

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 2023-24

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 poetry through creativity Exploring using different forms of poetry</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:TBC 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 (Moving to Year 11 Autumn 1) 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 - Writer's Intention (2023) Analyse and compare a variety of non-fiction texts, whilst making connections to literature themes and characters. <i>Literature Paper 2 skills</i> <i>Revise Literature 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 * indicates higher content only	Year 11 * indicates higher content only
	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 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 Accurate drawing and measurements Further development of missing angles	Calculating and representing data	Ratio and proportion Inequalities including quadratics*	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	Properties of shape Area and perimeter Missing angles	Bearings 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 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 Introduction - lab safety, enquiry skills, practical practice.</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>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 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 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 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 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 - AQA GCSE	Year 11 - AQA GCSE
<p>The UK/Intro to Geography</p> <ul style="list-style-type: none"> - Locations of continents and countries. - UK location and regions - UK weather patterns - Population - London - Links to the wider world <p>Weather and Climate</p> <ul style="list-style-type: none"> - Measuring weather - Types of rainfall - Factors that influence climate <p>World of Work</p> <ul style="list-style-type: none"> - Classifying employment - Globalisation and TNCs - Environmental impacts <p>International Development</p> <ul style="list-style-type: none"> - Measuring development - Why development varies - Types of aid <p>Amazing Places</p> <ul style="list-style-type: none"> - Coral reefs - India - Mountains - Arctic and Antarctic - Waterfalls <p>Coasts and Fieldwork</p> <ul style="list-style-type: none"> - Physical processes - Landforms and features - Coastal Management - Fieldwork process - Coasts fieldwork 	<p>Tectonic Hazards</p> <ul style="list-style-type: none"> - Plate tectonics - Hazard risk - Volcanoes - Japan tsunami 2011 - Mount Merapi 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"> - Historical factors affecting development in Africa - Countries, population & biomes - Kenya and Morocco - Nairobi <p>Climate Change</p> <ul style="list-style-type: none"> - What is climate change? - The natural and human causes - Impacts - How we can mitigate and adapt to climate change <p>The Middle East</p> <ul style="list-style-type: none"> - Location - 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 <p>Urbanisation in China</p> <ul style="list-style-type: none"> - Introduction to Asia - Introduction to China - Rural vs Urban China - Shenzhen - a megacity <p>Natural Resources</p> <ul style="list-style-type: none"> - Types of resources - How consumption of natural resources varies around the world - Environmental impacts - Food, Water and energy security <p>GCSE: Ecosystems</p> <ul style="list-style-type: none"> - Small scale and global ecosystems - Food chains and nutrient cycle <p>GCSE: Tropical Rainforests</p> <ul style="list-style-type: none"> - Characteristics - Causes of deforestation - Impacts of deforestation - Sustainable management <p>GCSE: Cold environments</p> <ul style="list-style-type: none"> - Characteristics, opportunities & challenges - Case study: Svalbard - Management of cold environments 	<p>Cold environments</p> <ul style="list-style-type: none"> - Challenges - Management <p>Coasts</p> <ul style="list-style-type: none"> - Processes and Landforms - Management Strategies <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>Urban Changes - UK - Bristol</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 <p>Tectonic Hazards</p> <ul style="list-style-type: none"> - Physical Processes - Effects, responses & reducing risk <p>Climatic Hazards</p> <ul style="list-style-type: none"> - Global atmospheric circulation - Tropical Storms - UK Weather Hazards 	<p>Fieldwork</p> <ul style="list-style-type: none"> - Data collection and sampling - Local fieldwork - Data presentation - Conclusions and evaluations - Reliability and accuracy - Map skills and statistical skills <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"> - Intro & Industrial structure - TNC's & Aid <p>UK Economy</p> <ul style="list-style-type: none"> - Changes in employment - Environmental impacts - North-south divide - UK in the wider world <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>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 far were the Silk Roads the "crossroads of civilisation"? An enquiry into the importance of the Silk Roads in developing civilisation from Asia to Europe.</p> <p>Did the Norman Conquest annihilate Britain to make way for the Middle Ages? An enquiry into what happened after the Battle of Hastings for Britain.</p> <p>Which led to the biggest impact - rats or rebels? An enquiry into the Black Death and its aftermath.</p> <p>How far did the exchange of ideas during the Renaissance change societies? An enquiry into how the Renaissance influence European society.</p> <p>What can archaeology and archives reveal about Tudor society? An enquiry into what Tudor Britain was like.</p> <p>What were the consequences of the big ideas during the Stuart Era? An enquiry into what Stuart society was like and shaped Britain.</p> <p>How did Britain's connections to the world influence change? An enquiry into the establishment of the British Empire and the expansion of trade.</p>	<p>How far did Madame Guillotine establish democracy in France? An enquiry into the way democracy was established during the French Revolution.</p> <p>How did Britain's connections to the world influence change? An enquiry into rebellions and revolutions across the world, specifically within the Empire.</p> <p>Why were Industrial towns so dangerous? An enquiry into the Industrial Revolution and how it impacted Britain.</p> <p>How did one bullet lead to the death of over 20 million people? An enquiry into the causes of the First World War.</p> <p>How far were lions really led by donkeys? An enquiry into the events of the First World War.</p> <p>To what extent did WW1 cast a shadow across the world? An enquiry into the consequences of the First World War.</p> <p>Why was one revolution not enough for Russia? An enquiry into the events of the Russian Revolution.</p>	<p>Current year 9 have previously studied WW2 and the Holocaust. For this year only, year 9 will be studying the following:</p> <p>How has life changed for black Americans over time? An enquiry into changing lives for black Americans from Civil War to Civil Rights.</p> <p>To what extent did political protests achieve suffrage in Britain? An enquiry into 19th and 20th century political protests, including the female suffrage movements.</p> <p>How did relations change during the Cold War? An enquiry into 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 An enquiry into how the health of British people changed over time.</p>	<p>Britain, Health and the people c.1000-Prsent Day A continuation of the enquiry into how the health of British people changed over time.</p> <p>Elizabethan England 1568-1603 An enquiry into the social, economic, religious and political turmoil within Queen Elizabeth I's reign.</p> <p>Germany 1890-1945 An enquiry into the Kaiser's Germany, the Weimar Republic, and the rise and fall of Nazi Germany.</p>	<p>Elizabethan England 1564-1603 An enquiry into the social, economic, religious and political turmoil within Queen Elizabeth I's reign.</p> <p>Conflict and Tension 1894-1918 An enquiry into the causes, events and consequences of the First World War.</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>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>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..</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 / Media, Film, TV and Music (French) 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 (Spanish) Learning about traditional food, customs, healthy lifestyles, celebrations and festivals</p>	<p>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</p> <p>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</p> <p>3. Theme 1: Free Time Activities and Media (Spanish) Talking about films, TV programmes, sports, hobbies, music and role models.</p> <p>3. Themes 1 and 2: Food, Healthy and Unhealthy Lifestyles, Free Time Activities, Illness and Body Parts (French)</p> <p>4. Theme 2: Celebrations, Festivals and Customs (French)</p>

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Art

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. 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.</p>			
Year 7	Year 8	Year 9	Year 10	Year 11
<p>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.</p> <p>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.</p> <p>Extension Project</p> <p>Unit Printing Exploring the process of printing to create artwork based around the concept of tessellation of a shape or 'unit'. These tile designs are based on the work of an artist that produces work in a similar way. Printing blocks are made using card and stickers - revisited in year 10 printing 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 further developing painting skills used in year 7.</p> <p>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.</p> <p>Extension Project</p> <p>3D Relief Skills gained from the typography 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 graphic lettering from well known sweet wrapper, chocolate bar and drinks packing lettering designs..</p>	<p>Observational Drawing - 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</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. 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.</p> <p>Extension Project</p> <p>Photography Introduction to photography as a means of producing artwork and a tool to develop final pieces further - this is a skill that will be used throughout the GCSE. Having an understanding of the processes involved will ensure that the medium is used correctly to support future work.</p>	<p>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.</p> <p>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.</p>	<p>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.</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 ➤ Interpretation of script ➤ Blocking a script ➤ Tableaux 	<p>Focus</p> <ul style="list-style-type: none"> ➤ Reaffirming Skills ➤ Performing with Objectives <p>Modules</p> <ul style="list-style-type: none"> ➤ Tension ➤ Scripted ➤ Responding to a stimulus <p>Skills</p> <ul style="list-style-type: none"> ➤ Physical Skills ➤ Vocal Skills ➤ Tableaux ➤ Building Character ➤ Creating Tension ➤ 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 ➤ Naturalistic script ➤ 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 ➤ 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 <p>Skills</p> <ul style="list-style-type: none"> ➤ 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 	<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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Dance

Statement of curriculum intent	<p>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.</p>			
Year 7	Year 8	Year 9	Year 10	Year 11
<p>Topics:</p> <p><u>World Dance</u> Students will explore the topic of World Dance, learning dances such as the Haka, Capoeira, Bollywood, Flamenco and Line Dancing.</p> <p><u>Focus</u> 5 Basic Dance Actions Confidence Building Performance Basics</p> <p><u>Skills</u> Unison Canon Formations 5 basic dance actions</p>	<p>Topics:</p> <p><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 200's/today.</p> <p><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.</p> <p><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.</p>	<p>Topics:</p> <p><u>Urban Dance</u> Exploring the basics of Urban Dance from its origins, studying hip hop, tutting, break dance and street dance.</p> <p><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.</p> <p><u>Contemporary Dance</u> Moving into contemporary dance basics, learning phrases and how to develop choreography in groups. With a focus on implementing GCSE terminology and skills.</p> <p><u>Choreography</u> Looking at the use of stimulus in dance and how we can choreograph using a theme.</p>	<p>Core content:</p> <ol style="list-style-type: none"> 1. Performance 2. Choreography 3. Dance appreciation <p>In year 10 students will learn 2 set phrases that will be examined as solo's in year 11.</p> <p>We will cover the 6 anthology works included in the GCSE theory exam, through practical and theory work to embed knowledge.</p> <p>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.</p>	<p>Core content:</p> <p>Students will be examined on their solo set phrases, both 30 seconds in length.</p> <p>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.</p> <p>Working in duos/trios to learn choreography and develop in preparation for practical examination.</p> <p>Then working on their choreography pieces, developing motifs and teaching to their peers to perform for their exam.</p> <p>Alongside the practical elements we will then be learning Section C of the theory paper which focuses on the anthology works previously studied in year 10.</p>

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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 -Structure <p>Demonstrate practical skills by:</p> <ul style="list-style-type: none"> -Class pan performance -Game show composition -Drum programming -Stomp performance -Rock riff composition -Keyboard skills <p>Encounter:</p> <ul style="list-style-type: none"> -Reggae & steel pan -Music business & game show musi -Stomp -Rock riffs 	<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"> -Anthem performance -Anthem composition -Folk tune performance -Better Off Alone remix -Keyboard skills <p>Encounter:</p> <ul style="list-style-type: none"> -National anthems, Ode to Joy -EDM -Calypso -Jigs 	<p>More detailed knowledge and understanding of:</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"> -Performing pans -Film /gaming music programming & arranging -Keyboard skills <p>Encounter:</p> <ul style="list-style-type: none"> -Film & gaming music -Latin American music -Poplar songs 	<p>More detailed knowledge and understanding of:</p> <ul style="list-style-type: none"> -Rhythm -Melody -Recap of learning on Harmony & Tonality -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> <p>All 16 topic areas Set works</p>	<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> <p>ICT & Computing Curriculum</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>eSafety Looking at how students can protect themselves, what are the issues that affects users in the digital world.. Students will be working on an online programme towards earning an online training certificate.</p> <p>Computational thinkings How to solve problems, logically.What is Computational Thinking? Decomposition, Pattern Recognition, Abstraction, Algorithm, Debugging. Algorithms - fundamental computing concepts: sequencing, iteration. To understand the following data types:Character, String, Real, Integer,Boolean</p> <p>Top Trumps A data handling project, where</p>	<p>Data representation: Binary Hexadecimal Bitmap images Logic gates</p> <p>Edublocks Block based programming language (as required by the Computing Curriculum)- more advanced than KODU and Scratch, uses Python syntax Python project.</p> <p>BBC micro-bits (Python) Next step in developing python language skills. Students will be writing code using the python language and outputting this onto both a computer simulator and output devices. Test, evaluate and develop.</p> <p>Web Design/Digital artefact Students will research and analyse current companies that offer recycled products. Students will evaluate the environmental impact and sustainability efforts of these companies. Students will present their findings and engage in a class discussion on the importance of supporting companies that</p>	<p>Cyber Security Cyber Crime and hackers' motivation Social engineering, Different types of malware (Make it clear that virus is type of malware), Effect of malware attack on business and individuals. testing website security. Students will be working on an online programme towards earning an online training certificate.</p> <p>Algorithms revisited Understanding several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem, Design an algorithm with flowcharts and Pseudocode</p> <p>Apprentice (business) Identify a business opportunity business /pitch. Students will explore an introduction to Business studies. Students will come up with entrepreneurial ideas to a business plan and present their ideas.</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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<p>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>promote recycling and sustainability. They will think about their own product and what they would like to offer.</p>	<p>Data Science Big data, analysing and interpreting data, collecting data, primary and secondary research, quantitative and qualitative data, advantages and disadvantages of research methods.</p> <p>SQL An introduction</p> <p>ICT in society Ethics, Law and Environment, Future developments in employment.</p> <p>Desktop publishing Introduction to Creative media. Students will look at how products are designed to suit audience and purpose. Produce a digital display output for an identified audience.(Digital Kiosk &r poster).</p>		
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Physical Education

Statement of curriculum intent	<p>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."</p>		
Year 7 & Year 8	Year 9	Year 10	Year 11
<p>Concept Curriculum</p> <p>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.</p> <ul style="list-style-type: none"> ● Running for speed ● Running for distance ● Dodging and side stepping ● Agility and balance ● Throwing for accuracy ● Catching consistently ● Coordination ● Movement ● Strength and Power ● Jumping ● Communication <p>Performance Curriculum</p> <p>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.</p>	<p>Year 9 Performance</p> <p>GCSE/Sports Studies Focus 2x practical lessons - Performance 1x theory lesson</p> <p>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.</p> <ul style="list-style-type: none"> ● Formations and Positioning ● Keeping possession ● Supporting teammates ● Penetration ● Reduce/Deny space ● Winning possession ● Creativity ● Concentration ● Skeletal and Muscular System ● Leadership in Physical 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> <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"> ● Performance & Leadership in Sports Activities til June submitted to moderator. ● Topic Area 1: Key components of 	<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>Sports Studies</p> <ul style="list-style-type: none"> ● Ensure all deadlines have been met ● Contemporary Issues in Sport Exam in June ● Topic Area 1-Issues which affect participation ● Topic Area 2- The Role of Sport Promoting Values ● Topic Area 3- The implications of hosting a major sporting event for a city or county ● Topic Area 4-: The role National Governing Bodies (NGBs) play in the development of their sport ● Topic Area 5- The use of Technology in Sport ● Complete Sport in the media unit

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<ul style="list-style-type: none"> • Keeping possession • Triangles • Use of space (width & depth) • Evasion • Finding space • Scoring • Reduce and deny space • Winning possession <p style="text-align: center;"><u>Year 7</u></p> <p>Rugby OAA Handball Football Cricket Athletics Rounders Netball Fielding Gymnastics Dance Basketball Striking & Fielding</p>	<ul style="list-style-type: none"> • Netball • Basketball • Badminton • Football • Handball • Athletics • Striking & Fielding <p>Theoretical Units to be covered with a test to be completed at the end of every half term:</p> <p>1-Skeletal and Muscular System 2-Barriers to Participation 3-Drugs in Sport 4-Sport in the Media 5-Fitness Training 6-Leadership Unit</p>	<p>performance</p> <ul style="list-style-type: none"> • Topic Area 2: Applying practice methods to support improvement in a sporting activity • Topic Area 3: Organising and planning a sports activity session • Topic Area 4: Delivering a sports activity session Topic Area • 5: Reviewing your own performance in planning and delivery of a sports activity session • Sport in the Media- start coursework from June onwards • Topic Area 1: The different sources of media that cover sport • Topic Area 2: Positive effects of the media in sport • Topic Area 3: Negative effects of the media in sport • <p>Sports covered</p> <ul style="list-style-type: none"> • Badminton • Netball • Football • Basketball • Trampolining if needed for individual sport • Rugby • Tennis 	<ul style="list-style-type: none"> • All work submitted to an external verifier
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CURRICULUM VISION AND MAP 2023-24

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 (2021 starters)	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 to H of Religion & Belief Atheism Burkha & Religious Clothing Creation Stories Darwin Extremism Forgiveness Gods & Goddesses Heaven, Hell & Afterlife</p>	<p>I-Z of Religion & Belief: Icons & Idols Jesus Kosher & Food Laws Laws and Rules Meditation & Prayer Numbers Omnis Prophets Quran & Holy Books Rituals Saints Temples Uncertainty Virtues Wealth Xenophobia Yom Kippur Zoroastrianism</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>DT Textiles Pe Bag Project Students build up their confidence on the sewing machines and research into different materials. This is supported by investigations into the nature of textiles and its impact on our day to day as well as environmental concerns. From this they develop skills such as fastenings and seams both practically used in and not physically used in the project.</p> <p>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 a the bridge and claw grip to make a soup, begin to understand food science by focusing on raising agents to make scones, bread rolls and then gelatinisation to make a pasta bake.</p> <p>Electronic Picture frame</p>	<p>DT Textiles Looking into the development and integration of pattern cutting, paper mock-ups and developing a bucket hat. Within this they look at lay planning and construction of garments. Seam types and their extended construction and the development of textiles greater knowledge.</p> <p>Food Food Provenance Students will explore the factors involved in food and drink choice and how this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion, allergy/intolerance and peer-pressure. Students will make a range of dishes including pizza, pear marble cake, chicken curry, meatballs and make a seasonal quiche focusing on the rubbing in method and coagulation.</p> <p>Structures Students will learn how structures are used to make stiff, strong products using appropriate</p>	<p>DT Textiles Students look at a national design competition and improve their core competency surrounding the construction and development of materials along with coursework style pieces of written work to submit to the external competition for judging supporting the transition into KS4. They then progress into additional practical core competency based skills to encourage and develop an understanding of applying practical textiles based skills. Looking at seams, quilting, pleating and piping all named in the exam specifications for technology.</p> <p>Food Fakeways Project Students will use current 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, healthy kebabs, peri peri halloumi wraps, samosas and designing a burger. They will learn about veganism and</p>	<p>Within KS4 students focus on building up their practical and theory knowledge within each specialism of technology.</p> <p>Design & Technology Students will be following AQA GCSE Design and Technology. Our GCSE allows students to study core technical and designing and making principles, including 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.</p> <p>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</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. NEA 50%/Exam 50%</p> <p>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</p>

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<p>Students will produce a foamex/acrylic electronic picture frame with leds. Students will be expected to collect and use research material / 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. Complete a working electronic circuit and picture frame design to a high quality using appropriate hand tools.</p> <p>Graphic Design Charity Box - Students build up skills of drawing 3D shapes and then move onto creating 2D and 3D graphic effects. Using researched task information students will design and make a coin collection box that can be used to collect money for a charity. Learning what makes a successful logo design as well as creating a logo of their own using CAD. Develop a template net for a collection box using acquired CAD skills.. In addition they will learn about card engineering and create your own pop-up card.</p>	<p>materials like woods and boards. 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. Will learn how to use isometric sketching and possibly CAD technology to design your project. Write a detailed design Specification. Learn how to use hand tools accurately and safely. We will be testing skills and knowledge..</p> <p>Systems Sensor Project - In this project students will learn how to make a colour changing led dark sensor packaged in HIPs plastic .Understand basic electronics. Students will write a brief and a detailed specification that outlines the needs and wants of the consumer. Also to produce detailed step by step plans for making (flow diagrams) with QA/QC built in line with how it is taught in Computing. Understand basic electronic components, assemble in circuit and solder safely and accurately.</p>	<p>vegetarianism, provenance, costing, how to use up leftovers and other factors that may affect food choice.</p> <p>Graphics Merchandise In this project students will learn about Primary and Secondary Research, Anthropometrics, Ergonomics and existing Product Analysis. What makes an effective brief? Typography - understanding the different styles and the appearance of text. They will design ideas for theme - mind map, mood board, design drawing skills, CAD vector images. Learn about the different types of polymers, their properties and uses. They will 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.</p> <p>DT Resistant Materials WOW WOW investigation - this unit is designed to give students a greater understanding of the design technology and wider learning. These include stand alone single or double lessons on a wide range of topics including - Biomimicry, Assie, Memphis design, Cardboard engineering, Ergonomics and developments in prosthetics.</p> <p>Xmas Market 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.</p>	<p>pasta, pastry and sauces and many more.</p>	<p>studied in Year 10 to prepare for their exam.</p>
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		students design and make products that are sold at the Christmas Market each year focussing on product methods, costing and a business brand. Understanding of different materials and processes will be taught first.		
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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
Autumn

- Teamwork
- School environment
- School expectations
- School procedures
- Reflections
- Moral Panic
- Internet Challenges
- Understanding Fraud
- Money Laundering
- Budgeting

Spring

- Confidence & Negativity
- Healthy & Unhealthy Behaviour
- Symptoms & treatments
- Accessing Support
- School/Life balance
- Public & Private Services
- The NHS
- Voluntary & NGOs
- Community involvement

Summer

- Work
- Rights & Responsibilities
- Income & Salary
- British Values
- Enterprise
- Lifelong learning

Autumn

- Self esteem
- Confidence
- Criticism
- Resilience
- Puberty
- Personal Hygiene
- Sleep
- Exercise
- Body Image
- Fad Diets

Spring

- Emergency Situations
- First Aid
- Medication
- Local Health Services
- Recovery position
- Alcohol
- Smoking
- Legal highs
- Immunisation & vaccinations

Summer

- Relationships & attraction
- Sharing images
- Body autonomy
- Gangs
- Mobile Phone Safety

Autumn

- Moving On
- Responsibilities & Rights
- Being a Good Citizen
- Strengths & Skills
- Stereotypes
- Bullying
- Diversity
- Community
- Human Rights

Spring

- Peer Pressure
- Friendships
- Role Models
- Groupthink
- Echo chambers
- My personal data
- Data exploitation
- Digital footprint
- Keeping safe online

Summer

- Options Process
- Responsibilities at home
- My future
- UK Govt
- Tax
- Public spending

Autumn

- Cardiovascular Health
- Dental hygiene
- Antibiotics
- Exercise
- Healthy Eating
- Puberty
- Hormones
- Body hair
- Periods
- Managing emotions

Spring

- Healthy Relationships
- Readiness
- Sexual Orientation
- Intimacy & Consent
- Managing unwanted attention
- Relationships & The Media
- Relationship Expectations
- Safe sex
- Contraception & Protection

Summer

- Gambling
- The Gambling Industry
- Value for money
- The Commonwealth
- The UN
- Refugees & Immigration

Autumn

- Self esteem
- Confidence
- Mental health
- Depression
- Anxiety
- Stress
- Monitoring health
- Lifestyle choices
- Substance misuse
- Social Media & Body Image

Spring

- Body image
- Relationship changes
- Divorce
- Ending relationships
- Domestic abuse
- CPR
- Asthma
- Diabetes
- Cosmetic Surgery

Summer

- My Future Ideas
- My School Strengths
- GCSE Options Process
- Social Media, Fake News & Satire
- Social Media Presence
- Pornography as a false reality

Autumn

- Relationships
- Healthy Relationships
- Commitment
- Marriage & Cohabitation
- Arranged & Forced Marriage
- Fertility
- Pregnancy
- Miscarriage
- Parenting
- Adoption & Fostering

Spring

- Prejudice & Discrimination
- Personal Safety
- Extremism
- Radicalisation & Prevent
- Honour-based violence
- Democracy
- Electoral Systems
- Active Citizenship
- Separation of Powers

Summer

- Defibrillators
- Blood donation
- Organ & stem cell donation
- Purpose of sex
- Healthy sexual behaviour
- Contraception

CURRICULUM VISION AND MAP 2023-24

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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