

Curriculum overview Whole School

What our students study in Year10 at Strood Academy

| Subjects | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
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| Maths | <p>Indices, Standard Form and Inequalities</p> <p>In this unit students will look at how we can use different representations of numbers to fit the purpose of a task, including how to represent very large and very small numbers and how to show ranges of numbers. The use of indices in standard form and combines together two topics that have been looked at in isolation previously.</p> | <p>Pythagoras, Sequences and Simultaneous Equations</p> <p>In this unit students will look at the links between sides in right angled triangles and apply the index laws they worked on last term.</p> <p>They will examine the patterns in the sides of right angled triangles and use these to move on to other patterns, sequences and series, examining how these can be created from equations and rules.</p> <p>Finally they will see that some equations can only have a certain number of solutions and will learn how to find these solutions both graphically and algebraically.</p> | <p>Ratios, Congruence and Similarity, and Trigonometry</p> <p>In this unit students will look at the links and applications of ratio. This includes when looking at proportion as well as in congruent and similar shapes.</p> <p>They will then make the link between ratios and trigonometry and how ratios can be used to find missing sides and angles using the trigonometric ratios.</p> | <p>Plot Graphs, Fractions, Decimals and Percentages</p> <p>In this unit students will apply the knowledge they have learnt previously to look at how we can represent sequences as graphs.</p> <p>They will look at the role fractions, decimals and percentages play in our day to day life and how to manipulate and move between these three representations of the same numbers to make calculations simpler. They will then apply this to real life situations such as interest and depreciation calculations.</p> | <p>Algebra and Angles</p> <p>In this unit students will take their understanding of real life applications of algebra and see how these relate to more abstract applications of algebra by manipulating algebraic expressions and equations.</p> <p>They will then look at how algebra, formula and rules can be used to find missing angles in 2D shapes, linking this back in with the trigonometry studied earlier in the year.</p> | <p>Vectors, Statistics and Probability</p> <p>In this unit students will look at how we can use vectors to represent and calculate movements.</p> <p>They will then examine the collection, display and analysis of sets of data to make comparisons and draw conclusions about sets of data, Finally they will look at how this data can be used to calculate probability of events. How to best display probability data to make calculations and what certain probabilities mean when applied to real world situations.</p> |
| English | <p>A Christmas Carol + Creative Writing</p> <ol style="list-style-type: none"> 1. Reading the A Christmas Carol for the first time, utilising a range of reading strategies. 2. Building a firm knowledge of the characters, plot and themes. 3. Analysis of an extract. 4. Regular practise of analytical writing with a particular focus on crafting conceptual responses. 5. Introduction to creative writing. | <p>A Christmas Carol + Creative Writing</p> <ol style="list-style-type: none"> 1. Using the previous term's study to conduct a deeper investigation into the text, with a focus on overarching methods used by Dickens. 2. Analysis of an extract and linking to wider text. 3. Regular practise of analytical writing with a particular focus on crafting conceptual responses. 4. Regular practise of creative writing. | <p>Macbeth + Evaluation</p> <ol style="list-style-type: none"> 1. Reading Macbeth for the first time, utilising a range of reading strategies. 2. Building a firm knowledge of the characters, plot and themes. 3. Analysis of an extract. 4. Regular practise of analytical writing with a particular focus on crafting conceptual responses. 5. Introduction to evaluative skills. | <p>Macbeth + Evaluation</p> <ol style="list-style-type: none"> 1. Using the previous term's study to conduct a deeper investigation into the text, with a focus on overarching methods used by Shakespeare. 2. Analysis of an extract and linking to wider text. 3. Regular practise of analytical writing with a particular focus on crafting conceptual responses. 4. Regular practise of evaluative skills. | <p>An Inspector Calls + Transactional Writing</p> <ol style="list-style-type: none"> 1. Reading An Inspector Calls for the first time, utilising a range of reading strategies. 2. Building a firm knowledge of the characters, plot and themes. 3. Analysis of a text as a whole. 4. Regular practise of analytical writing with a particular focus on crafting conceptual responses with integrated context. 5. Introduction to transactional writing. | <p>An Inspector Calls + Transactional Writing</p> <ol style="list-style-type: none"> 1. Using the previous term's study to conduct a deeper investigation into the text, with a focus on overarching methods used by Priestley. 2. Regular practise of analytical writing with a particular focus on crafting conceptual responses. 3. Regular practise of creative writing. 4. Planning of, writing and recording of English Language NEA Speaking and Listening exams. |

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| <p>Science</p> <p>Content is now cycled between all three sciences in units which build & extend on the work done in year 7 & 8 on key concepts. This enables students to make links between topics across the sciences</p> | <p>Biology - Cells & Organisation, Health & Disease</p> <p>Chemistry - Atomic structure & Periodic Table</p> <p>Physics - Energy & Electricity</p> <p>Biology - Structure of Eukaryotic Vs Prokaryotic cells. Animal cells Vs Plant cells. Cell Specialisation Diffusion Organisation of structures incl digestive system, heart & blood vessels and blood. Pathogens and Immune Response.</p> <p>Chemistry - Atoms, elements and compounds Mixtures Atomic Models Charges of subatomic particles Relative atomic mass Electronic Structure The Periodic Table & History of development Metals Vs Non- Metals Chemical Bonds - Ionic, Covalent, Metallic</p> <p>Physics - Energy changes in a system Changes in energy Power Conservation of energy and dissipation National and Global energy resources Current, P.d and resistance Electrical charge and current Resistors</p> | <p>Biology - Photosynthesis & Reproduction</p> <p>Chemistry - Properties of Compounds & Reactivity</p> <p>Physics - Electricity & Power</p> <p>Biology - Photosynthesis Rate of Photosynthesis Products of Photosynthesis Sexual and Asexual reproduction Meiosis Variation Selective Breeding Resistant Bacteria</p> <p>Chemistry - Properties of Ionic compounds Reactivity of metals, metal oxides. The reactivity series Reactions of Acids with metals Neutralisation of acids and salt production Soluble Salts Exothermic and Endothermic reactions Reaction Profiles Collision theory and activation energy Reversible reactions Crude oil, hydrocarbons and alkanes Fractional Distillation & petrochemicals Properties of hydrocarbons</p> <p>Physics - Series and Parallel circuits Energy Transfers Changes of state and particle matter Atoms and Isotopes Forces Work Done</p> | <p>Biology - Adaptations</p> <p>Chemistry - Earth's Atmosphere & Resources</p> <p>Physics - Forces, Motion & Energy</p> <p>Biology - Classification Adaptations Cell Structure Cell Division Transport in Cells Animal Tissue, Organs & Organ Systems Plant Tissue, Organs & Organ Systems</p> <p>Chemistry - Chemical Analysis Tests for Gases Earth's Atmosphere Using Earth's Resources</p> <p>Physics - Forces & Motion Conservation of Energy Domestic uses & Safety Energy Transfers</p> | <p>Biology - Control Systems & Coordination</p> <p>Chemistry - Bonding & Structures</p> <p>Physics - Atoms & Radiation</p> <p>Biology - Infection & response Respiration The Human Nervous System Hormonal coordination in Humans</p> <p>Chemistry - The Periodic Table Bonding & Structures Structure & Bonding of Carbon</p> <p>Physics - Internal energy & energy transfers Particle models & Pressure Atoms & Nuclear radiation</p> | <p>Biology - Inheritance & Evolution</p> <p>Chemistry - Quantitative Chemistry</p> <p>Physics - Forces & Motion</p> <p>Biology - Reproduction Variation & Evolution The development of understanding of genetics & evolution</p> <p>Chemistry - Quantitative Chemistry, Use of amount of substance, Chemical Changes</p> <p>Physics - Scalar & Vector Quantities Forces & Elasticity Forces & Motion Momentum</p> | <p>Biology - Ecosystems</p> <p>Chemistry - Reactions of Ionic Substances</p> <p>Physics - Waves & Magnetism</p> <p>Biology - Adaptations, Interdependence & Competition Organisation of an ecosystem Biodiversity & the effect of human interaction on ecosystems</p> <p>Chemistry - Reactions of Acids Electrolysis Energy Changes Rate & Extent of chemical change</p> <p>Physics - Waves Magnetism & Electromagnetism The Motor Effect</p> |
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| <p>History</p> | <p>Health and the People (Exam Paper 2)</p> <p>This term there will be a focus on the Health and the People Paper. We will explore the key concepts related to health in the Ancient and the Medieval period. Throughout the term pupils will be introduced to the various types of exam questions and they will be expected to practice these.</p> | <p>Health and the People (Exam Paper 2)</p> <p>This term we will continue with the Health and the People Paper. We will explore the key concepts related to health in the Renaissance and the Industrial period. Throughout the term pupils will be introduced to the various types of exam questions and they will be expected to practice these</p> | <p>Health and the People (Exam Paper 2)</p> <p>In Term 3 we will continue investigating the significant events and people during the industrial period. We will also analyse the impact both world wars had on health. Throughout the term pupils will be introduced to the various types of exam questions and they will be expected to practice these</p> | <p>Health and the People (Exam Paper 2)</p> <p>In term 4 we will complete the Health and the People Exam paper by evaluating the changes to health in the 20th and 21st century. We will then explore the Norman England exam paper with a focus on England before 1066 and during 1066.</p> | <p>Norman England (Exam Paper 2)</p> <p>Term 5 will focus more on how William I was able to control England after his conquest and the impact he had on the people living in England.</p> | <p>Norman England (Exam Paper 2)</p> <p>For the Final term we will explore the Church's role in Norman England and how the monarchy developed after William I's death. We will also review all of Paper 2's units and practice all the exam skills required to complete this Paper.</p> |
| <p>Geography</p> | <p>Landscapes and physical processes</p> <ul style="list-style-type: none"> - Distinctive landscapes in the UK - How human activity can affect physical landscapes, case study - Managing landscapes in the UK - Processes that form river and coastal landscapes in the UK - Factors that affect the rate of landform change in river and coastal landscapes in the UK | <p>Landscapes and physical processes / Rural - urban links</p> <ul style="list-style-type: none"> - Physical processes that affect stores and flows in the drainage basin - Why rivers flood - Current and future flood management <p><u>Rural - urban links</u></p> <ul style="list-style-type: none"> - How rural and urban areas in the UK are linked - Changing rural areas in the UK | <p>Rural - urban links</p> <ul style="list-style-type: none"> - Causes and consequences of population change in the UK - Contemporary challenges facing UK towns and cities - How and why retailing in the UK is changing - Global patterns of urbanisation - Consequences of urbanisation in 2 global cities - How global cities are connected | <p>Coastal hazards and their management</p> <ul style="list-style-type: none"> - Why coastal communities are vulnerable to erosion and flooding - Hard and soft engineering for managing coastlines - Sustainable coastal management for rising sea levels - SIDS / LECZ | <p>Weather, climate and ecosystems</p> <ul style="list-style-type: none"> - Evidence for climate change - Causes of climate change - Causes and consequences of two weather hazards - Low and high weather pressure systems - Variations in weather and climate at different scales in the UK - Location and characteristics of large scale ecosystems - Key processes of ecosystems at different scales | <p>Weather, climate and ecosystems / Applied fieldwork enquiry</p> <ul style="list-style-type: none"> - The way people use ecosystems and environments - How do human activities modify processes and interactions with ecosystems - Sustainable management of ecosystems <p><u>Applied fieldwork enquiry</u></p> <ul style="list-style-type: none"> - Geographical enquiry processes - Collecting evidence - Processing and presenting evidence |
| <p>Spanish</p> | <p>Life at School</p> <p>School life, subjects, rules, uniform, future plans and work</p> <p>Grammar Comparison Plural Quantity words deber/poder/ hay que Lo que</p> | <p>Travel and Tourism</p> <p>Holidays. Weather, places to stay, activities</p> <p>Grammar Imperfect Preterite Possessive pronouns</p> | <p>Education Post 16</p> <p>Review term 1 Professional life Future work and plans Extending writing</p> <p>Grammar Lo+adjectives Future Si clause</p> | <p>Social Issues/Unhealthy Living</p> <p>Healthy / unhealthy food Exercising /sport /sleep smoking/ obesity /alcohol</p> <p>Grammar Past (imperfect) Conditional Se debe /tiene que Verb endings comparisons</p> | <p>Marriage and Partnership</p> <p>Ideal partner, family plans, the future</p> <p>Grammar Future Gerund Direct object</p> | <p>Technology and Everyday Life</p> <p>New technologies. Social medias</p> <p>Grammar Se puede Imperfect Comparisons Present perfect</p> |

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| <p>Computing & Enterprise</p> | <p>A1 – What is a user Interface A2 – Audience Needs</p> | <p>A3 – Design Principles A4 – Designing an efficient user interface Preparation for assessment: recap of Learning aim A End of Learning aim A: formal assignment</p> | <p>B1 – Project Planning techniques B2 – Create a project plan</p> | <p>B3 – Create an initial design Preparation for assessment: recap of Learning aim B</p> | <p>C1 – Developing a user interface C2 – Refining the user interface C3 - Review Preparation for assessment: Recap of Learning aim C End of Learning aims B and C: formal assignment</p> | <p>2A1 -Characteristics of data and information 2A2 – Representing information 2A3 – Ensuring data is suitable for processing 2A4 – Data collection</p> |
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Art / Design technology Subjects are taught on rotation through the modules

| Groups | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 | Rational |
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| Year 10- Art | Food | Food | Food | Food | 3 theme booklet (exam style) | 3 theme booklet (exam style) | Formal elements are revisited via a wide range of materials, techniques and processes |
| Year 10- Photo | ID | ID | ID | ID | 3 theme booklet (exam style) | 3 theme booklet (exam style) | Themes: Black/White, Text/Image, Close up. Year 8 project portfolio links to ID photography unit. |
| Year 10- 3D Design | Art Deco | Art Deco | Art Deco | Art Deco | 3 theme booklet (exam style) | 3 theme booklet (exam style) | Themes: Surface design, Insect, Inside/Outside |
| Year 10- Food | ? HJA/RCLR/LGR Planning | ? HJA/RCLR/LGR Planning | Planning to take place to fix themes and SOWs |

Art: In Component 1 and Component 2 students are required to work in **one or more** area(s) of fine art, such as those listed below:

- drawing
- painting
- sculpture
- installation
- lens-/light-based media
- photography and the moving image
- printmaking
- mixed media

3D Design:

- architectural design
- sculpture
- ceramics
- product design
- jewellery and body adornment

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- interior design
- environmental/landscape/garden design
- exhibition design
- 3D digital design
- designs for theatre, film and television.

Photography: In Component 1 and Component 2 students are required to work in **one or more** area(s) of photography, such as those listed below:

- portraiture
- location photography
- studio photography
- experimental imagery
- installation
- documentary photography
- photo-journalism
- moving image: film, video and animation
- fashion photography.

Hospitality and catering Level 2:

- Understand the environment in which hospitality and catering providers operate
- Understand how hospitality and catering provisions operate
- Understand how hospitality and catering provision meets health and safety requirements
- Know how food can cause ill health
- Be able to propose a hospitality and catering provision to meet specific requirements

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| <p>Performing Arts</p> | <p>Component 1: Understanding Drama. Section A and B</p> <p>Core Knowledge: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. Analyse and evaluate their own work and the work of others.</p> <p>Interleaving Knowledge: Performance skill terminology Design skill terminology</p> <p>Curriculum links : Making inferences and referring to evidence in the textual links Develop an appreciation and love of reading, and read increasingly challenging material independently through: Reading a wide range of fiction and non-fiction, including in particular whole books,short stories, poems and plays with a wide coverage of genres, historical periods,forms and authors.</p> | <p>Component 1: Understanding Drama. Section A, B, C</p> <p>Core Knowledge: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. Analyse and evaluate their own work and the work of professional industry practitioners.</p> <p>Interleaving Knowledge: Themes and convention of the set play text studied in module 1. Section A terminology: roles and responsibilities in theatre.</p> <p>Curriculum links : Making inferences and referring to evidence in the text. Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.</p> | <p>Component 3: Text in Practice Component 1: Section C</p> <p>Core Knowledge: Apply theatrical skills to realise artistic intentions in live performance. Analyse and evaluate their own work and the work of professional industry practitioners.</p> <p>Interleaving Knowledge: Section A of the written examination: roles and responsibilities within theatre.</p> <p>Curriculum links : Develop an appreciation and love of reading, and read increasingly challenging material independently through: Reading a wide range of fiction and non-fiction, including in particular whole books,short stories, poems and plays with a wide coverage of genres, historical periods,forms and authors.</p> | <p>Component 1: Section B- Blood Brothers</p> <p>Core Knowledge: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. Analyse and evaluate their own work and the work of others.</p> <p>Interleaving Knowledge: Section A of the written examination: roles and responsibilities within theatre and staging terminology.</p> <p>Curriculum links : Understanding how the work of dramatists is communicated effectively through performance.</p> | <p>Component 2: Devising Theatre Group Performances and Logs</p> <p>Core Knowledge: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. Analyse and evaluate their own work and the work of professional industry practitioners.</p> <p>Interleaving Knowledge: Performing skills: vocal, physical, stage space and interaction.</p> <p>Curriculum links : Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p> | <p>Component 2: Devising Theatre Group Performances and Logs</p> <p>Core Knowledge: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. Analyse and evaluate their own work and the work of professional industry practitioners.</p> <p>Interleaving Knowledge: Themes and convention of the set play text studied in module 1. Section A terminology: roles and responsibilities in theatre.</p> <p>Curriculum links : Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p> |
| <p>PE</p> | <p>Theory Core knowledge being taught: Structure and function of the skeletal system, bone types, structure of a synovial joint, movement at a joint. Structure of muscular system, types of muscle, muscle fibre types, antagonistic muscle pairs Interleaving, prior knowledge: Students will have knowledge</p> | <p>Theory Core knowledge being taught: Warming up and cooling down and the benefits of both. Immediate effects of exercise (during exercise), Short-term effects of exercise (up to 36 hours after exercise), Long-term effects of exercise (months and years of exercising), The components of fitness, Linking</p> | <p>Theory Core knowledge being taught: Understanding the terms aerobic exercise (in the presence of oxygen) and anaerobic exercise (in the absence of enough oxygen), The use of aerobic and anaerobic exercise in practical examples of differing intensities, Excess post-exercise oxygen consumption (EPOC)/oxygen debt as the result of muscles</p> | <p>Quantitative data, Methods for collecting quantitative data, Qualitative data, Methods for collecting qualitative data, Presenting data, Analysis and evaluation of data, Skill and ability, Classifications of skill, Definitions of types of goals, The use and evaluation of setting performance and outcome goals in sporting examples, The use of SMART targets to improve and/or optimise performance, Basic information processing model, Identify examples of, and evaluate, the effectiveness of the use of types of guidance, with reference to beginners and elite level performers, Identify examples</p> | | <p>Theory Core knowledge being taught: The pathway of air, gaseous exchange, blood vessels, structure of the heart,the cardiac cycle and pathway of blood,cardiac output, stroke volume and heart rate, mechanics of breathing, interpretation of spirometer trace, Immediate effects of exercise (during exercise),</p> |

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| | <p>of bones and muscles used in sporting activities from KS3 MYP.</p> <p>Practical Core knowledge being taught: Skills, drills and tactics for team sports.</p> <p>Interleaving of prior knowledge: Recall of skills, drills and tactics previously learnt in Year 9 and 10. Cross reference between football, netball and handball of skills, drills and tactics. We will also recall theory concepts where appropriate, e.g warm-ups and muscles used for particular skills.</p> | <p>sports and physical activity to the required components of fitness, Measuring the components of fitness, Demonstration of how data is collected for fitness testing, Types of training,</p> <p>Practical Core knowledge being taught: Skills, drills and tactics for team sports.</p> <p>Interleaving of prior knowledge: Recall of skills, drills and tactics previously learnt in Year 9 and 10. Cross reference between football, netball and handball of skills, drills and tactics. We will also recall theory concepts where appropriate, e.g warm-ups and muscles used for particular skills.</p> | <p>respiring anaerobically during vigorous exercise and producing lactic acid, The recovery process from vigorous exercise. The principles of training and overload, Application of the principles of training, Identification of the advantages and disadvantages (the effects on the body) of training types linked to specific aims,</p> <p>Practical Core knowledge being taught: Skills, drills and tactics for team sports.</p> <p>Interleaving of prior knowledge: Recall of skills, drills and tactics previously learnt in Year 9 and 10. Cross reference between football, netball and handball of skills, drills and tactics. We will also recall theory concepts where appropriate, e.g warm-ups and muscles used for particular skills.</p> | <p>of, and evaluate, the effectiveness of the use of types of feedback, with reference to beginners and elite level performers, Inverted-U theory, How optimal arousal levels vary according to the skill being performed in a physical activity or sport, How arousal can be controlled using stress management techniques before or during a sporting performance, Understand the difference between direct and indirect aggression with application to specific sporting examples, Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personality types, Definition of intrinsic and extrinsic motivation, as used in sporting examples, Evaluation of the merits of intrinsic and extrinsic motivation in sport</p> <p>Practical Core knowledge being taught: Skills, drills and tactics for individual sports.</p> <p>Interleaving of prior knowledge: Recall of skills, drills and tactics previously learnt in Year 9 and 10 for different athletic events. We will also recall theory concepts where appropriate, e.g warm-ups and muscles used for particular skills.</p> | <p>Short-term effects of exercise (up to 36 hours after exercise), Long-term effects of exercise (months and years of exercising),</p> <p>Practical Core knowledge being taught: Skills, drills and tactics for individual sports.</p> <p>Interleaving of prior knowledge: Recall of skills, drills and tactics previously learnt in Year 9 and 10 for athletic events. We will also recall theory concepts where appropriate, e.g warm-ups and muscles used for particular skills.</p> | |
| <p>Media studies</p> | <p>Paper 1 Section A Newspapers (in-depth study) - The Guardian (12 September 2018)</p> <p>The Sun (12 June 2018)</p> <p><i>Analysis of the use of media language in similar media products to identify the codes and conventions of the particular genres and forms</i></p> | <p>Paper 1 Section A Radio - The Archers http://www.bbc.co.uk/programmes/b006qpgr</p> <p>Magazines - Pride (November 2015) GQ (July 2016)</p> <p><i>Analysis should focus on how specific techniques such as layout and composition, camerawork, editing and sound are used to create meaning, and the way in which representations of events, issues, individuals and social groups (as appropriate) are constructed, considering how choice of elements of media language influences meaning</i></p> | <p>Paper 1 Section A Advertising and marketing - Quality Street (1956)</p> <p>This Girl Can (2015)</p> <p>Learners study two adverts from the past to enable learners to develop their understanding of media language and of how representations reflect, and are influenced by, relevant contexts</p> | <p>Paper 1 Section B Film - The Man with the Golden Gun (1974) Spectre (2015)</p> <p>Video games - Fortnite (2017) https://www.epicgames.com/fortnite/enUS/home</p> <p>How the films/games and the chosen extracts reflect the society and culture of the time in which they were made</p> | <p>C3 NEA Coursework set by the exam board is released at this point to start completing in lessons</p> <p>Research and Planning</p> <ul style="list-style-type: none"> analysis of the use of media language in similar media products to identify the codes and conventions of the particular genres and forms | <p>C3 NEA Coursework set by the exam board is released at this point to start completing in lessons</p> <p><i>Analysis should focus on how specific techniques such as layout and composition, camerawork, editing and sound are used to create meaning, and the way in which representations of events, issues, individuals and social groups (as appropriate) are constructed, considering how choice of elements of media language influences meaning</i></p> <p>Research into how media products are aimed at and target audiences, including</p> |

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| | | | | | | <p>analysis of the techniques used to appeal to and engage an intended audience</p> <p>Secondary research – internet-based research appropriate to GCSE into audiences to develop understanding and support analysis</p> <p>Primary audience research such as focus groups prior to completion of production work</p> |
| <p>Health and Social care</p> | <p>Component 1 Interleaving: <i>KS3 knowledge of growth and development, skeletal-muscular system knowledge.</i></p> <p>Main life stages: Infancy, early childhood, adolescence, early adulthood, middle adulthood, later adulthood</p> <p>PIES across the main life stages: Physical development including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone and skin elasticity. Intellectual/cognitive development across the life stages, language development, problem solving, abstract and creative thinking, development of memory and loss of memory/recall.</p> | <p>Component 1 Interleaving: <i>Life stages, Physical and Intellectual development.</i></p> <p>Emotional Development across life stages, bonding and attachment, independence and self esteem, security, contentment and self image. Social development across life stages, formation of relationships with others and the socialisation process.</p> <p>Factors affecting growth and development: Physical - genetic inheritance, experience of illness or disease, diet and lifestyle choices, appearance. Social & Cultural - Culture, educational experiences, influence of role models, influence of social isolation, personal relationships with friends and family. Economic Factors - Income/wealth, material possessions</p> | <p>Component 1 Interleaving: <i>Life stages, Physical and intellectual development, emotional and social development, factors affecting growth</i></p> <p>Different types of life event: Physical Event - accident/injury, ill health. Relationship Changes - entering into relationships, marriage, divorce, parenthood, bereavement. Life Circumstances - moving house, school or job, exclusion from education, redundancy, imprisonment, retirement.</p> <p>Coping with change caused by life events: How individuals adapt to these changes, Sources of support - family, friends, partners, professional carers and services, community groups, voluntary and faith-based organisations. Types of support - emotional, information and advice, practical help e.g. financial assistance, childcare, transport</p> | <p>Component 1 and 2 Interleaving: <i>Life stages, Physical and intellectual development, emotional and social development, factors affecting growth, life events, coping with change.</i></p> <p>Primary, Secondary and tertiary care services and how they meet an individuals needs. Primary: GPs, dental care, optometry, community health care. Secondary & tertiary: specialist medical care - cardiologists, midwives, diabetic nurses. Allied health professionals and how they meet an individuals needs such as: Physiotherapy, occupational therapy, speech and language therapy, dieticians</p> | <p>Component 2 Interleaving:<i>Life stages, PIES, factors affecting growth, life events, coping with change, Care Services</i></p> <p>Services for children and young people; foster care, residential care, youth work. Services for adults or children with specific needs (learning disability, sensory impairments, long term health issues); residential care, respite care, domiciliary care Services for older adults; residential care, domiciliary care</p> | <p>Component 2 Interleaving: <i>Life stages, PIES, factors affecting growth, life events, coping with change, Care Services</i></p> <p>Empowering and promoting Independence. Respect for Others Maintaining confidentiality Preserving dignity Effective Communication Safeguarding and duty of care Promoting Anti-discriminatory practise Applying care values in a compassionate way. Working together Giving and receiving feedback. Using/Actioning Feedback to improve</p> |

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| <p>RSE</p> | <p>Online and Media</p> <p>Rights, responsibilities and opportunities online</p> <p>About online risks</p> | <p>Online and Media</p> <p>Not to provide material to others that they would not want shared</p> <p>What to do and where to get support to report material or manage issues online</p> | <p>Online and Media</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviour,</p> <p>How information and data is generated, collected, shared and used online</p> | <p>Respectful Relationships</p> <p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> | <p>Respectful Relationships</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> | <p>Respectful Relationships</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p> |
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