

Apollo Curriculum 2020-2021

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English Language

Intent:

The key stage four curriculum must:

- 1) Challenge students' ideas and perspectives, build knowledge and critical thinking skills in order to build students' confidence and ability.
- 2) Cultivate an engagement with reading, writing and spoken Standard English with an aim to enjoy English beyond the GCSE specification.
- 3) Develop students' literacy skills with a focus on vocabulary, to bridge gaps in students' ability to write and read fluently.
- 4) Expose students to a range of diverse texts that explore different cultures, while addressing gaps in cultural capital that are often present in our students.
- 5) Develop and cultivate central skills for success in both the GCSE and Level 1 examinations.

Year Group	AUT1	AUT2	SPRING1	SPRING2	SUM1	SUM2
KS4: L2 RE – SIT AQA GCSE ENGLISH LANGUAGE (4 lessons a week)	Induction Unit (2 weeks) L2 Pathway: Writing Unit GCSE AQA P1: Fiction. Focus on VSPAG and vocabulary. OR L1 Pathway: Functional Skills Writing/Reading/Oracy Focus on VSPAG and vocabulary.	GCSE : AQA: Reading Skills: FICTION Focus on active reading and comprehension. Reading and extracts taken from The Hate You Give and writer’s from around the world.	GCSE: AQA Writing Unit: Non- Fiction + Speaking and Listening Focus on structure for writing: text type, audience and purpose as well as oracy skills for speaking endorsement.	AQA Language Paper 2: Reading Comparing Non- Fiction Focus on evaluation and comparison skills.	Revision of both Language Papers Focus on timings and structure of the exam.	Consolidation of GCSE assessment evidence. ‘Diverse writing’ Using English for next steps.
Year 11 and year 12 RE – SIT AQA GCSE ENGLISH LITERATURE (OPTION) (4 lessons a week)	AQA Literature P1: Macbeth (revision) Revision of the themes, structure and language with a focus on essay writing skills.	AQA Literature P1: A Christmas Carol (revision) Revision of the themes, structure and language with a focus on essay writing skills.	AQA Literature P2: Modern Text: An Inspector Calls Key objectives: A01, A02, A03	AQA Literature P2: Modern Text: An Inspector Calls Key objectives: A01, A02, A03	AQA P1 and P2 Consolidation with focus on essay writing skills. Unseen poetry.	Consolidation of GCSE assessment evidence. ‘Diverse writing’ Using Literature for next steps.

Underpinning all English study is the understanding of ideas, methods and contexts. The KS4 curriculum leads to the progression of knowledge and skills that students will need to be successful at GCSE Level. There is also recognition that many of our students have low confidence in their ability to undertake examinations so we also seek to build this, as well as building core English skills, through undertaking the Functional Skills Level One examinations for those students who join us with very low literacy or are EAL. Although we appreciate our students' context, we do not compromise on challenge and offer an ambitious curriculum that ensures students leave the school with increased confidence and ability in the subject. There is a recognition in our curriculum that many of our students do not habitually read and many have not engaged with reading in previous study. Therefore, even students only doing GCSE Language with us will read a variety of texts to promote reading and the development of vocabulary. It is also recognised that students who are re-sitting GCSE in year 13 have very low literacy levels and therefore a literacy intervention programme will be used as a tool to support reading and writing taught in lessons. Overall, English study at Harris Aspire and HPS6F will develop knowledge and literacy empowering students to use Standard English as a tool for communication in reading, writing and speaking in order to build the skills needed for their future career and study.

Implementation:

- All lessons will develop the knowledge and skills required for the students' L1 and GCSE exams.
- Each lesson should follow a basic structure: consolidation, building of knowledge, application, reflection.
- In each lesson there should be sufficient support and challenge to ensure all students make good and outstanding progress.
- In student's books there should be clear evidence of progress over time demonstrated through student work, marking and feedback.
- Vocabulary will be taught explicitly. Words should be relevant to the learning and the teaching of vocabulary should be embedded in the LTPS/STPS.
- Writing skills will be developed using the 'Writing Revolution' theory to underpin practice.
- Reading skills will be developed using strategies from: Kyleene Beers 'When Kids Can't Read: What Teachers Can Do' (2003).

Impact:**Assessment:**

- Each half term students will do an extended writing task that will be marked and they will be given formative feedback. This will not be a formal mock however will be linked to the learning of that half term.
- Each term students will do a formal assessment that are based on the texts/Paper they have studied. These assessments will always use the same wording as the GCSE exam paper to ensure students become familiar with the style of question they will be asked. This data will be input into a tracking sheet and measured against baseline testing.

	AUTUMN	SPRING	SUMMER
Year 11, 12 and 13 RE-SIT Language	AQA Language Paper 1: Reading and Writing exam. November Re-SITS for all students who arrive at the school with a L3.	No assessments due to school closure.	Full set of teacher assessments, Paper 1 & Paper 2
Year 11 and 12 Literature	Literature Paper 1: Macbeth and ACC	No assessments due to school closure.	Literature Paper 1: Macbeth and ACC Literature P2: An Inspector Calls and Unseen Poetry
Level 1 Pathway If students pass in AUT 1 they will join the Level 2 GCSE pathway. Any students who do not pass will have another opportunity to take the exam in Spring 1.	Classroom assessment: Functional Skills Reading and Writing.	External Exam: Functional Skills Exam and Speaking Endorsement	External Exam: Functional Skills Exam and Speaking Endorsement

Although assessments are the primary way we can measure impact as a department we would also like to aim for all students sitting exams to have read beyond the specification. We aim to inspire further reading through teaching Language alongside novels and through extract teaching. This can be in the form of short stories, poems, novels or plays. Each term there will be a focus on a set vocabulary list. We would like all students to be able to use these words in sentences by the end of the year. Through reading we hope to broaden cultural capital, but we realise this is not enough. Therefore, we aim for all students to go on at least one English trip to the theatre while they are studying with us.

Maths

GCSE

Intent:

The purpose of our mathematics curriculum at HPS6F.

The HPS6F Curriculum has been developed to promote and encourage learners to appreciate that

- Mathematics is a **universal language**, it allows us to communicate with others and to understand, affect and develop the world around us.
- Mathematics is **the key** that opens the door to other aspects of life and **underpins other areas** of the curriculum.
- Mathematics is a **subject of beauty** and this can be seen in many things from the plants and people we see around us to the machines and technology we design and use in our daily lives.
- Mathematics encourages reasoning and **problem solving** and logical thinking which helps to build well-rounded and aspirational **citizens** of the future.

Resit Curriculum Design

The HPS6F Curriculum was designed to give Year 12/13 GCSE students one further opportunity to;

- Become fluent in the fundamentals of mathematics through varied and frequent practice with increasingly complex problems, both abstract and in-context.
- Develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- Become more confident in Maths and feel more supported in Maths than they were at 11-16 school.
- Enjoy the challenge of improving their Maths skills with *their* fresh new HPS6F Maths teacher.

Rationale

In the Autumn Term, we welcome Y12 students to the Maths department and explain our methodology and routines with students and reinforce the value of an improved GCSE re-sit grade in Maths. We see this as a fresh start in a subject that they have found a challenge to learn at their previous school. We will work together as a team to overcome any misconceptions or weaknesses found with maths in the past.

We share with students why it is important to do regular maths, consolidate and practice through homework and attempt exam questions to see how reasoning and problem solving are approached. As a team of staff, we try to follow the same routines of reminder starter, fresh instruction, worked example together, applied learning time, challenge question and set homework, so that students improve and gain confidence.

Within the first term we know it is crucial to tackle basic number skills; addition, subtraction, multiplication and division, fractions, decimals and percentage, ratio, estimating, negative numbers and conversions. Students who feel more confident with these skills will be more effective with the more complex maths that follows in other areas of Maths later in the course.

The students typically arrive with grades 0-3 and we aim for them to achieve a target of the new grade 4/5 or improve upon their previous grade. One key area which helps our students to achieve more than previously is their understanding of maths specific vocabulary, so literacy points are planned, discussed and illustrated visually. For example, in Surface Area we show students a supermarket tin before explaining the formula of finding the surface area of a cylinder. This is so that students can see where the formula comes from and make a visual connection to the work.

Algebra and Geometry are introduced in the second half-term and help to broaden students Maths skills including using the hands-on use of standard maths equipment like protractors and rulers to measure and construct. The HPS6F learning procedures are designed by staff to suit each individual student, within a collaborative learning environment. Staff are encouraging and value contributions to discussions and other opportunities to articulate understanding.

In the Spring Term the emphasis is predominantly upon understanding visual topics about graphs, shape and statistical representation topics, building upon the number skills refreshed in the Autumn term.

The short Summer term for Post-16 is mostly space for staff to design the final weeks to revisit topics pertinent to their groups and remind their classes of the skills gained throughout the year and connect topics to reflect the forthcoming exam, refine their exam technique to build confidence for an improved external exam result. We focus upon the exam vocabulary, breaking questions down, reducing careless errors, showing systematic methods and writing explanation comments and unambiguous worded answers.

APOLLO						
	AUT1	AUT2	SPRING1	SPRING2	SUM1	SUM2
Topics GCSE	<ul style="list-style-type: none"> • Factors, multiples and primes • Prime factorisation (<u>HCF, LCM</u>) • Fractions, decimals & percentages • Ratio • Estimation with rounding <u>Error intervals</u> • Negative numbers 	<ul style="list-style-type: none"> • Conversions & exchange rates • Coordinates, Sequences and Linear Graphs • Basic angle rules, angles in triangles, quadrilaterals and on parallel lines • Interior and exterior angles 	<ul style="list-style-type: none"> • Introduction to algebra • Simplify expressions including expanding and factorising <u>Expand two brackets, factorise quadratics</u> • Solving Equations • Pythagoras' theorem • Trigonometry in right-angled triangles 	<ul style="list-style-type: none"> • Area & Surface Area • Averages, charts & graphs • Circumference & area of a circle and <u>sectors</u> 	<ul style="list-style-type: none"> • Direct Proportion • Volume • Standard Form • Probability Revision of the following topics: Factors, Multiples and prime, percentages, ratio, Coordinates, Units of time Algebra expressions, substitution, equations, Pythagoras	EXTERNAL EXAMS
	<u>Higher</u> Problem solving using product of prime factors Ratio and algebra Upper and Lower Bounds	<u>Higher</u> Equation of a straight line graph Quadratic sequences	<u>Higher</u> Expanding three brackets Factorising quadratics Solving quadratics equations Applying Pythagoras and trigonometry to 3D shapes	<u>Higher</u> Surface area of cylinder, spheres, cones Problem solving using averages Area of sectors and segments	<u>Higher</u> Equations for direct and inverse proportion Volume of spheres, cones and compound shapes Solving problems with standard form	
Interleaving	Indices, powers and roots, Decimal division Area, perimeter, Money, Coordinate axes	Graphs, proportion, square, cube numbers, direct proportion, scale drawings	Area, perimeter, lengths, scale drawings, solving equations	Solving equations, properties of shapes,		
Functional Skills	Functional Skills L1 and L2 skills are embedded within the curriculum with students given opportunities to apply the maths they have learnt to real-life contexts.					

Implementation:

Staff will typically begin the lesson with a “do-now” starter to help students with their recollection of key facts and techniques.

Staff tend to use Corbett Maths ‘5 a day’ questions to start each lesson in the Autumn term and similar “do now” starters for the other term, revisiting topics taught in the Autumn term, to give students the retrieval practice they need to improve rapidly on a range of topics.

We find that a routine starter activity, not only builds their all-round Maths skills, it also sets the tone of the lesson to be purposeful and informative. The repeated nature of the short tasks in the starter help students sharpen and broaden their Maths capabilities, which helps them be ready to study harder topics and successfully attempt exam questions.

After the starters, the main part of the lesson is a mixture of instruction, modelling, discussion, questioning and exam practice. The plenary is a chance for a low-stakes quiz and a brief recap of key points.

After the starters, the main section of our lessons follows a carefully laid out programme addressing the key topics we feel are crucial for learners and which we feel can be learned successfully during a one-year re-sit course, ready to be successful with these frequently occurring topics during the GCSE maths exams. Each topic is laid out in the SOW timings to give a good spread of topics visited. Once a topic is studied and misconceptions revealed and rectified, the topic needs to be repeated. Therefore, topics are re-visited through starters, connections to other topics, homework and revision. The end-goal is the exam, so we use questioning, quizzes, passports and topic tests to gauge progress and show that the key topics being mastered and those which need further support. Students have access to weekly intervention and attend half-termly holiday Maths.

Impact:

Assessment:

	AUTUMN	SPRING (COVID ADAPTED PLAN)	SUMMER (COVID ADAPTED PLAN)
Year 11, 12 Resit (GCSE) 4 lessons per week	<ul style="list-style-type: none"> • <i>Students will complete a mini-mock in class to get a baseline</i> • <i>Students will complete End of Topic assessments</i> • <i>Some students will be entered for the November resit if they are ready.</i> 	<ul style="list-style-type: none"> • <i>Students will complete a GCSE mock paper.</i> • <i>Students will complete End of Topic assessments</i> 	<ul style="list-style-type: none"> • <i>Students will complete an assessment based on all topics covered.</i>
Functional Skills		<i>Students will complete a Functional Skills mock paper.</i>	

		<i>Students will have the opportunity to complete June Functional skills past paper in January and June</i>
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- Year 12 students who have already gained a 3 at GCSE are in unique position, as they have 2 chances to gain a grade 4 or better. These students are given the opportunity to re-sit in November and if needed, again in May/June.
- Students who have gained grade 2 or lower tend to sit the GCSE exam in June to benefit from the full year to acquire the knowledge and skills needed to gain an improved grade. We cater for students who opt to stay a further year too, into Year 13.
- Students will complete one piece of homework per week mostly on the topic just taught and this will be set on Maths Watch.

How we measure impact?

Although assessments are the primary means of measuring impact, live-marking and the use of open-ended questions to individual students are vital to ascertaining if both the core and hidden curriculum have made positive impact. Short quiz assessments are used weekly/fortnightly to highlight progress in each topic, understanding key ideas and remedying systematic errors. Students gain confidence and enjoy studying Maths again at HPS6F, so combined with everyone's effort and expertise in 6th Form learning, we look forward with confidence to their exam results this summer.

Science OCR GCSE

Year 11 and 12 students preparing to sit the Combined Science GCSE qualification will study curriculum that has been designed to be completed in one academic year. This course engages students in the study of key scientific topics and gives them the opportunity to develop their practical skills. While we will not be able to deliver the course in its entirety, steps will be taken to consolidate those concepts that were delivered during lockdown. During face-to-face lessons, teachers will revisit some of the concepts taught online to provide students an opportunity to bridge gaps that have been created by the many issues that they may have experienced. Additionally, teachers will offer extra support in the form of intervention sessions, virtually or face-to-face, if possible. Students will be encouraged to access online resources to aid their learning and help them to prepare for their “next- step”.

In sequencing the topics, care has been taken to select areas that are topical in order to gain students interest. This may also help to raise the students’ morale since they may be somewhat deflated about science after having been unsuccessful in the previous sitting of the exam. The Spring 1 topics have been repeated in Spring 2 to allow students the opportunity to learn the concepts that they were delivered during the second lockdown.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Your genes and you Keeping healthy	Keeping healthy Living together-food and ecosystems	Living together-food and ecosystems Using food and controlling growth	Using food and controlling growth	The human body and staying alive	Biodiversity
Air and water Chemical Patterns		Chemicals of the natural environment Material choices	Chemicals of the natural environment	Chemical analysis	Making useful chemicals
Radiation and waves Sustainable energy	Sustainable energy Electric circuits Explaining motion	Explaining motion	Explaining motion Matter	Radioactive materials	Matter – models and explanations

Implementation

The science curriculum is delivered in the following way, with details provided for each year group below:

- Each lesson will highlight a STEM career in order to help students to become more aware of the vast number of areas that they could pursue. This will help them to make a more informed choice when selecting their Post 16 courses.
- The students will spend the first three lesson learning about skills that can be used to improve literacy as well as being exposed to the mathematical skills that are useful to science. Throughout the year, students will be given the opportunity to improve these skills during weekly lesson activities. Opportunities to develop scientific literacy are embedded within the lessons and homework activity in the form of extended writing tasks and the introduction and use of key vocabulary.
- The curriculum will be delivered through weekly lessons that will develop both scientific and conceptual knowledge
- Teachers will ensure that adequate challenge and support are provided to allow students to know more science following each interaction.
- To ensure that students retain the knowledge and skills learnt in previous lessons, teachers use interleaving strategies to revisit and concretize concepts from earlier parts of the curriculum.

Impact

Assessment:

AUTUMN	SPRING	SUMMER
<i>Students will complete Topic assessments</i>	Students will topic assessments	Students will complete topic tests and a final mock exam

We measure the impact of the teaching and learning in the following ways:

- Students sit internal assessments at the end of each topic. The assessment will comprise of questions that have been QA by the exam board. These assessments will be used to track student progress against their baseline score and previous examination grades as well be used to calculate the centre assessed grades. A question level analysis is done following each paper to identify individual's strengths and weaknesses. This information will be used for a wide range of 'next steps', such as primarily high-quality feedback to both the classroom teacher and student alike. In addition, academy report writing, student feedback, informing re-teaching and planning intervention sessions will benefit from this detailed analysis.
- Book scrutiny by the department and academy leadership will monitor how students are making progress over time.

Fine Art GCSE AQA

Intent:

The key stage four curriculum must:

- Develop students understanding of critical sources with scaffolding and support in place to address gaps in prior learning. This will be supported with a virtual trip to the Horniman museum and the Tate Modern.
- To enable students with the skills to explore ideas and experiment with different media, with scaffolding in place to support students with gaps in learning and scope for growth for more able students.
- To equip students with the skills to record ideas, observations and insights. To be flexible in approach when teaching drawing recognising that students may have gaps in learning effecting confidence.
- To guide students through presenting a personal response that realises their intentions and demonstrates an understanding of visual language.
- Year 12 Resit students may have coursework from year 11 that may be entered as coursework.
- Students will complete a portfolio of coursework to be assessed. The portfolio will consist of two units. There is no external Exam unit this year for this exam.

Natural Forms Coursework Unit 1		Coursework Unit 2 Portraiture		External Exam / coursework completion	
AUT1	AUT2	SPRING1	SPRING2	SUMMER 1	SUMMER 2
<p>Coursework Portfolio</p> <p>The first term will focus on A03 recording ideas, observations and insights, connected to the subject matter Natural Forms Photographing and recording observations in various media, pencil, pen, chalk. This will lead into A01 where students will explore a contextual understanding and explore artists related to the theme. Generating ideas and inspiration</p>	<p>Coursework Portfolio</p> <p>Using the work form Autumn 1 students will focus on A02. Exploring ideas, selecting, experimenting with different media and processes. This will result in completion of A04 in December and creating an outcome.</p>	<p>Coursework Portfolio</p> <p>This term will focus on A03 recording ideas, observations and insights, connected to the subject matter Portraiture. Photographing and recording observations in various media, pencil, pen, chalk. This will lead into A01 where students will explore a contextual understanding and explore artists related to the theme. Generating ideas and inspiration.</p>	<p>Coursework Portfolio</p> <p>Using the work form Spring 1 students will focus on A02. Exploring ideas, selecting, experimenting with different media and processes. This will result in completion of A04 outcome at the end of April.</p>	<p>Completion of course and assessment starts</p> <p>Taster sessions of the Level 3 CTEC course the Upcycling unit.</p> <p>The skills taught include:</p> <ul style="list-style-type: none"> • Idea development • Research • Basic textile construction techniques 	<p>Completion of course and assessment starts</p> <p>Taster sessions of the Level 3 CTEC course the Photography unit.</p> <p>The skills taught include:</p> <ul style="list-style-type: none"> • Idea development • Research • Basic photography techniques

Overview of purpose:

To equip students with the skills and knowledge to complete the GCSE AQA Fine Art exam to the best of their ability. Supporting students with trips to bridge the gap in cultural capital and support assessment criteria. (Due to Covid 19 virtual trips will be conducted.) Providing the resources needed such as laptops, access to printers, where needed, use of school camera, art equipment. Building confidence and encouraging independent learning and thinking in a creative environment. Stretching more able students and maximising their role as aspirational models of behaviour and effort. Raising the profile of art through exhibition around the school, external events, such as the Harris Federation Art Show and within the classroom environment, this in turn will motivate and inspire students to progress and be proud of their achievements.

To compensate for no physical trips, students will be shown how to access the Tate Modern Online, navigate the site and take advantage of all online virtual events developed by the arts. This is something that can be done in teaching time, leading and demonstrating where and how to find these events.

Implementation:

- Providing a clear route and framework for students to complete the assessment criteria to the best of their ability.
- As the course develops, fostering a growth mindset, encouraging students to think creatively and take risks within a secure framework. Exploring new techniques to find strengths. Encouraging independent learning
- In each lesson there should be sufficient support and challenge to ensure all students make good and outstanding progress.
- In student's books there should be clear evidence of progress over time demonstrated through student work, marking and feedback. This will be tracked using photographic documentation of students work, which has proven to be an effective and have a positive impact on value and reflection in students work.
- Developing a responsible and mature attitude towards learning that some may need support with, considering the nature of our students. .
- This will be developed by positive role modelling and clear expectations of behaviour and attitudes in the art room.
- In the Autumn virtual visit to Horniman to support research for Natural forms unit. A03 To record observations and insights.
- In the Spring term virtual visit to the Tate Modern to support Contextual Art and Assessment A01 To develop ideas through investigations, demonstrating a critical understanding of sources.

Impact:

Assessment:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Written feedback with additional level in line with 1-9 GCSE	Written feedback with additional level in line with 1-9 GCSE	Written feedback with additional level in line with 1-9 GCSE (Predicted grades)	Written feedback with additional level in line with 1-9 GCSE	Moderation of GCSE marking	Understanding and application of skills and techniques delivered.

How else will we measure impact?

- 1) At the start of the Autumn term there will be a two- week induction period, during this time a small aspect of each of the assessment objectives will be observed. A01/ A02/A03/A04. This will be a mind map and mood board. This will incorporate, development of ideas, refining selecting and experimenting, recording and presenting a response. This work will become part of their coursework unit, but verbal and written feedback and assessment will be quickly given and documented to inform teaching and learning of the students in the group.
- 2) Using the evidence gained in the first term a review of progress made over time can be reviewed verbally and written in books at the end of each ½ Term.
- 3) Reviews and updates can be made as the terms develop. Certain students will make great progress and will no longer need the scaffolding in place earlier on. Removing it when the student has developed in order to encourage and develop independent learning and stretching each learner to their full potential. Other students will need long term scaffolding and support in order to access the curriculum.

Citizenship

Intent:

- Challenge students' ideas and perspectives whilst building knowledge and critical thinking skills to build students' confidence and ability.
- Inform knowledge and understanding of the relationships between the different citizenship aspects studied, using the concepts to make connections, identify and compare similarities and differences in a range of situations from local to global.
- Gain the ability to form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions about citizenship issues.
- Understand the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions.
- Develop students' literacy skills with a focus on vocabulary, to bridge gaps in students' ability to write and read fluently when creating and communicating their own arguments, explaining hypotheses, ideas and different viewpoints and perspectives.
- Plan practical citizenship actions aimed at delivering a benefit or change for others in society whilst critically evaluating their effectiveness increasing progress towards the intended aims and impact for the individuals, groups and communities affected.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
AQA Paper 2 Section A: Life in modern Britain Key objectives: an understanding of the make-up and dynamics of contemporary Society; what it means to be British; the role of the media and the UK's role on the world stage.	AQA Paper 2 Section B: Rights and responsibilities Key objectives: an understanding of the nature of laws, rights and Responsibilities; the relationship with international law treaties and agreements by which the UK abides.	AQA Paper 1 Section B: Politics and participation Key objectives: an understanding of political processes how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society.	AQA Paper 1 Section A: Active Citizenship Key objectives: to explore how citizens can make a difference through an investigation into a citizenship issue of their own choice with research, action and reflection.	Revision of both papers Key objectives: Preparation for assessments.	Using citizenship for next steps.

Key Concepts: Citizen British Values Identity National International Multiculturalism Migration Democratic Regulation Media United Nations European Union Commonwealth WTO NGO	Key Concepts: Equality Rights and freedoms Legal system Discrimination Justice system Civil and criminal law Human Rights Act Legislation Common Law Criminality Humanitarian Tribunal Magistrate Rehabilitate Punishment	Key Concepts: Representative Democracy British Constitution Government Cabinet Opposition Political party Monarch Judiciary Councillor Regional Election MPs Police House of Lords	Key Concepts: Advocacy Injustice Community Election Campaign Petition Demonstration Volunteering Lobbying Pressure group Charity Public servant Trade union Policy Hypothesis	Key Concepts: Revision of all vocabulary	N/A
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GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens.

Students gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society.

They will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.

Implementation:

- Lessons will have an exam focus with students learning knowledge and skills required for their GCSE exams.
- Each lesson should follow a basic structure: consolidation, building of knowledge, application, reflection.
- In each lesson there should be enough support and challenge to ensure all students make good and outstanding progress.
- In student's books there should be clear evidence of progress over time demonstrated through student work, marking and feedback.
- Vocabulary will be taught explicitly with a minimum of three key terms taught a week. Words should be relevant to the learning and the teaching of vocabulary should be embedded in the LTPS/STPS.

Impact:
Assessment:

- Each half term students will do a classroom assessment based on the topics they have studied. These assessments will always use the same wording as the GCSE exam paper to ensure students become familiar with the style of question they will be asked. This will be used to identify and address any gaps in knowledge. Feedback will be given to students on their learning and progress.
- Each term students will do a mock exam based on the topics studied. Assessments will always use the same wording as the GCSE exam paper to ensure students become familiar with the style of question they will be asked. This data will be input into BROMCOM and measured against baseline testing.

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
AQA Paper 2 Section A: Life in modern Britain		AQA Paper 2 Section A: <i>and</i> Paper 2 Section B: Rights and responsibilities		Paper 1 Section A: Active Citizenship		No assessments due to school closures.		FULL SET OF Teacher assessments		N/A	

Although assessments are the primary way we can measure impact as a department we would also like to aim for all students sitting exams to have read beyond the specification. We aim to inspire further reading and engagement within their own community whether through the media or attending local events. Each term there will be a focus on a set vocabulary list. We aim for all students to go on at least one trip or have visiting speakers come to the school to broaden their cultural capital, increase their community engagement and become active, involved citizens.

Business - Enterprise and Marketing

Level 1 /2 Cambridge National

Intent:

The curriculum must:

- Challenge students' ideas and perspectives build knowledge and critical thinking skills in order to build students' confidence and ability;
- Foster an engagement and enjoyment for business concepts and terminology;
- Expose students to a range of diverse business topics that explore different strategies used in the business world;
- Develop and cultivate central skills for future Business study at level 2 and working towards completion of the Cambridge National in Enterprise & Marketing;
- To develop student's appreciation and interest in the field of Business;
- To develop confidence, independence and resilience.

R065	R064 & R066	R066
AUT1 & 2	SPRING1&2	SUM1&2
<p>R064 (Level 1/2): Enterprise & Marketing Concepts</p> <p>Key Objectives: Main activities that support a start-up business</p> <p>Reading: Enterprise & Marketing Course handbook Writing: To complete exam questions</p> <p>-----</p> <p>R065 (Level 1/2): Design a business proposal</p> <p>Key objectives: Identify a customer profile segment, conduct market research and analysis</p> <p>Reading: Enterprise & Marketing Course handbook Writing: To complete R065 coursework unit.</p>	<p>R065 (Level 1/2): Design a business proposal</p> <p>Key objectives: Identify a customer profile segment, conduct market research and analysis. Create a product and estimate the break-even.</p> <p>Reading: Enterprise & Marketing Course handbook Writing: To complete R065 coursework unit.</p> <p>-----</p> <p>R066 (Level 1/2): Market & pitch a business proposal</p> <p>Key Objectives: Develop a tender proposal and identify the brand identity. Recommend a pricing strategy and promotional plan. Produce a final design for the business challenge.</p> <p>Reading: Enterprise & Marketing Course handbook Writing: To complete R066 coursework unit.</p> <p>-----</p> <p>R064 (Level 1/2): Enterprise & Marketing Concepts</p> <p>Key Objectives: Main activities that support a start-up business Reading: Enterprise & Marketing Course handbook Writing: To complete exam questions</p>	<p>R064 (Level 1/2): Enterprise & Marketing Concepts</p> <p>Key Objectives: Main activities that support a start-up business</p> <p>Reading: Enterprise & Marketing Course handbook Writing: To complete exam questions</p> <p>-----</p> <p>Students will have the opportunity to complete courses in AQA finance following the completion of the Cambridge National course.</p>

Implementation

How will this be implemented?

The scheme of work is designed with progression in mind. The plan allows students to achieve a Level 1 or Level 2 pass and develops knowledge for the exam unit. R064 Exam unit will take place in January and May.

Implementation aims:

- To scaffold topic delivery in a way that fosters development of skills
- To provide clear, valuable and timely assessment opportunities
- To allow for flexibility of delivery and assessment
- To keep to a set timetable delivery which supports training, sharing of resources, support, assessment and moderation.

Impact

Judging the Impact

We use the following measures to judge the impact

- Achievement – internal assessments at level 1 & 2. Work is internally and externally moderated.
- Destinations – Progression to Level 2 vocational programme, level 2 apprenticeship/traineeship, employment or Level 3 study programme.
- Reporting and feedback – feedback is provided in a timely way and students are supported to achieve a minimum of the Level 1 pass. There is a strong focus on the exam-based unit to support achievement outcomes.

Health & Social Care

Level 1 /2 Cambridge National

Intent

The key stage 4 curriculum will:

- Develop research skills and consider the relevance of the information sourced by considering the following questions: is the information relevant? Is the information produced by a reputable source? Can it be validated?
- Develop students' literacy skills and vocabulary to enable them to produce evidence in a range of styles: reports; presentations; posters; leaflets; handouts or factsheets.
- Develop theoretical knowledge and understanding about health and social care issues this includes legislation, values of care and softer skills such as communication skills to ensure individuals have the right to independence and dignity.
- Apply examples based on experience, observations and class discussions
- Keep up to date with the knowledge of current health and social care practice by: reading news articles; Nursing Times and Department of Health reports; analysing health data produced by the office of National Statistics.

Term 1	Term 2	Term 2/3
<p>Unit R021 Essential values of care for use with individuals in care settings.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> • LO1 Understand how to support individuals to maintain their rights. • LO2 Importance of care vales and their application. • LO3 Understand how legislation impacts on care settings. • LO4 Understand how personal hygiene, safety and security measures protect individuals. <p>Unit R022 Communicating and working with individuals in health and social care and early years settings.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> • LO1 Understand how to communicate effectively. • LO2 Understand the personal qualities that contribute to care. • LO3 Be able to communicate effectively in a health and social care setting. 	<p>Unit R025 Understanding life stages</p> <p><u>Key Objectives</u></p> <p>LO1 Understand the stages of development from young people to adulthood. LO2 Understand the ageing process in older adulthood. LO3 Know which medical conditions may affect progress through the life stages. LO4 Be able to create support plans</p> <p>Unit R023 Understanding body systems and disorders</p> <p><u>Key Objectives</u></p> <p>LO1 Know how body systems work. LO2 Understand disorders that affect body systems. LO3 Be able to interpret data obtained from measuring body rates with reference to functioning of healthy body systems</p>	<p>Unit R023 / Unit R025</p> <p>Complete controlled assessment tasks</p>

How will this be implemented?

Units R021 and R022 are delivered because these are the mandatory units, there is a strong interdependence between the units, this will ensure that the key knowledge, skills and understanding are taught in term 1 and can be applied to the option units R023 and R025. The option units require application of knowledge about how body malfunctions impact a person's health and well being.

The Cambridge National Level 1 and 2 assesses the application of Health and social care knowledge through development of their practical use. This will be achieved by studying the theory, case studies and looking at current health and social care practice. Students require an understanding of the roles of specific practitioners in health and social care settings. They need to use relevant examples from named settings and discuss these in depth to demonstrate application of knowledge.

The scheme of work is designed with progression in mind. The plan allows students to achieve a Level 1 or Level 2 pass and develops knowledge for the exam unit. R021 Exam unit will take place in January and May.

Implementation aims:

- To scaffold topic delivery in a way that fosters development of skills
- To provide clear, valuable and timely assessment opportunities
- To allow for flexibility of delivery and assessment

Impact

Judging the Impact

We use the following measures to judge the impact

- Achievement –internal assessments at level 1 & 2. Work is internally and externally moderated.
- Destinations – Progression to Level 2 vocational programme, level 2 apprenticeship/traineeship, employment or Level 3 study programme.
- Reporting and feedback – feedback is provided in a timely way and students are supported to achieve a minimum of the Level 1 pass. Students are provided with revision materials to support the completion of the examined units.

Media

Level 1 /2 Cambridge National

Intent

The key stage 4 curriculum will:

- These qualifications will assess the application of creative media skills through their practical use. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The qualifications will encourage independence, creativity and awareness of the digital media sector.
- The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.
- The qualification design, including the range of units available, will allow learners the freedom to explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

Term 1	Term 2	Term 3
<p>Unit R081 <u>Pre-Production Skills</u></p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> • Learning Outcome 1: Understand the purpose and content of pre-production • Learning Outcome 2: Be able to plan pre-production • Learning Outcome 3: Be able to produce pre-production documents • Learning Outcome 4: Be able to review pre-production documents <p>Unit R082 <u>Creating Digital Graphics</u></p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> • Learning Outcome 1: Understand the purpose and properties of digital graphics • Learning Outcome 2: Be able to plan the creation of a digital graphic • Learning Outcome 3: Be able to create a digital graphic • Learning Outcome 4: Be able to review a digital graphic <p>Unit R081 Revision Exam January 2021</p>	<p>Unit R084 Storytelling with a Comic Strip</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> • Learning Outcome 1: Understand comic strips and their creation • Learning Outcome 2: Be able to plan a multipage comic strip • Learning Outcome 3: Be able to produce a multipage comic strip • Learning Outcome 4: Be able to review a multipage comic strip 	<p>Unit R086 <u>Creating a Digital Animation</u></p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> • Learning Outcome 1: Understand the purposes and features of animation • Learning Outcome 2: Be able to plan a digital animation • Learning Outcome 3: Be able to create a digital animation • Learning Outcome 4: Be able to review a digital animation

How will this be implemented?

Units R081 and R022 are delivered first because they are the mandatory units. It is strongly recommended to complete the learning for R081 before completing the controlled assessments of units R082, R084 and R086. This will ensure that the key knowledge, skills and understanding are delivered in term 1 which can be applied to the optional units

The optional unit R084 builds on units R081 and R082 and learners will be able to apply the skills, knowledge, and understanding gained in those units.

Comic strips are as popular today as they have ever been in their history. They have evolved from their origins in the early part of the 20th century from simple story strips to become whole genres of interest which span the world. This unit will enable learners to understand the basics of comic strip creation. It will enable them to interpret a client brief, use planning and preparation techniques and to create their own comic strip using digital techniques.

On completion of this unit, learners will be able to explore different genres of comic strip and how they are created, plan and create a comic strip to specific requirements, and review the final comic against a specific brief

The optional unit R086 also builds on units R081 and R082 and learners will be able to apply the skills, knowledge and understanding gained in those units. Digital animation is used in a wide range of applications in the creative and digital media sector. It can enhance applications and be used to entertain and inform the viewer. This unit enables learners to understand the basics of digital animation for the creative and digital media sector. Learners will be able to plan a digital animation to a client brief, use animation software to create the animation and be able to store, export and review the final product.

On completion of this unit, learners will understand different types of digital animation techniques, know where they are used, be able to plan and create a digital animation and test and review a completed animation against a specific brief.

Implementation aims:

- To scaffold topic delivery in a way that fosters development of skills
- To provide clear, valuable and timely assessment opportunities
- To allow for flexibility of delivery and assessment

Impact

Judging the Impact

We use the following measures to judge the impact

- Achievement –internal assessments, external examinations and moderation outcomes. This is tracked in terms of achievement and progress
- Next steps – Progression to level 2 apprenticeship/traineeship, employment or Level 3 study programme.
- Recruitment and retention – the number of students who we enrol, remain on the course for its duration and are assessed at the end.
- Reporting and feedback – feedback is provided in a timely way and students are supported to achieve a minimum of the Award which is 60GLH. Students are provided with revision materials and booklets to support the completion of the examined units.

Sport studies

Level 1 /2 Cambridge National

Intent

The key stage 4 curriculum will:

- Develop a range of skills through involvement in sport and physical activity in different contexts and roles.
- Develop their ability to apply theoretical knowledge to practical situations.
- Gain a better understanding of the complexity of different areas of sport and the sports industry.
- Increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.

Term 1	Term 2	Term 2/3
<p>Unit R051 <u>Contemporary issues in sport.</u></p> <p>Key Objectives</p> <ul style="list-style-type: none"> • LO1 Understand the issues which affect participation in sport. • LO2 Know about the role of sport in promoting values. • LO3 Understand the importance of hosting major sporting events • LO4 Know about the role of national governing bodies in sport <p>Unit R052 <u>Developing sports skills.</u></p> <p>Key Objectives</p> <ul style="list-style-type: none"> • LO1 Be able to use skills, techniques and tactics/strategies/ compositional ideas as an individual performer in a sporting activity. • LO2 Be able to use skills, techniques and tactics/strategies/ compositional ideas as a team performer in sporting activity. • LO3 Be able to officiate in a sporting activity. • LO4 Be able to apply practice methods to support improvement in a sporting activity. 	<p>Unit R053 <u>Sports leadership.</u></p> <p>Key Objectives</p> <ul style="list-style-type: none"> • LO1 Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership. • LO2 Be able to plan sports activity sessions. • LO3 Be able to deliver sports activity session. • LO4 Be able to evaluate own performance in delivering a sports activity session. <p>Unit R054 <u>Sport and the media.</u></p> <p>Key Objectives</p> <ul style="list-style-type: none"> • LO1 Know how sport is covered across the media. • LO2 Understand positive effects that the media can have on sport. • LO3 Understand negative effects that the media can have on sport. • LO4 Understand the relationship between sport and the media. • LO5 Be able to evaluate media coverage of sport. 	<p>Unit R053 / Unit R054</p> <p>Complete controlled assessment tasks</p>

How will this be implemented?

Units R051 and R052 are delivered first because they are the mandatory units. It is strongly recommended to complete the learning for R051 before completing the controlled assessments of units R052, R053 and R054. This will ensure that the key knowledge, skills and understanding are delivered in term 1 which can be applied to the optional units R053 and R054.

The optional unit R053 require application of knowledge, understanding and practical skills required to be an effective sport leader and plan, deliver and review safe and effective sporting activity sessions themselves. They will be encouraged to consider and evaluate their delivery and, by doing so, develop their ability to communicate with an audience verbally and through practical demonstration, and adapt to developing situations and the different needs and abilities of those they are leading.

The optional unit R054 require application knowledge and understanding of the relationship between sport and the media as well as their ability to evaluate and interpret the different ways in which sports items may be represented by the media. The skills developed would be relevant in a range of careers and roles within the sports industry, such as sports reporting/broadcasting, sports analysis or research and Public Relations or media work within a sports organisation.

The Cambridge National Level 1 / 2 assesses the application of Sport Studies through the development of knowledge and understanding in theory and practical issues. This will be achieved by studying the theory of contemporary issues in sport, demonstrating sport leadership qualities with skills and tactics. Students require an understanding of the rules and regulations of both individual & team sports as well as skills, techniques and the use of tactics/strategies compositional ideas in physical education. They need to identify relevant examples from (NGB) and valid settings and describe these in depth to demonstrate application of knowledge.

The scheme of work is designed with progression in mind. The plan allows students to achieve a Level 1 or Level 2 pass and develops knowledge for the exam unit. R051 Exam unit will take place in January and May.

Implementation aims:

- To scaffold topic delivery in a way that fosters development of skills
- To provide clear, valuable and timely assessment opportunities
- To allow for flexibility of delivery and assessment

Impact

Judging the Impact

We use the following measures to judge the impact

- Achievement –internal assessments at level 1 Pass Merit or Distinction & Level 2 Pass Merit or Distinction. Unit R051 is the exam unit, externally marked. Units R052, R053 & R054 are internally and externally moderated.
- Next steps – Progression to Level 2 vocational programme, level 2 apprenticeship/traineeship, employment or Level 3 study programme.
- Reporting and feedback – feedback is provided in a timely way and students are supported to achieve a minimum of the Level 1 pass. Students are provided with revision materials to support the completion of the examined units.

Skills for work and life

Intent

The Skills for Work Programme at Harris Professional Skills with Aspire Academy largely follows The Prince's Trust programme which has been designed to support student's development of soft and transferrable skills and their ability to engage with education.

Nationally, a third of school leavers still do not achieve 5 good passes at GCSE and a lack of employability skills in young people leaving education continues to be of concern. Many young people in alternative provision have become disengaged with education and with their aspirations for future employment. They lack confidence in themselves and in the ability of those in the outside world to provide opportunities for them to succeed. Our expectation is that the Achieve programme will have a positive impact on supporting students to overcome the barriers to learning and achievement.

Living Healthy and Happy Lives	
AUTUMN 11	AUTUMN 2
PRINCE'S TRUST ACHIEVE PROGRAMME PERSONAL, SOCIAL DEVELOPMENT: Interpersonal and self-management skills Teamwork	PRINCE'S TRUST ACHIEVE PROGRAMME SKILLS FOR SKILL: Planning for Personal Development
Assessment: PRINCE'S TRUST ACCREDITATION	Assessment: PRINCE'S TRUST ACCREDITATION

Living Healthy and Happy Lives	
SPRING 1	SPRING 2
PRINCE'S TRUST ACHIEVE PROGRAMME LIFE SKILLS Managing Money Digital Skills	PRINCE'S TRUST ACHIEVE PROGRAMME ENTERPRISE PROJECTS AND PREPARATION FOR WORK: Enterprise Project Presentation Skills
Assessment: PRINCE'S TRUST ACCREDITATION	Assessment: PRINCE'S TRUST ACCREDITATION

Living Healthy and Happy Lives	
SUMMER 1	SUMMER 2
PRINCE'S TRUST ACHIEVE PROGRAMME ACTIVE CITIZENSHIP: Community Project	
Assessment: PRINCE'S TRUST ACCREDITATION	

Implementation

Skills for Work and Life will be delivered through a scheme of work covering the Achieve programme developed by the Prince's Trust. Please refer to the schemes of work.

Furthermore, the Achieve programme offers further opportunities to engage with partner organisations and engage in extracurricular projects and opportunities that will give students access to employers, mentors and careers advice.

The topics covered in the Autumn Term are essential for good self-management while at school and when they move on to college, apprenticeships and in the future, university and the workplace. In the Spring Term, we will cover Money Management Skills as the majority of students in the previous year requested this in the survey. They are concerned about their ability to manage their finances in adult life. In addition, they will look at Digital Skills, in order to develop their awareness of the need for digital literacy in the workplace and how to keep safe online. They will also carry out both the Enterprise Project and Community Projects before the exam season commences, in the Summer term. Both projects will allow students to put into practice the communication and interpersonal skills they have practised both as individuals and as part of a team.

Impact

Student folders will be assessed for the PDE qualification as the Achieve programme gives students the opportunity to achieve an entry level 3, level 1 and level 2 qualification which is recognised by Ofsted.

Following the first term of delivery students will be given the opportunity reflect on and review on what they learned at the beginning of the year. This will be repeated at two further points during the year and the data collected used to assess the progress students feel that they have made. They will also complete outcome surveys at these times.

Education data will be collected at these points (attendance, behaviour points, engagement in lessons) to see if there has been any improvement in these key indicators since the beginning of the year.

Updated 5th May 2021