

Statement of Curriculum Intent

Crestwood aims to deliver a coherent and well-sequenced curriculum which builds knowledge and skills, fosters enjoyment and challenges thinking.

The curriculum draws upon a rich and diverse cultural and historical context in order to equip students to flourish and achieve within modern society.

Our curriculum aims to prepare students for an ever-changing world by developing higher level skills, especially exploration, reflection, creativity and communication.

High expectations are explicit throughout the curriculum. Resilience is developed by supporting learning from failure and celebrating success.

CURRICULUM VISION AND MAP 2022-23

English

English				
Statement of curriculum intent	English is a cyclical journey, exploring a range of fiction and non-fiction texts, exposing students to a range of cultural, literary and historical stimuli to broaden their cultural experiences. This enables students to experiment with writing styles, audiences and forms. All students will leave Crestwood with the skills to communicate to the wider world.			
Year 7	Year 8	Year 9	Year 10	Year 11
<p>Au1 - Why did Dickens do that? Theme of greed Victorian Era context Reading of [abridged] <i>Oliver Twist</i> Analysis of the original <i>Oliver Twist</i> text Introduction to academic writing</p> <p>Au2 - Myth Theme of greed Reading a range of myths Myth creation Planning for creative writing</p> <p>Sp1: Novel Study: RAT Theme of Family Relationships Practice writing dialogue Identifying character emotions Quote selection and explosion Development of academic writing</p> <p>Sp2 - The Tempest Theme of Family Relationships Reading of <i>The Tempest</i> [extracts] Stage drawing and set design Features of a play script Scene writing</p> <p>Su1 -Cabinet of Curiosity Theme of the Supernatural What makes us curious Structure of short stories Methodical planning Writing original short stories</p> <p>Su2 - Hot off the Press Theme of The Supernatural What is newsworthy Tabloid and broadsheet newspapers Media bias The language and structure of newspaper articles</p>	<p>Au1 - The Poetic Imagination Theme of childhood Exploration of childhood The importance of context Poetic devices and comparison</p> <p>Au2- Lightning Strike Theme of childhood Victorian Era Context Description writing</p> <p>Sp1- Romeo & Juliet Theme of power & equality Academic Writing Scene Performance Annotation of key extracts</p> <p>Sp2 - Art of Rhetoric Theme of power & equality The pillars of persuasion Persuasion of adverts Persuasive devices Writing for person, form and audience</p> <p>Su1&2 - Novel Study: The Island at the End of Everything Contextual understanding of leprosy Reading <i>The Island at the End of Everything</i> Diary writing and empathy Fact File writing Empathising with characters Foreshadowing and motifs Writing from different viewpoints</p>	<p>Au1 - Dystopia Theme of manipulation Academic Writing Exploration of a range of Dystopian texts <i>Speaking and Listening Skills</i></p> <p>Au2 -The Giver Theme of manipulation Letter writing Planning nonfiction writing</p> <p>Spring 1 and 2 - Novel Study: Kestrel for a Knave 20th century novel to explore themes, characters, setting and context with links to other texts. <i>Introduction to GCSE language and literature exam skills</i></p> <p>Summer 1 and 2- Novel Study: Much Ado Nothing Exploring the dystopian genre through a range of fiction and non-fiction extracts and texts, building on previous knowledge and skills from Spring</p> <p>Su2 - Much Ado About Nothing Full reading of a Shakespeare play Explore and perform key ideas and characters in the play To identify links between Elizabethan and 21st century themes and social context Writing from different viewpoints Writing nonfiction texts.</p>	<p>Au1 - Regret and Memory Focus on ideas of regret and memories through a range of fictional texts <i>Language Paper 1 skills</i> <i>Poems from the anthology</i></p> <p>Au2 - A Christmas Carol Read A Christmas Carol in its entirety <i>Literature Skills</i> <i>Poems from the anthology</i></p> <p>Sp1 - Love and Power Focus on ideas of love and power through a range of nonfiction texts <i>Language Paper 2 skills</i> <i>Poems from the anthology</i></p> <p>Sp2 - Macbeth Read Macbeth in its entirety <i>Literature Skills</i> <i>Poems from the anthology</i></p> <p>Su1 - An Inspector Calls Read An Inspector Calls in its entirety <i>Literature Skills</i> <i>Poems from the anthology</i></p> <p>Su2 - Y11 preparation <i>Revision of the Language Papers</i> <i>Revision of the Literature texts</i> <i>Poems from the anthology</i></p>	<p>Au1 - Relationships and Poetry Understand how poetry can present familial relationships Making links between different poems <i>Focus on Exam Technique</i> <i>Literature Paper 2 skills (poetry)</i></p> <p>Au2 - People and Places Explore how language can be used to inspire people and places Understand why change is important <i>How the atmosphere and setting is effective in each Literature text</i> <i>Language Paper 2 skills</i></p> <p>Spring 1 and Spring 2 Recap of exam skills for both Literature and Language GCSEs Key focus on next steps and areas to improve</p> <p>Su1 - Exam preparation <i>Revision of the Language Papers</i> <i>Revision of the Literature texts and poetry</i></p>

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Mathematics

Statement of curriculum intent

Mathematics is a creative subject that is essential to everyday life, critical to science, technology and engineering and necessary for financial literacy and most forms of employment. Our Curriculum has been written to ensure the careful progression of skills, give students the time to fully embed these skills, challenge students' resilience and provide opportunities for students to solve problems in a range of contexts.

In Mathematics we work on topics from five key subject areas, NUMBER, ALGEBRA, GEOMETRY, PROBABILITY AND STATISTICS, building on existing knowledge.

	Year 7	Year 8	Year 9	Year 10	Year 11
	Year 7 students are taught in mixed ability sets for the first term and set thereafter.	In Years 8 and 9, students are taught in ability sets.		At the start of year 10, students are reset for their GCSE curriculum. There are two tiers - Higher (Grades 3-9) and Foundation (Grades 1-5). We follow the Edexcel syllabus.	
Autumn 1	Numbers and the number system Calculating Checking, approximating & estimating	Numbers and the Number system Calculating Visualising and Constructing	Calculating Visualising and constructing	We teach three bands, Foundation, Crossover and Higher. Checklists of content can be found here Foundation Higher Number Geometry	
Autumn 2	Counting & comparing Visualising & constructing	Understanding risk Algebraic proficiency	Algebraic proficiency Proportional reasoning	Number Algebra Geometry	Algebra Geometry Measures
Spring 1	Properties of shape Algebraic proficiency Exploring Fractions, Decimals and Percentages (FDP) Proportional reasoning	Exploring FDP Proportional reasoning Patterns	Patterns Solving equations and inequalities Calculating space	Algebra Probability Measures	Mock Exams From the beginning of February, each Year 11 class will follow a bespoke curriculum, designed by their class teacher, and based on careful question level analysis of their January exam.
Spring 2	Measuring space Angles Calculating FDP	Investigating angles Calculating with FDP Solving Equations Calculating Space	Proof and congruency Algebra: visualising	Number Statistics	
Summer 1	Solving equations Calculating space Mathematical Movement	Coordinates and graphs Probability	Solving equations and inequalities	Algebra Geometry	
Summer 2	Presentation of data Measuring data	Presenting and measuring data	Understanding risk Presentation of data	Number Algebra Measures	

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Science

Science				
Statement of curriculum intent	The intent of the Science curriculum is for students to develop a deep understanding of how the world/universe works. To do this the Science department delivers a curriculum that is knowledge rich, interleaving awe and wonder with academic rigour.			
Year 7	Year 8	Year 9	Year 10 *indicates triple science only	Year 11 *indicates triple science only
<p>Year 7 Fundamentals- Core knowledge of Biology Chemistry and Physics to bring all up to the same starting point.</p> <p>Topics are taught on a rotation</p> <p>Forces - Forces, speed and gravity</p> <p>Electromagnets - electrical circuits, potential difference, current and resistance</p> <p>Energy - Energy stores and energy transfers</p> <p>Waves - Sound and light</p> <p>Matter - Particle model and separating mixtures</p> <p>Reactions - Acids/alkalis and metals/non-metals</p> <p>Earth - Earth structure and universe</p> <p>Organisms - Movement and cells</p> <p>Ecosystems - Interdependence and plant reproduction</p> <p>Genes - Variation and human reproduction</p>	<p>Year 8 Fundamentals- Deeper core knowledge of Biology Chemistry and Physics.</p> <p>Topics are taught on a rotation</p> <p>Forces II - Friction, drag, turning force and pressure in gases</p> <p>Electromagnets II - Magnets, magnetic fields and electromagnets.</p> <p>Energy II - Work, energy transfer, and temperature</p> <p>Waves II - Sound and water waves, radiation and modelling waves.</p> <p>Matter II - Elements, atoms, compounds, polymers, the periodic table.</p> <p>Reactions II - Atoms in reactions, combustion, thermal decomposition, conservation of mass, energy changes in reactions and bond energies.</p> <p>Earth II - Global warming, carbon cycle, climate change, extracting metals, recycling.</p> <p>Organisms II - Gas exchange, breathing drugs, nutrients, food tests, the digestive system, enzymes.</p> <p>Ecosystems II - Aerobic and anaerobic respiration, biotech, photosynthesis, leaves, plant minerals.</p> <p>Genes II- Natural selection, Charles Darwin, DNA, genetics.</p>	<p>Year 9 Fundamentals- Transitional course from KS3 to KS4 introducing core concepts that underpin GCSE Biology, Chemistry and Physics.</p> <p>From January on a rotation</p> <p>Biology Topic 1 Cell structure Cell division Transport in cells</p> <p>Biology Topic 2 Animal tissues Plant tissues</p> <p>Chemistry Topic 1 Structure of atoms Reactions of the elements The periodic table</p> <p>Chemistry Topic 2 Ionic substances Molecular substances Metallic substances Types of bonding Nano science Different forms of carbon</p> <p>Physics Topic 1 Types of energy and energy changes Calculation energy Specific heat capacity Renewable and non-renewable energy</p> <p>Physics Topic 2 Electrical circuits Current, voltage and resistance Domestic electricity</p>	<p>Topics are taught on a rotation</p> <p>Biology Topic 3 Infection and response Monoclonal antibodies* Plant diseases*</p> <p>Biology Topic 4 Photosynthesis Respirations</p> <p>Chemistry Topic 3 <i>(Taught in Year 10 for triple science)</i> The Mole Conservation of mass Reacting masses Yields and atom economy* Gas volumes* Concentration of solutions</p> <p>Chemistry Topic 4 Reactions of metals Extraction of metals Reactions of acids Electrolysis</p> <p>Chemistry Topic 5 Exothermic and endothermic reactions Chemical cells and fuel cells*</p> <p>Chemistry Topic 6 Rate of reaction Reversible reactions</p> <p>Physics Topic 3 The particle model Density of objects Changing state Pressure and volume*</p> <p>Physics Topic 4 Atoms and isotopes History of atomic discovery Types of radiation Nuclear fission and half life Background radiation Radioactivity in medicine Nuclear fusion*</p>	<p>Topics are taught on a rotation</p> <p>Biology Topic 5 The human nervous system Hormonal coordination in humans Plant hormones*</p> <p>Biology Topic 6 Variation Genetics, evolution and Classification</p> <p>Biology Topic 7 Adaptations and interdependence Ecosystems Biodiversity</p> <p>Chemistry Topic 7 <i>(Taught in Year 10 for triple science)</i> Crude oil, alkanes, cracking, alkenes Alcohols, carboxylic acids and esters* Polymers*</p> <p>Chemistry Topic 8 Purity and formulations Identifying common gases Identifying ions*</p> <p>Chemistry Topic 9 Earth's atmosphere, greenhouse gases Pollution</p> <p>Chemistry Topic 10 Using Earth's resources Using water Making fertilisers*</p> <p>Physics Topic 5 Forces Motion</p> <p>Physics Topic 6 Wave types, behaviour and uses</p> <p>Physics Topic 7 Magnets, electromagnets, motor effect Generators and transformers</p> <p>Physics Topic 8* The solar system* The universe*</p>

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Geography

Statement of curriculum intent	Geography at Crestwood Community School will inspire in students a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The Curriculum will equip students with knowledge and understanding about diverse places through studying the interactions between human and physical environments and processes.			
Year 7	Year 8	Year 9	Year 10	Year 11
<p>Coasts</p> <ul style="list-style-type: none"> - Physical processes - Landforms and features - Coastal Management <p>The United Kingdom</p> <ul style="list-style-type: none"> - Location, regions and history - Physical and human features - UK weather patterns - Population and immigration - London - Links to the wider world <p>Weather and Climate</p> <ul style="list-style-type: none"> - Measuring weather - Types of rainfall and clouds - Factors that influence climate - Climate zones <p>International Development</p> <ul style="list-style-type: none"> - Measuring development - Why development varies - Types of aid <p>World of Work</p> <ul style="list-style-type: none"> - Classifying employment - Environmental impacts - Impacts of tourism - Ecotourism in Kenya <p>Glaciers</p> <ul style="list-style-type: none"> - Glaciers through time - How glaciers shape the land - Recognising glacial features on OS map 	<p>Tectonic Hazards</p> <ul style="list-style-type: none"> - Plate tectonics - Plate margins and hazard risk - Volcanoes - Japan tsunami 2011 - Iceland volcano 2010 <p>Population</p> <ul style="list-style-type: none"> - Population distribution and density - Global population issues - UK population patterns - Migration <p>Africa</p> <ul style="list-style-type: none"> - Introduction - Historical factors affecting development in Africa - Countries, population & biomes - Kenya - Nairobi - Work in Kenya <p>Climate Change</p> <ul style="list-style-type: none"> - What is climate change? - The natural and human causes - The effects of climate change - How we can mitigate and adapt to the changing climate. <p>The Middle East</p> <ul style="list-style-type: none"> - Introduction - The Arabian Desert - Conflict in the Middle East - Connections with the UK - The importance of oil 	<p>Rivers</p> <ul style="list-style-type: none"> - Drainage basin and river processes - Landforms - Causes and effects of flooding - Responses and management - Rivers fieldwork <p>China and India:</p> <ul style="list-style-type: none"> - Introduction to Asia - Introduction to China - Rural vs Urban China - Introduction to India - Rapid Urbanisation in India: Opportunities and Challenges <p>Natural Resources</p> <ul style="list-style-type: none"> - Types of resources - How consumption of natural resources varies around the world - The environmental impacts of different natural resources - Food, Water and energy security <p>Ecosystems</p> <ul style="list-style-type: none"> - Small scale and global ecosystems <p>Tropical Rainforests</p> <ul style="list-style-type: none"> - Characteristics - Causes of deforestation - Impacts of deforestation - Management <p>Cold environments</p> <ul style="list-style-type: none"> - Characteristics, opportunities & challenges - Management of cold environments 	<p>Cold environments</p> <ul style="list-style-type: none"> - Characteristics, opportunities & challenges - Management of cold environments <p>Coasts</p> <ul style="list-style-type: none"> - Processes and Landforms - Management Strategies - Fieldwork <p>Urban Growth - Rio</p> <ul style="list-style-type: none"> - Megacities - Social & economic challenges - Improving Rio's environment - Managing squatter settlements <p>Tectonic Hazards</p> <ul style="list-style-type: none"> - Physical Processes - Effects, responses & reducing risk <p>Urban Changes - UK</p> <ul style="list-style-type: none"> - Social & economic opportunities - Environmental & housing challenges - Regeneration <p>Urban Sustainability</p> <ul style="list-style-type: none"> - Sustainable living - Traffic management strategies <p>Climatic Hazards</p> <ul style="list-style-type: none"> - Global atmospheric circulation - Tropical Storms - UK Weather Hazards <p>Climate Change</p> <ul style="list-style-type: none"> - Human and physical causes - Effects and responses <p>Development</p> <ul style="list-style-type: none"> - Measures of development - Uneven development <p>Nigeria: A newly emerging economy</p> <ul style="list-style-type: none"> - Nigeria intro & Industrial structure - TNC's & Aid 	<p>Rivers</p> <ul style="list-style-type: none"> - Processes and landforms - Management strategies <p>Urban Growth - Rio</p> <ul style="list-style-type: none"> - Megacities - Social & economic challenges - Improving Rio's environment - Managing squatter settlements <p>Resource Management</p> <ul style="list-style-type: none"> - Water, food and energy - Global inequalities <p>Energy</p> <ul style="list-style-type: none"> - Global demand and conflict - Strategies to increase supply <p>Urban Changes - UK</p> <ul style="list-style-type: none"> - Social & economic opportunities - Environmental & housing challenges - Regeneration <p>Urban Sustainability</p> <ul style="list-style-type: none"> - Sustainable living - Traffic management strategies <p>Ecosystems</p> <ul style="list-style-type: none"> - Small scale and global ecosystems <p>Tropical Rainforests</p> <ul style="list-style-type: none"> - Characteristics - Causes of deforestation - Impacts of deforestation - Management <p>Cold environments</p> <ul style="list-style-type: none"> - Characteristics, opportunities & challenges - Management of cold environments <p>Local Fieldwork</p> <p>Issue Evaluation</p>

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History

Statement of curriculum intent	History at Crestwood Community School will inspire in students a curiosity to know more about the past. The History curriculum will equip students with knowledge and understanding about the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, and utilise source material to develop critical analysis, in order to develop their own identity and engage with the challenges of their time.			
Year 7	Year 8	Year 9	Year 10	Year 11
<p>How significant was the Norman invasion? How the Norman invasion in 1066 changed life in England.</p> <p>Was Medieval life all muck and misery? What life was like during the Medieval period and the impact of the Black Death.</p> <p>How did Church and Monarchy change in the 16th and 17th centuries? The changes in religion and the impact of this during the Tudor period. The English Civil War and the development of democracy.</p> <p>Why was the British Empire so controversial? The impact of Empire on its colonies</p> <p>How accurate are interpretations of slavery? Investigating the slave trade through different interpretations.</p>	<p>How did Eastleigh's industrial revolution compare to the rest of Britain? Causes of the revolution and the impact it had on life in Eastleigh and the rest of Britain.</p> <p>How significant was WWI? The causes of WWI and its global significance.</p> <p>Why are there different interpretations of WWII? The causes, key events and interpretations of WWII.</p> <p>The Holocaust Understanding what the Holocaust was and why it happened.</p> <p>How did people in the 20th century fight for their rights? The development of rights for minority groups.</p>	<p>How has life changed for black Americans over time? The changing life for black Americans from Civil War to Civil Rights.</p> <p>What impact have women had in shaping the world? The significance of women throughout British history.</p> <p>How did relations change during the Cold War? The impact of the conflicting ideals of the Capitalist west and Communist east and the events of the Cold War.</p> <p>Britain, Health and the people c.1000-Prsent Day How the health of British people changed over time.</p>	<p>Year 10 (Class of 2024) are studying for the AQA examination board.</p> <p>Germany 1890-1945: Democracy and Dictatorship Examining fifty years of German history through revolution, humiliation, economic chaos, war and dictatorship.</p> <p>Britain, Health and the people c.1000-Prsent Day How the health of British people changed over time.</p> <p>Conflict and Tension, The First World War: 1894-1918 Understanding how global tensions caused a world war and the death of twenty million people.</p>	<p>Year 11 (Class of 2023) are studying the Eduqas examination board.</p> <p>Changes in health and medicine c.500 - present day (continued from Year 10) The changes in causes of illness and disease and developments in treatment, prevention, patient care, public health and medical knowledge over time.</p> <p>Elizabethan England: 1553-1603 The impact of the Elizabethan rule over society, religion, politics, economy and culture.</p> <p>Revision</p>

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Modern Foreign Languages

Modern Foreign Languages				
Statement of curriculum intent	Modern Foreign Languages at Crestwood Community School will inspire in students a curiosity and deepen their understanding of the world, different cultures, geography and customs. MFL will foster tolerance and appreciation of other cultures and encourage critical, analytical thinking. Through the study of a foreign language, students will also gain a deeper appreciation of the formation, structure and application of English, improving their overall communication skills.			
Year 7	Year 8	Year 9	Year 10	Year 11
<p>French and Spanish follow the same topics:</p> <p>My Life / My Family and Friends Introducing yourself, describing members of the family and relationships.</p> <p>Introduction to Spanish/French Grammar Verbs / Infinitives / Present tense / Near future</p> <p>Free Time Talking about leisure activities, expressing opinions, weather, seasons and clothes.</p>	<p>French and Spanish follow the same topics:</p> <p>Food and Eating Out Discussing food and drink (including likes, dislikes and dietary requirements) as well as how to manage in a restaurant situation.</p> <p>Spanish/French Grammar Verbs / Past Tense</p> <p>Holidays Describing a past holiday, including what students' did and what their opinions were, as well as what can be done in a specific location.</p>	<p>French and Spanish follow the same topics:</p> <p>My education Describing school life, subjects, facilities, teachers and daily routine</p> <p>My future Talking about jobs and hopes for the future.</p> <p>Media Talking about what you use computers, phones and tablets for, learning about television programmes, films and music, using the past tense to say what you have done recently.</p>	<p>1. Theme 2: Local, national, international and global areas of interest Holidays Holiday destinations, activities and opinions; discussing ideal holidays</p> <p>2. Theme 1: Identity and culture Family Relationships / Technology / Discussing family relationships, friendships, and how you use technology in daily life</p> <p>3. Theme 2: Local, national, international and global areas of interest My Town / Region Learning about the local area: town facilities, amenities, climate and local environment</p> <p>4.. Theme 1: Identity and culture Food/ Traditions Learning about traditional food, customs, celebrations and festivals</p>	<p>1.Theme 1: Identity and culture Free time activities Talking about TV programmes, films, sports and discussing different ways of entertaining</p> <p>2. Theme 2: Local, national, international and global areas of interest My Town / Region Learning about the local area: town facilities, amenities, climate and local environment</p> <p>2. Theme 2: Local, national, international and global areas of interest Environment Considering global issues and talking about local actions</p> <p>3.. Theme 2: Local, national, international and global areas of interest Food and Health Talking about food and healthy eating</p> <p>4.. Theme 2: Local, national, international and global areas of interest Healthy lifestyle Discussing diet-related problems affecting young people</p> <p>5.Theme 1: Identity and culture Celebrations and Festivals Learning about traditional food, customs, celebrations and festivals</p>

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Art

Statement of curriculum intent	<p>The Art curriculum is planned to take students on a creative journey that helps them understand the visual world around them and prepares them for GCSE Art and Design and beyond.</p> <p>The curriculum is broken down into a range of projects that cover the four Assessment Objectives of the GCSE exam. <i>Understanding of Knowledge (AO1) Exploring ideas and media (AO2) Recording skills (AO3) Personal meaningful response (AO4)</i></p>			
Year 7	Year 8	Year 9	Year 10	Year 11
<p>Basic Skills Explore and develop skills in basic media from beginning to understand tone using pencil, coloured pencil, biro and paint and apply these to observational drawing. Further development of these skills comes through abstract painting.</p> <p>Clay Masks/Celebrations Looking at masks from other cultures' design ideas for masks are produced. Clay working processes are used to create a 3D mask based on best design to show realisation of intentions.</p> <p>Unit Printing Exploring the process of printing to create artwork based around the concept of tessellation of a shape or 'unit'. Extension project</p>	<p>Still Life Following on from observational drawing in Year 7 more complex 3D shapes are explored - tone is used to greater effect to show the form of objects. Understanding of composition is improved through the study of Still Life both in class and for homework tasks culminating in a larger scale painting of a Still Life group.</p> <p>Sweet Wrappers Media skills developed further through looking at Pop Art style lettering and how bright bold text is used to catch the eye and make an impact on sweet wrapper and other packaging. This is applied to own work through the use of media, processes and techniques.</p> <p>Lettering Skills gained from the sweet wrapper project are used to generate own ideas for a final piece either realised in card, relief or clay. Based around their name in the style of sweet wrapper lettering.</p>	<p>Observational Drawing Skills and confidence in observational drawing form the backbone of a successful artwork. Drawing is further developed through more complex still life groups - this leads onto producing work that shows the influence of different art styles through the use of media exploration, processes and techniques to show visual language. This project will include links to the Pop art movement and associated artists</p> <p>Photography Introduction to photography as a means to producing artwork and developing an understanding of the processes involved to ensure that the medium is used correctly to support work. Only for option groups as extension project</p> <p>Lettering The project follows on from the still life project and the theme of pop art but with more connections to artists focusing on design and lettering. Possible printing from designs developed from looking at the work of others for those opting for the extra lesson.</p>	<p>Independent Project 1 Personal project based around the theme of colour - students produce work to cover the 4 assessment objectives. Looking at the work of other artists, developing and exploring ideas using a range of media, processes and techniques along with drawing, observations and annotations to help realise intentions. This leads to a final piece/s that is personal however shows clear links to the artists studied.</p> <p>Independent Project 2 Personal project based around 3 starting points taken from a previous externally set assignment - students produce work to cover the 4 assessment objectives ensuring that the project follows the chosen theme. They look at the work of other artists, develop their own ideas by exploring a range of media, processes and techniques along with drawing, observations and annotations to help realise intentions. This part of the project covers the first 3 of 4 assessment objectives.</p>	<p>Independent Project 2 The project continues with the development of the chosen idea. This leads to a final piece/s that is personal but also shows clear links to the artists studied and the theme of the project.</p> <p>Externally Set Assignment Exam element of the course begins - the externally set assignment is a personal project set by the exam board based around 7 different themes - students choose a starting point and explore the theme to produce work that covers the first 3 assessment objectives. Looking at the work of other artists, developing and exploring ideas using a range of media, processes and techniques along with drawing, observations and annotations to help realise intentions. The final piece/s (AO4) are produced under exam conditions over 2 days.. Students should ensure that their ideas are personal and original, but also show clear links to the artists studied.</p>

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Drama

Statement of curriculum intent	<p>Our goal with Drama is to develop students into confident and creative communicators. Students participate as a performer in many practical assessments over the 5 years that challenge their ability to demonstrate a wide range of theatrical skills. We aim for students to learn how to critically analyse and evaluate their own and others' performances on stage and become adept at writing to demonstrate these skills. By the end of the 5 years, we aim for students to become critical and insightful thinkers and writers through coursework, written exam practice and self-evaluations. Students will also have the opportunity to participate in school productions and performance projects that will further enrich their knowledge and understanding of drama and musical theatre.</p>			
Year 7	Year 8	Year 9	Year 10	Year 11
<p>Focus</p> <ul style="list-style-type: none"> ➤ Skills Acquisition ➤ Confidence Building ➤ Performance Basics <p>Modules</p> <ul style="list-style-type: none"> ➤ Introduction to Drama ➤ Scriptwriting ➤ The Voice <p>Skills</p> <ul style="list-style-type: none"> ➤ Facial Expressions ➤ Body Language ➤ Gestures ➤ Movement ➤ Pitch ➤ Pace ➤ Pause ➤ Tone ➤ Volume ➤ Vocal choral techniques ➤ Symbolic Theatre ➤ Interpretation of script ➤ Blocking a script ➤ Tableaux 	<p>Focus</p> <ul style="list-style-type: none"> ➤ Empathy ➤ Reaffirming Skills ➤ Performing with Objectives <p>Modules</p> <ul style="list-style-type: none"> ➤ Bullying Project ➤ Shakespeare ➤ The Accident Parts One & Two ➤ Scripted ➤ Improvisation <p>Skills</p> <ul style="list-style-type: none"> ➤ Physical Skills ➤ Vocal Skills ➤ Tableaux ➤ Building Character ➤ Shakespearean Theatre ➤ Naturalistic Theatre ➤ Non-Naturalistic Theatre ➤ Devising Techniques ➤ Improvisation ➤ Scripted Performance ➤ Stage Combat 	<p>Focus</p> <ul style="list-style-type: none"> ➤ Skills Acquisition ➤ Extended Performance ➤ Analysis & Evaluation ➤ Devising and scripted skills <p>Modules</p> <ul style="list-style-type: none"> ➤ Blood Brothers ➤ Analysing live performance ➤ Devised ➤ Enhanced devised ➤ Monologues and duologues ➤ Curious Incident of the Dog at Night Time <p>Skills</p> <ul style="list-style-type: none"> ➤ Devising skills ➤ Ability to Analyse and Evaluate Theatre ➤ Writing about performance ➤ Rehearsal Techniques ➤ Uniting & Objecting ➤ Character Analysis ➤ Actor Analysis ➤ Theatre Evaluation ➤ Self Evaluation ➤ Using a stimulus ➤ Ensemble skills ➤ Monologue and duologue 	<p>Focus</p> <ul style="list-style-type: none"> ➤ Reaffirming Skills ➤ Extended Performance ➤ Analysis & Evaluation ➤ Theatrical Design <p>Modules</p> <ul style="list-style-type: none"> ➤ Devising Drama ➤ Blood Brothers ➤ Analysing and evaluating live theatre ➤ Texts in Practise <p>Skills</p> <ul style="list-style-type: none"> ➤ Stage Configurations ➤ Styles & Practitioners ➤ Theatre Roles & Responsibilities ➤ Theatre Terminology ➤ Ability to Analyse and Evaluate Theatre ➤ Character Analysis ➤ Actor Analysis ➤ Theatre Evaluation ➤ Self Evaluation ➤ Written Exam Techniques 	<p>Focus</p> <ul style="list-style-type: none"> ➤ Skills Application ➤ Extended Performance ➤ Analysis & Evaluation ➤ Theatrical Design <p>Modules</p> <ul style="list-style-type: none"> ➤ Blood Brothers ➤ Analysing and evaluating live theatre ➤ Texts in Practise <p>Skills</p> <ul style="list-style-type: none"> ➤ Stage Configurations ➤ Styles & Practitioners ➤ Theatre Roles & Responsibilities ➤ Theatre Terminology ➤ Ability to Analyse and Evaluate Theatre ➤ Character Analysis ➤ Actor Analysis ➤ Theatre Evaluation ➤ Self Evaluation ➤ Written Exam Techniques

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Music

Statement of curriculum intent	The mission of our Music curriculum is to encourage students to experience, appreciate and understand a range of music from different eras and various parts of the world. In doing so, they will develop practical skills, metacognition, resilience, self-discipline, teamwork and cooperation. Students will use technical language relating to the musical elements to develop both their written and spoken communication.			
Year 7	Year 8	Year 9	Year 10	Year 11
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> -Rhythms in 4/4 (>quavers) -Tempo -Timbre -Dynamics -Texture <p>Demonstrate practical skills by:</p> <ul style="list-style-type: none"> -Class pan performance -Quiz show composition -Drum programming -Stomp performance -Rock riff composition <p>Encounter:</p> <ul style="list-style-type: none"> -Reggae -Steel pans -Music business -Stomp & Samba -Rock riffs -Blues 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> -Rhythms in 6/8 -Key -Scales -Melody -Chords -Structure <p>Demonstrate practical skills by:</p> <ul style="list-style-type: none"> -Rock riff composition -Anthem performance -Anthem composition -Folk tune performance -Better Off Alone remix <p>Encounter:</p> <ul style="list-style-type: none"> -Rock riffs -Blues -Rock anthems, Ode to Joy -Jigs -Better Off Alone 	<p>More detailed knowledge and understanding of:</p> <p>Completing unfinished work on composing with chords and harmony</p> <p>Reinforcing knowledge of how the learning from Years 7 and 8 has been and can be used expressively for a variety of purposes in films and games</p> <p>Demonstrate practical skills by:</p> <ul style="list-style-type: none"> -Dance composition for pans -Film /gaming music programming & arranging <p>Encounter:</p> <ul style="list-style-type: none"> -Range of dance music -Range of film / gaming music <p>For “specialist group”</p> <p>More detailed knowledge and understanding of:</p> <ul style="list-style-type: none"> -Rhythm -Melody -Harmony & tonality <p>Demonstrate practical skills by</p> <ul style="list-style-type: none"> -Rhythm composition -Melody composition -Song composition -Aural skills homework <p>Encounter:</p> <ul style="list-style-type: none"> -Music from a range of topic areas 	<p>More detailed knowledge and understanding of:</p> <ul style="list-style-type: none"> -Recap of learning on Harmony -Timbre-Texture -Structure -Continued analysis of set works <p>Demonstrate practical skills by:</p> <ul style="list-style-type: none"> -Termly performances -Technology performance -Remembrance composition -Xmas variations <p>Encounter:</p> <ul style="list-style-type: none"> All 16 topic areas Set works 	<p>Demonstrating knowledge and skills through final 2 compositions and 2 final performances</p> <p style="text-align: center;">Practising aural skills</p>

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Computing

Statement of curriculum intent	<p>The overarching aim of our curriculum is to enrich student's with a range of skills to be successful in life, beyond school. Students must leave us with the confidence to access a whole range of knowledge and applications. The curriculum is designed to build challenge as student's progress through the school, and with a view of giving students access to whichever pathway they choose to take beyond. We actively promote innovation – both in the teaching and learners' thinking – and we strive to build independent learners. Topics are generally divided into projects. All projects aim to take students through the process of learning, developing, applying and evaluating. Assessment is always focused on improvement. We actively encourage different pathways within our courses and the curriculum area - to ensure the needs of all learners are met.</p>			
Year 7	Year 8	Year 9	Year 10	Year 11
<p>Digital Literacy An introduction to the Crestwood ICT network, staying safe online, sharing work, communicating electronically, the various parts that make up a computer and a network.</p> <p>Top Trumps A data handling project, where students learn to search online effectively, store data on a database, and undertake a Mail Merge to insert the data onto a card design.</p> <p>Music Festival A spreadsheet project where students research the feasibility of running a music festival by creating a finance model using spreadsheet software.</p> <p>Virtual Worlds Using Kodu to create their own virtual world with games and challenges within this.</p>	<p>Theme Park Students learn to create flowcharts to help represent sections of different theme park rides. Once complete they can turn these into algorithms.</p> <p>Introduction to Coding An introduction to Binary code followed by an overview of programming languages and the first steps in html, Pseudo Code and Python.</p> <p>How Computers Work Looking inside a computer at the different parts. Understanding the different Hardware types and the Input>Process>Output idea.</p> <p>Mobile Apps Students design and build their own Mobile App using the online AppShed software.</p>	<p>Cyber Security Keeping details safe online, investigating the threats posed & prevention of operating online. How Social Engineering works.</p> <p>Life in Binary Investigating how sound and images are constructed on a computer by breaking these down using binary logic. (move to Yr8)</p> <p>Marketing Campaign Using video editing software to put together a promotional campaign, combining graphics, moving images and sound.</p> <p>Coding mini-project Using Python to develop a programme which will solve a problem.</p>	<p>Students follow either a vocational ICT qualification (Creative Media Production) or GCSE Computer Science for those wanting a more technical grasp of computing in detail.</p> <p>Creative Media Production Investigating different media formats, investigating their aims and target audience. Following that, students design and create their own interactive media product in one or more of the following formats: a website, a video game, an advertising poster, a promotional video.</p> <p>Computer Science -Algorithms -Flowcharts/Pseudo-code -Programming -Boolean Operators -Data Handling -Design, Testing and Translators -Binary, Hexadecimal -Data Compression -Data Encoding</p>	<p>Students follow either a vocational ICT qualification (Creative Media Production) or GCSE Computer Science for those wanting a more technical grasp of computing in detail.</p> <p>Creative Media Production Investigating pre-production skills and techniques. Exam unit. Animated Comic Strip unit - students design and construct an animated comic strip using a range of software applications.</p> <p>Computer Science -Components of a computer -Data Storage -Types of software -Networks -Cyber Security -Ethic Issues in computing -Legal Issues in computing</p> <p>Exam preparation and practice papers.</p>

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Physical Education

Statement of curriculum intent	<p>Our ambition is to equip students with confident independent attitudes, skills and knowledge which help them to lead physically, mentally and socially balanced lives beyond school. Along with raising the quality of their participation in a wide number of sports and physical activities, complex knowledge about the human body deepens over time, along with the role of sport in society and the need for physical activity to support their long-term physical, mental and social health and wellbeing. Students will use technical language in both practical and theory sessions to develop both their written and spoken communication abilities, whilst demonstrating attitudes of sustained commitment, collaboration, resilience and leadership.</p>		
Year 7 & Year 8	Year 9	Year 10	Year 11
<p>Initial Phase</p> <ul style="list-style-type: none"> ● Baseline testing - Completion of fitness tests ● Multi-stage fitness test ● Illinois agility test ● Stork stand test ● Ruler drop test ● 30m sprint test ● Sit and reach test ● Wall toss test <p>Sports to be covered throughout the year:</p> <ul style="list-style-type: none"> ● Dance ● Tennis ● Fitness ● Table Tennis ● Badminton ● Rounders ● Floor Gymnastics ● OAA ● Cricket ● Athletics ● Uni Hoc <p>Students assessed on the following:</p> <ul style="list-style-type: none"> ● Leadership skills ● Tactical knowledge ● Understanding of rules ● Sporting performance ● Technical ability ● Application to gameplay 	<p>GCSE/BTEC Preparation: 2x practical lessons 1x theory through practical.</p> <p>Practical lessons using GCSE AQA assessment criteria. Moderated practices at the end of each half term - evidence for groupings next year. Theory - Year 9 theory booklet - to be completed at the beginning and end of practicals to test knowledge and answer questions on topics.</p> <ul style="list-style-type: none"> ● Table Tennis ● Badminton ● Cricket ● Athletics ● Tennis ● Rounders - Not a GCSE sport, but can still provide evidence of practical ability <p>Theory through Practical. Cover a variety of theoretical topics all through a practical/fitness module. One test to be completed at the end of every half term - evidence for groupings for next year.</p> <p>FITNESS BASED PRACTICAL</p> <ul style="list-style-type: none"> ● Bones/Muscles ● Aerobic/Anaerobic Respiration ● Fitness Testing ● Methods of Training ● Components of Fitness ● Skill Classification ● Cardiorespiratory systems 	<p>CORE PE Selection of pathways. Students have the opportunity to alter their pathways according to their experience from last year.</p> <p>GCSE PE - Theory content</p> <p>Paper 1:</p> <ul style="list-style-type: none"> ● Applied anatomy and physiology ● Movement analysis ● Physical Training ● Use of data <p>:Paper 2:</p> <ul style="list-style-type: none"> ● Commercialisation of sport ● Hooliganism ● Classification of skills ● PED'S in sport ● Coursework - spring term <p>Practical content:</p> <ul style="list-style-type: none"> ● Badminton ● Table tennis ● Volleyball ● Netball ● Football ● Basketball ● Trampolineing ● Athletics <p>Sports Studies -</p> <ul style="list-style-type: none"> ● Contemporary Issues in Sport – this will be assessed in a formal exam ● Performance & Leadership in Sports Activities ● Awareness of Outdoor Adventurous Activities 	<p>CORE PE Selection of pathways. Students have the opportunity to alter their pathways according to their experience from last year.</p> <p>GCSE PE Theory content:</p> <ul style="list-style-type: none"> ● Recap of paper 1 and paper 2 ● Extended answer exam practice - AO1, AO2, AO3 & AO4 ● Revisit core sport ● Moderation preparation ● Double theory lessons from Feb half term onwards ● Moderation in March ● Completion of coursework <p>BTEC Sport</p> <ul style="list-style-type: none"> ● Ensure all deadlines have been met ● Complete the online exam (opportunity to complete twice if needed) ● All work submitted to an external verifier

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Religious Studies

Religious Studies						
Statement of curriculum intent	Religious Studies uses a variety of world views to navigate moral and ethical issues which allow a young person to develop their sense of self and their own values.					
Year 7	Year 8	Year 9	Year 10 (GCSE Option)	Year 11 (GCSE Option)	Year 10 (EP - Compulsory)	
<p>The Island Communication Survival Community Rites of Passage Rules & Law Remembering Tradition</p> <p>World Religions Intro: Judaism Christianity Islam Hinduism Sikhism</p> <p>Belief in Britain: Belief Authority Purpose Conflict Belief in Modern Britain</p> <p>Buddhism: Happiness Renunciation Karma Meditation Reincarnation</p>	<p>A-R of Religion & Belief: Atheism Burkha & Religious Clothing Creation Stories Darwin Extremism Forgiveness Gods & Goddesses Heaven, Hell & Afterlife Icons & Idols Jesus Kosher & Food Laws Laws and Rules Meditation & Prayer Numbers Omnis Prophets Quran & Holy Books Rituals</p>	<p>S-Z of Religion: Saints Temples Uncertainty Virtues Wealth Xenophobia Yom Kippur Zoroastrianism</p> <p>A Brief History of Religion: Abrahamic faiths Jewish narrative Birth of Christianity Spread of Christianity Birth of Islam Crusades Schism Split from Rome</p> <p>Good & Evil: Law Crime Punishment Prison Death Penalty</p> <p>Peace & Conflict: Pacifism Violence Just War Theory Extremism Terrorism</p> <p>Holocaust: Historic Jewish persecution Jewish life in Nazi Germany Shekhinah Denial</p>	<p>Islam Beliefs & Teachings: Birth of Islam & Muhammed Sunni/Shi'a Split Nature of Allah Risalah, Malaikah, Akhirah, Kutub, Al-Qadr</p> <p>Human Rights: Social Justice & Human Rights Censorship Freedom of Religious Expression Religious Extremism Prejudice & Discrimination Racism - MLK Wealth & Poverty</p> <p>Christianity Beliefs & Teachings: Nature of God & Problem of Evil The Trinity Creation Jesus Sin & Salvation Afterlife & Judgement</p> <p>Islam Practices: The Five Pillars Jihad Festivals The 10 Obligatory Acts</p>	<p>Relationships: Family Marriage Adultery, Divorce & Separation Sex & Contraception Same-Sex Relationships Gender Prejudice & Discrimination</p>	<p>Christianity Practices: Worship Prayer Sacraments Celebrations Pilgrimage Christianity in Britain Role of the Church Mission & Evangelism Tearfund Persecution Ecumenism</p> <p>Good & Evil 2: Morality Sin Crime Justice Punishment Prison Reformers Prison Chaplains Forgiveness Death Penalty</p> <p>Life & Death: Creation Evolution Abortion Animal Rights Environmental Sustainability Euthanasia Funerals Afterlife</p>	<p>Human Rights: Social injustice Freedom of Speech Modern Slavery Child Soldiers Child Labour Extremism</p> <p>Life & Death: Creation Animal Rights Being Human Medical Ethics Euthanasia Afterlife</p> <p>Relationships Marriage & Divorce Sex & Celibacy Consent Contraception Same-Sex Relationships</p>

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Design and Technology

Statement of curriculum intent	<p>Preparing our students for a complex, challenging and changing world that will require creative and innovative solutions that will meet the needs of others. They will achieve this through the application of subject specific knowledge and skills. To enable them to solve a range of contextual challenges throughout their time at Crestwood. We want all of them to have the opportunity to use a range of materials and techniques so that they can model and prototype their ideas successfully. We want them to build their confidence up over the years and to be able to use a variety of communication methods to realise their ideas.</p>			
Year 7	Year 8	Year 9	Year 10	Year 11
<p>Textiles Tradition Project Students build up their confidence on the sewing machines and research into different cultures from around the world.</p> <p>Food Healthy Eating Students learn about the importance of healthy eating, The eatwell guide and knife skills.</p> <p>Resistant Materials Chocolate Box Project Students focus on learning key skills to do with packaging and branding by making their own chocolate box.</p> <p>Graphic Design Students build up skills of drawing 3D shapes and then move onto creating 2D and 3D graphic effects.</p>	<p>Textiles Superhero Project Students learn to develop creative skills linked to textiles based around a superhero of their choice and develop their knowledge of surface and stitching techniques for KS4.</p> <p>Food Food Provenance Students learn about food from around the world, focus on different cultures and learn skills on how to recreate dishes from different countries. They also focus on where our food comes from and how it is made.</p> <p>Resistant Materials Mono Amplifier Project Students focus on making their own personalised speaker by creating a circuit and working sound system that they have designed.</p>	<p>Enterprise Projects All of the technology students take part in the Enterprise project where they build up their practical skills and work together in groups. students design and make products that are sold at the Christmas Market each year focussing on product methods, costing and a business brand.</p> <p>Textiles Nature Project Samples Project Pattern Cutting</p> <p>Food Fruit and Vegetables Desserts</p> <p>Resistant Materials Skills and Knowledge Innovative Furniture Challenge</p>	<p>Within KS4 students focus on building up their practical and theory knowledge within each specialism of technology.</p> <p>Design & Technology Children's Project Garment Techniques Mixed Media Materials Flat Pack Furniture CAD/CAM 3D Drawing Techniques Joining Techniques Applying Finishes</p> <p>Food Processing and Production Environmental Impact Food Spoilage and Contamination Cooking of food and heat transfer</p>	<p>Within Year 11 students that choose Textiles or Resistant Materials work on an NEA coursework project throughout the year which includes elements of research, design, making and evaluating a product that they made. As well as this they develop their theory knowledge by preparing for exams by learning about different types of materials which range from fabrics, woods, plastics, metals and paper and boards.</p> <p>Students who choose Food as a specialism, take part in mock practical exams based on function, lifestyle, nutrition and culture. As well as this, they work through a range of skills that use a variety of specialist equipment. They also focus on a range of topics that include food safety, food science, international cuisine and religion.</p>

CURRICULUM VISION AND MAP 2022-23

Personal, Social, & Health Education (PSHE) & Citizenship

Statement of curriculum intent

PSHE/Citz incorporates the statutory curriculums of Citizenship, Health Education and Relationships & Sex Education, as well as other PSHE topics as set out by the Government-approved PSHE Association Programme of Study. The aim is to empower students to take an interest in their community and country, for example learning about fundamental British Values such as democracy and the rule of law. In addition, we want our students to feel confident in taking control of their own mental and physical health, as well as understanding how lifestyle choices may affect themselves, their community and society as a whole. **Many of these topics are complemented in other curriculum areas including Science, Food, MFL, ICT, RE and PE.**

Year 7		Year 8		Year 9	
<p>Autumn</p> <ul style="list-style-type: none"> ● Teamwork ● School environment ● School expectations ● School procedures ● Reflections ● Moral Panic ● Internet Challenges ● Understanding Fraud ● Money Laundering ● Budgeting <p>Spring</p> <ul style="list-style-type: none"> ● Confidence & Negativity ● Healthy & Unhealthy Behaviour ● Symptoms & treatments ● Accessing Support ● School/Life balance ● Public & Private Services ● The NHS ● Voluntary & NGOs ● Community involvement <p>Summer</p> <ul style="list-style-type: none"> ● Work ● Rights & Responsibilities ● Income & Salary ● British Values ● Enterprise ● Lifelong learning 	<p>Autumn</p> <ul style="list-style-type: none"> ● Self esteem ● Confidence ● Criticism ● Resilience ● Puberty ● Personal Hygiene ● Sleep ● Exercise ● Body Image ● Fad Diets <p>Spring</p> <ul style="list-style-type: none"> ● Emergency Situations ● First Aid ● Medication ● Local Health Services ● Recovery position ● Alcohol ● Smoking ● Legal highs ● Immunisation & vaccinations <p>Summer</p> <ul style="list-style-type: none"> ● Relationships & attraction ● Sharing images ● Body autonomy ● Gangs ● Mobile Phone Safety 	<p>Autumn</p> <ul style="list-style-type: none"> ● Moving On ● Responsibilities & Rights ● Being a Good Citizen ● Strengths & Skills ● Stereotypes ● Bullying ● Diversity ● Community ● Human Rights <p>Spring</p> <ul style="list-style-type: none"> ● Peer Pressure ● Friendships ● Role Models ● Groupthink ● Echo chambers ● My personal data ● Data exploitation ● Digital footprint ● Keeping safe online <p>Summer</p> <ul style="list-style-type: none"> ● Options Process ● Responsibilities at home ● My future ● UK Govt ● Tax ● Public spending 	<p>Autumn</p> <ul style="list-style-type: none"> ● Cardiovascular Health ● Dental hygiene ● Antibiotics ● Exercise ● Healthy Eating ● Puberty ● Hormones ● Body hair ● Periods ● Managing emotions <p>Spring</p> <ul style="list-style-type: none"> ● Healthy Relationships ● Readiness ● Sexual Orientation ● Intimacy & Consent ● Managing unwanted attention ● Relationships & The Media ● Relationship Expectations ● Safe sex ● Contraception & Protection <p>Summer</p> <ul style="list-style-type: none"> ● Gambling ● The Gambling Industry ● Value for money ● The Commonwealth ● The UN ● Refugees & Immigration 	<p>Autumn</p> <ul style="list-style-type: none"> ● Self esteem ● Confidence ● Mental health ● Depression ● Anxiety ● Stress ● Monitoring health ● Lifestyle choices ● Substance misuse ● Social Media & Body Image <p>Spring</p> <ul style="list-style-type: none"> ● Body image ● Relationship changes ● Divorce ● Ending relationships ● Domestic abuse ● CPR ● Asthma ● Diabetes ● Cosmetic Surgery <p>Summer</p> <ul style="list-style-type: none"> ● My Future Ideas ● My School Strengths ● GCSE Options Process ● Social Media, Fake News & Satire ● Social Media Presence ● Pornography as a false reality 	<p>Autumn</p> <ul style="list-style-type: none"> ● Relationships ● Healthy Relationships ● Commitment ● Marriage & Cohabitation ● Arranged & Forced Marriage ● Fertility ● Pregnancy ● Miscarriage ● Parenting ● Adoption & Fostering <p>Spring</p> <ul style="list-style-type: none"> ● Prejudice & Discrimination ● Personal Safety ● Extremism ● Radicalisation & Prevent ● Honour-based violence ● Democracy ● Electoral Systems ● Active Citizenship ● Separation of Powers <p>Summer</p> <ul style="list-style-type: none"> ● Defibrillators ● Blood donation ● Organ & stem cell donation ● Purpose of sex ● Healthy sexual behaviour ● Contraception

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Personal, Social, & Health Education (PSHE) & Citizenship		
Statement of curriculum intent	<p>PSHE/Citz incorporates the statutory curriculums of Citizenship, Health Education and Relationships & Sex Education, as well as other PSHE topics as set out by the Government-approved PSHE Association Programme of Study. The aim is to empower students to take an interest in their community and country, for example learning about fundamental British Values such as democracy and the rule of law. In addition, we want our students to feel confident in taking control of their own mental and physical health, as well as understanding how lifestyle choices may affect themselves, their community and society as a whole. Many of these topics are complemented in other curriculum areas including Science, Food, MFL, ICT, RE and PE.</p>	
Year 10	Year 11	
<p>Autumn</p> <ul style="list-style-type: none"> ● My Plan ● Ethical consumer ● Business ethics ● Consumer rights ● Consumerism ● Work Experience 1 ● Work Experience 2 ● Work Experience 3 ● Customer Service ● Corporate Image <p>Spring</p> <ul style="list-style-type: none"> ● Consent ● Consent & The Law ● Consent & Capacity ● Abusive Relationships ● Abuse in teen relationships ● Sex & The Media ● Sex & Virginity ● Contraception – inc unplanned pregnancy ● STIs <p>Summer</p> <ul style="list-style-type: none"> ● Judicial System ● Making Laws ● Understanding UK Law ● Understanding UK Courts ● Work Experience Expectations ● Health & Safety 	<p>Autumn</p> <ul style="list-style-type: none"> ● Cyber-security ● Cyber-bullying ● Managing Unwanted Attention ● Exploitation ● Exploitation 2 ● Mental Health ● Treatments & Coping Strategies ● Long term mental illness ● Accessing support ● Bereavement <p>Spring</p> <ul style="list-style-type: none"> ● Driving and the law ● Rail safety ● Safe Pedestrian ● Tanning & Tattoos ● Cancer ● Illegal Drugs ● Impacts ● Habit, Addiction & Dependency ● Drugs, alcohol and crime <p>Summer</p> <ul style="list-style-type: none"> ● Bullying - gangs ● Homophobia – Equality Act ● Too much time online ● Insurance ● Savings & Pensions ● Gambler's fallacy 	<p>Careers Programme:</p> <ul style="list-style-type: none"> ● Strengths and Skills ● Post-16 Options ● Post-18 Options ● University and student loans ● Apprenticeships and Traineeships ● College Applications ● Writing a CV ● Revision skills <p>Other:</p> <ul style="list-style-type: none"> ● Parliament, voting and elections ● Volunteering ● Budgeting and finance ● Human Rights ● Mental Health and Coping Strategies ● Drugs and alcohol ● Sharing images ● Smoking cessation ● Safe sex and unplanned pregnancies ● Peer-on-peer abuse ● Gangs and weapons ● Organised crime and cyber crime