

## Curriculum Map 2022 onwards

Year view Subject: Enrichment			Monday session 1 week A and week B	
Year 9	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Art (GHU)</b>	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
<b>Music (GNC)</b>	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.
<b>Computer Science (MA)</b>	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
<b>Ecology (SEC)</b>	<b>Polar regions and the Tundra</b> 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	<b>Links to prior learning/other subjects:</b> Y8 TRF In the Awesome Asia unit-biomes and the Arctic. <b>Links to wider curriculum:</b> numeracy/literacy/careers/PSHE <b>Links to future learning:</b> Hot desert ecosystems; Ecosystems and Tropical rainforests GCSE; Cold environment Y9, GCSE Biology.
<b>Drama (EG)</b>	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.

Curriculum Map 2022 onwards

Year view Subject: Enrichment			Tuesday session 2 week A and week B	
Year 10	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Physical Education (CS)</b>	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	<b>Practical Performance:</b> 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.
<b>Art (GHU)</b>	Art & Politics: Pupils will be introduced to work by artists whose artwork reflects aspects of political thinking, for example Barbara Kruger: Images & Words (Advertising & Feminism)	Pupils will be introduced to the work of a different artist every week. The artwork, concepts and working methods of each artist will be discussed and analysed in depth. Pupils will employ some methods in their own work.	Pupils will produce a presentation about one of the artists they have looked at. This could be an essay, a visual response or a combination of both.	Curricular links to History and Politics. Other artists include: Mark Wallinger: Protest; Bob and Roberta Smith: Politics; Banksy: Ownership and commodity; Yinka Shonibare: Identity; Grayson Perry: Class Politics; Jenny Holzer: Truisms (Society)
<b>Italian Conversation (ACW)</b>	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
<b>Digital Music and Media</b>	Create a digital media product. Study legislation related to digital media; Computational thinking challenges.	Use a range of editing software to create a video package for a given scenario; Use of analytical, problem solving, design and computational thinking skills; Collaboration; Projects.	Project completion and presentation	Links made to careers in computing
<b>Music (GNC)</b>	Pupils can opt to create the backing track for an existing video using Audacity; a music video; or film themselves performing a group cover or composition.	Music Reading Computer sequencing or Audio Editing. This re-visits all previous skills.	The whole project is assessed – against levels rather than GCSE Criteria.	Music in Context  Common Music Techniques

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Year view Subject: Enrichment				Wednesday lesson 4 week A and week B
Year 11	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Medieval Literature (HB)</b>	Function, creation and preservation of medieval texts; Themes of medieval lais, fabliaux and courtly romance; Suitability of applying modern lens to medieval writing	Thematic and stylistic literary analysis; Awareness of contextual differences through comparison and contrast.	Literary criticism of text chosen from a selection of those studied	Texts to be read in English translation, making the course accessible to all pupils. Links to future learning of those intending to study a literature based A Level subject or university course.
<b>Driving Theory (BW)</b>	Driving theory test knowledge	Rules of the road	Road sign assessment; full practice driving theory test	Preparation for life skills post 18
<b>Earth Sciences (SEC)</b>	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.	<b>Links to prior learning:</b> Geography Y9 Norber Erratics. <b>Links to wider curriculum:</b> Numeracy and writing skills. <b>Links to future learning:</b> Introduction to Geology.
<b>Economics (HDM)</b>	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.	<b>Links to prior learning:</b> GCSE Geography, RS, Mathematics, English Language. <b>Links to wider curriculum and careers:</b> Fundamental British Values. <b>Links to future learning:</b> The AQA A Level Economics course.
<b>Classics (SJL)</b>	Greek Art: sculpture and pottery; Greek democracy and criticisms of power. Roman and Greek architecture and its influence. Roman and Greek epic poetry including Tales of Troy and Odysseus.	Evaluation of source evidence. Justifying opinions. Critical assessment of visual sources. Comparing the classical world with the modern. Evaluating the questions: Literature or propaganda? How much can archaeology tell us about the ancient world?	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.