

## THEMATIC CURRICULUM OVERVIEW- KS4- 2021/22

| YEAR 1 - KS4    | TERM 1                                    | TERM 2   | TERM 3   | TERM 4   | TERM 5   | TERM 6   |
|-----------------|---|--|--|--|--|--|
| <b>English</b>  | English Entry Level                       |  |  |  |  |  |
| <b>Literacy</b> | Component 1<br>Style                      | Component 2<br>Myths and Legends                       | Component 1<br>Detectives                        | Reading and<br>comprehension<br>Writing<br>Spoken Language | Reading and<br>comprehension<br>Writing<br>Spoken Language | Reading and<br>comprehension<br>Writing<br>Spoken Language   |
|                 | See AQA Overview for GCSE                 |  |  |  |  |  |
|                 | Reading and thinking<br>about unseen text | Selecting and using<br>textual<br>details/references   | Exploring the effects of<br>the writer's methods | Forming an argument  | Exam Revision  | Independent Choice   |
| <b>Numeracy</b> | Mathematics Entry Level (AQA)             |  |  |  |  |  |
|                 | Component 1: Number                       | Component 2: The<br>Four Operations                    | Component 3: Ratio                               | Component 4: Money   | Component 5: The<br>Calendar and Time                      | Component 6:<br>Measures                                     |
|                 | Mathematics GCSE (AQA)                    |  |  |  |  |  |
|                 | Number                                    | Algebra  | Ratio  | Geometry<br>Probability and<br>Statistics                  | Exam Revision  | Independent Choice   |
| <b>IT</b>       | <b>Functional Skills<br/>Media</b>        | <b>Functional Skills<br/>Spreadsheet<br/>modelling</b> | <b>Functional Skills<br/>Project Management</b>  | Exam practice papers                                       | Exam practice papers                                       | <b>Online Safety</b><br>Reflect on own<br>behaviours, online |

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|                                 |  |   |   |  |                                       |  |
|---------------------------------|--|---|---|--|---------------------------------------|--|
|                                 | Study pre-production, use of media software, saving in different formats, media artefacts and evaluation of digital product.   | A focus on formulas, calculations, formatting LOOKUP and IF functions | Analyse a client brief, identify user requirements/objectives, Develop SMART targets, create planning docs and complete project. Evaluate strengths and AFD |  |                                       | reputation and how to build a positive one, identify fake news and its objectives. |
| <b>Science</b>                  | GCSE Biology topic 1 – Cell biology  |   | GCSE Biology topic 2 – Cell organisation  |  | GCSE topic 3 – Infection and response |  |
| <b>Humanities</b>               | Pupils do not follow specific humanities curriculums in KS4, however key skills and experiences related to humanities are embedded into holistic discussion topics. Individual or groups of students may follow humanities based ASDAN courses related to areas of interest. |   |   |  |                                       |  |
| <b>Spiritual Education (RE)</b> | What does belief mean to me?   |   | Sikh worship and community  |  | Moral dilemmas                        |  |
|                                 | Music offered as an ASDAN option   |   |   |  |                                       |  |
| <b>Art</b>                      | AQA GCSE   |   |   |  |                                       |  |
|                                 | Workshops<br>Pop Art   | Workshops<br>Pop Art  | Workshops<br>Art Movement<br>Independent Project  | Workshops<br>Art Movement<br>Independent Project       | Independent Project                   | Conclusion to<br>Independent Project   |
|                                 | AO1<br>AO3   | AO1<br>AO2  | AO1<br>AO2  | AO1<br>AO2   | AO3<br>AO4                            | AO3<br>AO4   |
| <b>DT</b>                       |  | <b>Structures</b><br>Frame Structures                                 |   | <b>Mechanisms</b><br>Inventions                        |                                       | <b>Textiles</b><br>Combining fabric shapes/Fashion                                 |
| <b>Food and Nutrition</b>       | British classics   | Vegetarian  | Making sauces   | Savoury pastry   | Sweet pastry                          | One pot cooking  |
| <b>PE</b>                       | Team Games   | Individual Games  | Creative  | Outdoor Activities                                     | Summer Games                          | Athletics  |
|                                 | Football<br>Rugby<br>Hockey<br>Netball   | Badminton<br>Table Tennis   | Gymnastics<br>Dance   | Orienteering<br>Team Building<br>Activities<br>Walking | Rounders<br>Cricket<br>Tennis         | Field: Shot, Javelin,<br>Discus, LJ, TJ and HJ                                     |

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|   |   |                              |  |   |   |   |
|---|---|------------------------------|--|---|---|---|
|   | Basketball  |                              |  |   |   | Track: Hurdles, Sprints, Middle Distance and Long Distance. |
| <b>MFL</b>  | The language of food  |                              |  | Exploring France                                      |   | Independence – exploring cultures and European languages    |
| <b>PSHE/RSE</b><br><b>Online safety</b><br><b>ongoing</b> | Managing Feelings<br>EC- Relationships<br>PSHE Association –<br>Anti-bullying | RSE Self awareness<br>Sex Ed | Self-care, support and safety<br>Online safety | The World I live in<br>EC – Living in the wider world | Healthy Lifestyles<br>EC – Health and Wellbeing | Changing and Growing  |