

YEAR 11 CURRICULUM (2022-2023)

		Term 1	Term 2	Term 3	Term 4	Term 5
AQA English Language and English Literature	Core Knowledge/ Skills	Shakespeare's Macbeth <ul style="list-style-type: none"> How to identify and analyse poetry (iambic pentameter, trochaic tetrameter) and prose; Tracking characters, plot and themes; Applying context to explore writers' agenda; Developing vocabulary. Conventions of a play, conventions of tragedy, How to approach Shakespeare, applying social, historical contexts of 1600s. 		Unseen Fiction <ul style="list-style-type: none"> How to approach unseen fiction texts, interpreting information, identifying and examining writers' methods. Writing creatively, using literary and structural techniques as well using accurate SPaG 	Unseen Poetry <ul style="list-style-type: none"> How to approach unseen poetry and how to compare unseen poems, with a specific focus on comparing writers' methods. Analysing poetry, how to annotate, developing critical writing. 	Revision and explicit exam preparation <ul style="list-style-type: none"> Revisiting all of the reading and writing skills taught up until this point and ensuring that students can confidently apply them to questions in order to create relevant answers in timed conditions. Students need to ensure that they are confident and that their exam literacy is fully developed.
	Examples of SMSC and British Values	<ul style="list-style-type: none"> Gender roles, Loyalty, The human condition, Morality, mortality, Truth and equivocation, Violence, guilt, PTSD. 		<ul style="list-style-type: none"> Relationships, Morality, prejudice, Race, surveillance, Love, gender. 	<ul style="list-style-type: none"> Relationships, Growing up, Love, nature, power, marriage. 	<ul style="list-style-type: none"> See previous columns
AQA Maths	Core Knowledge/ Skills <u>Higher only</u>	Geometry <ul style="list-style-type: none"> Perimeter Area Systems of measurement Nets Surface Area Volume 	Geometry <ul style="list-style-type: none"> Density, Mass, Volume Pressure, Force, Area Vectors Symmetry and Transformations 	Geometry <ul style="list-style-type: none"> Angles Congruency Similarity Circle Theorems Constructions, Loci and Bearings 	Geometry <ul style="list-style-type: none"> Pythagoras Trigonometry <u>Sine Rule</u> <u>Cosine Rule</u> Trigonometric Ratios and Graphs <u>Transformations of Graphs</u> 	Revision and Exams <ul style="list-style-type: none"> Topics identified by class teacher
	Examples of SMSC and BV	<ul style="list-style-type: none"> Real life links Discussions on historical roots 	<ul style="list-style-type: none"> Real life links Order to complete a task 	<ul style="list-style-type: none"> Tolerance - Arguing from different points of view (angles) 	<ul style="list-style-type: none"> Systematic approach Discussion on historical root of Pythagoras 	<ul style="list-style-type: none"> Democracy Rule of Law Equal opportunities
Edexcel Combined Science	Core Knowledge/ Skills	<ul style="list-style-type: none"> Electricity and Circuits Magnetism and Motor Effect Electromagnetic Induction Animal Coordination, control and homeostasis Exchange and Transport in Animals 		<ul style="list-style-type: none"> Groups in the Periodic Table Rates of chemical reactions Heat energy changes in chemical reactions Fuels, Earth and the Atmosphere 		<ul style="list-style-type: none"> Ecosystems and material cycles ->carbon, water and nitrogen cycles. Conservation, human impact on food webs.

Edexcel Triple Science				<ul style="list-style-type: none"> Revision and Exams –exam technique, calculation practise, revision strategies and timetabling
	Examples of SMSC and British Values	<ul style="list-style-type: none"> The National Grid - Hinkley point C; renewables/non renewables (BV - democracy, individual liberty, mutual respect, tolerance). Electrical safety. New develop in batteries for cars, Teslar. 	<ul style="list-style-type: none"> Car thefts related to stealing catalytic converters. Great smog of London and current effort to improve air quality – impact on lifestyles. Why diesel cars now have more restrictions within cities (BV - rule of law, democracy). 	<ul style="list-style-type: none"> Conservation - human impact (BV - individual liberty, mutual respect, tolerance), links to David Attenborough. Re-wilding schemes to increase biodiversity. Working in groups, team working skills New technologies, discoveries that question students’ moral and social views.
	Core Knowledge/ Skills	<ul style="list-style-type: none"> Electricity and Circuits Magnetism and Motor Effect Electromagnetic Induction Animal Coordination, control and homeostasis Exchange and Transport in Animals 	<ul style="list-style-type: none"> Groups in the Periodic Table Rates of chemical reactions Heat energy changes in chemical reactions Fuels, Earth and the Atmosphere Hydrocarbons, alcohols and carboxylic acids Polymers 	<ul style="list-style-type: none"> Qualitative analysis, materials and properties, nanoparticles Particle model – states of matter and density, changes of state Forces and matter –elastic and inelastic. Pressure Ecosystems and material cycles ->carbon, water and nitrogen cycles. Conservation, Revision and Exams –exam technique, calculation practise, revision strategies.
	Examples of SMSC and British Values	<ul style="list-style-type: none"> The National Grid - Hinkley point C; renewables/non renewables (BV - democracy, individual liberty, mutual respect, tolerance). Electrical safety. New develop in batteries for cars, Teslar. 	<ul style="list-style-type: none"> Car thefts related to stealing catalytic converters. Great smog of London and current effort to improve air quality – impact on lifestyles. Why diesel cars now have more restrictions within cities (BV - rule of law, democracy). 	<ul style="list-style-type: none"> Conservation - human impact (BV - individual liberty, mutual respect, tolerance), links to David Attenborough. Re-wilding schemes to increase biodiversity. Working in groups, team working skills New technologies, discoveries that question students’ moral and social views.

AQA Spanish	Core Knowledge/ Skills	Holidays and Travel <ul style="list-style-type: none"> Destinations Aller and prepositions (3-5 tenses) Holiday activities Transport Accommodation Conditional tense and si clauses Transactional language Holiday complaints 		School and Careers <ul style="list-style-type: none"> Describing school (facilities, subjects, uniform, rules) Describing teachers and relationships Advantages and disadvantages of school systems Future career paths Post-16 education Advantages and disadvantages of careers (Higher – pluperfect) 		Social & Global Issues <ul style="list-style-type: none"> Key local and global issues Charities/NGOs and their functions Volunteering Potential solutions Tener que Si clauses Tenses review Higher (subjunctive) 		Revision <ul style="list-style-type: none"> Exam strategies Diagnostic revision and interventions Past paper question practice (bespoke to classes/tiers)
	Examples of SMSC and British Values	<ul style="list-style-type: none"> Comparison of Hispanic and British territories as holiday destinations. Benefits of language use for tourism. 		<ul style="list-style-type: none"> Comparisons of British and Spanish education system. Discussions about the different educational routes and post-16 options. 		<ul style="list-style-type: none"> Development of an understanding of NGOs and their functions. What are the global and social issues facing people? 		N/A.
AQA French	Core Knowledge/ Skills	Holidays and Travel <ul style="list-style-type: none"> Destinations Aller and prepositions (3-5 tenses) Holiday activities Transport Accommodation Conditional tense and si clauses Transactional language Holiday complaints 		School and Careers <ul style="list-style-type: none"> Describing school (facilities, subjects, uniform, rules) Describing teachers and relationships Advantages and disadvantages of school systems Future career paths Post-16 education Advantages and disadvantages of careers (Higher – pluperfect) 		Social & Global Issues <ul style="list-style-type: none"> Key local and global issues Charities/NGOs and their functions Volunteering Potential solutions Falloir Si clauses Tenses review Higher (subjunctive) 		Revision <ul style="list-style-type: none"> Exam strategies Diagnostic revision and interventions Past paper question practice (bespoke to classes/tiers)
	Examples of SMSC and British Values	<ul style="list-style-type: none"> Comparison of Francophone and British territories as holiday destinations. Benefits of language use for tourism. 		<ul style="list-style-type: none"> Comparisons of British and French education system. Discussions about the different educational routes and post-16 options. 		<ul style="list-style-type: none"> Development of an understanding of NGOs and their functions. What are the global and social issues today? 		NA.
AQA Geography	Core Knowledge/ Skills	<ul style="list-style-type: none"> How the world has developed differently from place to place and the causes of the development gap. The progress Nigeria has made in its development. 	<ul style="list-style-type: none"> Fieldwork and data collection skills in Bristol when looking at urban regeneration. How Bristol as a city has changed. 	<ul style="list-style-type: none"> The changing UK economy. Students will understand how the United Kingdom's economy is in a constant state of change. 	<ul style="list-style-type: none"> Resource management. How food, water and energy resources are changing due to supply & demand. The impact of changing water 	<ul style="list-style-type: none"> An opportunity to revise the key areas from years 10 and 11 before the GCSE exams. 		

					resources around the world.	
	Examples of SMSC and British Values	<ul style="list-style-type: none"> The role of different cultures and societies in how the development gap has grown. How British values links with how we deal with these inequalities. 	<ul style="list-style-type: none"> Students consider how different waves of immigration have led Bristol to becoming the city that it is today. 	<ul style="list-style-type: none"> Students are encouraged to think about the role of democracy in how the UK's economy has changed. 	<ul style="list-style-type: none"> The role of different cultures and societies in managing our resource supply and consumption whilst discussing the ethical questions raised. 	N/A
Edexcel History	Core Knowledge/ Skills	<p>USA Conflict Home:</p> <ul style="list-style-type: none"> Protest, Progress and Radicalism, (1960-75). Progress in the period 1960-62. Peaceful protests & impacts, 1963-65. Malcolm X and Black Power, 1963-1975. Civil Rights Movement 1965-75 A range of sources and interpretations <p>USA Conflict Abroad:</p> <ul style="list-style-type: none"> Involvement in the Vietnam War, (1954-75). US involvement in Vietnam, 1954-63. Escalation and Johnson, Nature of conflict, 1964-68. Changes under Nixon, 1969-73. 	<p>USA Conflict Abroad:</p> <ul style="list-style-type: none"> Reactions to US involvement in the Vietnam War, (1964-75) Opposition to War. Support for War. The end of the War. Why did the USA fail in Vietnam? <p>The Cold War 1941-91:</p> <ul style="list-style-type: none"> Origins of the Cold War, (1941-58). East and West Tensions and Differences. It is hugely topical with Russia and Ukraine and allow students the background to why this happened. 	<p>Development of the Cold War 1947-49.</p> <ul style="list-style-type: none"> Cold War intensifies, 1949-58. The Cold War 1941-91: <i>Cold War crises, (1958-70).</i> Berlin Crisis – 1961. Cuban Crisis – 1962. Soviet invasion of Czechoslovakia - 1968. How politics can become hot or icy cold and why countries working together requires great foresight and planning. 	<p>The Cold War 1941-91: <i>The end of the Cold War, (1970-91).</i></p> <ul style="list-style-type: none"> Attempts to reduce tensions. Flashpoints in the East and West. Collapse of Soviet Union in eastern Europe. The challenges faced in Germany from the end of the crisis The trouble faced by East Berlin in particular and the freedom that comes post Soviet collapse. Consequences as impacts, importance of events and causes. 	Revision
	Examples of SMSC and British Values	<ul style="list-style-type: none"> BV – all. This is a very pertinent and imperative topic for students to understand topical issues of today e.g. Black Lives Matter. Allows students to challenge their 	<ul style="list-style-type: none"> BV – tolerance, rule of law, individual liberty and diversity. It allows students to challenge the notion of communism, the benefits and realities of capitalism and how best to avoid conflict. The moral conflict of Cuban Missile crisis and the cultural differences of Russia and the USA expand and develop students' abilities to question and build their opinions. Socially and spiritually the very separate and dichotomous relationship of East and West; the impact this had on Europe and, arguably, is still having on Europe. 			N/A

		preconceptions of a ‘fair’ world. <ul style="list-style-type: none">SMSC –All aspects of this are included with debates				
AQA Religious Studies	Core Knowledge/ Skills	Buddhist Beliefs & Practices 1 <ul style="list-style-type: none">Buddha’s life/ 3 marks/ 4 noble truths/ schools of Buddhism Worship/ meditation/ rituals/ festivals/ practices	Christian Beliefs & Practices 1 <ul style="list-style-type: none">Nature of God/Creation, crucifixion/ life after death Worship/ pilgrimages/ festivals/ charities	Relationships & Families <ul style="list-style-type: none">Sexuality/ marriage & divorce/ contraception/ gender equality/ families	Revision <ul style="list-style-type: none">	
	Examples of SMSC and BV	<ul style="list-style-type: none">GCSE Religious Studies, by definition, involves reference to questions relating to the spiritual dimension of human beings and how religion influences culture and society.				
Core Religious Studies	Core Knowledge/ Skills	Religion, Peace & Conflict <ul style="list-style-type: none">Reasons for war/ terrorism/WMD/ Just War/ Holy War · The Crusades · Northern Ireland and the ‘Troubles’ · The Israel-Palestine conflict · The Iraq war: faith & politics		Not in my name: faith out of balance? <ul style="list-style-type: none">Fundamentalism: Westboro Baptist Church · Jihadism- a Western misunderstanding · Heresy & martyrdom- Crispin & Crispinian/ 16th century/ witch-hunting · Cults & psychopathy: Jim Jones at Jonestown/ Messiah complexes/ Osho in Oregon		
	Examples of SMSC and BV	<ul style="list-style-type: none">GCSE Religious Studies, by definition, involves reference to questions relating to the spiritual dimension of human beings and how religion influences culture and society.				
Edexcel Citizenship	Core Knowledge/ Skills	Theme B Democracy in the UK <ul style="list-style-type: none">Political systemsVoting systems and PatternsRights and Responsibilities in a democracyBecoming an MPDigital democracyParliament and its historyPolitical parties and their manifestosElectionsPressure Groups and their impactInterest GroupsBringing about change.		Theme D Power and the Media <ul style="list-style-type: none">Media and its role in societyThe power of the mediaRights and Responsibilities of the mediaInternational organisations and the UK’s place in the world (EU, CW, UN, NATO, EC, WTO)Global tradeThe economyTaxation and stimulating the economy.Public and private sectors		Revision <ul style="list-style-type: none">
	Examples of SMSC and	<ul style="list-style-type: none">Roles in societyBritish ValuesReducing discrimination		<ul style="list-style-type: none">Roles in societyBritish ValuesReducing discrimination		<ul style="list-style-type: none">As previously mentioned

	British Values	<ul style="list-style-type: none"> Prevent agenda Rights and Resp Education Improving community cohesion Developing empathy for others, especially when politically opposed, 		<ul style="list-style-type: none"> Prevent agenda Rights and Resp Education Improving community cohesion Developing empathy for others, especially when politically opposed, The reputation the UK has around the world and why some may see us in a negative way. 		
AQA Media	Core Knowledge/ Skills	<ul style="list-style-type: none"> Dependent on brief. 	<ul style="list-style-type: none"> Semiotic analysis of both television shows understanding plot/character/gene. Context of both TV shows and the role of the BBC. Role of Ofcom. 	<ul style="list-style-type: none"> Context of video games (including KKH and Lara Croft), Semiotic analysis of Marcus Rashford, social media Understanding of industries - how social media/video games generate income. 	<ul style="list-style-type: none"> The differences between a niche and mass audience, vertical and horizontal integration, conglomerate structure and influence, methods of marketing. 	<ul style="list-style-type: none"> Impact of needle time, Marine Broadcasting Offices Act, impact of the internet, how radio targets and reaches its audience, the BBC as a public broadcaster.
	Examples of SMSC and British Values	<ul style="list-style-type: none"> Dependent on brief. 	<ul style="list-style-type: none"> Tolerance - learning about diversity (lack of diversity in television industry); Mutual respect - representations of gender and ethnicity; Rule of law - regulation of the BBC; Individual liberty - neutrality of the BBC. 	<ul style="list-style-type: none"> Tolerance - treatment of black football players Treatment of women in gaming Mutual respect - representations of gender and ethnicity; Rule of law - regulation of the internet Individual liberty - role of social media 	<ul style="list-style-type: none"> Tolerance - learning about diversity (lack of diversity in film industry/globalisation and imperialism); Mutual respect - exploring sexism (lack of female representation/women led films - Black Widow); Rule of law - regulation of film industry. 	<ul style="list-style-type: none"> Rule of law - regulation of radio industry; Mutual respect - understanding different audience reactions based on demographics and psychometrics.
AQA Graphics	Core Knowledge/ Skills	Continuation of Sustained Project <ul style="list-style-type: none"> Students work independently on their individual projects allowing for a wide variety of techniques, materials and styles. All work entered for moderation at Christmas. 		AQA Externally set task <ul style="list-style-type: none"> Seven titles set by the exam board, students choose a title to explore independently. This results in a 10 hour NEA task in exam conditions 		

	Examples of SMSC and British Values	<ul style="list-style-type: none">A Cultural understanding and appreciation of different forms of Graphic Art, from illustration to advertising Graphics.		<ul style="list-style-type: none">Development of social skills and cooperation to work together on a variety of Photoshoots and Graphic activities. (Not in exam conditions)Developing spiritual and cultural development through their work.		
AQA Photography	Core Knowledge/ Skills	Continuation of Natural Forms Sustained Project <ul style="list-style-type: none">Students work independently on their individual projects allowing for a wide variety of techniques, materials and styles.All work entered for moderation at Christmas.		AQA Externally set task <ul style="list-style-type: none">Seven titles set by the exam board, students choose a title to explore independently.This results in a 10 hour NEA task in exam conditions		
	Examples of SMSC and British Values	<ul style="list-style-type: none">A Cultural understanding and appreciation of different forms of Photography, from more traditional, to manipulated images to mixed media.		<ul style="list-style-type: none">Development of social skills and cooperation to work together on a variety of Photoshoots.Developing spiritual and cultural development through their work.		
AQA Fine Art	Core Knowledge/ Skills	Continuation of either Natural Forms of Identity sustained project <ul style="list-style-type: none">Students work independently on their individual projects allowing for a wide variety of materials and styles.All work entered for moderation at Christmas.		AQA Externally set task <ul style="list-style-type: none">Seven titles set by the exam board, students choose a title to explore independently.This results in a 10 hour NEA task in exam conditions		
	Examples of SMSC and British Values	<ul style="list-style-type: none">A Cultural understanding and appreciation of different forms of Art and allowing them the freedom to choose an area to focus on.		<ul style="list-style-type: none">Development of social skills and cooperation to work together in the Art rooms. (Not in exam conditions)Developing spiritual and cultural development through their work.		
Eduqas Product Design	Core Knowledge/ Skills	Real NEA continues 50% <ul style="list-style-type: none">NEA must be conducted with no teacher input. All skills should have been taught by this stage			Revision <ul style="list-style-type: none">Revision techniquesExam techniques	
	Examples of SMSC and BV	<ul style="list-style-type: none">Topic dependant			<ul style="list-style-type: none">N/A	
AQA Food, Preparation and Nutrition	Core Knowledge/ Skills	NEA1: Food Science Investigation Task 15% of GCSE Grade <ul style="list-style-type: none">Students will learn how to Research, Plan & Carry Out an investigation (exam board determined)	NEA1/ NEA 2: Food Preparation Task 35% of GCSE Grade/ Prep For Mock <ul style="list-style-type: none">Learn how to Plan, Prepare, Cook &	NEA 2 <ul style="list-style-type: none">Students will learn how to Plan, Prepare , Cook & Present 3 Dishes in a 3 hour session. Students will investigate a Life Stage,	NEA 2 <ul style="list-style-type: none">Students will learn how to Plan, Prepare , Cook & Present 3 Dishes in a 3 hour session. Students will investigate a Life	Food & Environmental /Sustainability/Food Sources/EXAM PREP <ul style="list-style-type: none">Students will investiagte Food Production Methods are their impact upon the Environment. Students will investigate Food

		into the Working Characteristics, Functional & Chemical Properties of ingredients. How to Record the investigation findings. How to Analyse & Evaluate Results	Present 3 Dishes in a 3 hour session. <ul style="list-style-type: none"> Investigate a Life Stage, Dietary Group or Culinary Tradition, Demonstrate Technical Skills & Analyse, Evaluate & Cost their Final Dishes. Food Styling Techniques & Influences 	Dietary Group or Culinary Tradition, Demonstrate Technical Skills & Analyse, Evaluate & Cost their Final Dishes . Food Styling Techniques & Influences	Stage, Dietary Group or Culinary Tradition, Demonstrate Technical Skills & Analyse, Evaluate & Cost their Final Dishes . Food Styling Techniques & Influences	Sustainability, Food Sources & the Ethics srrounding Food Production. Exam technique.
	Examples of SMSC and BV	<ul style="list-style-type: none"> Working in teams to share equipment 	<ul style="list-style-type: none"> Demonstrating knowledge of Life Stage/ Culinary Tradition 	<ul style="list-style-type: none"> Demonstrating knowledge of Life Stage/ Culinary Tradition 	<ul style="list-style-type: none"> Demonstrating knowledge of Life Stage/ Culinary Tradition 	<ul style="list-style-type: none"> Paired/Group work for Revision
WJEC Engineering	Core Knowledge/ Skills	<ul style="list-style-type: none"> Unit 1: Manufacturing Engineering Products – Assessment Planning for manufacture Using engineering tools, equipment and processes Evaluating own practices 		<ul style="list-style-type: none"> Unit 2: Designing engineering products – Assessment Understanding function and requirements Proposing design solutions Solving engineering problems Communicating design solutions 		<ul style="list-style-type: none"> Unit 3 Solving engineering problems – final exam preparation Understanding effects of engineering achievements Solving engineering problems including mathematical
	Examples of SMSC and British Values	<ul style="list-style-type: none"> Rule of law: safe working practices in the workshop Designing to a standard International standards 		<ul style="list-style-type: none"> Understanding and analysing the needs / requirements of clients how the law relates to the design of products, e.g. standards, copywrite, patents etc 		<ul style="list-style-type: none"> Impact of the made world on society, the environment, How the law relates to the design, manufacture, use and disposal of products e.g WEE directive
Btec Information Technology	Core Knowledge/ Skills	Augmented Reality <ul style="list-style-type: none"> Design AR Prototypes Creating AR Prototypes Testing and Reviewing products 		Digital Communications <ul style="list-style-type: none"> The purpose of different digital communication methods Characteristics of different digital devices and distribution channels 	Internet of Everything <ul style="list-style-type: none"> What is meant by the IoE How the WWW and Internet are used by the IoE The four pillars and how they interact 	<ul style="list-style-type: none"> Revision

				<ul style="list-style-type: none"> The impact of audience and demographics 	<ul style="list-style-type: none"> The use of the IoT in everyday life How devices can be tailored to meet the needs of end users 	
	Examples of SMSC and British Values	<ul style="list-style-type: none"> Democracy: How technology helps people participate in elections Rule of Law: Legal implications around the use of intellectual property Individual Liberty: Opportunity to explore personal creativity 		<ul style="list-style-type: none"> Understanding of the implications and use of communications tools Implications of using communications tools and the laws relating to these 	<ul style="list-style-type: none"> Implication on society of an increasingly connected world Societal issues around the digital divide and digital exclusion The legal framework - data protection 	<ul style="list-style-type: none">
OCR Business	Core Knowledge/ Skills	Unit 4: Finance – Continued <ul style="list-style-type: none"> Research using a variety of sources Developing numeracy skills 	Unit 5: Operations <ul style="list-style-type: none"> Research using a variety of sources 	Unit 6: Influences on Business <ul style="list-style-type: none"> Learners will build knowledge on the ethical & environmental considerations which influence business. They will learn about the economic climate and the effects of globalisation 		Unit 1: Business Activity, Marketing & People <ul style="list-style-type: none"> Revision
	Examples of SMSC and BV	<ul style="list-style-type: none"> Ethics and business law 	<ul style="list-style-type: none"> Ethics and business law 	<ul style="list-style-type: none"> Ethics, environment, law. 		<ul style="list-style-type: none"> As before
Btec Health & Social Care	Core Knowledge/ Skills	<ul style="list-style-type: none"> R032 - teaching content; Principles of Care in HSC settings Key content taught for exam. 4 key areas. 		<ul style="list-style-type: none"> Rights of individuals in HSC & Person-centred values Rights of individuals, benefits of maintaining rights. Understanding person-centred values and the 6 C's of care. 		<ul style="list-style-type: none"> Effective communication in health and social Care settings & Protecting individuals in health and social care settings What effective communication is and the impacts of good/bad communication. Understand safeguarding, safety measures and infection prevention.
	Examples of SMSC and BV	<ul style="list-style-type: none"> Social and cultural - factors which can health and well being 		<ul style="list-style-type: none"> Socio-political factors which prevent people from accessing health care services. 		<ul style="list-style-type: none"> Social and cultural barriers to accessing services
AQA FPQ level 1	Core Knowledge/ Skills	<ul style="list-style-type: none"> FPQ presentations of project with audience questions. ASSESSMENT 	<ul style="list-style-type: none"> Effective revision skills. 	<ul style="list-style-type: none"> Life Skills Planning a budget. Wellbeing. Time management. How to plan and create healthy snacks. 	<ul style="list-style-type: none"> Revision support. 	

	Examples of SMSC and BV	<ul style="list-style-type: none"> • SMSC and British values come into a variety of different lessons and these are not always planned. • Mutual response and tolerance needed for all lessons 				
Btec Sport	Core Knowledge/ Skills	Unit 6 Leading Sport Activities <ul style="list-style-type: none"> • Learning aim A: Know the attributes associated with successful sports leadership. • Learning aim B: Undertake the planning and leading of sports activities. • Learning aim C: Review the planning and leading of sports activities. 		Unit 3 Applying the principles of personal training <ul style="list-style-type: none"> • Learning aim A: Design a personal fitness training programme. • Learning aim B: Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training. • Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives. • Learning aim D: Review a personal fitness training programme. 		
	Examples of SMSC and British Values	<ul style="list-style-type: none"> • We choose to deliver coaching and leadership as our optional unit in BTEC Sport, which supports the development of a range of communication skills and confidence in various social situations. • Students develop the skills to reflect honestly and in detail on their leadership skills. 		<ul style="list-style-type: none"> • Students are required to reflect on their experiences as part of their assessments. • Students develop the skills to reflect honestly and in detail on their training programme. • These assignments support the student's ability to reflect on their own beliefs and values and how they interact with the world around them. 		
Core PE	Core Knowledge/ Skills	<ul style="list-style-type: none"> • Students choose a sport to specialise in. • Improve and broaden the sport specific skills of the chosen sport, • Improve the accuracy and precision of the skills • Selecting and applying the most appropriate skills 	<ul style="list-style-type: none"> • Range of exercise sessions, which students can then use to facilitate their mental health. • Some groups might prefer links to be made with improving sports performance, others to explore mindful activities 	<ul style="list-style-type: none"> • Students will be taught how to set up, run and review the success of a sport competition. Students will explore a new sport • Activities could be team based or individual. • Teams each week, but change the activity weekly. 	<ul style="list-style-type: none"> • This unit will require students to work in a team to achieve an overall goal or a challenge. • The activities could include benchball, rope swing challenges, or other OAA activities. • Sporting behaviour to improve mental health should be a theme. 	<ul style="list-style-type: none"> • Transferring fundamental movement skills • Acquiring new sport specific skills, • Increasing physical competency and confidence / self esteem through target setting, creating plans and reviewing the • Success of the plan / progress should be the main focus.
	Examples of SMSC and British Values	<ul style="list-style-type: none"> • Core PE lessons develop the whole child through physical activity and sport; supporting students to become aspirational and compassionate in the pursuit of excellence. • Numerous opportunities for students to develop social skills. They can develop their communication skills by collaborating with peers and leading groups within lessons. • The ability to support others in their learning and resolve conflict in competitive situations. Students' moral development is shown by their ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives. • Developing sporting behaviour and a positive attitude to learning; from being able to follow simple rules and instructions, to showing fair play and respect for other students. These skills are valued more highly than levels of physical performance; reinforcing the importance of being a respectful citizen • Students' spiritual development is shown by their use of imagination and creativity in their learning and willingness to reflect on their experiences. 				

		<ul style="list-style-type: none"> • Reflection and goal setting develops the student's ability to outline what is good and bad about a performance, and suggest ways to improve performance, be able to reflect and act on feedback. • PE lessons support students to understand and respect that levels of stretch and challenge are different for all students. • The concept of personal best and students being given the opportunity to choose the level of competition (against their self or others) nurtures a confidence in performance in a range of activities. 		
OCR Drama	Core Knowledge/ Skills	NEA Presenting and Performing Prep <ul style="list-style-type: none"> • Interpreting script and character • Script conventions • Vocal skill • Physical skills • Creating atmosphere / tension • Memorising lines • Performance • Audience intention • Social, Historical, Cultural context 	Until February: NEA Presenting & Performing 30% Study of a text and selection of two extracts for performance <ul style="list-style-type: none"> • Interpreting & developing script and character • Script conventions • Playwright/artistic intention • Acting skills - Vocal & Physical • Design skills - communication of meaning • Creating atmosphere within performance • Memorising lines • Performance, Realisation of audience intention • Research and application of Social, Historical, Cultural context information • Collaborative development • Rehearsal planning 	Performance and Response Throughout the year & exclusively from February <ul style="list-style-type: none"> • Exam skills • Interpreting questions • Directing choices • Structuring answers • Set text knowledge & application • Analysis of live theatre: Designer, Actor & Director • Communication of meaning (what, how & why) • Social, Historical, Cultural context • Roles within the theatre
	Examples of SMSC and British Values	<ul style="list-style-type: none"> • Text studied provides opportunity to explore different time period and situations that will allow students to consider their own beliefs and moral compass • Pupils will be placing themselves in the shoes of another person encouraging empathy • Research conducted into time period may create opportunity to question social issues 	<ul style="list-style-type: none"> • Research into script may provide opportunity to look into a wide range of areas that come under SMSC. • Scripts in the past have touched upon bullying, violence, body shaming, bereavement 	<ul style="list-style-type: none"> • Live theatre provides cultural experience, productions seen in the past have touched upon topics such as racism, special needs and grief. • Set texts studied provide opportunity to study different time periods and situations that will allow students to consider their own beliefs and moral compass
OCR Music	Core Knowledge/ Skills	Conventions Of Rhythms of the World <ul style="list-style-type: none"> • Skills - compose, perform and analyse music. • characteristic rhythms and metres • the origins and cultural context of the traditional music • the musical characteristics of the folk music 	<ul style="list-style-type: none"> • OCR externally set coursework completion of Solo performance and Ensemble Performance • OCR externally set coursework completion of 'My Music' free composition and OCR Set Brief 	

		<ul style="list-style-type: none"> the impact of modern technology on traditional music the names of performers and groups ways in which performers work together 			
	Examples of SMSC and British Values	<ul style="list-style-type: none"> Building self-knowledge, self-esteem and self-confidence through performing and learning about World Rhythms – most of these will be unfamiliar Celebration of difference in genre, style and tastes. Understanding the importance of the diversity of musical heritage in the UK 		<ul style="list-style-type: none"> Performance – solo practice on an instrument over time allows for developing skills in a technical manner alongside developing musical expression needed to communicate successfully with an audience Performance – ensemble performance allows the development of nuanced communication skills to ensure that the performance is truly undertaken as an ensemble Awareness, analysis and action of how own contribution (part) fits with those of other people Engages in purposeful rehearsal techniques independently Is prepared to take part in vocal work Resilient to setbacks in musical processes and is prepared to take creative risks in music making Deals with performance anxiety in an appropriate fashion Shows evidence of emerging personal musical identity through musical activity 	
AQA Dance	Core Knowledge/ Skills	Knowledge, understanding and skills for performance <ul style="list-style-type: none"> NEA: Performance (30%) Development of expressive & mental skills in both exam set phrase Shift & Breath and Trio Performance Piece Knowledge and understanding of critical appreciation of own work <ul style="list-style-type: none"> Performance: the meaning of the relevant performance terminology in Performance 	Knowledge, understanding and skills for performance <ul style="list-style-type: none"> NEA: Performance (30%).Development of expressive & mental skills in Shift & Breath and Trio. Knowledge, understanding and skills for choreography NEA: (30%) Introduction to exam stimuli <ul style="list-style-type: none"> Research and exploration in theory Knowledge and understanding of critical appreciation of own work <ul style="list-style-type: none"> Understanding of the choreographic intent of the work being performed 	Knowledge, understanding and skills for performance NEA: Performance (30%). <ul style="list-style-type: none"> Rehearsal and refinement of trio performance piece Performance Knowledge and understanding of critical appreciation of own work <ul style="list-style-type: none"> Effectiveness of skills within the performance of trio The contribution of performance to audience understanding of the choreographic intent of the work being performed Knowledge, understanding and skills for choreography NEA: Choreography (30%) <ul style="list-style-type: none"> Choosing and developing own choreography from given stimuli Rehearsal Planning Performance 	Component 2: Dance appreciation (40%) Throughout the year & exclusively from April <ul style="list-style-type: none"> Knowledge and understanding of choreographic processes and performing skills. Critical appreciation of own work. Critical appreciation of professional works. Exam skills Interpreting questions Structuring answers Anthology recap of knowledge & application Comparison between anthology set work

	Examples of SMSC and British Values	<ul style="list-style-type: none"> Dance is a subject that creates a sense of enjoyment and fascination. Numerous opportunities for students to develop social skills. Lessons enable students to develop their communication skills by collaborating with peers. Students develop skills in being a respectful citizen through many opportunities to support peers with their practical learning, helping each other and themselves to set goals and targets. Students are encouraged to critically reflect on performance and progress themselves and others. By acting as an audience to others they develop a sense of empathy and respect for each other's feelings, thoughts and beliefs. They are encouraged to offer opinions and suggest improvements to a performance whilst being mindful of what is helpful and justified whilst ensuring not to offend or upset. Students work closely together in groups; through this they develop an understanding of their actions and how these can impact on others. There is a huge focus on positive behaviour for learning including accepting others' opinions and suggestions and working together towards deadlines Set anthology pieces studied provide opportunity to study a range of genres and themes of dance. This enables students to research and discuss different cultures and context. For example, students' study A'linha Curva which is based on Brazilian culture, whereas another piece Shadows is based in Eastern Europe during WW2. Choreography research into stimuli may provide opportunity to look into a wide range of areas that come under SMSC. Stimuli in the past have touched upon human rights, war, religion and violence 				
Curriculum for Life	Core Knowledge/ Skills	<ul style="list-style-type: none"> Mental Health- Grief and attitudes to mental health 	<ul style="list-style-type: none"> Careers Strode Taster Days, Reading Test, College Info, Educational Info. 	<ul style="list-style-type: none"> Relationships-Domestic Violence- coercion and control 	<ul style="list-style-type: none"> Sex Consent, Screening/Examination, Grooming and Pornography 	<ul style="list-style-type: none"> Radicalisation/Anti-Semitism. Forced marriage FGM
	Examples of SMSC and British Values	<ul style="list-style-type: none"> Spiritual- Reflecting on emotions Moral- Responses to mental health issues. Is it right to stigmatise? Social- The need for social interaction and support when grieving? Cultural- Speaking out about mental health. Mutual Respect and tolerance of mental health issues. Law- Discrimination against Mental Health issues Individual Liberty- Promoting positive mental health. 	<ul style="list-style-type: none"> Spiritual- Beliefs of their future Moral-Right/Wrong decisions and their impact on their career. Social- Skills needed to thrive in the workplace Cultural- Importance of further education and employment. Law- Compulsory education and employment law. Individual Liberty- To choose what you want to do. 	<ul style="list-style-type: none"> Spiritual- Reflecting on emotions in relationships Moral- Responsibility to know right/wrong in a relationship Social- The pressures of relationships and how we should behave with others Cultural- Awareness of domestic abuse misogyny and power. Law- Sex and use of violence Individual Liberty- Having the right to be free 	<ul style="list-style-type: none"> Spiritual- Reflecting on emotions in relationships Moral- Responsibility to have safe sex. The use of pornography Social- To be aware of grooming Cultural- Awareness of pornography, consent and safe sex Law- Sex and Consent Individual Liberty- Access to screening and examinations 	<ul style="list-style-type: none"> Spiritual- Reflecting on emotions of being a victim Moral- Responsibility to treat difference with respect Social- Awareness of radicalisation Cultural- Awareness of Hate crime and FGM in particular cultures. Law- Radicalisation/Forced Marriage/FGM Individual Liberty- Freedom to have extreme views?

