

## Curriculum Map 2022 onwards

Year view Subject: Enrichment			Friday Session 5 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 (SJE)</b>	Learn to play the 12-Bar Blues and improvise on the keyboard. Learn about the	Play St Louis Blues on the Keyboard using both hands; improvise using notes of the Blues Scale; play the St Louis Blues melody.	Assessment of keyboard technique and ability to play the 12-Bar Blues	Skills built up gradually. Progression from Year 7 and 8 Keyboard Skills. Links to GCSE Blues and Jazz module.
<b>Computer Science (MA)</b>	Binary numbers, Programming, IT in society Number types, programming challenges tick sheet	Number types, programming	Programming challenges tick sheet	Links made to careers involving programming
<b>Ecology (KHS)</b>	<b>Environmental sustainability</b> Global ecosystems at risk from human 'development'. Survey of our local ecosystems in the school grounds and assessment of each pupil's carbon footprint. Field visit to Skipton Woods to survey a local ecosystem	Individual power point presentations on a chosen global ecosystem at risk. Group survey of our local ecosystem using fieldwork techniques.	Assessment of individual presentations Assessment of group reports from the local survey in school and Skipton Woods	<b>Links to prior learning/other subjects:</b> Y8 TRF In the Awesome Asia unit-biomes <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 (TSH)</b>	Build knowledge of and skills in physical theatre, voice, world-building and ensemble-creation. Move onto developing understanding of Macbeth through performance.	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 7 weeks. Group drama activity.	Links to GCSE Spoken Language assessment. Themes they will study in their English Literature texts. Introduction to <i>Macbeth</i> , a GCSE English Literature text.

## Curriculum Map 2022 onwards

Year view Subject: Enrichment			Tuesday Session 1 Week A and Week B	
Year 10	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Graphics (KG)</b>	Teaching the use of oblique; isometric and perspective drawing techniques for 3D sketching; orthographic drawing and engineering drawing for 2D sketching. Logo identification and creation.	2D and 3D Sketching skills; use of font styles and modelling. Understanding the impact of graphics on our everyday lives, specifically the use of corporate logos. Modelling using Styrofoam for complex shapes.	Quiz score; production of a small portfolio of practised sketches and egg modelling challenge result in the final lesson.	Plugging the gap from Year 7 when students missed the graphics part of the DT course and taking the learning further into Year 10. Particularly beneficial to students taking DT for design idea sketching.
<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>Introduction to Spanish (HB)</b>	Greetings; Saying where you live; Describing self and family; Ordering at a restaurant; Finding your way around a Spanish city	Pronunciation and spelling; Genders; Questions; Adjectival endings; Plurals; Confidence in spontaneous speaking of new language	Reading, writing and listening quiz	Links to GCSE language learning; Develops knowledge of Hispanic culture; May act as bridge to Spanish 2 course next year or taken over as Intro to another language.
<b>Digital Media (MA)</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 analytical, problem solving, design and computational thinking skills; Collaboration; Projects.	Project completion and presentation	Links made to careers in computing
<b>Music (SJE)</b>	Composing an underscore to a film clip.	Use a DAW (BandLab) to compose, edit and manipulate loops to create a soundtrack for a 2-3min given film clip.	Presentation of film clip linked to composed music.	Links to GCSE Film Music module. Could lead on to further music production study.
<b>Textiles (LRD)</b>	Pupils create a pencil case / cable case / tool case wrap.	Hand and machine sewing. Learn about reinforcing fabrics, creating seam allowances and top stitching. Optional laser engraving/appliqué to decorate.	Completed product, sewing and finishing skills checked	Supplements the GCSE D&T course effectively to gain a deeper understanding of textiles.

## Curriculum Map 2022 onwards

Year view Subject: Enrichment			Friday Session 3 Week A and Week B	
Year 11	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Introduction to Spanish (HB)</b>	Greetings; Saying where you live; Describing self and family; Ordering at a restaurant; Finding your way around a Spanish city	Pronunciation and spelling; Genders; Questions; Adjectival endings; Plurals; Confidence in spontaneous speaking of new language	Reading, writing and listening quiz	Links drawn to current GCSE language learning; Develops knowledge of Hispanic culture; Potential to be built upon as Intro to Spanish 2 course next year or taken over as Intro to another language.
<b>Driving Theory (ASA and SK)</b>	Driving theory test knowledge	Rules of the road	Road sign assessment; full practice driving theory test	Preparation for life skills post 18
<b>Welding (KG)</b>	Welding skills and safety; preparing materials for welding; the post-weld cleaning process. Planning a unique (possibly functional) welded sculpture for third party manufacture.	The process of MIG welding with the emphasis on safety. Producing comprehensive plans for manufacture. Welding and post-weld cleaning procedures for successful products.	Planning sheets are checked for accuracy and legibility/understanding. Final products are photographed and peer assessed/compared.	The aim is to introduce a new process that is considered too industrial to be allowed. Through safe working, pupils weld and experience this for themselves. A useful foundation including for GCSE DT and those considering A-Level DT.
<b>Introduction to 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>Introduction to Classics (S JL)</b>	The development of Greek Art; Greek architecture and its influence; the study of epic poetry including Homer's Iliad. Virgil's Aeneid-Literature or propaganda? What archaeology tells us about the ancient world.	Literary appreciation. Analysis of language, visual art, and argument. Analysis of techniques used in film. Debate; Problems solving; Logic.	Pupils will have a range of short tasks which will enable them to articulate their response to the material.	A series of key themes classical studies snapshots. Pupils explore original sources, showing how ancient literature is constructed. They evaluate a range of important works of art, developing a basic critical technique. Emphasis is on the ancient world's influence on present day.