

Curriculum Map 2021 onwards

Year view Subject: Enrichment				
Year 9	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Art (GHU)	Explore the connection between Art & Architecture influenced by the war paintings/drawings of John Piper. Produce a large scale collaborative collage based on one of the school buildings	Explore a range of collage and 3D making techniques. Use colour to create mood or atmosphere in the piece Experiment, evaluate, modify and refine work	Project completion	Collaborative learning, using small individual tiles to create a larger body of work. Developing cultural capital, discussing the work of John Piper, and other war time artist Cross curricular links with History
Music (GNC)	Listen to Presley's Hound Dog. Learn about context, culture, and musical content	Play Hound Dog on Keyboard. Play combinations of the parts. Sequence Hound Dog on Computer, and Compose own version in groups or on the computer.	Performance assessment to L8; Composition assessment to L5; Group composition to L9.	There are many alternatives. All build on previous skills/knowledge and complements but does not cross GCSE Music work.
Computer Science (SK)	Binary numbers, Programming, IT in society Number types, programming Programming challenges ticksheet	Number types, programming	Programming challenges tick sheet	Links made to careers involving programming
Ecology (SEC)	Polar regions and the Tundra including the climate, permafrost, soils, plants, animals and people; unique adaptations of the Ecology to polar environments and Arctic tundra; an exploration of cold environments.	A3 maps based on global and other scales MP3 describe human and physical landscapes and geographical phenomena from photographs; G1,2 and 5: graphs and data; interpretation of maps, diagrams, writing.	A research based report about the value of wilderness areas and the strategies used to balance the needs of economic development and conservation in cold environments	Links to prior learning/other subjects: Y8 TRF In the Awesome Asia unit-biomes and the Arctic. Links to wider curriculum: numeracy/literacy/careers/PSHE Links to future learning: Hot desert ecosystems; Ecosystems and Tropical rainforests GCSE; Cold environment Y9, GCSE Biology.
Astronomy (CB)	GCSE astronomy requires pupils to understand the various bodies which make up the Solar System, the Milky Way galaxy and our Universe, their interactions, and the processes which govern their formation and development.	Development of scientific thinking, observational skills and strategies, analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature. Understand the scientific processes involved in the discovery of these bodies and processes	If opted for in Y10: June 2023 – GCSE Exams Exemplar examination questions and informal testing of constellation knowledge	This is a taster for the full GCSE astronomy course.

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Physical Education (SS)	Emerging sports	Develop an understanding of the rules of (adapted) emerging sports; Experience a variety of roles within emerging sports (QB, linesman, running back and wide receiver/ officiating/ coaching/play maker) Create a range of 'plays' to outwit opponents and create scoring opportunities	Practical Performance: peer and self-assessment alongside teacher AfL will be used with skills and small sided games to monitor application and understanding.	Pupils will develop their leadership skills and ability to organise groups. Opportunities to further their skills in umpiring and officiating sports covered, which provide an alternative route into competitive sport post school.
Food (ST)	Produce a repertoire of savoury dishes that can feed themselves and others	PRACTICAL: Food skills; Cooking; Food safety and hygiene; Using food; Being creative/adapting recipes THEORY: Nutrition; Micronutrients and Macronutrients; Energy	Exemplar work in picture form. Practical cooking skills. Peer and Self-Assessment	Pair/group and teamwork. Personal responsibility Cross curricular links with PE, Mathematics, English and ICT – Careers: inter-house cookery competition; Future Chef; Rotary Young Chef; Teflon Diamond
Italian (ACW)	Introduction to Italian, to include: Greetings; Ordering Food; Ordering Ice creams; Saying where you live; Asking for directions; Finding your way around a city (Perugia) and cultural details; Pets	Pronunciation and spelling Genders Questions Adjectival endings Plurals	Quiz	Unit supplemented with Italian music: opera and contemporary classical
Computer Science (MA)	Learning how games are made via python/pygame	Problem solving Logic Sequencing	Creating multiple games such as snake, space invaders and a platformer game	Links made to the gaming industry
Drama (EG)	The SOW is based around improvisational drama. The pupils are to improvise scenes based on themes that they have found within a script.	Communication and language skills; emotional intelligence and an understanding of the world; creativity; confidence and public speaking; Instinctive responses; Cooperation Concentration; Nurtures friendships	Spoken Language assessment at the end of the 6 weeks	Links to GCSE Spoken Language assessment. Themes they will study in their English Literature texts.

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Year 11	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Personal Finance (MA)	Learning about debt, budgeting and handling money	Budgeting Financial planning Problem solving	Case studies used to highlight skills learned.	Life skills in managing money preparing for life beyond school
Driving Theory (SK)	Driving theory test knowledge	Rules of the road	Initial road sign assessment. Complete full practice driving theory test	Preparation for life skills post 18
Earth Sciences (SEC)	Geology; solar systems; rocks and forming minerals; mass extinctions; key geological events	Investigative and evaluative skills; interpreting evidence including numerical and photographic; research evidence, events and theories.	Research on mass extinctions.	Links to prior learning: Geography Y9 Norber Erratics Links to wider curriculum: Numeracy and writing skills. Links to future learning: Introduction to Geology.
Economics (HDM)	Micro Economics: Impact of supply and demand on prices; the meaning of market failure; the factors of production Macro Economics: Actions of participants in a market; externalities; impact of lockdown on the economy; government policy; trade and fiscal deficit.	AO1: Demonstrate knowledge and understanding of economic concepts and issues. AO2: Apply knowledge and understanding of economic concepts and issues to a variety of contexts. AO3: Analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions.	Individual & collaborative formative assessment activities within lessons to enable students to assess their progress in relation to the three AO during lessons.	Links to prior learning: GCSE Geography, RS, Mathematics, English Language. Links to wider curriculum and careers: Fundamental British Values. Links to future learning: The AQA A Level Economics course.
Classics (SJL)	Greek Art: sculpture and pottery. Greek epic poetry and the tales of Troy and the Homecoming of Odysseus. Greek democracy and criticisms of power. Roman and Greek architecture and its influence. Roman epic poetry: Literature or propaganda? How much can archaeology tell us about the ancient world?	Evaluation of source evidence. Justifying opinions. Critical assessment of visual sources. Comparing the classical world with the modern.	Quizzes.	An introduction to key themes in classical civilisation. We will look at a variety of visual sources. We will also read some short extracts of the literature produced at the time. We will aim to see how the ancient world has influenced the modern in these areas.