



# Baston House School – Key Stage 5 Curriculum Map

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Subjects</b>							
<b>Careers</b>	<b>NCFE Entry Level 1 Employability Skills</b>	Unit 01 Understanding mindset	Unit 33 Writing a CV	Unit 11 Developing assertiveness	Unit 22 Working in a team	<b>Exams</b>	<b>Exams</b>
	<b>NCFE Entry Level 2 Employability Skills</b>	Unit 01 Understanding mindset	Unit 27 Working with colleagues	Unit 26 Dealing with conflict	Unit 25 Working in a team	<b>Exams</b>	<b>Exams</b>
	<b>NCFE Entry Level 3 Employability Skills</b>	Unit 01 Understanding mindset	Unit 23 Looking for work.	Unit 25 Getting ready for an interview Unit Code:	Unit 16 Working in a team.	<b>Exams</b>	<b>Exams</b>
<b>English: Functional skills</b>	<b>Year 1</b>	Paper 2 Creative, Autobiographical and Descriptive Writing	Paper 1 Non-fiction texts to instruct, describe, explain persuade	Paper 1 Respond to range of Non-fiction texts	Paper 2 Transactional Writing	Speaking, listening and communicating – presenting a topic of own choice  Internal assessment	External examination (if applicable)
	<b>Year 2</b> <i>Build on skills from previous year and address requirements of the next Functional Skills level</i>	Paper 2 Creative, Autobiographical and Descriptive Writing	Paper 1 Non-fiction texts to instruct, describe, explain persuade	Paper 1 Respond to range of Non-fiction texts	Paper 2 Transactional Writing	Speaking, listening and communicating – presenting a topic of own choice  Internal assessment	External examination

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<b>English: GCSE</b>		Component 1 Section B Creative, Autobiographical Writing  TARGETED INTERVENTION	Component 1 Section A  Fiction reading for meaning PPE/mocks  RESITS	Component 2 Section A Respond to range of 19C and 21C Non-fiction texts	Component 2 Section B Transactional Writing  PPE/mocks	Speaking, listening and communicating – presenting a topic of own choice (if required) Revision and intervention	External examination
<b>Independent Living</b>	<b>Year 1</b>	Learning about workplaces Preparation for work	Learning about workplaces Preparation for work	Managing Social Relationships	Making the most of leisure time <i>Exam Revision</i>	Managing own money	Planning a journey <i>Shopping for food tech dept.</i>
	<b>Year 2</b>	Developing Self	Developing Self	Managing own money	Making the most of leisure time <i>Exam Revision</i>	Healthy Living and Fitness: Healthy Living	Planning a journey <i>Shopping for food tech dept.</i>
<b>PSHE</b>	<b>Year 1</b>	<b>Bullying, Abuse &amp; Discrimination</b> Gaslighting & Emotional Abuse Coercion and Controlling Behaviour Sharia Law and Honour-Based Violence Harassment & Stalking Child-on-Child Abuse De-Escalating Aggressive Situations	<b>Healthy Lifestyles &amp; Mental Health</b> Cancer & Getting Checked Vaccines and Immunisation Recognising Illnesses A Healthy Diet on a Budget Balancing Work and Life Supporting Others Anxiety, Depression & Eating Disorders	<b>Media Literacy &amp; Digital Resilience</b> Managing Online Safety & Privacy Online Reputation Importance of Networking & LinkedIn Media Literacy & Digital Resilience Critical Media Literacy Skills Photoshop, Airbrushing & Fake News Extremism and Radicalisation	<b>Relationships, Values &amp; Consent</b> Types of Relationships Relationship Values Prejudice & Discrimination Consent, Sexual Norms and Expectations Consent Around the World Police Investigating Sexual Assaults Violence Against Women	<b>Risks, Personal Safety &amp; Drugs</b> Getting Home Safely Going Abroad and Safety The Importance of Basic First Aid The Police, Organised Crime & Gangs Alcohol & Being Assertive Drugs, Alcohol & Work Decisions, Drink Spiking & Drink Drivers	<b>Work, Careers &amp; Pathway Choices</b> Preparation for the Workplace Being Ambitious With My Life Goals. Alternatives to University Knowing My Strengths and Skills. Producing a Compelling CV Answering Job Interview Questions Careers in a Global Economy

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<b>PSHE (continued)</b>	<b>Year 2</b>	<b>Contraception &amp; Parenthood</b> Routes to Parenthood Unintended Pregnancies & Options Fertility and What Impacts It Pregnancy, Motherhood & Employment Menstrual Charting Consent and Boundaries Revisiting Contraception	<b>Employment &amp; Responsibilities</b> Sixth Formers and Employment Rules Building Professional Relationships What is Professional Conduct? Confidentiality in the Workplace The Gig Economy Explained Bullying and Harassment in the Workplace Striking & Trade Unionism	<b>Financial Choices</b> Budgeting at University Exploring a Payslip Trading and Investment Over Time Consumer Rights & Customer Service Understanding Rental Contracts Being Financially Savvy Problematic Gambling	<b>Forming Respectful Relationships</b> The Importance of Building Relationships The Importance of Family and Friends Online Dating and Personal Safety Exploring Emotional Intimacy Avoiding Toxic Friendships Power Differences in Relationships Breaking Up Relationships	<b>Sexual Health &amp; Self Concept</b> Managing Life's Phases Body Image & Pressure to Conform Appearance Vs Reality Body Modifications Revisiting STIs Importance of Sexual Health Sexual Health Misconceptions	<b>Exams</b>
<b>Maths: Entry Level Certificate</b>		Using numbers and the number system – whole numbers		Using common measures, shape and space		Handling information and data Assessment	
<b>Maths: Functional Skills</b>		Use of Number & the number system Use of measurement, shape & space Use of Number & the Number System Handling Information & Data	Use of Number & the number system Use of measurement, shape & space Practice Papers	Handling Information & Data Use of Number & the number system Use of measurement, shape & space	Use of measurement, shape & space Use of Number & the number system Use of measurement, shape & space Practice Papers	<b>Exams</b>	<b>Exams</b>
<b>Maths: GCSE</b>		<b>Graphs</b> Gradients & lines Non-linear graphs Using graphs	<b>Algebra</b> Expanding and factorizing Changing the subject Functions	<b>Reasoning</b> Multiplicative reasoning Geometric reasoning Algebraic reasoning	<b>Revision &amp; communication –</b> Transforming & constructing Listing and describing	<b>Exams</b>	<b>Exams</b>

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<p><b>Physical Education</b></p>	<p><b>Basketball / Rugby/ Football (indoor / outdoor)</b>            Accurately execute chest, bounce and overhead passes in a game            Dribble in different directions changing the speed of the ball            Use a pivot in a game effectively            Mark man to man in a game            Understand the '3 second' and 'half court' rules</p>	<p><b>Badminton</b>            Play overarm shots which travel over the mid-court area            Hold a rally, which includes underarm and overarm shots            Complete 2 different types of serve (short and long)            Move around the court (chassis) to return and play shots            Correctly keep score for a game</p>	<p><b>Health related Fitness</b>            Skill replication in a range of fitness activities.            Use a range of health and fitness terminology. Understanding of the way the body responds to exercise using appropriate terminology.            Lead warm up &amp; cool down routines            Circuit movements            Tests for components of fitness            Running for speed/endurance            Build upon the range of fitness techniques learnt to further test an individual's physical capacity.            Encourage the replication of techniques in a range of contexts.            Involve opportunities to show understanding of the body systems and the adaptations to exercise.</p>	<p><b>Hockey/Volleyball</b>            Passing/Receiving            Shooting            Dribbling            Ball control            Defending/Tackling            Sequencing</p> <p>Build upon fundamentals but increase in speed and level of challenge.            Develop the principles of attack and defence while working with others.            Involve pressurised game situations to allow for tactical planning and refinement.            Allow students to make decisions, assess outcome and suggest improvements.</p>	<p><b>Athletics</b>            Pace myself over a race and know when to sprint            Know the teaching points of passing/receiving the baton in relay            Understand where to measure jumps to and from            Demonstrate a consistently effective run-up and take-off            Analyse others' performance and show how to create more power            Consistently perform the shot putt using 'chin, knee, toe' technique            Understand the transition (shift) of power when throwing            Consistently get the javelin to land tip first showing good flight            Show I know how to prepare my arm for throwing events</p>	<p><b>Tennis / Choice</b>            Make contact but do not always get it over the net            Move towards the ball with the correct footwork            Start a rally with an underarm serve            Perform a variety of shots both forehand and backhand with some success            Try to be effective in a game performing strokes when not under pressure            Vary my serve and make it difficult to return            Play a range of strokes with a good standard of technique, placement and at time disguise            Outwit my opponent whilst under pressure demonstrating a high level of skill</p>

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<b>Travel Training</b>		<b>Mastering Travel Knowledge</b>  Understanding full transport networks  Personal safety strategies  Budgeting for regular travel	<b>Mastering Travel Knowledge</b>  Understanding full transport networks  Personal safety strategies  Budgeting for regular travel	<b>Confident supported/Independent Travel</b>  Planning and completing journeys reliably  Problem-solving confidently  Using digital tools effectively	<b>Confident supported/Independent Travel</b>  Planning and completing journeys reliably  Problem-solving confidently  Using digital tools effectively	<b>Exams</b>	<b>Exams</b>
Option Subjects							
<b>Art</b>	<b>BTEC Level 1 / 2 Art and Design award</b>	Unit 3 Communicating Ideas in 2D		Explore 2D Visual language and working practices Investigate how artists, crafts people and designers communicate in 2D		Research and compare two different street festivals Explore and include information about the people who are involved	
	<b>BTEC Art Level 1 / 2 award</b>	Unit 6 Investigating contextual references in Art and Design		Investigate historical and contemporary art, craft, and design practice. Explore art, craft, and design examples relevant to your own work.		Come up with concept ideas for graphic animation, character, or level designs for a new game.	
	<b>AQA Art Unit Awards 120580</b>	Creating a character for use in an animated sequence		Decide on a scenario, decide on a character, and draw your character		Use a storyboard Create an inventory Explain the outcome of the scenario	
<b>Design Technology AQA UNIT AWARDS</b>		Creating a Folio Updating Folio Research on products, materials, joining methods and finishes. Making sample Wood joints. Health and safety. Hand tools. Various portable tools and machines	Updating Folio Further research Drawing techniques isometric Maintain a safe working environment Exploring plastics and metal	Updating Folio Researching similar products based on what their product will be Modelling techniques Annotating	Updating Folio Development of ideas/modelling Annotating Surface finishes 2d design CAM training	Updating Folio Feedback and evaluating skills. Discuss craft ideas with others. Develop craft idea(s) in response to feedback. Identify preferred craft idea giving reasons for choice	Updating Folio Production of final craft work State safe working practices to be used when working with selected tools and materials Review the creative process

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<b>Duke of Edinburgh Bronze Award</b>		Introduction to DofE Participant Entries and plans submitted on eDofE App/online platform St Johns First Aid Certificate Training	Ongoing Training towards Expedition Ongoing St Johns First Aid Certificate Training	Highway Code, Country Code, Waterways code Ongoing Training towards Expedition Completion of St Johns First Aid Certificate Training	On school site Mock Expedition Country Code Waterways Code Ongoing Training towards Expedition	Off school site Mock Expedition	Mock Expedition Training and Assessed Expedition.
<b>Duke of Edinburgh Silver Award</b>		Introduction to DofE Build on all learned Skills across Bronze Award for Silver Award Participant Entries and plans submitted on eDofE App/online platform St Johns First Aid Certificate Training	Ongoing Training towards Expedition Ongoing St Johns First Aid Certificate Training	Highway Code, Country Code, Waterways code Ongoing Training towards Expedition Completion of St Johns First Aid Certificate Training	On school site Mock Expedition Country Code Waterways Code Ongoing Training towards Expedition	Off school site Mock Expedition	Mock Expedition Training and Assessed Expedition.
<b>Food Preparation</b>	<b>BTEC Home Cooking Skills Level 1</b>	Introduction and assessment of skill/knowledge base Health & safety Healthy eating	Cooking methods	Cooking methods	Final assessment Adapting recipes Assessment planning	Final assessment Food planning and independent living	Food planning and independent living
	<b>BTEC Home Cooking Skills Level 2</b>	Introduction and assessment of skill/knowledge base Health & safety Healthy eating	Cooking methods	Cooking methods	Adapting recipes Assessment planning	Final assessment Food planning and independent living	Food planning and independent living

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Food Preparation (continued)	Year 2 AQA UAS extension course	Food Hygiene and safety Level 2	Food preparation: making stained glass biscuits Level 2	Food preparation: Making a beef burger Level 2	Food preparation: Baking and icing a sponge cake Level 2	Creating healthy menus Level 2	Cooking skills (Unit 3) Level 2
Horticulture	Entry Level AQA UAS	<b>Unit 119818</b> Beginner gardener <b>Unit 70869</b> Basic gardening skills Unit <b>LE5723</b> Identifying and removing weeds		<b>Unit: 113643</b> Horticulture: Watering beds, borders and plants <b>Unit 115420</b> Need for seeds: Growing sunflowers		<b>Unit: LE4551</b> Plant Propagation <b>Unit 117066</b> Maintaining and planting an allotment in the summer term	
	Level 1 AQA UAS	<b>Unit: 114326</b> Horticulture: Preparing a bed for planting (Single Digging) <b>Unit 114330</b> Horticulture: Seed sowing	<b>Unit: 114331</b> Horticulture: Pricking out <b>Unit 118758</b> Horticulture (Unit 2): Planting bulbs	<b>Unit 119400</b> PPE, Tool Safety and Plant Parts <b>Unit 114325</b> Horticulture: Tools and tool maintenance	<b>Unit 116551</b> Allotments (Unit 1) Seeds, propagation, soil and compost <b>Unit 112947</b> Growing potatoes	<b>Unit 123952</b> Sowing and growing tomatoes <b>Unit 119395</b> Horticulture: Potting on plants	<b>Unit 124709</b> Growing salad Leaves <b>Unit 119392</b> Horticulture: Taking a cutting
ICT/Computing	BTEC Award in Information and Creative Technology Year 1	<b>Unit 6: Creating Digital Graphics</b>  <b>Learning Aim A</b> Understand the applications and features of digital graphic products  <b>Learning Aim B</b> Design digital graphic products	<b>Unit 6: Creating Digital Graphics</b>  <b>Learning Aim B</b> Design digital graphic products  <b>Learning Aim C</b> Create, test and review digital graphic products.	<b>Unit 6: Creating Digital Graphics</b>  <b>Learning Aim C</b> Create, test and review digital graphic products.	<b>Unit 4: Creating Digital Animation</b>  <b>Learning Aim A</b> Understand the applications and features of digital animation products  <b>Learning Aim B</b> Design a digital animation product	<b>Unit 4: Creating Digital Animation</b>  <b>Learning Aim B</b> Design a digital animation product  <b>Learning Aim C</b> Create, test and review a digital animation product	<b>Unit 4: Creating Digital Animation</b>  <b>Learning Aim C</b> Create, test and review a digital animation product

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ICT/Computing (continued)	<b>BTEC Award in Information and Creative Technology Year 2</b>	<b>Unit 1: The Online World – Exam unit</b> <b>Learning aim A</b> Investigate online services and online communication <b>Learning aim B</b> Investigate components of the internet and how digital devices exchange and store information	<b>Unit 1: The Online World – Exam unit</b> <b>Learning Aim C</b> Investigate issues with operating online <b>Exams</b> <ul style="list-style-type: none"> <li>• Practice</li> <li>• Mocks</li> <li>• Exam</li> </ul>	<b>Unit 3: A Digital Portfolio</b> <b>Learning aim A</b> Design a digital portfolio <b>Learning aim B</b> Create and test a digital portfolio <b>Learning Aim C</b> Review the digital portfolio	<b>Unit 3: A Digital Portfolio</b> <b>Learning aim A</b> Design a digital portfolio <b>Learning aim B</b> Create and test a digital portfolio <b>Learning Aim C</b> Review the digital portfolio	<b>Unit 3: A Digital Portfolio</b> <b>Learning aim A</b> Design a digital portfolio <b>Learning aim B</b> Create and test a digital portfolio <b>Learning Aim C</b> Review the digital portfolio	<b>Unit 1: The Online World – Exam unit</b> <b>Exams</b> <ul style="list-style-type: none"> <li>• Practice</li> <li>• Mocks</li> <li>• Exam</li> </ul> <b>Resits if required</b>  <b>Individual Projects</b>
	<b>BTEC National Extended Certificate Level 3 in IT Y2</b>	<b>Unit 2: Creating Systems to Manage Information</b> <b>AO1</b> Demonstrate knowledge of database development terminology, standards, concepts and processes <b>AO2</b> Apply knowledge and understanding of database development terminology, standards, concepts and processes to create a software product to meet a client brief <b>AO3</b> Analyse information about	<b>Unit 2: Creating Systems to Manage Information</b> <b>AO3</b> Analyse information about database problems and data from test results to optimise the performance of a database solution <b>AO4</b> Evaluate evidence to make informed judgements about the success of a database's design and performance <b>AO5</b> Be able to develop a database solution to meet a client	<b>Unit 6: Website Development</b> <b>A</b> Understand the principles of website development <b>B</b> Design a website to meet client requirements <b>C</b> Develop a website to meet client requirements.	<b>Unit 6: Website Development</b> <b>A</b> Understand the principles of website development <b>B</b> Design a website to meet client requirements <b>C</b> Develop a website to meet client requirements.	<b>Unit 1: Information Technology Systems</b> <b>AO1</b> Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes Command words: complete, draw, give, identify, name, state <b>AO2</b> Apply knowledge and understanding of information technology terms, standards, concepts and processes Command words: calculate, complete, demonstrate,	<b>Unit 1: Information Technology Systems</b> <b>AO3</b> Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context Command words: calculate, demonstrate, develop, explain, produce <b>AO4</b> Analyse and evaluate information, technologies and procedures in order to

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ICT/Computing (continued)	<b>BTEC National Extended Certificate Level 3 in IT Y2 (continued)</b>	database problems and data from test results to optimise the performance of a database solution	brief with appropriate justification			describe, draw, explain, produce <b>AO3</b> Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context Command words: calculate, demonstrate, develop, explain, produce and solutions to resolve IT problems Command words: evaluate, produce, write	recommend and justify solutions to IT problems Command words: analyse, demonstrate, discuss, produce, write <b>AO5</b> Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems Command words: evaluate, produce, write
	<b>BTEC National Extended Certificate in Computing Y2</b>	<b>Unit 2: Fundamentals of Computer Systems (EXAM)</b> <b>AO1</b> Demonstrate knowledge and understanding of computing facts, terms, standards, concepts and processes <b>AO2</b> Apply knowledge and understanding of computing facts,	<b>Unit 2: Fundamentals of Computer Systems (EXAM)</b> <b>AO3</b> Select and use computing technologies and procedures to explore likely outcomes and find solutions to problems in context <b>AO4</b> Analyse and evaluate data,	<b>Unit 7: IT Systems Security and Encryption</b> <b>A</b> Understand current IT security threats, information security and the legal requirements affecting the security of IT systems <b>B</b> Investigate cryptographic techniques and processes used to protect data <b>C</b> Examine the techniques used to	<b>Unit 7: IT Systems Security and Encryption</b> <b>A</b> Understand current IT security threats, information security and the legal requirements affecting the security of IT systems <b>B</b> Investigate cryptographic techniques and processes used to protect data <b>C</b> Examine the techniques used to	<b>Unit 1: Principles of Computer Science (Exam)</b> <b>AO1</b> Demonstrate knowledge and understanding of computing facts, terms, standards, concepts and processes Command words: complete, draw, give, identify, name, state <b>AO2</b> Apply knowledge and	<b>Unit 1: Principles of Computer Science (Exam)</b> <b>AO3</b> Select and use computing technologies and procedures to explore outcomes and find solutions to problems in context Command words: calculate, demonstrate, develop, explain, produce

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<b>ICT (continued)</b>	<b>BTEC National Extended Certificate in Computing Y2</b>	terms, standards, concepts and processes to real-life scenarios <b>AO3</b> Select and use computing technologies and procedures to explore likely outcomes and find solutions to problems in context	information, technologies and procedures in order to recommend and justify solutions to computing problems <b>AO5</b> Make connections between the application of technologies, procedures, outcomes and solutions to resolve computing problems	protect an IT system from security threats <b>D</b> Implement strategies to protect an IT system from security threats.	protect an IT system from security threats <b>D</b> Implement strategies to protect an IT system from security threats	understanding to communicate understanding of computing facts, terms, standards, concepts and processes Command words: calculate, complete, demonstrate, describe, draw, explain, produce <b>AO3</b> Select and use computing technologies and procedures to explore outcomes and find solutions to problems in context Command words: calculate, demonstrate, develop, explain, produce	<b>AO4</b> Analyse data and information related to computer science in order to predict outcomes and present solutions Command words: analyse, demonstrate, discuss, produce, write <b>AO5</b> Evaluate technologies, procedures, outcomes and solutions to make reasoned judgements and make decisions Command words: evaluate, produce, write
<b>Music</b>	<b>TRINITY ROCK AND POP: INDIVIDUAL INSTRUMENT</b>	Introduction and assessment of skill/knowledge base	Working On Piece 1	Working On Piece 2	Working On Technical Focus Piece	Session Skills Working On/Collating All Pieces	Exam Preparation
<b>Music Technology</b>	<b>NCFE Level 1 Award</b>	<b>Introduction to Garageband</b> Know some of the key principles behind loop sequencing Give examples of commonly used	<b>MIDI vs. Audio</b> Outline the key differences between audio and 'virtual instrument' (MIDI) tracks	<b>Composition</b> Be able to produce music using loop sequencing Locate and audition audio/MIDI loops for use in a sequence	<b>Recording + Editing MIDI/AUDIO</b> Use editing operations on 'virtual instrument' (MIDI) parts Add, arrange, loop and crop parts to create an	<b>Sound Design</b> an example of an audio product that feature sound effects Investigate different sound effects and	<b>Mixing and Mastering</b> Identify the main controls on an effects processor Prepare an effects processor for use

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<b>Music Technology</b>  <b>NCFE Level 1 Award</b> <b>(continued)</b>		loop sequencing software packages with their key features Give examples of the limitations of loop sequencing when compared to full audio/MIDI sequencing	Outline the methods used by loop sequencing software to match the loop tempos of audio samples	Use editing operations on audio parts	effective multi-track piece of music Make simple acoustic sound effects using readily available resources	the methods used to create them Identify possible sources of potential sound effects for a specified audio production	Send an audio signal to an effects processor Adjust the balance of wet and dry signals Apply preset effects using an effects processor Adjust parameters within an effect Save and recall effects
<b>3D Modelling</b>		<b>Lego sculptures</b> Research plan and create your own Lego sculpture	<b>Create a movie using Lego stop motion movie unit</b> Plan an idea for a movie Use movie maker Use movie maker to take still photos <b>Create a movie using Lego stop motion movie unit</b>	<b>Minecraft Lego Project</b> Choose a suitable Minecraft LEGO set to create Follow the given instructions to create the LEGO set without support	<b>Build a Lego model as a team</b> Take turns as part of the building team Learn the three roles of the building team, i.e. the engineer, the builder, the supplier Listen to and follow instructions from others	<b>Creating a movie using Lego movie maker/stop go animator</b> Create a movie script And scenario Film the movie Crate a film credit list	<b>Stop motion animation</b> Plan a story Create a character Film the character in action Upload images on video editor
<b>GCSE Film Studies</b>	<b>Year 1</b>	Intro to Film Studies Shot, movement sound and lighting	C2C Attack the Block	Coursework planning, filming and editing	C2A The Babadook: shot design and characterisation	World Cinema: culture and context	C2B The Wave
	<b>Year 2</b>	History of Cinema C1A US Film – Comparative Study C1A1 Invasion Of The Body Snatchers;	C1A2 ET: The Extra Terrestrial	Coursework – second piece	C1C The Hurt Locker	Consolidation of learning, intervention, revision and Intervention	Exams

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<b>Performing Arts</b>  <b>Pearson BTEC Level 1</b>		<b>Fundamentals</b> Explore techniques to improve own organisational skills Review the use of techniques to improve own organisational skills.	<b>Performance Styles</b> Explore the skills and behaviours needed to meet personal progression goal Produce a progression plan to meet intended progression goal.	<b>Character Development</b> Rehearse for a performance, reflecting on own skills Act in a performance.	<b>Script Writing</b> Plan ways to prepare for a performance using information Communicate a warm-up routine to others	<b>Monologues</b> Plan a rehearsal process for a performance Work independently to perform a short passage of script.	<b>Ensemble Performance</b> Work with others to rehearse and perform. To learn and memorise lines and stage directions for a group performance.
<b>Criminology Unit Awards</b>		Forensic techniques Group 1	Forensic techniques Group 2	Crime scene Practice Group 1	Crime scene practice Group 2	Serial killers and how they kill and were caught Group1	Serial killers and how they kill and were caught Group 2
<b>Physical Education</b>	<b>BTEC Sport</b>	<b>Unit 1 Fitness for sport and Exercise</b> Learning aim A: Know about the components of fitness and the principles of training	<b>Unit 1 Fitness for sport and Exercise</b> Learning aim B: Explore different fitness training methods	<b>Unit 1 Fitness for sport and Exercise</b> Learning aim C: Investigate fitness testing to determine fitness levels	<b>Unit 3 - Applying the principles of Personal Training</b> Learning aim A: Design a personal fitness training programme	<b>Unit 3 - Applying the principles of Personal Training</b> Learning aim B: Know about exercise adherence factors and strategies for continued training success Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives.	<b>Unit 3 - Applying the principles of Personal Training</b> Learning aim D: Review a personal fitness programme

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Physical Education (continued)	AQA Sport Unit Awards	Football, Badminton, Table Tennis	Basketball, Fitness & Health	Badminton, Volleyball	Pickleball, Tag Rugby	Dodgeball, Pool, Boccia, Cricket	Exams
Textiles		<p><b>Creating a customised fashion garment</b> plan a design to customise the garment, taking design, colour and texture into account.</p>	<p><b>Textile Printing/ design and heat pressing</b> To design an image and heat press on to a garment or bag <b>Design a motif for printing</b> Learn how to create a motif design</p>	<p><b>Making and decorating a cushion</b> Make a cushion Chose a suitable design to transfer on to your cushion Decorate your cushion with embroidery and embellishment</p>	<p><b>Sewing machine operation</b> Learn how to set up and use a sewing machine safely <b>Make an item of clothing</b> Design and make an item of clothing using sewing machine and pattern</p>	<p><b>Designing and making an item of jewellery</b> Design a piece of jewellery source specific materials to make your jewellery Use tools safely Create a final piece of jewellery</p>	<p><b>Customise a tote bag</b> Create designs for personalising a tote bag, chose materials and decorate tote bag <b>Make a textile collage</b> Manipulate chosen textiles to make a collage</p>