyber Security and Threats to Data	The wider implications of digital systems Planning and communication in digital systems	Modern Technologies and Impact Cyber Security and Threats to Data	The wider implications of digital systems Planning and communication in digital systems	Exam as necessary

Year 11 Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Continuation of Year 10 Pop Art project, leading to AO4, 'Concluding Response'.	Continuation of Year 10 Pop art project, finalising 'Concluding Response'.	AQA GCSE Art, Craft and Design Controlled Test; Exam – Portfolio Unit	AQA GCSE Art, Craft and Design Controlled Test; Exam – Portfolio Unit	AQA GCSE Art, Craft and Design Controlled Test; Exam – Portfolio Unit	Deadline for submission of marks is 31 st May..
Year 11 Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Specific focus on Composition 2 (brief to be released by exam board on 1 st September) Indian Raga and Bhangra	Pop Ballads (70s/80s/90s) and Solo Artists from 1990 onwards Continue to act on teacher feedback for Composition 2	Middle Eastern/Arabic (Palestinian, Israeli and Greek) Recap Film and Game Music	Coursework Deadline: Compositions 1 and 2, Solo and ensemble performances	Recap of all GCSE topics Student-led revision and review activities Exam technique	LISTENING EXAM first week after half term
Year 11 Drama	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	To re-engage students after the holidays in terms of where drama can take you and the skills it can offer. Reignite passion for the subject with a challenging practical baseline assessment. Continue this half term with C1 preparation (Noughts and Crosses and review of digital version of The Crucible).	Prepare for Texts in Practice - students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance. Students must complete two assessment tasks: • study and present a key extract (monologue, duologue or group performance) • study and present a second key extract (monologue, duologue or	Review of GCSE written exam; live theatre reviews and set text Nought and Crosses . Critical analysis of live theatre, effects of production elements, themes and issues of witchhunts/prejudice within The Crucible and Noughts and Crosses.	Review and application	Exam	

		group performance) from the same play. Lessons will be a mixture of rehearsal, research and workshop sessions.				
--	--	---	--	--	--	--

Year 11 Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Complete Nigeria, UK Economy Resource Management	GAC Recap & Deserts Mojave Project - Sahel	Rivers	Fieldwork & DME	Review and application	Exam

Year 11 History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Elizabethan England c.1568-1603 Life in Elizabethan Times	Elizabethan England c.1568-1603 Troubles at Home and Abroad Historic Environment Study	Review and Consolidation of WWI	Review and Consolidation of USA and Medicine	Review and Consolidation of Elizabethan England	Exam

Year 11 French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Consolidation of foundation knowledge Identity and Culture (family and relationships: review and extend)	Identity and Culture: marriages Global issues Examination techniques for Listening, Reading and Writing	Local, national, international and global areas of interest Examination techniques for speaking	Current and future study and employment Review all examination techniques for all skills	Review of all themes End of April-beginning of May 2020: speaking examination	Exams Listening, Reading and Writing Foundation and Higher tiers
Year 11 Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My Studies – Life at school and college	Education Post-16. Jobs, Career Choice and Ambition	Review and extend the topics around the theme of family and technology	Revision of all themes with special emphasis on speaking Reading, listening and writing past paper practice	REVISION of all themes End of April-beginning of May 2020: speaking examination	Exams Listening, Reading and Writing Foundation and Higher tiers

Year 11 PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theory – Sociocultural influences Practical – Improve performance to meet expected criteria for practical assessment in team and individual activities NEA – Evaluation section added to and will reflect new knowledge of influences.	Theory – finish Sociocultural influences and start Health, fitness and well-being Practical – Improve performance to meet expected criteria for practical assessment in team and individual activities NEA - Evaluation section added to and will reflect new knowledge of influences and health factors.	Theory – Health, fitness and well-being Practical – Improve performance to meet expected criteria for practical assessment in team and individual activities NEA - Evaluation section added to and will reflect new knowledge of health factors.	Theory – Practical – Moderation preparation to meet expected criteria for practical assessment in team and individual activities NEA – Final drafts submitted to contain Analysis and Evaluation sections.	Theory – ALL Review and application	Exam

Year 11 Health & Social Care	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Factors that affect health and wellbeing: Interpreting Health Indicators	Factors that affect health and wellbeing: Interpreting Health Indicators Person-centred health and wellbeing improvement plans	STUDENTS SIT EXTERNAL EXAMINATION Consolidation of internal assessments	Consolidation of internal assessments	Consolidation of internal assessments	Exam as necessary

Year 11 Hospitality & Catering	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Hospitality and Catering in Action (Practical Exam and Internal assessment): Be able to cook dishes	Be able to cook dishes	The hospitality and catering industry Review and develop for exam	The hospitality and catering industry Review and develop for exam	Exam	
Year 11 Art: Textiles	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Architecture/Sea Life Project: Research and experimentation	Architecture/Sea Life Project: Research and experimentation	Externally Set Assignment – Theme released January prior to examination date.	Externally Set Assignment – Theme released January prior to examination date. Architecture/Sea Life Project Technical development of design response	Exam	

Year 11 Graphics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Delivering Non Exam Assessment Theory review from AUT 1 of Year 10.	Realising Design Ideas Theory review from AUT 2 of Year 10	Completion of NEA Theory review from SPRING 1 of Year 10	Exam Revision Theory review from SPRING 2 of Year 10	Exam Revision Theory review from SUMMER 1 and 2 of Year 10	Exam
Year 11 Engineering	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	External exam preparation	Developing and presenting engineering designs:	Design Realisation: Know how to plan making a prototype	3D Design Realisation: Be able to produce a prototype	Product Analysis and research	

	<p>Understand The Design Cycle and the relationship between Design Briefs and Design Specifications</p> <p>Understand Design Specifications in the creation of a new product</p> <p>Understand wider influences on the design of new products</p> <p>Developing and presenting engineering designs:</p> <p>be able to generate design proposals using a range of techniques</p>	<p>Know how to develop designs using engineering drawing techniques and annotation</p> <p>be able to use CAD software and techniques to produce and communicate design proposals</p> <p>Last two weeks of Autumn 2 students will review in preparation for January external exam.</p>	<p>Understand safe working practices used when making a prototype</p> <p>Be able to produce a prototype</p>	<p>LO4: be able to evaluate the success of a prototype</p> <p>Product Analysis and research</p> <p>Know how commercial production methods, quality and legislation impact on the design of products and components</p>	<p>Be able to research existing products</p> <p>be able to analyse an existing product through disassembly</p> <p>Those students who require a second attempt at the exam have an opportunity to sit in this half term and as such, lesson time will be given to revise. external exam</p>	
Year 11 Construction	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>External exam</p> <p>Understand structural performance required for low-rise construction</p>	<p>Understand structural performance required for low-rise construction</p> <p>SIT EXTERNAL EXAM EARLY JANUARY</p>	<p>Scientific and Mathematical Applications for Construction</p>	<p>Construction and Design</p> <p>Understand the work of the construction Industry.</p>	<p>Construction and Design</p> <p>External exam (for some)</p> <p>Understand structural performance required for low-rise construction</p>	