**KS4 Academic Curriculum Map**

All lessons are taught based on the needs of the pupils in the group. There is an emphasis on engaging prior knowledge, learning through concrete methods before moving onto more abstract concepts. All learning is delivered through visuals and multisensory opportunities to support language needs and working memory. Within streamed academic lessons there is further differentiation to support and challenge pupils.

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| **Subject** | **Term** | | | | | | | | |
| **Autumn Half Term 1** | | **Autumn Half Term 2** | | **Spring Half Term**  **1** | **Spring Half Term**  **2** | **Summer Half Term 1** | | **Summer Half Term 2** |
| **English** | Pupils are currently working towards a General Certificate of Secondary Education (GCSE) in English Language. The GCSE is now no longer modular, meaning that there will be no coursework or controlled assessments throughout the course. The pupils will sit two exams at the end of the year as part of a ‘mock’ and this will be the sole basis for their grades (which will now range from 9-1 as opposed to A\*-G). Paper 1 will be based on a fiction source and Paper 2 will be based on two non-fiction sources. One of these three sources will be from the 19th century. The other two sources will be from the 20th and 21st centuries.  During the Autumn term pupils will be focusing on key skills and also looking at a range of fiction texts and learning how to respond to them. This is reflective of what will be asked of them in Paper 1, in which they will be given an unseen extract from a fiction text and asked questions relating to it. Pupils will also be given chances to demonstrate their creative writing in specially scaffolded tasks, as well as completing Spoken English tasks.  For the remainder of the year we will look at non-fiction texts from the nineteenth century to the twenty-first century. We will look at how language has evolved over that time and again revise how to analyse and make inferences from a range of sources on a range of topics, as the sources provided in the exam will all be unseen. | | | | | | | | |
| **Maths** | **GCSE Grade 3 Topics**   * Error Intervals * Adding, subtracting, multiplying and dividing fractions * Ratio – Writing and simplifying * Ratio – sharing values based in a ratio * Proportions – changing proportions based on food ingredients | | **GCSE Grade 3 Topics (cont’d)**   * Percentages of a number * Percentage change – simple interest and depreciation * Exchange rates * Conversions and units * Scale drawings * Determining best value | | **GCSE Grade 3 Topics (cont’d)**   * Substituting values into a formula * Finding an unknown value in a equation * Drawing and extracting information from linear graphs * Ares and circumference of circles | **GCSE Grade 3 Topics (cont’d)**   * Surface area of compound 2D and 3D shapes * Creating and extracting information from frequency trees * Transformations including rotations, reflections, enlargements, translations | **GCSE Grade 3 Topics (cont’d)**   * 2 way tables   **GCSE Grade 4 Topics**   * Calculating compound interest and depreciation * Indices -multiplying, dividing, adding and subtracting * Prime factors and HCF & LCM * Time/distance graphs – extracting information from | | **GCSE Grade 4 Topics (cont’d)**   * Inequalities * Forming and solving equations * Nth term sequences * Expanding and factorising |
| **Science** | **AQA GCSE Combined Science - Synergy**  **Topic 1 - Building Blocks**  -States of Matter, Atomic Structure, Cells in animals and plants, Waves.  **Topic 2 – Transport over larger distances**  - Systems in the human body, Plants and photosynthesis. | | | | **Topic 2 – Transport over larger distances (continued)**  - Systems in the human body, Plants and photosynthesis.  **Topic 3 – Interactions with the environment**  - Lifestyle and health, Radiation and Risk, Preventing, treating and curing diseases. | | **Topic 3 – Interactions with the environment (continued)**  - Lifestyle and health, Radiation and Risk, Preventing, treating and curing diseases.  **Topic 4 – Explaining change**  - The Earth’s atmosphere, Ecosystems and Biodiversity, Inheritance, Variation and evolution. | | |
| To further assist your child at home with their Science studies you can access the AQA [site](https://www.aqa.org.uk/subjects/science/gcse/combined-science-synergy-8465) to access the specification and past paper exams to practice. You can also access [BBC Bitesize](https://www.bbc.co.uk/bitesize/examspecs/zw488mn) which has course specific notes, videos and quizzes to assist students with their Homework and revision. | | | | | | | | |
| **Film Studies** | **Introduction to technical codes**   * Camera angles/shots * Camera movement * Editing * Lighting * Sound * Mise-en-scene * Genre * Narrative structure   **Component 2 - UK Contemporary Film**   * Narrative structure * cinematography * Representation * Film style * Aesthetics | | | | **Narrative theory**   * Todorov * Propp * Levi-Strauss   **Component 2 – Global English Language Film**   * Narrative * Representation * Film style * Cinematography * Context * How context is represented | | **Coursework**   * Genre * Conventions of screenplay writing * Conventions of dialogue * Representation of characters * Shooting script * Evaluative analysis   **Component 2 – Global Non-English Language Film**   * Genre * Narrative * Representation * Film style | | |
| **PSHE** | **Being Me in My World**   * Human rights and societal freedoms * Online and offline behaviour – positive and negative * Staying safe online and managing risks | | **Celebrating Difference**   * Equality Act * Vulnerable and marginalised groups * Balance of power and impact on individuals and/or groups * Impact of discrimination on physical and mental well-being | | **Dreams and Goals**   * Different lifestyle choices (e.g. health, altruism) * Positive and negative implications of different lifestyle choices * Importance of balance in goals (e.g. work-life balance) * Understanding how support from others can positively impact on achieving personal goals | **Healthy Me**   * Impact of physical health on wider well-being * Planning ahead and making positive long-term choices | **Relationships**   * Sustaining positive long-term relationships * Healthy vs unhealthy relationships * Managing the breakdown of a relationships (friendship or romantic relationship) | | **Changing Me**   * Impact of societal change on self * Sexuality and gender * Strategies for managing change, including reflecting on how changes have been managed so far |
| **PE** | **Athletics**   * Throwing * Javelin * Shot put * Jumping * Long jump * High jump * Sprinting 100m | | Students will study four activities, one team, one individual and then two others of their choice.  Students will be required to perform effectively under applied conditions, using tactics or compositional techniques as necessary and observe the rules and conventions of the activities. In addition, learners will be required to analyse a performance in order to determine its strengths and weaknesses, and suggest simple ways of improving the quality and effectiveness of the performance.  As part of the course content learners will be taught to:  • develop and apply a range of basic skills and techniques in their chosen activities  • select and apply the skills, tactics/compositional ideas and team skills in their chosen activities.  Learners will also be taught how to:  • analyse their own or another’s performance, identifying strengths and weaknesses and suggesting how performance may be improved.  In addition, learners will be expected to:  • observe and implement the rules, conventions and safety requirements of the activity  **To promote physical activity learners will be taught:**  • the importance of being physically active  • to engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance  • the need for personal hygiene in relation to physical activity.  **To develop positive attitudes, learners will be taught:**  • to observe the conventions of fair play, honest competition and good sporting  behaviour as individual participants, team members and spectators  • the various roles within an activity  • they may be given the opportunity to lead within a practical activity, providing opportunities for others to participate  • to understand different roles with physical activities.  **3 To ensure safe practice, learners should be taught**:  • to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competitions  • why particular clothing, footwear and protection are worn for different activities  • to warm up for and cool down from exercise. | | | | | | |
| **ICT** | **Identify the ICT requirements of a straightforward task**   * *Use ICT to plan and organise work.*   **Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context**   * *Select and use software applications to meet needs and solve straightforward problems* * *Select and use interface features effectively to meet needs* * *Adjust system settings as appropriate to individual needs.* | | **Manage information storage**   * *Work with files, folders and other media to access, organise, store, label and retrieve information* * *Follow and demonstrate understanding of the need for safety and security practices* * *Demonstrate how to create, use and maintain secure passwords* * *Demonstrate how to minimise the risk of computer viruses.*   **Search techniques to locate and select relevant information**   * *Search engines, queries.* | | **Select information from a variety of ICT sources for a straightforward task**   * *Recognise and take account of currency, relevance, bias and copyright when selecting and using information* * *Developing, presenting and communicating information.* | **Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks**   * *Apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content* * *Use appropriate software to meet requirements of straightforward data-handling task.* | **Use communications software to meet requirements of a straightforward task**   * *Read, send and receive electronic messages with attachments* * *Demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication.* | | **Combine information within a publication for a familiar audience and purpose**  **For print and for viewing on screen**   * *Check for accuracy and meaning.*   **Evaluate own use of ICT tools**   * At each stage of a task and at the task’s completion. |
| **BTEC TECH Award** | Students will start by developing their wood working skills by finishing the making of a side table using pine and plywood which was started at the end of Y9. Students will then have an opportunity to further their wood working skills by making a wooden frame with a different wood joint in each corner. | Component 1 of the qualification is a project set by the exam board which covers research, design and the making of a developed product that matches a client brief. The details for the project are released by the examination board, Pearson’s, in November. | | Students will continue to work on Component 1 with a mid-May 2023 deadline. Learning outcomes to be assessed are:  **A** Use investigation and experimentation processes in art and design practice  **B** Generate and communicate art and design ideas  **C** Develop practical skills through application and review  **D** Record and communicate skills development. | | | | The summer term will provide students with opportunities to further their investigation and knowledge for designers and design practice along with further developing their own practical skills and knowledge for workshop processes in preparation for Component 2 which will be completed in Y11. | |
| **Life Skills**  **ASDAN PDP Silver Award** | **Traditional meal and International celebration**  Students will explore and research a range of traditional British and International meals. Working as a group to choose a selected meal. They will purchase items from the local community and work together to make the meal. | | **Enterprise Projects**  Students will work within their Life Skills group to choose an enterprise project based on shared or common interests. The range of activities will be dependent on the enterprise project and most projects will result in a trip within the community. | | **Current Events or Charity research**  Students can choose wether to explore current events within the news or conduct research into a relevant charity (such as iCAN). They will report their findings using written and spoken information. | **Needs-led therapy**  Life Skills groups will focus on relevant skills that require additional support, e.g. social skills, executive function skills. | **Work related learning and Enterprise**  Students will develop their understanding of work and employability, such as knowing what to wear and problem-solving work-related issues.  Support for Duke of Edinburgh can also be offered during Life Skills if pupils are accessing the award. | | **Needs-led Therapy**  Life Skills groups will focus on relevant skills that require additional support, e.g. social skills, executive function skills. |