

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 2019-20

English

English				
Statement of curriculum intent	English is a cyclical journey, exploring a range of fiction and non-fiction texts, exposing pupils to a range of cultural, literary and historical stimuli to broaden their cultural experiences. This enables pupils to experiment with writing styles, audiences and forms. All pupils will leave Crestwood with the skills to communicate to the wider world.			
Year 7	Year 8	Year 9	Year 10	Year 11
<p>Au1 - What the Dickens! The concept of greed Victorian Era context Reading of [abridged] <i>Oliver Twist</i> Persuasive language Forming and expressing an opinion</p> <p>Au2 - Imagination's many forms. The purpose of fiction Roald Dahl's characters The purpose of poetry Creating figurative language</p> <p>Sp1 - Hot off the Press What is newsworthy Tabloid and broadsheet newspapers Media bias The language and structure of newspaper articles</p> <p>Sp2 - The Tempest Reading of <i>The Tempest</i> [extracts] Stage drawing and set design Features of a play script Scene writing</p> <p>Su1 - Turn my World Upside Down Natural disasters and their effects Poetry prompting empathy Fact Files and eyewitness accounts Creating character and viewpoint</p> <p>Su2 - Brains to books What makes us curious Structure of short stories Methodical planning Writing original short stories</p>	<p>Au1 - The Poetic Imagination Victorian Era context Exploration of childhood The importance of context Poetic devices and comparison</p> <p>Au2 - Art of Rhetoric The pillars of persuasion Persuasion of adverts Passive and active voice Persuasive devices Writing for person, form and audience</p> <p>Sp1 - Creating from Scratch Writers' inspiration and intention Creating figurative language Punctuation for impact Setting description Pastiche</p> <p>Sp2 - Romeo and Juliet The purpose of a film trailer Review writing Elizabethan England context The themes of fate and love Plot summaries</p> <p>Su1&2 - The Island 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 - Forming opinions The importance of having an opinion Non-fiction writing styles Developing ideas and opinions GCSE Speaking and Listening Endorsement</p> <p>Au2 - Technology: A step too far? Advances in technology Reading <i>The Veldt</i> The use of dialogue Creating an original fictional concept Imitating a writer's style</p> <p>Sp1 - Macbeth Reading of <i>Macbeth</i> The history of royalty Regicide Themes of the play</p> <p>Sp2 - Ghosts and the supernatural Views of ghosts and witches Ghosts throughout fiction Structuring a story for suspense Changing a text's form</p> <p>Su1 - Blood Brothers Reading of <i>Blood Brothers</i> Nature vs Nurture The British class system Themes and motifs of the play</p> <p>Su2 - A Christmas Carol Reading of <i>A Christmas Carol</i> Poverty throughout time Christmas traditions Themes of the novella</p>	<p>Au1 - Family Family values and parent relationships <i>Language Paper 2 skills</i> <i>Poems from the anthology</i></p> <p>Au2 - Power of setting The power of nature Climate fiction How setting affects a story <i>Language Paper 1 skills</i> <i>Poems from the anthology</i></p> <p>Sp1 - Dating through the ages The history of marriage Power and relationships Writing for purpose <i>Language Paper 2 skills</i> <i>Poems from the anthology</i></p> <p>Sp2 - Viewpoint and perspective Pessimism and optimism Mindset Different narrative viewpoints <i>Language Paper 1 skills</i> <i>Poems from the anthology</i></p> <p>Su1 - Manipulation Ambition Women with power Money and power <i>Language Paper 1&2 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></p>	<p>Au1 - Fate and destiny Destiny and psychic powers The role of fate in our society <i>How the theme of fate is present in each Literature text</i> <i>Language Paper 1 skills</i></p> <p>Au2 - Change Explore how students are changing Explore how language can be used to inspire change Understand why change is important <i>How the theme of change is present in each Literature text</i> <i>Language Paper 2 skills</i></p> <p>Sp1 - Greed and selfishness Greed and wealth throughout time Selfishness and its impacts <i>How the theme of greed is present in each Literature text</i> <i>Language Paper 2 skills</i></p> <p>Sp2 - Identity Character and personality traits <i>Approaching unseen poetry</i> <i>How the theme of identity is present in each Literature text</i> <i>Language Paper 1&2 skills</i></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 6 key subject areas, NUMBER, ALGEBRA, GEOMETRY, MEASURES, PROBABILITY AND STATISTICS, building on existing knowledge.

Year 7 and 8 are taught in mixed ability classes.

For GCSE there are two tiers - Higher Grades 4-9 and Foundation Grades 1-5.

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	Count/Compare Formulas, Expressions and Substitution Number and the Number System	Number and the Number System Calculating Angles	We teach 3 bands, Foundation, Crossover and Higher. Checklists of content can be found here Foundation Higher The Number and Algebra sections contain more topics.		Number Algebra Geometry & Measures Statistics and Probability
Autumn 2	Calculating Angles Visualising and Constructing Probability	Visualising and Constructing Formulas, Expressions and Substitution	Number Algebra Statistics	Number Algebra Geometry	From the beginning of December each Year 11 class will follow a bespoke curriculum, based on careful analysis of their November exam.
Spring 1	Sequences Exploring Fractions, Decimals and Percentages (FDP) Properties of Shapes	Sequences Probability Exploring FDP Calculating with FDP	Number Geometry Probability	Algebra Probability Measures	
Spring 2	Calculating with FDP Solving Equations and Inequalities Perimeter, Area and Volume	Solving Equations and Inequalities Perimeter, Area and Volume	Number Algebra	Number Statistics	
Summer 1	Proportional Reasoning Coordinates & Graphs	Proportional Reasoning Co-ordinates and Graphs Calculating with FDP	Measures Number	Algebra Geometry	
Summer 2	Presenting and Measuring Data Approximating & Estimating	Equations Presenting Data and Measuring Data	Algebra Geometry Number	Number Algebra Measures	

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Science

Statement of curriculum intent	<p>The intent of the science curriculum is <i>for students to develop a deep understanding of how the world/universe works.</i></p> <p>To do this the Science department delivers a curriculum that is <i>knowledge rich</i> and interleaves awe and wonder with academic rigour.</p>			
Year 7	Year 8	Year 9 *indicates triple science only	Year 10 *indicates triple science only	Year 11 *indicates triple science only
<p>Topics are taught on a rotation</p> <p>Forces - Speed and Gravity</p> <p>Electromagnets- Potential difference and Resistance</p> <p>Energy- Energy costs 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>Ship of Imagination: Atomic structure, Cells, Body organisation, Human evolution Earth and space</p> <p>The Martian: The Solar system, Forces, light behaviour, plant cells, structure of a leaf/flower, Photosynthesis Electromagnetic waves and retrograde motion</p> <p>Day of the Doctor: Hooke's Law, Structure of the Earth, Extinctions, acid/metal reactions, conductors and insulators</p> <p>The Periodic table: Word and symbol equations, electronic structure, atomic mass, molecular mass, groups 1, 7 and 0, testing for gases, reactivity series, conservation of mass</p> <p>Being a Scientist: Planning experiments, carrying out experiments, writing up experiments, concluding and evaluating experiments</p> <p>Civilisation: Food webs, interdependence, pollination, uses of microbes, energy in fuels, fitness, metabolic rate, greenhouse gases, climate change, renewable energy, electric motors, electromagnets, circuits</p>	<p>Topics are taught 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 Mixtures</p> <p>Chemistry Topic 2 Ionic substances Molecular substances Metallic substances Types of bonding Nano science Different forms of carbon</p> <p>Chemistry Topic 3 The Mole Conservation of mass Reacting masses Yields and atom economy* Gas volumes* Concentration of solutions</p> <p>Physics Topic 1 Types of energy and energy changes Calculation energy Specific heat capacity Renewable and non-renewable energy supplies</p> <p>Physics Topic 2 Electrical circuits Current, voltage and resistance Domestic electricity</p>	<p>Topics are taught on a rotation</p> <p>Biology Topic 3 Infection and response Monoclonal antibodies* Plant diseases*</p> <p>Biology Topic 4 Photosynthesis Respirations</p> <p>Biology Topic 5 The human nervous system Hormonal coordination in humans Plant hormones*</p> <p>Chemistry Topic 4 Reactions of metals Extraction of metals Reactions of acids Electrolysis</p> <p>Chemistry Topic 5 Exothermic and endothermic reactions Chemical cells and fuel cells*</p> <p>Chemistry Topic 6 Rate of reaction Reversible reactions</p> <p>Physics Topic 3 The Particle model Density of objects Changing state Pressure and volume*</p> <p>Physics Topic 4 Atoms and isotopes History of atomic discovery Types of Radiation Half life Background radiation Radioactivity in medicine Nuclear fission* Nuclear fusion</p>	<p>Topics are taught on a rotation</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** <small>Taught in year 10 for triple science</small> 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</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 pupils 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 pupils with knowledge and understanding about diverse places through studying the interactions between human and physical environments and processes.			
Year 7	Year 8	Year 9	Year 10	Year 11
<p>Introducing geography & Eastleigh</p> <ul style="list-style-type: none"> - Maps at different scales - Settlement hierarchy - Sustainable regeneration <p>Coasts</p> <ul style="list-style-type: none"> - Processes of erosion, transportation and deposition - Landforms - Coastal Management <p>Climate Change</p> <ul style="list-style-type: none"> - Natural and Human causes - Effects - Mitigation and adaptation <p>The Middle East</p> <ul style="list-style-type: none"> - Location - Economic Development - Climate and weather - Physical and human features <p>Population and Settlement</p> <ul style="list-style-type: none"> - Migration - DTM + Population Pyramids (Qatar) - China OCP / TCP - Japan - shrinking population <p>Local area fieldwork</p> <ul style="list-style-type: none"> - Compare local services in Eastleigh - Data collection including Pedestrian count, shop survey - Data presentation - Evaluation of fieldwork 	<p>International development</p> <ul style="list-style-type: none"> - Human & physical features of Africa - Comparing availability of water and food - Development - Aid projects <p>Weather and climate</p> <ul style="list-style-type: none"> - High and low pressure weather systems - Measuring weather - Microclimate investigation - Extreme weather events <p>Tectonic hazards</p> <ul style="list-style-type: none"> - Plate tectonics and boundaries - Convection currents - Causes, effects and responses to earthquakes and volcanoes <p>Economic Activity</p> <ul style="list-style-type: none"> - Employment sectors - Primary - fishing - Secondary - construction (Dubai) - Tertiary - Food delivery (India) - Quaternary - Antarctic Research <p>Population and Settlement</p> <ul style="list-style-type: none"> - Migration - DTM + Population Pyramids - Qatar) - China OCP / TCP - Japan - shrinking population <p>Local area fieldwork</p> <ul style="list-style-type: none"> - Compare local services in Eastleigh - Data collection including Pedestrian count, shop survey - Data presentation - Evaluation of fieldwork 	<p>Focus on Southampton</p> <p>Coasts</p> <ul style="list-style-type: none"> - Weathering, mass movement and processes of erosion, deposition and transportation - Landforms - Hard & soft engineering and managed retreat <p>Development</p> <ul style="list-style-type: none"> - Measuring development - Demographic transition model - Causes of uneven development & reducing the development gap <p>Tectonic Hazards</p> <ul style="list-style-type: none"> - Distribution of earthquakes & volcanoes - Plate boundaries - Effects and responses - Living with and reducing the risk from tectonic hazards <p>Cold Environments</p> <ul style="list-style-type: none"> - Characteristics, opportunities & challenges. - Management of cold environments. <p>Resource Management</p> <ul style="list-style-type: none"> - Distribution and provision of food, water & energy. - Global energy supply, demand - Energy insecurity and strategies to increase supply - Sustainable energy use 	<p>Weather hazards & climate change</p> <ul style="list-style-type: none"> - Global atmospheric circulation - Causes, effects and responses to tropical storms - UK weather hazards <p>Nigeria: A newly emerging economy</p> <ul style="list-style-type: none"> - Exploring Nigeria - Industrial structure - TNC's & Aid - Quality of life <p>Rivers</p> <ul style="list-style-type: none"> - River valleys & Processes - Landforms - River Tees - Flooding <p>Cold environments</p> <ul style="list-style-type: none"> - Characteristics, opportunities & challenges - Management of cold environments <p>Urban Sustainability</p> <ul style="list-style-type: none"> - Sustainable living - Traffic management strategies <p>Urban Growth - Rio</p> <ul style="list-style-type: none"> - Megacities - Social & economic challenges - Improving Rio's environment - Managing squatter settlement <p>Urban Changes - Southampton</p> <ul style="list-style-type: none"> - Where do people live in the UK? - Urban change creates social & economic opportunities - Environmental and housing challenges - Regeneration 	<p>Rivers</p> <ul style="list-style-type: none"> - River valleys & Processes - Landforms - River Tees - Flooding <p>UK Economy</p> <ul style="list-style-type: none"> - Changes in the UK economy - Post industrial economy - Science & Business parks - Environmental impacts of industry - Transport infrastructure - North/ South divide <p>Resource Management</p> <ul style="list-style-type: none"> - Distribution and provision of food, water & energy - Global energy supply, demand - Energy insecurity and strategies to increase supply - Sustainable energy use <p>Fieldwork and Geographical Skills</p> <p>Revision</p>

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History

Statement of curriculum intent	History at Crestwood Community School will inspire in pupils a curiosity to know more about the past. The History curriculum will equip pupils 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>When was the healthiest time in British history? How public health has changed over time.</p> <p>How significant was the Norman invasion? How the Norman invasion in 1066 changed life in England.</p> <p>Why has the Tudor period been described as a rollercoaster? The changes in religion and the impact of this during the Tudor period.</p> <p>When did people power develop? The English Civil War and the development of democracy.</p> <p>How accurate is Kanye West in his interpretation of slavery? Investigating the slave trade through different interpretations.</p> <p>What were the consequences of the industrial revolution in Eastleigh? Causes of the revolution and the impact it had on life in Britain.</p> <p>How significant was the French revolution? Causes and impact of the revolution.</p>	<p>How significant was WW1? The causes of WWI and its global significance.</p> <p>Why did Russia have a revolution in 1917? The communist system of government and its impact on Russia and the rest of the world.</p> <p>Why were the 1930s so depressing? The impact of the Wall Street Crash on the USA and Germany.</p> <p>Did the allies really win the war? The causes and events of WWII and how it was brought to an end.</p> <p>How far has British society changed since WW2? Exploring changes in culture and civil rights in post-war Britain.</p> <p>Why was the USA attacked on 9/11? Examine what terrorism is and the impacts of the 9/11 attacks.</p>	<p>How has Britain been affected by migration? Exploring the treatment of different migrant groups and the impact they had in Britain.</p> <p>How did the Cold War develop? The impact of the conflicting ideals of the capitalist West and communist East and the events of the Cold War.</p> <p>How did Medicine and Health in Britain change over time? The developments in health and medicine from c.500 - present day.</p> <p>USA Nation of contrasts? 1910-29 How life in the USA changed for different groups of people in the early 1900s.</p>	<p>USA Nation of contrasts? 1910-29 How life in the USA changed for different groups of people in the early 1900s.</p> <p>Germany 1919-1991 The political, economical and social changes in Germany after WWI, during WWII and the years that followed.</p> <p>Elizabethan Age 1558-1603 The key features of Elizabeth I's reign, including the social and political changes and the various threats she faced.</p>	<p>Elizabethan Age 1558-1603 The key features of Elizabeth I's reign, including the social and political changes and the various threats she faced.</p> <p>Overview unit: USA / Medicine The big picture of these topics, consolidating knowledge and practicing the skills needed for the exam.</p> <p>Overview Unit: Medicine/ Germany The big picture of these topics, consolidating knowledge and practicing the skills needed for the exam.</p> <p>Overview Unit: Germany/ Elizabeth The big picture of these topics, consolidating knowledge and practicing the skills needed for the exam.</p> <p>Revision</p>

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Modern Foreign Languages				
Statement of curriculum intent	<p>Modern Foreign Languages at Crestwood Community School will inspire in pupils 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 foreign language, students will also gain a deeper appreciation of the formation, structure and application of English, improving their overall communication skills.</p>			
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 Describing members of the family and relationships</p> <p>Free Time Talking about leisure-time activities</p> <p>School Life Describing school life, subjects, facilities and teachers</p> <p>My Town and Region Talking about where we live</p> <p>Summer Project - Olympic Games Exploring the cultural differences of countries involved in the Olympic Games</p>	<p>Holidays Describing holidays past, present and future</p> <p>Free Time / New Technology Discussing leisure time and the use of new technologies</p> <p>Eating Out Learning about food, Spanish cuisine and eating in a restaurant / café</p> <p>Arranging to Go Out Making arrangements to meet up / go out</p>	<p>Photo Card / Role Plays Preparing for the photo discussion and the Role Play section of the GCSE speaking exam</p> <p>Theme 1: Identity and Culture My Family, Friends and Use of Technology Discussing family life and use of new technologies</p> <p>Theme 3: Current and future study and Employment School and Work Learning about school subjects, giving opinions and discussing school life</p> <p>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>Theme 2: Local, national, international and global areas of interest Holidays Holiday destinations, activities and opinions; discussing ideal holidays</p> <p>Theme 2: Local, national, international and global areas of interest Global Issues Issues affecting young people today: environment, homelessness, unemployment and substance misuse</p> <p>Theme 1: Identity and culture Daily Routine / Illness Talking about routines and healthy living</p> <p>Theme 1: Identity and culture Free Time / Leisure Free-time activities</p> <p>Conversation - preparation for the speaking exams</p>	<p>Theme 3: Current and future study and Employment World of Work Discussing careers and future plans</p> <p>Theme 1: Identity and culture Leisure Free-time activities</p> <p>Theme 2: Local, national, international and global areas of interest Global Issues Discussing issues affecting the environment</p> <p>Preparation for the exams</p>

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Art

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

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Drama

Statement of curriculum intent

Our goal with Drama is all about **nurturing and developing young people into confident and creative individuals** that are prepared to tackle an ever increasingly challenging world and have the skills required to succeed within it. Pupils participate as either a **performer** or **designer** in numerous **practical assessments** that challenge one's ability to employ a wide range of theatrical skills. Pupils will learn to **analyse and evaluate** the success of an actor's performance on stage and the quality of a costume/set/sound/puppet/lighting design. Pupils will learn to become **critical thinkers and writers**, developing these skills through class discussion, rehearsals, logbooks, self-evaluations and written examinations. Furthermore, pupils will 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
<p>Focuses On;</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 ➤ Two Islands ➤ Silent Movies ➤ Scriptwriting ➤ Masked Theatre ➤ Jabberwocky <p>Skills;</p> <ul style="list-style-type: none"> ➤ Facial Expressions ➤ Body Language ➤ Gestures ➤ Movement ➤ Pitch ➤ Pace ➤ Pause ➤ Tone ➤ Volume ➤ Silent Theatre ➤ Masked Theatre ➤ Symbolic Theatre ➤ Scriptwriting ➤ Tableaux 	<p>Focuses On;</p> <ul style="list-style-type: none"> ➤ Skills Acquisition ➤ Reaffirming Skills ➤ Performing with Objectives <p>Modules;</p> <ul style="list-style-type: none"> ➤ Bullying Project ➤ Shakespeare ➤ The Accident Parts One & Two ➤ Theatre Skills Workshops <p>Skills;</p> <ul style="list-style-type: none"> ➤ Physical Skills ➤ Vocal Skills ➤ Tableaux ➤ Building Character ➤ Shakespearean Theatre ➤ Naturalistic Theatre ➤ Non-Naturalistic Theatre ➤ Devising Techniques ➤ Improvisation ➤ Scripted Performance ➤ Stage Combat 	<p>Focuses On;</p> <ul style="list-style-type: none"> ➤ Skills Acquisition ➤ Extended Performance ➤ Analysis & Evaluation ➤ Theatrical Design <p>Modules;</p> <ul style="list-style-type: none"> ➤ Introduction to GCSE Drama ➤ Theatre Company Project ➤ Hansel & Gretel ➤ Monologues ➤ Group Work <p>Skills;</p> <ul style="list-style-type: none"> ➤ Stage Configurations ➤ Styles & Practitioners ➤ Theatre Roles & Responsibilities ➤ Theatre Terminology ➤ Ability to Analyse and Evaluate Theatre ➤ Rehearsal Techniques ➤ Uniting & Objecting ➤ Character Analysis ➤ Actor Analysis ➤ Theatre Evaluation ➤ Self Evaluation 	<p>Focuses On;</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 ➤ Noughts & Crosses or Blood Brothers ➤ 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 ➤ Devising From Stimuli ➤ Character Analysis ➤ Actor Analysis ➤ Theatre Evaluation ➤ Self Evaluation ➤ Written Exam Techniques 	<p>Focuses On;</p> <ul style="list-style-type: none"> ➤ Skills Application ➤ Extended Performance ➤ Analysis & Evaluation ➤ Theatrical Design <p>Modules;</p> <ul style="list-style-type: none"> ➤ Devising Drama ➤ Understanding Drama with Noughts & Crosses or Blood Brothers ➤ 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 ➤ Devising From Stimuli ➤ Character Analysis ➤ Actor Analysis ➤ Theatre Evaluation ➤ Self Evaluation ➤ Written Exam Techniques

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Music

Statement of curriculum intent	The mission of our Music curriculum is to encourage pupils to experience, appreciate and understand a range of music from different eras and various parts of the world. In so doing, they will develop practical skills, metacognition, resilience, self-discipline, teamwork and cooperation. Students will use technical language relating to the musical elements to develop both their written and spoken communication.			
Year 7	Year 8	Year 9	Year 10	Year 11
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> -Rhythms in 4/4 (>quavers) -Tempo -Timbre -Dynamics -Texture <p>Demonstrate practical skills by:</p> <ul style="list-style-type: none"> -Class pan performance -Quiz show composition -Drum programming -Stomp performance -Rock riff composition <p>Encounter:</p> <ul style="list-style-type: none"> -Reggae -Steel pans -Music business -Stomp & Samba -Rock riffs -Blues 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> -Rhythms in 6/8 -Key -Scales -Melody -Chords -Structure <p>Demonstrate practical skills by:</p> <ul style="list-style-type: none"> -Anthem performance -Anthem composition -Folk tune performance -Better Off Alone re-mix -Dance composition -Film music programming & arranging <p>Encounter:</p> <ul style="list-style-type: none"> -Rock anthems, Ode to Joy -Jigs -Better Off Alone -Choice of film music 	<p>More detailed knowledge and understanding of:</p> <ul style="list-style-type: none"> -Rhythm -Melody -Harmony & tonality -Timbre <p>Demonstrate practical skills by:</p> <ul style="list-style-type: none"> -Termly performances -Technology performance -Rhythm composition -Melody composition -Song composition -Aural skills homework <p>Encounter:</p> <ul style="list-style-type: none"> All 16 topic areas Set works 	<p>More detailed knowledge and understanding of:</p> <ul style="list-style-type: none"> -Texture -Structure -Analysis of set works <p>Demonstrate practical skills by:</p> <ul style="list-style-type: none"> -Termly performances -Technology performance -Remembrance composition -Xmas variations <p>Encounter:</p> <ul style="list-style-type: none"> All 16 topic areas Set works 	<p>Demonstrating knowledge and skills through final 2 compositions and 2 final performances</p> <p>Practising aural skills</p>

CURRICULUM VISION AND MAP 2019-20

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 as to ensure the needs of all learners are met.</p>			
Year 7	Year 8	Year 9	Year 10	Year 11
<p>Digital Literacy An introduction to the Crestwood ICT network, staying safe online, sharing work, communicating electronically, the various parts that make up a computer and a network.</p> <p>Top Trumps A data handling project, where students learn to search online effectively, store data on a database, and undertake a Mail Merge to insert the data onto a card design.</p> <p>Music Festival A spreadsheet project where students research the feasibility of running a music festival by creating a finance model using spreadsheet software.</p> <p>Virtual Worlds Using Kodu to create their own virtual world with games and challenges within this.</p>	<p>Theme Park Students learn to create flowcharts to help represent sections of different theme park rides. Once complete they can turn these into algorithms.</p> <p>Introduction to Coding An introduction to Binary code followed by an overview of programming languages and the first steps in html, Pseudo Code and Python.</p> <p>E-Commerce Looking at buying online and the way in which websites are setup to entice the customer. Cyber Security and purchasing systems.</p> <p>Mobile Apps Students design and build their own Mobile App using the online AppShed software.</p>	<p>Graphic Design Students complete a project where they learn how to use Serif DrawPlus, a graphic design package, in preparation for their Creative Media qualification in Years 10/11.</p> <p>Website Design Students complete a project where they learn how to use Serif WebPlus, a web design package, in preparation for their Creative Media qualification in Years 10/11.</p> <p>Game Making Students complete a project where they learn how to use GameMaker, a computer game design package, in preparation for their Creative Media qualification in Years 10/11.</p> <p>Python (additional project) Students can further extend their programming skills by undertaking a project using Python.</p>	<p>All students follow a vocational ICT qualification - Creative Media Production. Whilst those students who want to do computing in more depth can opt for the GCSE Computer Science course.</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>All students follow a vocational ICT qualification - Creative Media Production. Whilst those students who want to do computing in more depth can opt for the GCSE Computer Science course.</p> <p>Creative Media Production Investigating pre-production skills and techniques. Exam unit. Animated Comic Strip unit - students design and constructed 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>

CURRICULUM VISION AND MAP 2019-20

<h1>Physical Education</h1>			
Statement of curriculum intent	<p>Our ambition is to equip students with confident independent attitudes, skills and knowledge which help them to lead physically, mentally and socially balanced lives beyond school. Along with raising the quality of their participation in a wide number of sports and physical activities, complex knowledge about the human body deepens over time, along with the role of sport in society and the need for physical activity to support their long-term physical, mental and social health and wellbeing. Students will use technical language in both practical and theory sessions to develop both their written and spoken communication abilities, whilst demonstrating attitudes of sustained, commitment, collaboration, resilience and leadership.</p>		
Year 7 & Year 8	Year 9	Year 10	Year 11

CURRICULUM VISION AND MAP 2019-20

<p>Initial Phase</p> <ul style="list-style-type: none"> Baseline testing - Completion of fitness tests Multi-stage fitness test Illinois agility test Stork stand test Ruler drop test 30m sprint test Sit and reach test Wall toss test <p>Sports to be covered throughout the year:</p> <ul style="list-style-type: none"> Netball Football Rugby Basketball Handball Badminton Dance OAA Athletics Rounders Cricket <p>Students assessed on the following:</p> <ul style="list-style-type: none"> Leadership skills Tactical knowledge Understanding of rules Sporting performance 	<p>CORE PE</p> <p>Selection of Pathways. Students are to choose their pathway for Core PE (Academy, Achievement and Aesthetic).</p> <p>Academy - Students taking BTEC Sport/GCSE PE are encouraged to take this pathway to act as another practical lesson for assessment.</p> <p>Achievement - Students encouraged to take this pathway if they enjoy PE, but do not have it as an option</p> <p>Aesthetic - For the students who do not enjoy the 'traditional sports'.</p> <p>GCSE/BTEC</p> <p>Students complete the same content/assessments/practical element until December. They will then be split (GCSE or BTEC) according to their performance.</p> <p>Theory content (PAPER 1 CONTENT):</p> <ul style="list-style-type: none"> Skeletal system Muscular system Respiratory system Methods of Training Fitness Components <p>Practical Content:</p> <ul style="list-style-type: none"> Netball Football Components of Fitness (link to theory) Basketball Handball Badminton 	<p>CORE PE</p> <p>Selection of pathways. Students have the opportunity to alter their pathways according to their experience from last year.</p> <p>GCSE</p> <p>Theory content (PAPER 2 CONTENT):</p> <ul style="list-style-type: none"> Planes and axes (Paper 1) Commercialisation of sport Hooliganism Classification of skills Drugs in sport Coursework - spring term <p>Practical content:</p> <ul style="list-style-type: none"> Badminton Table tennis Volleyball Netball Football Basketball Trampolining Athletics <p>BTEC Sport</p> <ul style="list-style-type: none"> Leadership unit - plan sessions, deliver them and evaluate each session Gain an understanding of rules and regulations of a variety of sports Be assessed practically Gain a knowledge and understanding of fitness 	<p>CORE PE</p> <p>Selection of pathways. Students have the opportunity to alter their pathways according to their experience from last year.</p> <p>GCSE</p> <p>Theory content:</p> <ul style="list-style-type: none"> Recap of paper 1 and paper 2 Extended answer exam practice - AO1, AO2 and AO3 Revisit core sport Moderation preparation Double theory lessons from Feb half term onwards Moderation in March <p>BTEC Sport</p> <ul style="list-style-type: none"> Ensure all deadlines have been met Complete the online exam (opportunity to complete twice if needed) All work submitted to a moderator <p>GCSE Dance</p> <p>Theory Content:</p> <ul style="list-style-type: none"> Finish all 6 works (1 left) Exam and technique <p>Practical Content:</p> <ul style="list-style-type: none"> Choreography material released in September 2019 Ensure footage is complete Deadline for work: End - April
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Ethics and Philosophy

Statement of curriculum intent	Ethics & Philosophy uses a variety of worldviews 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 & 10	Year 11

CURRICULUM VISION AND MAP 2019-20

<p>The Island: Listening Survival Community Rites of Passage Rules & Laws Remembering Tradition</p> <p>Belief in Britain: Belief Authority Purpose Conflict Belief in Modern Britain</p> <p>Buddhism: Happiness Renunciation Karma Meditation Reincarnation</p>	<p>A-Z of Religion & Belief: Atheism Burkha & Religious Clothing Creation Stories Darwin Extremism Forgiveness Gods & Goddesses Heaven, Hell & Afterlife Icons & Idols Jesus Kosher & Food Laws Laws and Rules Meditation & Prayer Numbers Omnis Prophets Quran & Holy Books Rituals Saints Temples Uncertainty Virtues Wealth Xenophobia Yom Kippur Zoroastrianism & Other Smaller Religions</p>	<p>Life & Death: Creation Animal Rights Being Human Medical Ethics Euthanasia Afterlife</p> <p>Good & Evil 2: Crime Punishment Prison Extremism Violence</p> <p>New Religious Movement: Religion Cults Scientology Paganism Mormonism</p>	<p>Good & Evil 1: Evil & Suffering Responses to Evil Free Will Morality</p> <p>Relationships: Love Homosexuality Chastity & Sex Contraception Marriage Sexism Gender</p> <p>Human Rights: Social injustice Prejudice & Discrimination Freedom of Speech Modern Slavery Child Soldiers</p>	<p>Preparing for post-16 education: Qualifications Post-16 and 18 Options Personal Statements Interview Skills Revision Skills</p> <p>Preparing for my future: Part-time Work Financial Risk Money Management</p>
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Religious Studies

Statement of curriculum intent	GCSE Religious Studies covers a variety of topics which are both ethical and theological in nature. At the end of the course, students will be able to discuss and evaluate a range of views from Christian, Muslim and non-religious perspectives, as well as their own. They will also have a firm understanding of Christian and Muslim beliefs, teachings and practices.			
Year 7	Year 8	Year 9	Year 10	Year 11

CURRICULUM VISION AND MAP 2019-20

		<p>Life & Death: Creation & Origin Explanations Environmental Sustainability Animals & Speciesism Sanctity & Quality of Life Abortion & Euthanasia Afterlife & Funerals</p> <p>Islam Beliefs & Teachings: Birth of Islam & Muhammed Sunni/Shi'a Split Nature of Allah Risalah Malaikah Akhirah Kutub Al-Qadr</p> <p>Relationships: Family Marriage Adultery, Divorce & Separation Sex & Contraception Same-Sex Relationships Gender Prejudice & Discrimination</p> <p>Christianity Beliefs & Teachings: Nature of God & Problem of Evil The Trinity Creation Jesus Sin & Salvation Afterlife & Judgement</p>	<p>Good & Evil 1: Morality Sin Forgiveness Good, Evil & Suffering</p> <p>Islam Practices: The Five Pillars Jihad Festivals The 10 Obligatory Acts</p> <p>Human Rights: Social Justice & Human Rights Censorship Freedom of Religious Expression Religious Extremism Prejudice & Discrimination Racism - MLK Wealth & Poverty</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: Crime Justice Punishment Prison Death Penalty</p>
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Design and Technology

<p>Statement of curriculum intent</p>	<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>
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CURRICULUM VISION AND MAP 2019-20

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Textiles Tradition Project Pupils build up their confidence on the sewing machines and research into different cultures from around the world.</p> <p>Food Healthy Eating Pupils learn about the importance of healthy eating, The eatwell guide and knife skills.</p> <p>Resistant Materials Chocolate Box Project Pupils focus on learning key skills to do with packaging and branding by making their own chocolate box.</p>	<p>Textiles Superhero Project Pupils learn to develop creative skills linked to textiles based around a superhero of their choice and develop their knowledge of surface and stitching techniques for KS4.</p> <p>Food Food Provenance Pupils learn about food from around the world, focus on different cultures and learn skills on how to recreate dishes from different countries. They also focus on where our food comes from and how it is made.</p> <p>Resistant Materials Mono Amplifier Project Pupils focus on making their own personalised speaker by creating a circuit and working sound system that they have designed.</p>	<p>Enterprise Projects All of the technology pupils take part in the Enterprise project where they build up their practical skills and work together in groups. Pupils design and make products that are sold at the Christmas Market each year focussing on product methods, costing and a business brand.</p> <p>Textiles Nature Project Samples Project Pattern Cutting</p> <p>Food Fruit and Vegetables Desserts</p> <p>Resistant Materials Skills and Knowledge Innovative Furniture Challenge</p>	<p>Within KS4 pupils focus on building up their practical and theory knowledge within each specialism of technology.</p> <p>Textiles Children's Project Garment Techniques Mixed Media Materials</p> <p>Food Processing and Production Environmental Impact Food Spoilage and Contamination Cooking of food and heat transfer</p> <p>Resistant Materials Flat Pack Furniture CAD/CAM 3D Drawing Techniques Joining Techniques Applying Finishes</p>	<p>Within Year 11 pupils that choose Textiles or Resistant Materials work on an NEA coursework project throughout the year which includes elements of research, design, making and evaluating a product that they made. As well as this they develop their theory knowledge by preparing for exams by learning about different types of materials which range from fabrics, woods, plastics, metals and paper and boards.</p> <p>Pupils who choose Food as a specialism, take part in mock practical exams based on function, life style, nutrition and culture. As well as this, they work through a range of skills that use a variety of specialist equipment. They also focus on a range of topics that include food safety, food science, international cuisine and religion.</p>