

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 2020-21

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 Dahl do that? The purpose of fiction Roald Dahl's characters Making inferences and exploring connotations Reading a short story from another culture</p> <p>Au2 - 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>Sp1 - Changing with the seasons Connotations of colour Reading a range of poetry Personal response to poetry Planning for creative writing</p> <p>Sp2 - Hot off the Press What is newsworthy Tabloid and broadsheet newspapers Media bias The language and structure of newspaper articles</p> <p>Su1 - The Tempest Reading of <i>The Tempest</i> [extracts] Stage drawing and set design Features of a play script Scene writing</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 The Gothic genre 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 - Colour and Symbolism The importance of colour in texts Ability to analyse and use colour imagery Speaking and Listening skills <i>Descriptive writing focusing on colour imagery and symbolism.</i></p> <p>Au2 - Taking Flight Exploring themes and opinions through fiction and non-fiction texts based around technology and the natural world Opinion writing Analysis of writer's methods and intentions <i>Opinion article written on a choice of topic.</i></p> <p>Spring 1 and 2 - Novel Study 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>Su1 - Dystopia 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 - Twelfth Night 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</p> | <p>Au1 - Family Read A Christmas Carol in its entirety Family values and parent relationships <i>Language Paper 2 skills</i> <i>Poems from the anthology</i></p> <p>Au2 - Power of setting Watch A Christmas Carol 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 Watch Blood Brothers in the 1st week 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 Read Blood Brothers in its entirety Pessimism and optimism Mindset Different narrative viewpoints <i>Language Paper 1 skills</i> <i>Poems from the anthology</i></p> <p>Su1 - Manipulation Read Macbeth in its entirety 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 Watch Macbeth at the Globe <i>Revision of the Language Papers</i> <i>Revision of the Literature texts</i></p> | <p>Au1 - Fate and destiny Read Blood Brothers in its entirety 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 Read A Christmas Carol in its entirety 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 Read Macbeth in its entirety 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> | |

CURRICULUM VISION AND MAP 2020-21

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 six key subject areas, NUMBER, ALGEBRA, GEOMETRY, MEASURES, PROBABILITY AND STATISTICS, building on existing knowledge.

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|----------|---|--|---|---|---|
| | Year 7 is taught in mixed ability classes. In Year 8 and 9 a Mastery class is created in order to really challenge the most able students. We focus on Building Mathematicians. | | | For GCSE there are two tiers - Higher Grades 4-9 and Foundation Grades 1-5. We follow the Edexcel syllabus. | |
| Autumn 1 | Numbers and the number system Calculating Checking, approximating & estimating | Numbers and the Number system Calculating Visualising and Constructing | Calculating Visualising and constructing | We teach three bands, Foundation, Crossover and Higher. Checklists of content can be found here Foundation Higher Number Geometry | |
| Autumn 2 | Counting & comparing Visualising & constructing | Understanding risk Algebraic proficiency | Algebraic proficiency Proportional reasoning | Number Algebra Geometry | Algebra Geometry Measures |
| Spring 1 | Properties of shape Algebraic proficiency Exploring Fractions, Decimals and Percentages (FDP) Proportional reasoning | Exploring FDP Proportional reasoning Pattern sniffing | Pattern sniffing Solving equations and inequalities Calculating space | Algebra Probability Measures | Mock Exams From the beginning of February, each Year 11 class will follow a bespoke curriculum, based on careful analysis of their January exam. |
| Spring 2 | Measuring space Angles Calculating FDP | Investigating angles Calculating with FDP Solving Equations Calculating Space | Conjecturing Algebra: visualising | Number Statistics | |
| Summer 1 | Solving equations Calculating space Mathematical Movement | Coordinates and graphs Probability | Solving equations and inequalities | Algebra Geometry | |
| Summer 2 | Presentation of data Measuring data | Presenting and measuring data | Understanding risk Presentation of data | Number Algebra Measures | |

CURRICULUM VISION AND MAP 2020-21

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 and interleaves awe and wonder with academic rigour. | | | |
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| 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** <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</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> |

CURRICULUM VISION AND MAP 2020-21

Geography

| Statement of curriculum intent | Geography | | | |
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| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| <p>Statement of curriculum intent</p> <p>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.</p> | | | | |
| <p>Eastleigh Local Area</p> <ul style="list-style-type: none"> - Locational Knowledge - Interpreting Maps - Settlements - Types of Industry <p>Coasts</p> <ul style="list-style-type: none"> - Physical processes - Key Landforms and features - Coastal Management <p>Megacities</p> <ul style="list-style-type: none"> - Location and characteristics - Challenges and opportunities of urbanisation - Compare LIC and HIC <p>Weather and Climate</p> <ul style="list-style-type: none"> - Types and measurement - Types of rainfall - Factors that influence climate - Microclimates - Extreme Weather <p>Human Fieldwork (Eastleigh)</p> <ul style="list-style-type: none"> - Locational and place knowledge - Settlement and shopping hierarchy - Planning and implementing a fieldwork enquiry. | <p>Tectonic Hazards</p> <ul style="list-style-type: none"> - Earth formation - Tectonic Plates - Physical processes - Effects and Responses to earthquakes - Volcanoes <p>Population and Development</p> <ul style="list-style-type: none"> - Measuring development - Aid - Global population distribution - Migration - DTM/ Population Pyramids <p>Climate Change</p> <ul style="list-style-type: none"> - Definition - Causes (natural and human) - Effects - Mitigation and Adaptation <p>Economic Activity</p> <ul style="list-style-type: none"> - Four types of industry - Employment structures - Country specific examples <p>Rivers</p> <ul style="list-style-type: none"> - Features - Physical processes - Landforms and Features - Fieldwork | <p>The Living World</p> <ul style="list-style-type: none"> - What is an ecosystem, features, components and locations - Threats and Management in Coral Reefs, hot deserts and tropical rainforests - Rocks and soils <p>Natural Resources</p> <ul style="list-style-type: none"> - Type and location - Consumption - Environmental Impacts - Food, Water and energy security <p>Glaciers and Cold Environments</p> <ul style="list-style-type: none"> - Ice Ages - Locations of glaciers - Physical processes - Landforms - Opportunities and challenges in cold environments <p>Urban Investigation</p> <ul style="list-style-type: none"> - Opportunities and challenges in Southampton - Fieldwork - Decision Making Activity - Urban World | <p>Energy Management</p> <ul style="list-style-type: none"> - Energy insecurity and strategies to increase supply - Sustainable energy use <p>Rivers</p> <ul style="list-style-type: none"> - River valleys & Processes - Landforms - River Tees - Flooding <p>Nigeria: A newly emerging economy</p> <ul style="list-style-type: none"> - Exploring Nigeria - Industrial structure - TNC's & Aid - Quality of life <p>Tectonic Hazards</p> <ul style="list-style-type: none"> - Physical Processes - Effects and responses - Living with the risks - Reducing the risks <p>Urban Growth - Rio</p> <ul style="list-style-type: none"> - Megacities - Social & economic challenges - Improving Rio's environment - Managing squatter settlement <p>Cold environments</p> <ul style="list-style-type: none"> - Characteristics, opportunities & challenges - Management of cold environments <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>Energy Management</p> <ul style="list-style-type: none"> - Energy insecurity and strategies to increase supply - Sustainable energy use <p>The Urban World</p> <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>Urban Sustainability</p> <ul style="list-style-type: none"> - Sustainable living - Traffic management strategies <p>Ecosystems</p> <ul style="list-style-type: none"> - Small scale and global ecosystems <p>Tropical Rainforests</p> <ul style="list-style-type: none"> - Characteristics - Causes of deforestation - Impacts of deforestation - Management <p>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 |

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History

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| Statement of curriculum intent | History at Crestwood Community School will inspire in students a curiosity to know more about the past. The History curriculum will equip students with knowledge and understanding about the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, and utilise source material to develop critical analysis, in order to develop their own identity and engage with the challenges of their time. | | | |
| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| <p>How significant was the Norman invasion? How the Norman invasion in 1066 changed life in England.</p> <p>Was Medieval life all muck and misery? What life was like during the Medieval period and the impact of the Black Death.</p> <p>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 in the 17th century? The English Civil War and the development of democracy.</p> <p>How accurate are interpretations of slavery? Investigating the slave trade through different interpretations.</p> <p>Why was the British Empire so controversial? The impact of Empire on its colonies</p> | <p>How did Eastleigh's industrial revolution compare to the rest of Britain? Causes of the revolution and the impact it had on life in Eastleigh and the rest of Britain.</p> <p>How significant was WWI? The causes of WWI and its global significance.</p> <p>How far did the events of 1917 change Russia? The communist system of government and its impact on Russia and the rest of the world.</p> <p>Why are there different interpretations of WWII? The causes, key events and interpretations of WWII.</p> <p>How did people in the 20th century fight for their rights? The development of rights for minority groups.</p> | <p>How far did living standards improve? How the health of British people changed over time.</p> <p>How has life changed for black Americans over time? The changing life for black Americans from Civil War to Civil Rights.</p> <p>What impact have women had in shaping the world? The significance of women throughout British history.</p> <p>How did relations change during the Cold War? The impact of the conflicting ideals of the Capitalist west and Communist east and the events of the Cold War.</p> <p>How has terrorism impacted the modern world? The impact of different terrorist groups.</p> | <p>USA: a nation of contrasts 1910-29 How life in the USA changed for different groups of people in the early 1900s.</p> <p>Changes in health and medicine c.500 - present day The changes in causes of illness and disease and developments in treatment, prevention, patient care, public health and medical knowledge over time.</p> <p>The development of Germany 1919-1991 The political, economical and social changes in Germany after WWI, during WWII and the years that followed.</p> | <p>The development of Germany 1919-1991 (continued) The political, economic and social changes in Germany after WWI, during WWII and the years that followed.</p> <p>Overview unit: USA/ Medicine The big picture of these topics, consolidating knowledge and practising the skills needed for the exam.</p> <p>Overview Unit: Medicine/ Germany The big picture of these topics, consolidating knowledge and practising the skills needed for the exam.</p> <p>Overview Unit: Germany/ Elizabeth The big picture of these topics, consolidating knowledge and practising the skills needed for the exam.</p> <p>Revision</p> |

CURRICULUM VISION AND MAP 2020-21

Modern Foreign Languages

| Modern Foreign Languages | | | | |
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| 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 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>Free Time Talking about leisure activities, expressing opinions, weather, seasons and clothes.</p> <p>School Life Describing school life, subjects, facilities, teachers and daily routine.</p> | <p>French and Spanish follow the same topics:</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>Eating Out Discussing food and drink (including likes, dislikes and dietary requirements) as well as how to manage in a restaurant situation.</p> <p>Home Life, My Town and Arranging to Go Out Daily and weekly routine, chores, clothes, places in town, arranging to go out and accepting/declining an invitation.</p> | <p>La salud (Health) Learning the parts of the body, describing symptoms, talking about healthy and unhealthy food, describing a healthy lifestyle using the future tense</p> <p><u>Project: Christmas in Spain and Spanish Speaking countries</u></p> <p>Media Talking about what you use computers for, learning about television programmes, films and music, describing a concert using the past tense</p> <p><u>Project: Spanish film review</u></p> <p>Planning a future holiday / festivals in the TL-speaking world Learning the Spanish basics to survive in Spain, talking about Spanish destinations and the best time to go, learning about different ways to travel to Spain and typical food, being culturally aware of Spain (festivals, Art, music and architecture)</p> <p><u>Project: Become a holiday planner (dream holiday or holiday-on-a-budget)</u></p> | <p>Theme 3: Current and future study and Employment School and Work Learning about school subjects, giving opinions and discussing school life / discussing the world of work, careers and future plans</p> <p>Theme 1: Identity and culture Free Time / Leisure Free-time activities</p> <p>Theme 1: Identity and culture Daily Routine / Illness Talking about routines and healthy living</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>Revision and retrieval practice following the 3 themes from the AQA Specification:</p> <p>Theme 1: Relationships</p> <p>Theme 1: Leisure and Free Time</p> <p>Theme 2: Environment and local area / describing your town</p> <p>Theme 2: Holidays</p> <p>Theme 3: School</p> <p>Theme 3: Careers and Future Plans</p> <p>Preparing for the exams / exam Skills:</p> <p>i) describing a photo ii) writing the 90 / 150 word questions iii) Translation skills (English to Spanish / Spanish to English) iv) Role Plays v) Conversation questions for the speaking exam</p> |

CURRICULUM VISION AND MAP 2020-21

Art

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| Statement of curriculum intent | <p>The Art curriculum is planned to take students on a creative journey that helps them understand the visual world around them and prepares them for GCSE Art and Design and beyond.</p> <p>The curriculum is broken down into a range of projects that cover the four Assessment Objectives of the GCSE exam. <i>Understanding of Knowledge (AO1) Exploring ideas and media (AO2) Recording skills (AO3) Personal meaningful response (AO4)</i></p> | | | |
| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| <p>Basic Skills Explore and develop skills in basic media from beginning to understand tone using pencil, coloured pencil, biro and paint and apply these to observational drawing. Further development of these skills comes through abstract painting.</p> <p>Clay Masks/Celebrations Looking at masks from other cultures design ideas for masks are produced. Clay working processes are used to create a 3D mask based on best design to show realisation of intentions.</p> <p>Unit Printing Exploring the process of printing to create artwork based around the concept of tessellation of a shape or 'unit'. Extension project</p> | <p>Still Life Following on from observational drawing in Year 7 more complex 3D shapes are explored - tone is used to greater effect to show the form of objects. Understanding of composition is improved through the study of Still Life both in class and for homework tasks culminating in a larger scale painting of a Still Life group.</p> <p>Sweet Wrappers Media skills developed further through looking at Pop Art style lettering and how bright bold text is used to catch the eye and make an impact on sweet wrapper and other packaging. This is applied to own work through the use of media, processes and techniques.</p> <p>Lettering Skills gained from the sweet wrapper project are used to generate own ideas for a final piece either realised in card, relief or clay. Based around their name in the style of sweet wrapper lettering.</p> | <p>Observational Drawing Skills and confidence in observational drawing form the backbone of a successful artwork. Drawing is further developed through more complex still life groups - this leads onto producing work that shows the influence of different art styles through the use of media exploration, processes and techniques to show visual language. This project will include links to the Pop art movement and associated artists</p> <p>Photography Introduction to photography as a means to producing artwork and developing an understanding of the processes involved to ensure that the medium is used correctly to support work. Only for option groups as extension project</p> <p>Lettering The project follows on from the still life project and the theme of pop art but with more connections to artists focusing on design and lettering. Possible printing from designs developed from looking at the work of others for those opting for the extra lesson.</p> | <p>Independent Project 1 Personal project based around the theme of colour - students produce work to cover the 4 assessment objectives. Looking at the work of other artists, developing and exploring ideas using a range of media, processes and techniques along with drawing, observations and annotations to help realise intentions. This leads to a final piece/s that is personal however shows clear links to the artists studied.</p> <p>Independent Project 2 Personal project based around 3 starting points taken from a previous externally set assignment - students produce work to cover the 4 assessment objectives ensuring that the project follows the chosen theme. They look at the work of other artists, develop their own ideas by exploring a range of media, processes and techniques along with drawing, observations and annotations to help realise intentions. This part of the project covers the first 3 of 4 assessment objectives.</p> | <p>Independent Project 2 The project continues with the development of the chosen idea. This leads to a final piece/s that is personal but also shows clear links to the artists studied and the theme of the project.</p> <p>Externally Set Assignment Exam element of the course begins - the externally set assignment is a personal project set by the exam board based around 7 different themes - students choose a starting point and explore the theme to produce work that covers the first 3 assessment objectives. Looking at the work of other artists, developing and exploring ideas using a range of media, processes and techniques along with drawing, observations and annotations to help realise intentions. The final piece/s (AO4) are produced under exam conditions over 2 days.. Students should ensure that their ideas are personal and original, but also show clear links to the artists studied. The previous year's exam paper is set as a further coursework project if the exam board go ahead with dropping the externally set assignment for 2020-2021 and moving to 100% coursework.</p> |

CURRICULUM VISION AND MAP 2020-21

Drama

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| Statement of curriculum intent | <p>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. students participate as either a performer or designer in numerous practical assessments that challenge one's ability to employ a wide range of theatrical skills. students 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. students will learn to become critical thinkers and writers, developing these skills through class discussion, rehearsals, logbooks, self-evaluations and written examinations. Furthermore, students 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.</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 ➤ Jabberwocky <p>Skills</p> <ul style="list-style-type: none"> ➤ Facial Expressions ➤ Body Language ➤ Gestures ➤ Movement ➤ Pitch ➤ Pace ➤ Pause ➤ Tone ➤ Volume ➤ Symbolic Theatre ➤ Interpretation of script ➤ Blocking a script ➤ Tableaux | <p>Focus</p> <ul style="list-style-type: none"> ➤ Empathy ➤ Reaffirming Skills ➤ Performing with Objectives <p>Modules</p> <ul style="list-style-type: none"> ➤ Bullying Project ➤ Shakespeare ➤ The Accident Parts One & Two ➤ Scripted ➤ Improvisation <p>Skills</p> <ul style="list-style-type: none"> ➤ Physical Skills ➤ Vocal Skills ➤ Tableaux ➤ Building Character ➤ Shakespearean Theatre ➤ Naturalistic Theatre ➤ Non-Naturalistic Theatre ➤ Devising Techniques ➤ Improvisation ➤ Scripted Performance ➤ Stage Combat | <p>Focus</p> <ul style="list-style-type: none"> ➤ Skills Acquisition ➤ Extended Performance ➤ Analysis & Evaluation ➤ Devising and scripted skills <p>Modules</p> <ul style="list-style-type: none"> ➤ Blood Brothers ➤ Analysing live performance (specialist) ➤ Devised - Stephen Lawrence ➤ Enhanced devised (specialist) ➤ Monologues and duologues (specialist) ➤ Curious Incident of the Dog at Night Time <p>Skills</p> <ul style="list-style-type: none"> ➤ Devising skills ➤ Ability to Analyse and Evaluate Theatre ➤ Writing about performance ➤ Rehearsal Techniques ➤ Uniting & Objecting ➤ Character Analysis ➤ Actor Analysis ➤ Theatre Evaluation ➤ Self Evaluation ➤ Using a stimulus ➤ Ensemble skills ➤ Monologue and duologue | <p>Focus</p> <ul style="list-style-type: none"> ➤ Reaffirming Skills ➤ Extended Performance ➤ Analysis & Evaluation ➤ Theatrical Design <p>Modules</p> <ul style="list-style-type: none"> ➤ Devising Drama ➤ Blood Brothers ➤ Analysing and evaluating live theatre ➤ Texts in Practise <p>Skills</p> <ul style="list-style-type: none"> ➤ Stage Configurations ➤ Styles & Practitioners ➤ Theatre Roles & Responsibilities ➤ Theatre Terminology ➤ Ability to Analyse and Evaluate Theatre ➤ 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"> ➤ Devising Drama ➤ Blood Brothers ➤ Analysing and evaluating live theatre ➤ Texts in Practise <p>Skills</p> <ul style="list-style-type: none"> ➤ Stage Configurations ➤ Styles & Practitioners ➤ Theatre Roles & Responsibilities ➤ Theatre Terminology ➤ Ability to Analyse and Evaluate Theatre ➤ Devising From Stimuli ➤ Character Analysis ➤ Actor Analysis ➤ Theatre Evaluation ➤ Self Evaluation ➤ Written Exam Techniques |

CURRICULUM VISION AND MAP 2020-21

Music

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

CURRICULUM VISION AND MAP 2020-21

Computing

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

CURRICULUM VISION AND MAP 2020-21

Physical Education

| Statement of curriculum intent | 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. | | |
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| Year 7 & Year 8 | Year 9 | Year 10 | Year 11 |
| <p>Initial Phase</p> <ul style="list-style-type: none"> ● Baseline testing - Completion of fitness tests ● Multi-stage fitness test ● Illinois agility test ● Stork stand test ● Ruler drop test ● 30m sprint test ● Sit and reach test ● Wall toss test <p>Sports to be covered throughout the year:</p> <ul style="list-style-type: none"> ● Dance ● Tennis ● Fitness ● Table Tennis ● Badminton ● Rounders ● Floor Gymnastics ● OAA ● Cricket ● Athletics <p>Students assessed on the following:</p> <ul style="list-style-type: none"> ● Leadership skills ● Tactical knowledge ● Understanding of rules ● Sporting performance | <p>GCSE/BTEC Preparation: 2x practical lessons 1x theory through practical.</p> <p>Practical lessons using GCSE AQA assessment criteria. Moderated practices at the end of each half term - evidence for groupings next year.</p> <ul style="list-style-type: none"> ● Table Tennis ● Badminton ● Cricket ● Athletics ● Tennis ● Rounders - Not a GCSE sport, but can still provide evidence of practical ability <p>Theory through Practical. Cover a variety theoretical topics all through a practical/fitness module. One test to be completed at the end of every half term - evidence for groupings for next year.</p> <p>FITNESS BASED PRACTICAL</p> <ul style="list-style-type: none"> ● Bones/Muscles ● Aerobic/Anaerobic Respiration ● Fitness Testing ● Methods of Training ● Components of Fitness ● Skill Classification ● Cardiorespiratory systems | <p>CORE PE Selection of pathways. Students have the opportunity to alter their pathways according to their experience from last year.</p> <p>GCSE PE Theory content (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 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 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 |

CURRICULUM VISION AND MAP 2020-21

Ethics and Philosophy

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| 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 10 |
| The Island: Listening Survival Community Rites of Passage Rules & Laws Remembering Tradition Belief in Britain: Belief Authority Purpose Conflict Belief in Modern Britain Buddhism: Happiness Renunciation Karma Meditation Reincarnation | A-R of Religion & Belief: Atheism Burkha & Religious Clothing Creation Stories Darwin Extremism Forgiveness Gods & Goddesses Heaven, Hell & Afterlife Icons & Idols Jesus Kosher & Food Laws Laws and Rules Meditation & Prayer Numbers Omnis Prophets Quran & Holy Books Rituals | Human Rights: Social injustice Prejudice & Discrimination Freedom of Speech Modern Slavery Child Soldiers Life & Death: Creation Animal Rights Being Human Medical Ethics Euthanasia Afterlife Good & Evil: Crime & Punishment Prison Death Penalty |

CURRICULUM VISION AND MAP 2020-21

| <h1>Religious Studies</h1> | | |
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| 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 9 | Year 10 | Year 11 |
| <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: 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 Anne Frank Shekhinah Persecution of other religions Denial</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> <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> |

CURRICULUM VISION AND MAP 2020-21

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