

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.

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English Curriculum

English Curriculum				
Statement of curriculum intent	At Crestwood, our English Department is committed to fostering a rich and inclusive learning environment where every student is empowered through the study of diverse and thought-provoking literature. We believe that representation matters, and our curriculum is carefully designed to reflect a wide range of perspectives. Our Key Stage 3 curriculum provides a dynamic and engaging foundation, equipping students with the critical thinking, analytical, and communication skills essential for success. Through the exploration of texts that advocate for change, challenge perspectives, and celebrate diverse voices, we encourage students to engage with literature in a meaningful way. This strong foundation prepares students for Key Stage 4, ensuring they enter their GCSE years with the confidence and skills needed to excel. Through reading, writing, and discussion, we aim to inspire curiosity, empathy, and a lifelong love of learning, enabling all students to find their voice in an ever-evolving world.			
Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1: Spoken Power Spoken Power 26/27 This unit focuses on developing students' skills in academic writing through study of Tanya Landman's <i>Lightning Strike</i> alongside <i>The Chimney Sweep</i> by William Blake. The context explores Victorian London, its social hierarchy, and the Industrial Revolution, supporting understanding of historical and social themes alongside poetry analysis. Students will practice academic writing skills, inference, prediction, and close language analysis skills. Autumn 2: Voices that Shape Year 7 Autumn 2: Voices that Shape 26/27 This unit focuses on developing students' skills in transactional writing by introducing them to a range of speeches from various historical, social and cultural contexts. Students will be able to explore how persuasive language is used to inspire change, challenge injustice and create movements within communities. Spring 1: Twisted Truths 2026/27 Twisted Truths This unit focuses on developing students' skills in academic writing through study of Stephen Fry's retelling of the Greek Myths alongside <i>The Lady Of Shalott</i> by Alfred, Lord Tennyson. Students will practice academic	Autumn 1: Fighting back with the Pen Fighting back with the Pen 26/27 This unit develops students' ability to form opinions and write to argue. They learn to write for a clear audience and purpose, focusing on structuring a personal letter and using persuasive devices (RAPAFORST). Autumn 2: Symbols of Change Symbols of Change 26/27 This unit focuses on the second half of <i>The Island at the End of Everything</i> with attention turned to identifying and analysing structural devices. Students will learn how to write analysis focusing on structure, as opposed to language. They will learn about symbolism and motifs and the effects of these methods. Spring 1: Writing against Odds 26/27 Y8 Writing against the Odds Students will begin their study of <i>The Hunger Games</i> over this term. This half term will specifically focus on the first half of the text and perspective and flashback writing. Students will explore dystopian genre conventions as well as how these are used within <i>The Hunger Games</i>. Spring 2: Words of Rebellion Words of Rebellion 26/27	Autumn 1: Defining Yourself Defining yourself - SOL - Y9A1 26/27 "Who Am I?" invites students to explore the intricate concept of identity, examining its personal, social, cultural, and digital facets. Students will engage with a diverse range of texts to analyse how identity is constructed, articulated, and perceived. Through critical analysis of authors' language and tonal choices, alongside their overall intent, students will enhance their understanding of rhetoric and its persuasive power in conveying individual and collective identities. Autumn 2: Name, Voice and Identity Name, Voice and Identity 26/27 This unit focuses on developing students' skills in academic comparative essay through study of a range of extracts from <i>A Monster Calls</i>; <i>The House on Mango Street</i>; <i>Noughts and Crosses</i>; <i>A Family Supper</i> and the poem <i>Search for My Tongue</i>. Students will explore identity further from Autumn 1 and how it is explored through fiction texts and character. Spring 1: Leaders, Followers and Opinions Year 9 Spr 1: Leaders, Followers and Opinions This unit is based around William Golding's novel 'Lord of the Flies'. Students will draw on the themes and characters to support them creating an article piece to express opinion. Students will use their previous	Autumn: Greed vs Compassion Greed vs Compassion 26/27 This unit focuses on the study of A Christmas Carol, as well as introducing students to GCSE content of the English Language Paper 1 paper (including both reading and writing sections). Specifically, students will study the context behind A Christmas Carol, adding onto their foundational knowledge of the Victorian Era from Key Stage 3. Students will focus on this context, and how they can be applied to the text, key themes, key vocabulary and specific methods used by Dickens, some of which will focus on English Language Paper 1 skills, including creative writing and using Dickens' style to do this. Spring: Ambition vs Morality Ambition vs Morality 26/27 This unit focuses on the study of Macbeth, as well as introducing students to GCSE content of the English Language Paper 1 writing and unseen poetry. Specifically, students will study the context behind Macbeth, adding onto their foundational knowledge of the Elizabethan Era from Key Stage 3. Summer: Wealth vs Responsibility Wealth vs Responsibility 25/26 This unit covers a range of GCSE texts including 'An Inspector Calls' and three	Autumn: The Cost of Conflict The Cost of Conflict Y11 2026/27 The aim of this scheme is to complete the remaining Power & Conflict poetry and prepare students for both English Literature Paper 2 and English Language Paper 2. This unit will specifically focus around War- mainly World War 1 and 2 to ensure students have the contextual knowledge to link their ideas to many in the Power & Conflict anthology. Unseen poetry and Language Paper 2 skills will also be taught with a link to WW1/ war texts. Spring: Unveiling the Hidden Meaning The aim of this scheme is revision of both English Language and Literature Paper 1s as well as explicitly teach and recap common symbolism seen throughout many Literature texts. Students should then be able to identify and examine writers' choices of this symbolism as well as use the same methods in their own writing. Summer: Sharpening your Skills Students will work on questions that need more targeted practice. There will also be opportunities for revisiting of texts and revision of the exam papers in preparation for the Summer exams.

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writing skills, inference, prediction, connotation, evaluation of ideas and oracy. Spring 2: The Magic of the Stage 26/27 The Magic of the Stage This unit focuses on developing students' skills in decoding Shakespearean language and 'lighting the fire' of enjoying Shakespeare and theatre. This unit will act as the foundation for continued Shakespeare study throughout KS3 and 4. Summer 1: Unlocking the Unknown 26/27 Unlocking the Unknown The unit explores elements of story writing, including Freitag's pyramid, language and structural devices and use of a range of punctuation, alongside poetry analysis. Students will practice creative writing skills. Summer 2: Exploring Unseen Lands Exploring Unseen Lands - SOL - Y7Su2 25/26 The unit will culminate in students developing their academic writing skills through a comparative essay, where they will analyse and compare different travel texts. This work will refine their analytical abilities, particularly in identifying authorial intent.	Students will continue their study of <i>The Hunger Games</i> where they will focus on language devices and analysis writing of these with a study into the author of the text, Suzanne Collins. Summer 1: Building Identity Y8 Sum 1 Building Identity 2026-2027 This unit focuses on developing students' skills in creative writing through study of William Shakespeare's <i>Much Ado About Nothing</i> and other adaptations alongside <i>Warning</i> by Jenny Joseph. Students will practice planning and writing in order to describe. The context will explore the role of men and women in Elizabethan society and the expectations of women within the patriarchy. Summer 2: Discovering Truths Y8 Su2 Uncovering Truths This unit focuses on developing students' skills in academic writing through study of William Shakespeare's <i>Much Ado About Nothing</i> and other adaptations alongside <i>Valentine</i> by Carol Ann Duffy.	knowledge of rhetoric and features of an article to ensure their piece is coherent. Students will also be given time to express their opinion through speaking and listening. The novel itself will be studied across the whole term so comprehension of the text will be integral to support students in their analysis focus in the next half term. Spring 2: Characters under Pressure Year 9 Spr 2: Characters Under Pressure 26/27 This unit is a continuation of the study around William Golding's novel 'Lord of the Flies'. Students will develop their knowledge and exploration of themes and characters to track the development of character in order to produce an academic essay evaluating character changes. Students will use their previous knowledge of the text's themes, characters, narrative development and writer's intentions. Summer 1: Breaking Points- when Peace shatters Year 9 Breaking Points: when Peace Shatters 26/27 We are studying the opening two acts of 'Romeo and Juliet' and applying the key theme of 'when peace shatters'. This will lead to tracking tension in a text and ending on a creative writing piece linked to action. Summer 2: The Price of Tragedy Price of Tragedy 26/27 This unit will focus on developing students' responses to Shakespeare, using the PRICE structure of analysis and <i>Romeo and Juliet</i> as the basis for study. It will also touch on recall of <i>The Tempest</i>, studied in Year 7.	Power and Conflict poems; 'Tissue', 'Emigree' and 'Checkin Out Me History'. Through these texts, students will gain an understanding of identity, wealth and responsibility through various forms of text. Students will already have knowledge of how to write academically, as well as structure an essay from the previous A Christmas Carol and Macbeth schemes. The scheme will begin with explicit teaching of three Power and Conflict poems before then completing a cold read of <i>An Inspector Calls</i>. Students will focus on context, key themes, changes in relationships, key vocabulary and specific methods used by Priestley.	
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Mathematics- Scheme of Learning

Statement of curriculum intent

Mathematics is a 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 * indicates higher content only	Year 11 * indicates higher content only
	In Years, 7, 8 and 9, students are taught in ability sets. An adapted bespoke curriculum is available for ensuring that all students can access the five key subject areas listed above.			At the start of year 10, students are reset for their GCSE curriculum. There are two tiers - Higher (Grades 4-9) and Foundation (Grades 1-5). We follow the Edexcel syllabus. Checklists of content can be found here Foundation Higher	
Autumn 1	Numbers and the number system Calculating Checking, approximating & estimating	Further development of numbers and the Number system Further development of calculating	Calculating confidently	Perimeter and area Volume and surface area surds* Graphs	Circles, cylinders and spheres* Quadratic equations and expressions
Autumn 2	Algebraic proficiency Solving equations	Further development of algebraic proficiency Further development of solving equations	Confident application of algebraic concepts	Transformations Quadratic simultaneous equations*	Vectors Proportion Area under curves*
Spring 1	Exploring Fractions, Decimals and Percentages (FDP) Understanding ratio	Probability Further development of missing angles Circles Surface area and volume	Calculating and representing data	Ratio and proportion Inequalities including quadratics*	Mock Exams From the beginning of March, 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	Properties of shape Area and perimeter Missing angles	Further development of working with percentages Further development of ratio	Fraction problems Percentage problems	Trigonometry Probability	
Summer 1	Working with percentages Sequences Horizontal and vertical lines	Compound measures Distance time graphs	Missing angles Equations and sequences	Multiplicative reasoning Further trigonometry*	
Summer 2	Presentation of data Measuring data	$y=mx+c$ Venn diagrams	Confident application of angle problems Pythagoras Graphs	Quadratic equations Circle theorems* Constructions loci and bearings	

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Science

Statement of curriculum intent				
The intent of the Science curriculum is for pupils to develop a deep understanding of how the world/universe works. To do this the Science faculty 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
Year 7 Introduction to Science - How Science lessons and booklets work, lab safety, practical practice. Autumn Term Jurassic World- Earn your Jurassic World Ranger badge by learning about Cells and microscopes, skeletons, muscles, evolution, extinctions and speed Cast Away- Learn how to survive on an Island using science knowledge and earn your plane ticket home. Discover how particles exist and change state, how solutions are made and mixtures separated, how combustion occurs and the lungs work. Spring and Summer Terms Being a Scientist I Learn how scientists work and earn your Laboratory certificate. Discover the scientific method, laboratory techniques and methodologies Science in the Home- Discover the science going on around you every day in your home. Learn about how smells travel via diffusion, what chemical reaction occur in the kitchen, how a healthy diet should look, and the changes young people will experience as they grow up. Lord of the Rings -Unlock the secrets of the green inhabitants of our planet-the Plants.Help the Hobbits of Middle Earth discover the structure of plants, how they create food and energy, how their leaves are adapted, and what flowers are for.	Autumn Term The Ship of Imagination - Take flight on the Ship of imagination, earn your pilot's licence and witness the wonders of the universe. From the structure and discovery of DNA, the human heart and kidneys, taxonomy and the evolution of humans, to the solar system and the wider galaxy. Stardust - Join Gerald, the interdimensional being, who has come to our universe to discover what it is made from. Learn about atoms, molecules, compounds and how they are arranged in a system called the periodic table. Help Gerlad collect the elements needed to build a human being. Spring and Summer Terms Being a Scientist II. -Learn how science is different from pseudoscience and why it's important to know the difference. Discover how scientists confirm their findings and what being accurate means. Discover how scientists illustrate their results and earn your higher level laboratory certificate Marvel Madness-Work alongside your favorite Marvel heroes using science to solve problems and save the world. Discover the properties of metals, conduction and insulation, how we hear, static electricity and the structure of the Earth. The Martian Join Mark Watney as he tries to survive being stuck on Mars. Use science to solve problems and escape the planet. Learn about the atmosphere, forces acting on rockets, how light behaves and how the eye works.	GCSE Combined and Triple Science <i>Topics are taught on a rotation</i> Biology Topic 1 Cell structure Cell division Transport in cells Biology Topic 2 Animal tissues Plant tissues Chemistry Topic 1 Structure of atoms Reactions of the elements The periodic table Chemistry Topic 2 Ionic substances Molecular substances Metallic substances Types of bonding Nano science Different forms of carbon Physics Topic 3 The particle model Density of objects Changing state Pressure and volume* 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*	<i>Topics are taught on a rotation</i> Biology Topic 3 Infection and response Monoclonal antibodies* Plant diseases* Biology Topic 4 Photosynthesis Respirations Chemistry Topic 3 <i>(Taught in Year 9 for triple science)</i> The Mole Reacting masses Yields and atom economy* Gas volumes* Concentration of solutions Chemistry Topic 4 Reactions of metals Reactions of acids Electrolysis Chemistry Topic 5 Exothermic and endothermic reactions Chemical cells and fuel cells* Chemistry Topic 6 Rate of reaction Reversible reactions Physics Topic 1 Types of energy and energy changes Specific heat capacity Renewable and non-renewable energy Physics Topic 2 Electrical circuits Current, voltage and resistance Domestic electricity	<i>Topics are taught on a rotation</i> Biology Topic 5 The human nervous system hormonal coordination, plant hormones* Biology Topic 6 Variation Genetics, evolution and Classification Biology Topic 7 Adaptations and ecosystems Chemistry Topic 7 Crude oil, alkanes,alcohols, carboxylic acids and esters* Polymers* Chemistry Topic 8 Purity, formulations, identifying common gases, Identifying ions* Chemistry Topic 9 Earth's atmosphere, greenhouse gases Chemistry Topic 10 Using Earth's resources, using water Making fertilisers* Physics Topic 5 Forces & motion Physics Topic 6 Wave types, behaviour and uses Physics Topic 7 Magnets, electromagnets, motor effect Generators and transformers* Physics Topic 8* The solar system and the universe

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Geology

Statement of curriculum intent

The intent of the Geology curriculum is for pupils to develop a comprehensive understanding of the geological structure and processes of our planet. Delivered through a knowledge rich curriculum, pupils will come to know the key connections between the different materials on Earth and the methodologies used to study them.

Year 10

Autumn

Theme 1. Things Geological- Rock Cycle, Gradualism & Catastrophism
Uniformitarianism, and Geological time

Theme 2. A Jewel in Space-Earth Structure, Planetary Geology

Theme 3. The Magic of Minerals- Minerals, Lab techniques, Mineral Resources

Spring

Theme 4.1. Dynamic Deposition Sedimentary Rocks-Sedimentary Rocks & their processes

Theme 4.2. Dynamic Deposition Applied Sedimentology- Carbon Sequestration, Petroleum Geology, Hydrogeology, Engineering Geology

Theme 5. Magma on the Move-Igneous Rocks & their Processes

Theme 6. Squashed & Heated-Metamorphic Rocks & their processes

University Geology department visit

Summer

Theme 7. The Geological Machine-Plate Tectonics

Summer Geology Fieldwork- Sedimentary rocks in the field. A one day field course to investigate sedimentary rocks and geological mapping

Year 11

Autumn

Theme 8. A Dangerous Place to Live- Earth hazards and their mitigation

Theme 9. Good Timing-Unconformities, Geochronological Principles

Theme 10. Magic in the Rocks- Fossils, Origin & development of life on Earth, Microfossils

Geology/Palaeontology Fieldwork- Sedimentary rocks and fossils in the field. A one day field course to investigate fossils and sedimentary rocks on the South Coast

Theme 11. Hot and Cold-Global climate and sea-level change

Spring

Theme 12. A Journey Through Time-Britain's changing latitude

Theme 13. Rocks Under Stress-Deformational Structures

Theme 14-The Geologists Puzzle Box- Igneous bodies,, Sedimentary rock formations, Metamorphic aureoles, Deformational structures, Relative dating, Waste site assessment, Engineering site assessment.

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Geography

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 - AQA GCSE	Year 11 - AQA GCSE
Autumn term - Passport to the UK. - What is geography? - How has Eastleigh changed over time? - How can we put theory into practice? - How to read an OS map - What are the physical landscapes of the UK like? - Where in the UK do people live? Spring Term - Europe Unlocked - What is the physical landscape of Europe? - How do glaciers shape the land? - Why are rivers important? - How are areas impacted by tourism? - How is migration impacting Europe? - How do people survive in cold environments? Summer Term - Amazing Places - How are mountains formed? - How can ice stupas help mountain communities? - What is the Merlion? - Why are coral reefs important?	Tectonic Hazards - Plate tectonics - Hazard risk - Volcanoes - Japan tsunami 2011 - Mount Merapi volcano 2010 Population - Population distribution and density - Global population issues - UK population patterns - Migration Africa - Historical factors affecting development in Africa - Countries, population & biomes - Kenya and Morocco - Nairobi Climate Change - What is climate change? - The natural and human causes - Impacts - How we can mitigate and adapt to climate change The Middle East - Location - The Arabian Desert - Conflict in the Middle East - Connections with the UK - The importance of oil	Rivers - Drainage basin and river processes - Landforms - Causes and effects of flooding - Responses and management Urbanisation in China - Introduction to Asia - Introduction to China - Rural vs Urban China - Shenzhen - a megacity Natural Resources - Types of resources - How consumption of natural resources varies around the world - Environmental impacts - Food, Water and energy security GCSE: Ecosystems - Small scale and global ecosystems - Food chains and nutrient cycle GCSE: Tropical Rainforests - Characteristics - Causes of deforestation - Impacts of deforestation - Sustainable management GCSE: Cold environments - Characteristics, opportunities & challenges - Case study: Svalbard - Management of cold environments	Living World - 2 lessons recapping content covered in year 9. Coasts - Processes and Landforms - Management Strategies Rivers - Processes and landforms - Management strategies Urban Growth - Rio - Megacities - Social & economic challenges - Improving Rio's environment - Managing squatter settlements Urban Changes - UK - Bristol - Social & economic opportunities - Environmental & housing challenges - Regeneration Urban Sustainability - Sustainable living - Traffic management Tectonic Hazards - Physical Processes - Effects, responses & reducing risk Climatic Hazards - Global atmospheric circulation - Tropical Storms - UK Weather Hazards	Fieldwork - Data collection and sampling - Local fieldwork - Data presentation - Conclusions and evaluations - Reliability and accuracy - Map skills and statistical skills Geographical Skills - OS maps - Statistics - Interpreting data Development - Measures of development - Causes and impacts of uneven development - Reducing the development gap Nigeria: A newly emerging economy - Intro & Industrial structure - TNC's & Aid UK Economy - Changes in employment - Environmental impacts - North-south divide - UK in the wider world Resource Management - Water, food and energy - Global inequalities Energy - Global demand and conflict - Strategies to increase supply Issue Evaluation

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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 - AQA GCSE	Year 11 - AQA GCSE
Who really were the Vikings? An enquiry into the ways in which Vikings have influenced life in Britain. Early Migration: Who do you think you are? An enquiry into who the British people are and how these have been changed over time with migration. Norman Conquest: How did William Conquer England? An enquiry into what happened after the Battle of Hastings for Britain. Local Archaeology: Digging for the truth An enquiry into the skills of archaeology and apply these to our local area. Crusades: Blood, guts, and glory? An enquiry into why the Crusades were fought, key events, and the impact of these. Which led to the biggest impact - rats or rebels? An enquiry into the Black Death and its aftermath. Renaissance: Brush strokes and Breakthroughs An enquiry into how the Renaissance influence European society. Tudors: Blood, betrayal and beheadings An enquiry into what Tudor Britain was like. Stuarts: When Parliament fought back An enquiry into what Stuart society was like and shaped Britain. Empire: How did Britain change by the 17th century? An enquiry into the establishment of the British Empire and the expansion of trade.	How far did Madame Guillotine establish democracy in France? An enquiry into the way democracy was established during the French Revolution. Slavery: sugar, profit, and the human cost. An enquiry into Britain's role in the slave trade at home and abroad. The British Empire: meanwhile... elsewhere... An enquiry into rebellions and revolutions across the world, specifically within the Empire. Industrial Revolution: why does it matter? An enquiry into the Industrial Revolution and how it impacted Britain. How did one bullet lead to the death of over 20 million people? An enquiry into the causes of the First World War. How far were lions really led by donkeys? An enquiry into the events of the First World War. To what extent did WW1 cast a shadow across the world? An enquiry into the consequences of the First World War. Why was one revolution not enough for Russia? An enquiry into the events of the Russian Revolution. Democracy and drastic acts. An enquiry into 19th and 20th century political protests, including the female suffrage movements, working class voting and the Middle Class.	Dictatorship: Terrible tyrants An enquiry into how close Europe came to having total dictatorships dominating politics. Focusing on different dictators (Stalin, France, Hitler, Mussolini) and developing source analysis. WW2 Causes: How did one piece of paper lead to the death of over 20 million people? An enquiry into what the causes of WW2 were linking with appeasement and the dictatorship module. WW2 Events: The end of days An enquiry into the key turning points of WW2. Holocaust: What do we mean when we use the word 'Holocaust' in history? An enquiry into the individuals affected by the Holocaust. GCSE Medicine: Causes Britain, Health and the people c.1000-Present Day AQA GCSE An enquiry into the understanding and development of medicine in relation to causes of illness and disease.	Britain, Health and the people c.1000-Present Day A continuation of the enquiry into how the health of British people changed over time. Elizabethan England 1568-1603 An enquiry into the social, economic, religious and political turmoil within Queen Elizabeth I's reign. Conflict and Tension 1894-1918 An enquiry into the causes, events and consequences of the First World War.	Conflict and Tension 1894-1918 An enquiry into the causes, events and consequences of the First World War.. Germany 1890-1945 An enquiry into the Kaiser's Germany, the Weimar Republic, and the rise and fall of Nazi Germany. Revision

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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 - AQA GCSE	Year 11 - AQA GCSE
French and Spanish follow the same topics: My Life / My Family and Friends Introducing yourself, age, birthday, where you live, physical descriptions, personality, opinions, describing members of the family and relationships Free Time Talking about leisure activities, expressing opinions, weather, seasons, clothes, new technologies and future plans My day-to-day life Talking about your classroom, your house, your routine and your well-being. Learning about grammar points : possessive pronouns, adjectives and verbs (to be and to have). Culture Learning about Christmas, Easter and other celebrations in the Spanish and French-speaking world Phonics Incorporating phonics into language learning: pronunciation, reading skills, listening comprehension and speaking confidence	French and Spanish follow the same topics: Food and Eating Out Discussing food and drink (including likes, dislikes and dietary requirements) as well as how to manage in a restaurant situation. 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. My Town Clothes shopping, places in town, finding your way around and giving directions, arranging to go out and explaining your plans for the evening. Culture Learning about traditions in the Spanish and French-speaking world Phonics Incorporating phonics into language learning: pronunciation, reading skills, listening comprehension and speaking confidence	French and Spanish follow the same topics: My education Describing school life, subjects, facilities, teachers and daily routine My future Talking about jobs and hopes for the future. 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. Culture Learning about traditions in the Spanish and French -speaking world Phonics Incorporating phonics into language learning: pronunciation, reading skills, listening comprehension and speaking confidence	1. Theme 2&3: Trips (Spanish) Discussing travel plans, talking about festivals in the Spanish-speaking world 2. Theme 2&3: Enjoy yourself (Spanish) Talking about Spanish-speaking sports stars, life online, sports and free-time activities 3. Theme 1&3: My people my world (Spanish) Describing people, talking about celebrities, friendships and relationships 4. Theme 1: My lifestyle (Spanish) Learning about typical food in Spanish-speaking countries, healthy daily routines, illnesses and injuries 5. Theme 3: My neighbourhood (Spanish) Describing cities and how they have changed, shopping preferences 1. Theme 2&3: Popular culture/ Communication and the world around us (French) Talking about what you do online, what you do to stay active, weekend plans 2. Theme 1&2 : People and lifestyle/Popular culture (French) Talking about your identity, friends, family, celebrations and traditions 3. Theme 1: People and lifestyle (French) Learning about school life in francophone countries and describing photos 4. Theme 1: People and lifestyle (French) Talking about meals, mental health and healthy lifestyle 5. Theme 3&2: Communication and the world around us/Popular culture (French) Talking about holidays and festivals	1. Theme 3: School Talking about school subjects, the school day and telling the time, teachers, describing your school and its facilities and school rules 2. Theme 3: Jobs, Future Plans and Work Experience Talking about types of jobs/careers, work preferences, future plans and aspirations, work experience and volunteering 3. Theme 1: Free Time Activities and Media (Spanish) Talking about films, TV programmes, sports, hobbies, music and role models. 3. Themes 1 and 2: Food, Healthy and Unhealthy Lifestyles, Free Time Activities, Illness and Body Parts (French) 4. Theme 2: Celebrations, Festivals and Customs (French)

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Art

Art				
Statement of curriculum intent	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. The curriculum is broken down into a range of projects that cover the expectations of the KS3 National Curriculum for Art and follow the structure of the GCSE - the four Assessment Objectives of the GCSE have been adapted to be used within each year group of KS3; <i>Understanding of Knowledge (AO1) Exploring ideas and media (AO2) Recording skills (AO3) Personal meaningful response (AO4)</i>. Each project is designed around these objectives and allows students to revisit and build upon key skills and techniques.			
Year 7	Year 8	Year 9	Year 10	Year 11
Abstract Art Explore and develop foundation skills in basic media from beginning to understand tone, using pencils, coloured pencils, biro and paint and apply these to observational drawing. Further development of these skills comes through abstract painting based on the work of an abstract artist. Masks/Celebrations Looking at masks from other cultures' design ideas for masks are produced. Clay working/layered paper relief processes are used to create a 3D mask based on best design to show realisation of intentions.	Inanimate Objects 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 further developing painting skills used in year 7. Typography 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. Artists are explored in lessons and via homework tasks to help inform their own ideas. This is applied to own work through the use of media, processes and techniques.	Still Life - Clothing/Sports 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 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. Looking at the work of graffiti/lettering based artists a range of graphic style artwork will be produced this can lead onto some photography based development work.	Coursework - Printing Natural Forms This project is broken down into 3 smaller printing projects - each focusing on a different printing method. The theme is Natural forms and students are shown how to structure each project within the GCSE expectations. Homework is used to both extend the learning and focus on drawing from observation. Each mini project is designed to cover all 4 assessment areas and therefore all AO's are covered at least 3 times. At the end of the projects, they are put together to form one large project - the first of 2 coursework projects. Sticker Printing Lino Printing Silkscreen Printing Coursework - Independent Project AO1-3 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. Part 1 - Year 10	Independent Project - AO4 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. Part 2 - Year11 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.

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Drama

Drama				
Statement of curriculum intent	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.			
Year 7	Year 8	Year 9	Year 10	Year 11
Focus ➤ Skills Acquisition ➤ Confidence Building ➤ Performance Basics Modules/Schemes of Learning ➤ Introduction to Drama ➤ The Voice ➤ Dreadmoor Manor ➤ Intro to script ➤ Script project Skills ➤ Facial Expressions ➤ Body Language ➤ Gestures ➤ Movement ➤ Pitch ➤ Pace ➤ Pause ➤ Tone ➤ Volume ➤ Vocal choral techniques ➤ Interpretation of script ➤ Blocking a script ➤ Tableaux ➤ Tension	Focus ➤ Reaffirming Skills ➤ Performing with Objectives Modules/Schemes of Learning ➤ Bullying/Non-naturalism ➤ Shakespeare ➤ The accident ➤ Script/Blue Remembered Hills ➤ Responding to a stimulus Skills ➤ Physical Skills ➤ Vocal Skills ➤ Tableaux ➤ Building Character ➤ Creating Tension ➤ Naturalistic Theatre ➤ Non-Naturalistic Theatre ➤ Devising Techniques ➤ Improvisation ➤ Scripted Performance ➤ Stage Combat	Focus ➤ Skills Acquisition ➤ Extended Performance ➤ Analysis & Evaluation ➤ Devising and scripted skills Modules/Schemes of Learning ➤ Blood Brothers ➤ Analysing live performance ➤ Devised ➤ Enhanced devised ➤ Naturalistic script (DNA) ➤ Curious Incident of the Dog at Night Time (Physical theatre) Skills ➤ 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 ➤ Duologue	Focus ➤ Reaffirming Skills ➤ Extended Performance ➤ Analysis & Evaluation ➤ Theatrical Design Modules/Schemes of Learning ➤ Devising Theatre (Comp 2 exam) ➤ Blood Brothers ➤ Analysing and evaluating live theatre Skills ➤ Stage Configurations ➤ Styles & Practitioners ➤ Theatre Roles & Responsibilities ➤ Theatre Terminology ➤ Ability to Analyse and Evaluate Theatre ➤ Devising From Stimuli ➤ Character Analysis ➤ Actor Analysis ➤ Theatre Evaluation ➤ Self Evaluation ➤ Written Exam Techniques	Focus ➤ Skills Application ➤ Extended Performance ➤ Analysis & Evaluation ➤ Theatrical Design Modules/Schemes of Learning ➤ Blood Brothers ➤ Analysing and evaluating live theatre ➤ Texts in Practise (Comp 3 exam) Skills ➤ 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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Dance

Statement of curriculum intent	In dance, students will have opportunities to develop their physical fitness, artistic expression, and confidence in a supportive and inclusive learning environment. Students will explore various dance styles, techniques, and choreographic processes. They will develop fundamental movement skills, coordination, and body awareness while encouraging creativity, self-expression, and teamwork. The curriculum will focus on building a strong foundation in dance vocabulary, learning through the 5 basic dance actions, and starting to apply performance skills. Students will be assessed practically through performances, and through written assessments that compliment their practical learning. Students will also have opportunities to experience trips, clubs, competitions, conventions and shows within extra curricular dance.			
Year 7	Year 8	Year 9	Year 10	Year 11
<u>Topics:</u> <u>Introduction To Dance</u> Learning the 5 Basic Dance Actions, Confidence Building Performance Basics Working in groups with others <u>World Dance</u> Students will explore the topic of World Dance, learning dances such as the Haka, Capoeira, Bollywood, Flamenco and Line Dancing. <u>Musicals</u> Studying a number of musicals, and incorporating a variety of styles. Such as; Matilda, Bugsy Malone, Aladdin, Hairspray and We Will Rock You. They will be working in groups to learn and develop choreography, with a focus on building their confidence when performing.	<u>Topics:</u> <u>Dance Through the Decades</u> Exploring a variety of dance styles, starting at the 1920's and studying a different decade every lesson up until 2000's/today. <u>Films</u> Dance in films, students will study different films and their inclusion of dance. Within their practical lessons they will complete choreographic tasks and performances. <u>Choreography</u> Students will explore basic choreography skills, making dances from a variety of stimuli such as photos, songs and words.	<u>Topics:</u> <u>Urban Dance</u> Exploring the basics of Urban Dance from its origins, studying hip hop, tutting, break dance and street dance. <u>Swansong</u> Christopher Bruce's Swansong is a contemporary fusion with the use of props and storytelling. Students will learn sections of this choreography and develop in trio's, with the use of a chair as a prop. <u>Dance in the Media</u> Exploring current media and how dance is incorporated such as Youtube, music videos, tik tok and tv adverts. Planning and choreographing one of the above for their assessment.	<u>Core content:</u> 1. Performance 2. Choreography 3. Dance appreciation In year 10 students will learn 2 set phrases that will be examined as solo's in year 11. We will cover the 6 anthology works included in the GCSE theory exam, through practical and theory work to embed knowledge. Students will also learn to choreograph using a stimulus, in a solo and group setting. This will form preparation for their choreography exam in year 11.	<u>Core content:</u> Students will be examined on their solo set phrases, both 30 seconds in length. We will be working through the exam paper section's A and B through theory lessons. Section A focuses on hypothetical choreography; motif, devices and structure. Section B focuses on their own work, PETM skills and their use of RADS. Working in duos/trios to learn choreography and develop in preparation for practical examination. Then working on their choreography pieces, developing motifs and teaching to their peers to perform for their exam. Alongside the practical elements we will then be learning Section C of the theory paper which focuses on the 6 anthology works.

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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
Knowledge and understanding of: -Rhythms in 4/4 (>quavers) -Tempo -Timbre -Dynamics -Texture -Structure Demonstrate practical skills by: -Class pan performance -Game show composition -Drum programming -Stomp performance -Rock riff composition -Keyboard skills	Knowledge and understanding of: -Rhythms in 6/8 -Key -Scales -Melody -Chords -Structure Demonstrate practical skills by: -Anthem performance -Anthem composition -Folk tune performance -Better Off Alone remix -Keyboard skills	More detailed knowledge and understanding of: 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 Demonstrate practical skills by: -Performing pans -Film /gaming music programming & arranging -Keyboard skills	More detailed knowledge and understanding of: -Rhythm -Melody -Recap of learning on Harmony & Tonality -Timbre-Texture -Structure -Continued analysis of set works Demonstrate practical skills by: -Termly performances -Technology performance -Remembrance composition -Xmas variations Encounter: All 16 topic areas Study Pieces	Demonstrating knowledge and skills through final 2 compositions and 2 final performances Practising aural skills SOLS: Typical Features Questions Elements Revision Study Pieces Revision

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Computing

Statement of curriculum intent	The overarching aim of our curriculum is to enrich students 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 students 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.			
Year 7	Year 8	Year 9	Year 10	Year 11
E-Safety Intro to Crestwood Network, e-safety, digital footprint, how to use GSuite, including effective email. Kodu Using flowcharts and moving on to Kodu - block based programming. Music Lab Programming Using blocks to program music, sequencing. Binary Converting Denary to Binary, Binary in image and Sound files. How data flows through computers. Spreadsheets Spreadsheet skills, formulas, use spreadsheets to create financial forecasts (CrestFest project) Promotional Materials Creating digital marketing materials for CrestFest (as introduced in previous project)	Cyber Security Cyber threats (viruses etc), ways to reduce risk, on both personal devices and global threats, social engineering. App Design Plan and develop a mobile App Problem Solving Solving real world problems using computational thinking concepts. Programming Concepts Data Types, Variables, Conditions, IF statements, Loops. Pseudocode and not a specific language. Databases Create a pack of Top Trumps cards. Data handling, inputting data, exporting into cards, includes card design. Artificial Intelligence In depth investigation of Artificial Intelligence and impact on industry.	E-Commerce Study of business online. Positives and drawbacks of this. How online marketing works through social media. Data sharing. Creative Digital Design Creating Christmas themed media products preparing for the Christkindlmarket Python Revisiting programming from Year 8, but using Python language specifically. Functions. Data. Back 2 the Future Looking at developments in digital technology over time. Including important innovators in tech. External Issues Studying real world ethical, social, environmental and cultural issues, within a digital technology context. Make a Website Create a website using a brief given. Containing both design and constructional aspects.	Students can opt to study for a GCSE in Computer Science (OCR Specification) or the BTEC Tech Award in Creative Media Production. Computer Science Systems Architecture, Memory and Storage, Computer Networks, Network Security, Systems Software, Ethical, Legal, Cultural, and Environmental Impacts, Algorithms, Programming Techniques and Languages, Computational Logic, Data Representation. Creative Media Production Component 2 - Focuses on developing digital media production skills - students design and develop a magazine cover and 2 page spread with a specific brief using taught tools and techniques. Component 1 - Exploring Media Products. Students review existing	Students can opt to study for a GCSE in Computer Science (OCR Specification) or the BTEC Tech Award in Creative Media Production.. Computer Science Revisiting topics from Year 10 in more depth with focus on exam structure and underpinning knowledge. Creative Media Production Component 1 - Exploring Media Products. Students review existing Digital Media Products and formulate comparisons. Component 2 - Focuses on developing digital media production skills - students develop a magazine inline with a specific brief using taught tools and techniques. Component 3 - Create a Media Product in Response to a brief. Completed under exam conditions.

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			Digital Media Products and formulate comparisons. Core ICT Following the online IDEA website where students complete activities on such areas as computational thinking, cyber security, networks, ICT in the workplace, in order to work towards a digital award. Incorporated with official guidance from NCCE and the advised curriculum layout.	
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Physical Education			
Statement of curriculum intent	Our ambition is to provide an inclusive hook with personally relevant learning that will support competency development, physical activity time and building a positive relationship with PE, physical activity and sport. "Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities" They should understand what makes a performance effective and how to apply these principles to their own and others' work, with the development to build confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity."		
Year 7 & Year 8	Year 9	Year 10	Year 11
Concept Curriculum The concept scheme will be taught throughout KS3. The Focus is on a concept to develop a love of sport through greater understanding of various activities, the technique, motor skills and cognitive movements they consist of; Physical Literacy, fundamentals of game play and personal development. The curriculum will focus on developing transferable concepts that once learnt, can be used in a variety of sports and activities successfully. Performance Curriculum Focus is on developing a love of sport through greater understanding of various activities, the techniques they consist of, and how to apply them to their own/others' work. The KS3 curriculum will focus on developing eight Performance and competition threshold concepts that are transferable concepts that once learnt, can be used in a variety of sports and activities successfully.	Year 9 Performance GCSE/Sports Studies Focus 3x practical lessons. Year 9 will aim to solidify and make good habits of the Performance and competition threshold concepts learnt in Year 7 & 8. Like in the full version of each sport, students will use these thresholds in high challenging and competitive environments. They will also become more tactically astute, demonstrating that they can use these learnt thresholds at the correct time, gaining increasing success. The choice of thresholds offers a balance to an individual or team's performance, and allows for more ownership for creating tactics and coming up with solutions against a range of opponents.	CORE PE Selection of pathways. Students have the opportunity to alter their pathways according to their experience from last year. GCSE PE - Theory content Paper 1: - Applied anatomy and physiology, Movement analysis, Physical Training - Use of data :Paper 2: - Commercialisation of sport, Hooliganism , Classification of skills - PED'S in sport , Coursework - spring term Practical content: - Badminton ,Table tennis,Volleyball, Netball, Football, Basketball, Trampolineing, Athletics BTEC SPORT Sports covered - Badminton, Netball, Football, Basketball, Trampolineing if needed for individual sport, Rugby, Tennis Component 2 Hand in June Task 1- Components of fitness	CORE PE Selection of pathways. Students have the opportunity to alter their pathways according to their experience from last year. GCSE PE Theory content: - Recap of paper 1 and paper 2 - Extended answer exam practice - AO1, AO2, AO3 & AO4 - Moderation preparation - Double theory lessons from Feb half term onwards BTEC Sport Task 1- Barrier to sport regarding PSA Scenario Task 2- Technology in Sport Task 3- Planning a warm Up Task 4- Leading a warm up Exam- May Content is split into 4 Areas that cover - Components of fitness - Fitness Training principles - Exercise intensity - Important of fitness testing - Fitness Tests - Interpreting Fitness Test Results - REquirements for fitness tests - Training Methods - Training requirements - Provision of training

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		Task 2- Practical Assessment Task 3- Officiating in Sport Task 4- Planning a coaching Session Task 5- Leading Coaching session	• Effects of exercise • Designing a fitness programme • Motivational techniques.
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Religious Studies

Religious Studies						
Statement of curriculum intent	Religious Studies at Crestwood is designed and taught to create empowered, informed, compassionate and successful young people who thrive in a diverse and ever-changing world. Through Religious Studies, we inspire students to understand themselves, others and the society in which they live. We develop curious minds, strong moral character and a deep sense of responsibility, enabling every student to become thoughtful, respectful and active members of their community.					
Year 7	Year 8	Year 9	Year 10 (GCSE Option)		Year 11 (GCSE Option)	Year 10 (EP - Compulsory)
The Island: What is important to us? Survival Community Love Special Beliefs and Worldviews: Can we know if God is real? Belief God Truth Christianity: Does God love everyone? God Agape Forgiveness	Islam: "Is it always right to obey" Prophethood Submission Ummah (Community) Humanism How do humanists make moral decisions? Naturalism Responsibility One life Inspirational People: Can religion help make the world better? Stewardship Equality Justice	Good, Evil and Morality: Why do bad things happen to 'good' people? Good Evil (and problem of evil) Morality Medicine, Peace & Conflict Is it ever right to take a life? Quality of Life Sanctity of Life Just War Capital Punishment The Holocaust How did Judaism survive the Holocaust? Prejudice Shekhina Denial Remembrance	Islam Beliefs & Teachings: Birth of Islam & Muhammed Sunni/Shi'a Split Nature of Allah Risalah, Malaikah, Akhirah, Kutub, Al-Qadr Humanism: Beliefs and attitudes Moral decision making Human Rights: Social Justice & Human Rights Censorship Freedom of Religious Expression Religious Extremism Prejudice & Discrimination Racism - MLK Wealth & Poverty Christianity Beliefs & Teachings: Nature of God & Problem of Evil The Trinity Creation Jesus Sin & Salvation Afterlife & Judgement Islam Practices:	Relationships: Family Marriage Adultery, Divorce & Separation Sex & Contraception Same-Sex Relationships Gender Prejudice & Discrimination	Christianity Practices: Worship Prayer Sacraments Celebrations Pilgrimage Christianity in Britain Role of the Church Mission & Evangelism Tearfund Persecution Ecumenism Good & Evil: Morality Sin Crime Justice Punishment Prison Reformers Prison Chaplains Forgiveness Death Penalty Life & Death: Creation Evolution Abortion Animal Rights Environmental Sustainability Euthanasia Funerals Afterlife	Human Rights: Social injustice Freedom of Speech Modern Slavery Child Soldiers Child Labour Extremism Life & Death: Creation Animal Rights Being Human Medical Ethics Euthanasia Afterlife Relationships Marriage & Divorce Sex & Celibacy Consent Contraception Same-Sex Relationships

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			The Five Pillars Jihad Festivals The 10 Obligatory Acts			
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Design and Technology

Statement of curriculum intent	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.			
Year 7	Year 8	Year 9	Year 10	Year 11

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Textiles (term project) Drawstring Bag Project Students build their confidence on the sewing machines and research a range of synthetic and natural fibres. From this they develop skills such as learning how to use the sewing machine efficiently and safely, how to tie dye and the principles of construction of a simple textiles item. They may also learn about the surface decoration technique applique. LINK Food Safety, skills and snacks Students will learn that food safety means preventing contamination, spoilage and decay when handling and storing food, so that it is safe to eat. They will learn how to use a range of equipment safely, learn the bridge and claw grip to make a pasta salad. They will begin to understand food science by focusing on raising agents to make bread rolls, flapjacks and apple crumble. They will learn how to cook meat safely to make kofta kebabs. LINK Electronic Picture frame Students will produce a foamex/acrylic electronic picture frame with leds. Students will be expected to collect and use research material and information to take into account the needs and wants of their customer and materials used. They will generate and develop appropriate ideas for the circuit and picture frame using 3D drawing and using a 1:1 scale card template.	Textiles Textile Monsters Looking into the development and integration of pattern cutting, paper mock-ups and further developing skills on sewing machines and learning a range of finishing techniques. Students further develop their understanding of seams, quilting, couching, applique and other methods of embellishment. LINK Food Food Choice and Seasonality Students will explore the factors involved in food and drink choice and how this can be influenced by availability, season, need, cost, packaging, where the food is produced, allergy/intolerance and peer-pressure. Students will make a range of dishes including pizza, chicken curry, meatballs, and Toad in the Hole. Students learn about The red tractor and buying british. Students learn the advantages and disadvantages of buying seasonal produce. They will look at Fairtrade products, making banana and chocolate chip muffins. Students discuss costing and make a cost effective noodles recipe and learn about food poverty and food waste. LINK Systems Sensor Project Students will learn how to	Food Fakeways Project Students will use healthy eating advice to choose a varied balanced diet for their needs and those of others by redesigning a range of takeaways to make them more nutritious including chow mein, burgers, burritos and sushi. They will learn about the 14 UK allergens, veganism and vegetarianism, provenance, costing, how to use up leftovers and other factors that may affect food choice. Students will finish the unit by making mince pies, recapping pastry skills to ensure uniformity. Students will be encouraged to choose their own recipes. LINK Xmas Market Enterprise Projects Students are tasked with learning and applying various manufacturing techniques to design, prototype, cost, and manufacture a high-quality product ready for sale at a Christmas market. The product can be made from a variety of materials, including wood, polymers, metals, textiles, papers, and boards, or a combination of these mediums. All technology students take part in an Enterprise project where they build up their practical skills and work together in groups. Students design and make products on their own initiative, which are sold at the yearly Christmas Market. The focus is on idea generation, design development and production methods, as well as costings and development of a business brand. Students gain an understanding of different materials and processes which is taught first. LINK Merchandise Unit Throughout this project, students will design and create a custom set of merchandising materials to promote a chosen company or club. To accomplish this, they will engage in the following activities: Product Analysis & Research: Analyse existing graphic products, study typography, and conduct research into anthropometrics and	Design & Technology Students will be following AQA GCSE Design and Technology. Our GCSE allows students to study core technical aspects alongside designing and making principles, which includes a broad range of design processes, materials, techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth. Learning will be blended with focused practical tasks. LINK Food Students will be following AQA GCSE Food Preparation and Nutrition. They will predominantly learn about; Food Science, Food Safety, Factors affecting Food Choice and Food Provenance. As part of our spiral curriculum this will be deepened from KS3. Students will cook a range of high skill dishes including portioning chickens, filleting fish, making pasta, pastry and sauces and many more. LINK Creative Craft NCFE (Sept 2026 first cohort, on Ch only) The NCFE Level 2 Certificate	Design & Technology Year 11 students choose Textiles or Resistant Materials to work on an NEA coursework project throughout the year. This includes elements of research, design, making and evaluating the 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. The course is split 50% Exam and 50% NEA LINK Food In Year 11 students will complete their NEA. The course is 50% exam and 50% NEA comprising of a Scientific investigation (15%) and a Food Preparation Assessment (35%) which will end in a three hour practical exam for students to demonstrate and showcase their high level skills cooking a three course meal with accompaniments following a detailed timeplan, doing a nutritional analysis and finishing with an evaluation. They will then revisit content studied in Year 10 to prepare for their exam. The course is graded GCSE 1-9 LINK
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Complete a working electronic circuit and picture frame design to a high quality using appropriate hand tools. LINK Product Design- (Extension) Mini Wooden Box project Students build their confidence and understanding on the use of wood working tools /techniques. From this they develop skills such as learning how to mark out and cut efficiently and safely, using the pillar drill and depth gauge tools to make a hole for a swivel hinge and one for storage, the principles of construction of a simple wooden item. Students will have the opportunity to embellish as well as have an opportunity to use CAD/CAM (laser cutter to etch a pattern on the top). LINK Graphics- Graphics Box and Pop up card In this unit students will design and make a high quality graphic product. This will use skills such as typography as well as a variety of drawing and rendering styles. Students will use Computer Aided Design (CAD) & Computer Aided Manufacture (CAM) to produce their final charity coin box and Pop up card. LINK	make a colour changing led dark sensor packaged in HIPs plastic and understand basic electronics. Students will write a brief and a detailed specification that outlines the needs and wants of the consumer. Students also produce a detailed step by step plan for making (flow diagrams) with QA/QC built in, this is in line with how it is taught in Computing. Students gather an understanding of basic electronic components, assemble a circuit and solder safely and accurately. LINK Product Design- (Extension) Extension Maze The Year 8 Mini Maze is a 3-to-4-week D&T extension project designed to stretch practical woodworking skills. Students will design and manufacture an interactive, handheld pocket puzzle, transforming a flat sketch into a functional game made out of wood. They will use a range of tools including the ruler/trysquares, tenon saws to mark out and cut wood as well as mitre saws to achieve 45 degree lines and accurate measurement they will construct their maze to hold a ball bearing. LINK	ergonomics to ensure their designs are user-friendly and functional. Design Development: Generate, develop, and refine a range of creative design concepts, incorporating feedback to improve their ideas. Practical Making & Craftsmanship: Learn and apply a variety of technical skills to manufacture their products. This includes: Assembling 2D materials into 3D structures. Working with CAD/CAM (Computer-Aided Design and Computer-Aided Manufacturing) processes. Using sublimation printing. Evaluation & Testing: Evaluate their physical outcomes for quality and commercial viability, while being tested on their technical knowledge and practical skills. LINK Structures Project Students learn how structures are used to make stiff, strong products using appropriate materials such as woods and boards. They identify the need for a box-type structure and write a Design Brief after conducting some research. Develop and modelled ideas to create a quality working drawing. They learn how to use isometric sketching and possibly CAD technology to design their project. They write a detailed design specification and learn how to use hand tools accurately and safely. We test skills and knowledge throughout. Students learn how to use CAD effectively to design and manufacture a range of different products that can be outputted to machines CAM - laser cutter and sublimation printer. LINK Textiles Design Textiles Skills Project Students use their prior knowledge of sewing both on machine and by hand to add surface pattern and texture to a Textiles display piece. Using an initial moodboard for inspiration, we will look at a select range of textiles artists and their chosen media, then recreate in our own creative way	in Creative Craft (Textiles) is a practical, portfolio-based course where students develop as creative makers through the Creative Craft Studio model. Across the two years, students learn to use textile materials, tools and equipment safely, including sewing machines, hand stitching, appliqué, embroidery, fabric painting, printing, fabric manipulation and surface decoration. They build a Textile Sampler Book to record skills, samples, photographs, annotations and reflections, before progressing into design briefs, mood boards, research, sketching, material exploration, prototyping and refining their own textile ideas. Students also investigate creative enterprise and employment opportunities through textile careers, self-employment, local creative industries, sustainability, craft markets and meetings with creative professionals. The course culminates next year (2027-28 Y11) in students organising, presenting and evaluating their portfolio evidence, showing their journey from beginner textile makers to confident, reflective craftspeople who can research, design, make, improve and communicate their creative work. LINK	
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		using the same techniques. These will include weaving, printing, embroidery to name a few examples. The final Textiles display piece will be mounted and either taken home or displayed in school. LINK DT Product Design WOW WOW investigation - this unit is designed to give students a greater understanding of Design & Technology and wider learning. These include stand alone single or double lessons on a wide range of topics including - Biomimicry, designers such as Alesì & Memphis, Cardboard engineering, Ergonomics as well as developments in prosthetics. LINK		
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Personal, Social, & Health Education (PSHE) & Citizenship

Statement of curriculum intent					
		PSHE and Citizenship at Crestwood is designed and taught to create empowered, informed, compassionate and successful young people who thrive in a diverse and ever-changing world. Through PSHE and Citizenship, we inspire students to understand themselves, others and the society in which they live. We develop curious minds, strong moral character and a deep sense of responsibility, enabling every student to become thoughtful, respectful and active members of their community.			
Year 7		Year 8		Year 9	
• Relationships • Peer Pressure • Friendships • Role Models • Attraction • Bodily autonomy • Sharing Images • Sharing Intimate Images • Living in the Wider World • Moral Panic • Internet Challenges • Online bullying • Internet etiquette • Understanding Fraud • Money Laundering • Work • Rights & Responsibilities • Enterprise • Lifelong Learning • Mobile Phone Safety • Citizenship • British Values • Public & Private Services • The NHS • Community Involvement • Income & Salary • Budgeting		• Relationships • Peer Pressure • Healthy Relationships • Readiness • Sexual Orientation • Intimacy & Consent • Managing Unwanted Attention • Relationships & The Media • Relationships & Expectations • Safe Sex • STIs & Contraception • Wellbeing • Puberty • Hormones • Body Hair • Periods • Managing Emotions • Healthy Eating • Cardiovascular Health • Dental Hygiene • Antibiotics • Exercise		• Relationships • Keeping Safe Online • My Personal Data • Data Exploitation • Digital Footprint • Echo Chambers • Gambling • The Gambling Industry • Value For Money • Budgeting • Responsibilities • Rights • Strengths & Skills • Being a Good Citizen • Refugees & Immigration • Stereotypes • Bullying • Gangs • Diversity • Diversity & The Community • Human Rights • Responsibilities at Home • My Future & Goal Setting • Career Types • Options Choice • Living in the Wider World • Prejudice & Discrimination • Personal Safety • Extremism • Radicalisation • Social Media, Fake News • Social Media Presence • My School Strengths • My Plan • My Future Ideas • GCSE Options Process • Citizenship • The UK Government • Taxes • Public Spending • The Commonwealth • The UN	
				• Relationships • Relationships • Healthy Relationships • Relationship Changes • Commitment • Ending Relationships • Marriage & Civil Partnerships • Domestic Abuse & Support • Honour-based violence • Divorce & Separation • Consent • Purpose of Sex • Healthy Sexual Behaviour • Contraception • Pornography = False Reality • Living in the Wider World • Prejudice & Discrimination • Personal Safety • Extremism • Radicalisation • Social Media, Fake News • Social Media Presence • My School Strengths • My Plan • My Future Ideas • GCSE Options Process • Wellbeing • Self-esteem & Happiness • Confidence • Mental Health • Depression • Anxiety & Stress • Monitoring Health • Lifestyle Choices • Substance Misuse • Cosmetic Surgery • Body Image • illegal Drugs • Drugs & My Future • Habit, Addiction & Dependency • Drugs, Alcohol & Crime • Defibrillators • Blood Donation • Organ & Stem Cell Donation • Diabetes • CPR • Asthma • Citizenship • Democracy • Electoral Systems • Active Citizenship • Separation of Powers • Credit & Debit	

CURRICULUM VISION AND MAP 2026-27

Personal, Social, & Health Education (PSHE) & Citizenship		
Statement of curriculum intent		PSHE and Citizenship at Crestwood is designed and taught to create empowered, informed, compassionate and successful young people who thrive in a diverse and ever-changing world. Through PSHE and Citizenship, we inspire students to understand themselves, others and the society in which they live. We develop curious minds, strong moral character and a deep sense of responsibility, enabling every student to become thoughtful, respectful and active members of their community.
Year 10		Year 11
• Relationships • Cyberbullying • Managing Unwanted Attention • Exploitation • Online Misogyny • Consent & The Law • Consent & Capacity • Abuse in Teen Relationships • Bereavement Support • Sex & The Media • Sex & Virginity • STIs • Contraception • False Allegations • Body Shaming • Homophobia • Living in the Wider World • My Future • Ethical Consumer • Business Ethics • Consumer Rights • Consumerism • Work Experience • Customer Service • Corporate Image • Cyber security • Being a Safe Pedestrian • Exam Etiquette • Revision - time management • Income Tax • Driving & The Law • Work Experience Expectations • Health & Safety	• Wellbeing • Too Much Time Online • Rail Safety • Cosmetic Procedures • Cancer • Knives & The Law • Mental Health • Treatment & Coping Strategies • Long Term Mental Illness • Accessing Support • Citizenship • Understanding UK Courts • Making Laws • Understanding UK Law • Judicial System	• Relationships • Grooming • Love Bombing • Stalking • Pornography x 2 • Living in the Wider World • Banking • Digitally Edited Images • Crowdsourcing • Revision • Exam Etiquette • Libel, slander, trolling • Law around online bullying • Persuasive design & misinformation • VR, AR, AI & Deep Learning • Following security policies • Bullying in the workplace • Unions • Household Management • Learning to drive • Wellbeing: • Handling exam stress • Wellbeing during exams • Unhealthy Coping Mechanisms • Vaping • Cooking & food safety • Citizenship • Criminal Behaviour Orders • Police • NATO • The Law Abroad

CURRICULUM VISION AND MAP 2026-27

Sociology	
Statement of curriculum intent	GCSE Sociology develops pupils' 'sociological imaginations', allowing them to generate questions and ideas about key concepts and issues around the world. Through studying key thinkers and debates in Sociology alongside research methods pupils are able to evaluate theories on specific areas of society and develop opinions on social structures and constructs. Students will be working towards key assessment objectives delivered over four topics.
Year 10	Year 11
Introduction to the sociological approach: • What is sociology and the sociological imagination? • Norms, Values and Culture • Functionalism • Marxism • Feminism • Interactionism • The New Right • Nature vs nurture • Race and ethnicity Introduction to social research methods: • What is the difference between qualitative and quantitative research? • What are examples of social research methods? • Is Sociology a science? • What issues do researchers face when completing social research? • What is the difference between primary and secondary sources? <u>Paper 1: Family and education</u> Family: • What is meant by the term 'family' in the modern world? Are all families the same? • Family diversity in the UK and around the world. • Nuclear family • Dual burden and conjugal roles • What do key sociological debates/thinkers believe about the role of the family in society? • Symmetrical families • Is marriage still important? • Divorce Education: • What is the purpose of education in society? • What do key sociological debates/thinkers believe about the role of education in society? • Different types of schools in the UK and around the world. • Education policies • Social factors which impact educational achievement such as gender, social class and ethnicity. • The hidden curriculum.	<u>Paper 2: Crime and deviance and social stratification</u> Crime and deviance: • What is crime and deviance in society? • Methods to measure crime levels. • The social construction of crime. • Factors which impact engagement in criminal behaviour, such as gender and class. • Formal and informal forms of social control. • The prison system. • What do key sociological debates/thinkers believe about the role of crime in society? Social stratification: • What is social stratification? • Socio-economic class • Social mobility • Poverty and relative deprivation • The underclass • Globalisation • The welfare state • Political power • Power relationships • Patriarchy
Health & Social Care	

CURRICULUM VISION AND MAP 2026-27

Statement of curriculum intent	Health and Social Care is an OCR Cambridge National qualification designed to prepare learners for careers in the healthcare sector. This ranges from doctors and consultants to dentists, nursery nurses, counsellors and beyond. The course gives practical instruction on how to work with clients safely, professionally and respectfully whilst developing skills including research, time management and public speaking. Students will be well placed to continue their studies at Level 3 post school.	
Year 10		Year 11
R033 - Supporting Individuals through life events • Life stages and key milestones of growth and development for age groups • PIES development across the life stages • Factors affecting growth and development across the life stages • Expected and unexpected life events • Impacts that life events have on individuals • Identifying individual's needs based on the impacts of life events • Sources of support • The roles of practitioners in providing support • The roles of informal care givers in providing support • How practitioners meet individual needs • Research and recommend personalised support based on individual needs	Unit R034: Creative Therapies & Activities • The importance of a healthy society • Organisations promoting public health challenges • What does therapy mean • Why can therapy be important • Differences between creative, expressive, physical, emotional therapies • Understanding the difference between activities and therapies • Planning a creative activity based on a set scenario given by the exam board • Thoroughly planning and reasoning a specific creative activity • Delivering a creative activity to a group of people • Collecting feedback on your delivery of the creative activity • Evaluating your own performance of the creative activity • Describing and identifying the PIES benefits of 2 therapies • Understanding different careers relating to activities and therapies	Unit R032: Principles of care in health and social care settings • Types of care settings • The rights of service users • The benefits to service users' health and wellbeing when their rights are maintained • Person-centred values and how they are applied by service providers • Benefits of applying the person-centred values • Effects on service users' health and wellbeing if person-centred values are not applied • The importance of verbal communication skills in health and social care settings • The importance of non-verbal communication skills in health and social care settings • The importance of active listening in health and social care settings • The importance of special methods of communication in health and social care settings • The importance of effective communication in health and social care settings • Safeguarding • Infection prevention • Safety procedures and measures • How security measures protect service users and staff

CURRICULUM VISION AND MAP 2026-27

Business & Enterprise		
Statement of curriculum intent	The purpose of this course is to give students an understanding of industries operating in the world outside and beyond the school walls. In addition to theory, a focus is given to developing students' soft skills: such as leadership, teamwork, communication and problem solving. Thus allowing them to develop strengths which employers will value. The varied assessment methods involved in this course will ensure students have a breadth of understanding to take beyond just their qualification.	
Year 10		Year 11
• Topic 1: Introduction to Business - Entrepreneurship - Aims and Objectives - Ownership Types - Stakeholder Groups - Organisational Structures • Topic 2: Marketing - Market Research - Product - Place - Price - Promotion - Branding • Topic 3: Human Resources - Methods of Recruitment - Contracts of Employment - Methods of Payment - Training & Development - Motivating the workforce	• Topic 4: Operations Management - Lean Production - Improving Quality - Production Methods - Customer Service • Topic 5: Business Growth - How to grow your business - Cost efficiencies - Challenges of growth • Topic 6: Finance - Funding - Costs, liabilities and assets - Financial Documentation - Ratio Analysis - Cash Flow • Topic 7: External Influences - Taxation - Economic - Legal Issues - Technological Issues - Environmental Issues	• Topic 8: Business and Enterprise Planning - Benefits of Planning - Business Plans - Planning Tools • Students complete the Non-Examined Assessment, contributing to 60% of final grade, throughout Term 1 and into Term 2. This will involve application of learning from Topics 1-8. • Students revisit Topics 1-7 from Year 10, adding depth and understanding ready for the Exam assessment, contributing to 40% of final grade, and taken in Term 3.