

PE Department Curriculum Map 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rashford/ Williamson KS3	Invasion Students are taught the foundations of the activities within this area Football, Basketball and Hockey	Fitness Students will understand the basic components of physical fitness that contribute to successful performance. Calisthenics, Aerobic Training, and Endurance training	Clip and Climb Students will attempt to demonstrate correct climbing techniques including foot placement and handholds, understand safety procedures, confidently use harnesses and belay systems, and successfully complete at least one full climbing route on the indoor wall.	Net and Wall Students will understand the basic rules within table tennis, volleyball and badminton. Students will understand how to serve and have two or more shots that they can use during a rally. Table Tennis, Volleyball and Badminton	Striking and Fielding Students will have a good understanding of rounder's, softball and cricket. They will know a range of throwing and catching techniques and know the rules for each sport. Rounders, Softball and Cricket	Athletics Students will have a good knowledge of all activities categorised as athletics. They will perform a range of throws, jumps and running events, with a basic knowledge of technique. Sprinting, Throwing and Jumping
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Watson/A ttenborough KS3	Fitness Students will apply the basic components of physical fitness that contribute to successful performance. Students will remember the benefits of exercise and will also remember the short-term effects of exercise.	Invasion Students are taught the application of skills in competitive situations within this area. Students will apply the rules and regulations within each activity. Students will be able to analyse skills used reviewing scenarios	Clip and Climb Students will demonstrate correct climbing techniques including foot placement and handholds, understand safety procedures, confidently use harnesses and belay systems, and successfully complete at least one full climbing route on the indoor wall.	Striking and Fielding Students will have an ability to differentiate tactics within rounder's, softball and cricket, making decisions of who to position in key areas of the field. They will perform competently a range of throwing and catching techniques and know	Net and Wall Students will apply the rules within table tennis, volleyball and badminton. They will understand how to serve and have a range of shots that they can use during a rally. Students will develop leadership skills through officiating and apply the rules within the role of an official. They will reflect on their application of the rules and be able to reflect	Athletics Students will have the ability to demonstrate all activities categorised as athletics. They will perform a range of throws, jumps and running events, with a sound application of technique. Students will manage themselves and others within all athletics

		within game-based situations.		and apply the rules for each sport.	on the impact they had within a game.	activities, they will keep times and apply the rules to varying events. Students will give feedback to peers aiding progression.
Year 10 – Mandela GCSE Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Invasion Students will analyse the rules and regulations and review the appropriateness of their own decision within each activity. Students will demonstrate the core value of teamwork in each activity. When reviewing performance students will need to work together to aid development. Students will be able to evaluate skills used reviewing scenarios within game-based situations discussing the	Fitness Students will analyse the basic components of physical fitness that contribute to successful performance. They will also improve their own components of fitness. Students will create a training plan to develop others performance based on a sport of their choice. Students will improve their own level of fitness specifically core strength and flexibility. This will then be applied to developing routines and improve technique and	Gymnastics Students will understand a range of fundamental skills to develop a basic performance in gymnastics. Students will develop the knowledge of techniques for the forward roll, cartwheel and a range of static balances. This will enable students to start the creation of basic routines. Students will be working in groups of students where they will collaborate to create routines and spot each other's technique, teamwork is an essential core value within this activity area.	Net and Wall Students will evaluate peer's performance in table tennis, badminton and volleyball, they will feedback to improve performance and then students will act upon feedback. Students will officiate a competitive game applying rules and regulations, they will also lead a skill-based development session where they will direct students identifying areas to improve upon. Students will be able to demonstrate the core	Striking and Fielding Students will have an ability to analyse the effectiveness of tactics applied within rounders', softball and cricket, making alternations of who to place in key areas of the field. They will perform a range of throwing and catching techniques and know and apply the rules for each sport and can officiate a game with confidence and control. Students will be able to lead a conditioned practice to their peers, analysing the impact players have on the team's performance, they will be able to use a range of communication strategies	Athletics Students will manage themselves and others within all athletics activities, they will keep times. Students will lead sessions to develop techniques in isolated practices focusing on areas in need of improvement. Students will demonstrate the core value of discipline, when students face adversity for example 1500m race, students will

	<p>impact the skills used have had on the outcomes within the games.</p> <p>Students will demonstrate the core value of teamwork in each activity. When reviewing performance students will need to work together to aid development.</p>	<p>finesse within the final routine.</p>	<p>Students will be working in groups of students where they will collaborate to create routines and spot each other's technique, teamwork is an essential core value within this activity area. Safety to an extent is in the hands of each other and they rely on their peers to support them in specific positions when performing.</p>	<p>value of discipline within this section as they will be focusing heavily on leadership.</p>	<p>which impact a game positively.</p> <p>They will also reflect on their delivery methods and make recommendations for future sessions.</p>	<p>demonstrate enough discipline and resilience to persevere and continue to apply the tactics from the beginning of the race.</p> <p>Students will be able to analyse the physical benefits of each athletics discipline and will be able to compare individual's attributes and recommend an activity that may suit the performer.</p>
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Y11 - Eilish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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GCSE Year 2						
	Fitness	Invasion	Gymnastics	Striking and Fielding	Net and Wall	Athletics
	<p>Students will evaluate the basic components of physical fitness that contribute to successful performance. They will implement these into their training sessions and choose the most appropriate exercise for each.</p> <p>Students will evaluate their training plan to develop their own performance based on a sport of their choice.</p> <p>Students will evaluate how they have benefited their own fitness levels through a range of exercises and will now recommend ways to develop their own performance</p>	<p>Students are taught how to respond to self and peer evaluation and create new ideas and methods of training to develop in competitive situations within this area.</p> <p>Students will be able to create new drills/ ways to develop their skills identified as in need of improvement. Students will demonstrate the core value of Sportsmanship in each activity.</p>	<p>Students will improve their own level of fitness specifically core strength and flexibility. This will then be evaluated to developing routines and improve technique and finesse within the final routine.</p> <p>Students will reflect on their own fitness and decide what they need to improve upon to become a better gymnast. Students will need to respect their peers here as their safety to an extent is in the hands of each other and they rely on their peers to support them in specific positions when performing.</p>	<p>Students will be able to lead a competitive practice to their peers, evaluating the impact players have on the team's performance.</p> <p>Students will develop the core value of enjoyment within this activity area by drawing on previously learnt skills and creating new plays to impact performance to a competitive yet enjoyable activity area.</p> <p>Students will evaluate what components of fitness suit specific positions within each sport.</p>	<p>Students will officiate a competitive game. They will consistently allow the game to flow demonstrating a broad knowledge of rules but also have the ability to evaluate the situation and quickly process rules and regulations to make an informed and accurate decision, they will also lead a skill and tactical based development session where they will direct students identifying areas to improve upon.</p> <p>They will then create a development plan for improvement focusing of the components of fitness and skill attribution within each of the allocated sports.</p>	<p>Students will have the ability to apply learnt skills to increase their performance across a range of athletics activities. They will perform a range of throws, jumps and running events, with an excellent application of technique.</p> <p>Students will have the ability to self-develop, through video and peer analysis, they will then perform a skills audit to recommend</p>

					<p>Students will be able to demonstrate the core value of discipline within this section as they will be focusing heavily on leadership.</p>	<p>areas to improve upon.</p> <p>Students will lead session to younger students and apply knowledge they have learnt in turn they will develop a range of leadership attributes. Student will demonstrate the core value of discipline, teamwork and respect.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Mandela/ Eilish BTEC 1st Level 2 Functional Skills L1/2 Entry Level 3	Invasion	Fitness	Coaching Skills in Sports	Coaching Skills in Sports	Striking and Fielding	Athletics
	<p>Students are taught how to respond to self and peer evaluation and create new ideas and methods of training to develop in competitive situations within this area.</p> <p>Students will create new ways to apply rules and review their previous performances to ensure the game flows more freely.</p> <p>Students will be able to Create new drills/ ways to develop their skills identified as in need of improvement.</p> <p>Students will demonstrate the core value of Sportsmanship in each activity. When competing and attempting to improve students will understanding the importance of displays a high-level etiquette.</p>	<p>Students will evaluate the basic components of physical fitness that contribute to successful performance. They will implement these into their training sessions and choose the most appropriate exercise for each.</p> <p>Students will evaluate their training plan to develop their own performance based on a sport of their choice.</p> <p>Students will evaluate how they have benefited their own fitness levels through a range of exercises and will now recommend ways to develop their own performance.</p>	<p>Students to plan sports activity sessions. Students to deliver a sports activity session, and students to evaluate own performance in delivering a sports activity session.</p> <p>Students to know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.</p> <p>Students will be able to create a development plan that will focus on physical components of fitness and skill related components of fitness to direct improvement across 3 disciplines of the students' choice.</p>	<p>Students will be able to lead a competitive practice to their peers, evaluating the impact players have on the team's performance, they will be able to use a range of attributes to impact a game's outcome focusing on strategy.</p> <p>Students will have a range of skills developed and the approach to the application of skills is becoming autonomous, students will develop the core value of enjoyment within this activity area by drawing on previously learnt skills and creating new plays to impact performance to a competitive yet enjoyable activity area. Students will evaluate what components of fitness suit specific positions within each sport.</p>	<p>Students will have an ability to create new tactics and discuss the effectiveness of tactics applied within rounders', softball and cricket, they will be able to perform serial skills autonomously and will impact a game positively.</p> <p>Students will be able to lead a conditioned practice to their peers, analysing the impact players have on the team's performance, they will be able to use a range of communication strategies which impact a game positively.</p> <p>Students will be able to lead a competitive practice to their peers, evaluating the impact players have on the team's performance, they will be able to use a range of attributes to impact a game's outcome focusing on strategy.</p>	<p>Students will have the ability to apply learnt skills to increase their performance across a range of athletics activities. They will perform a range of throws, jumps and running events, with an excellent application of technique.</p> <p>Students will have the ability to self-develop, through video and peer analysis, they will then perform a skills audit to recommend areas to improve upon.</p> <p>Students will lead session to younger students and apply knowledge they have learnt in turn they will develop a range of leadership attributes.</p>

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
MANDELA AND KHALO	<p>Life in Modern Britain</p> <p>3.2.1 What are the principles and values that underpin British society?</p> <p>3.2.2 What do we mean by identity?</p>	<p>Life in Modern Britain</p> <p>3.2.3 What is the role of the media and the free press?</p> <p>3.2.4 What is the UK's role in key international organisations?</p> <p>3.2.5 How can citizens make their voice heard and make a difference in society?</p>	<p>Rights and Responsibilities</p> <p>3.2.6 Citizenship skills, processes and methods</p> <p>3.3.1 What laws does a society require and why?</p> <p>3.3.2 What are a citizen's rights and responsibilities within the legal</p>	<p>Rights and Responsibilities</p> <p>3.3.3 How has the law developed over time, and how does the law protect the citizen and deal with criminals?</p> <p>3.3.4 What are the universal human rights and how do we protect Them?</p>	<p>Rights and Responsibilities/</p> <p>Active Citizenship Project</p> <p>3.3.5 How do citizens play a part to bring about change in the legal system?</p> <p>3.5.2 The investigation: taking citizenship action:</p> <p>3.5.2 The investigation: taking citizenship action:</p> <p>Stage 1: Deciding the question or issue</p> <p>Stage 2: Carrying out the initial research</p>	<p>Active Citizenship Project</p> <p>3.5.2 The investigation: taking citizenship action:</p> <p>Stage 3: Planning the action</p> <p>Stage 4: Taking the action</p> <p>Stage 5: Assessing the impact of the action</p> <p>Stage 6: Evaluating the whole process</p>

	PAPER 2: SECTION A [AQA]	PAPER 2: SECTION A [AQA]	PAPER 2: SECTION B [AQA]	PAPER 2: SECTION B [AQA]	PAPER 2: SECTION B [AQA]/ PAPER 1: SECTION A [AQA]	PAPER 1: SECTION A [AQA]
EILISH	<p>Active Citizenship Project</p> <p>3.5.2 The investigation: taking citizenship action:</p> <p>Stage 1: Deciding the question or issue</p> <p>Stage 2: Carrying out the initial research</p> <p>3.5.2 The investigation: taking citizenship action:</p> <p>Stage 3: Planning the action</p> <p>Stage 4: Taking the action</p> <p>Stage 5: Assessing the impact of the action</p> <p>Stage 6: Evaluating the whole</p>	<p>Politics and Participation</p> <p>3.4.1 Where does political power reside in the UK and how is it Controlled?</p> <p>3.4.2 What are the powers of local and devolved government and how can citizens participate?</p>	<p>Politics and Participation</p> <p>3.4.3 Where does political power reside: with the citizen, parliament or government?</p> <p>3.4.4 How do others govern themselves?</p>	<p>Politics and Participation</p> <p>3.4.5 How can citizens try to bring about political change?</p> <p>3.4.6 Citizenship skills, processes and methods</p> <p>3.4.4 How do others govern themselves?</p> <p>3.4.5 How can citizens try to bring about political change?</p> <p>3.4.6 Citizenship skills, processes and methods</p>	Revision/ Exams	Revision/ Exams

	process					
	PAPER 1: SECTION A [AQA]	PAPER 1: SECTION B [AQA]	PAPER 1: SECTION B [AQA]	PAPER 1: SECTION B [AQA]		

Humanities/ History

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
RASHFORD	Leadership, preparation or luck: What led the Normans to victory?	How are tectonic hazards created?	Which Tudor had the biggest impact on English religion?	How big is Asia and to what extent do they have issues with growing populations?	How did “migration” transform the New World?	Why does the weather and climate vary around the world?
	CAUSATION	PLACE, PHYSICAL AND HUMAN PROCESSES AND ENVIRONMENTAL IMPACT	CHANGE AND CONTINUITY; INTERPRETATIONS	PLACE, SPACE, CULTURAL AWARENESS AND CULTURAL DIVERSITY	CHANGE AND CONTINUITY; CAUSATION	SCALE AND PHYSICAL AND HUMAN PROCESSES
WILLIAMSON	A Golden Age? Satanic Mills? How and why do historians disagree on the Industrial Revolution?	How are rivers formed?	‘Imperialism was the main reason for the outbreak of WWI.’ How far do you agree?	Rich world, Poor world: Why is there a development gap and what can be done to shrink it?	How important was lascar labour for British merchant ships during the interwar period?	What are ordinance maps and how are they used?
	INTERPRETATIONS; CHANGE AND CONTINUITY	PLACE, SCALE AND PHYSICAL AND HUMAN PROCESSES	CAUSATION; INTERPRETATIONS	PLACE, SCALE, INTERDEPENDENCE, ENVIRONMENTAL IMPACT, SUSTAINABLE DEVELOPMENT AND CULTURAL AWARENESS	SIGNIFICANCE; SIMILARITY AND DIFFERENCE	PLACE, SPACE AND SCALE

WATSON AND ATTENBOROUGH	Why did the Holocaust happen?	How significant was Elsa Lanchester in achieving women's suffrage?	To what extent were the approaches of Kwame Nkrumah and Dedei Ashikishan similar in their struggle for Ghana's independence?	To what extent was the creation of the NHS a turning point in 20th century medicine?	To what extent has Wandsworth changed over the last 100 years?	History Magazine Project
	<i>CAUSATION; CHANGE AND CONTINUITY</i>	<i>SIGNIFICANCE; CAUSATION;</i>	<i>SIMILARITY AND DIFFERENCE; SIGNIFICANCE</i>	<i>CHANGE AND CONTINUITY; INTERPRETATIONS</i>	<i>CHANGE AND CONTINUITY</i>	<i>THE BIG 6 CONCEPTS</i>
GCSE HISTORY	Henry VIII and his ministers, 1509–40	Henry VIII and his ministers, 1509–40	The American West, c1835–c1895	The American West, c1835–c1895	The American West, c1835–c1895/ Weimar and Nazi Germany, 1918 - 39	Weimar and Nazi Germany, 1918–39
	<i>B3: BRITISH DEPTH STUDY; PAPER 2 [EDEXCEL]</i>	<i>B3: BRITISH DEPTH STUDY; PAPER 2 [EDEXCEL]</i>	<i>P3: PERIOD STUDY; PAPER 2 [EDEXCEL]</i>	<i>P3: PERIOD STUDY; PAPER 2 [EDEXCEL]</i>	<i>P3: PERIOD STUDY; PAPER 2 [EDEXCEL]/ OPTION 31: MODERN DEPTH STUDY; PAPER 3 [EDEXCEL]</i>	<i>OPTION 31: MODERN DEPTH STUDY; PAPER 3 [EDEXCEL]</i>

Religious Studies

Rashford		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3		Hinduism <ul style="list-style-type: none"> How did religion develop? Can we ever know what God is like? Is death the start or the end? How should a place of worship be designed? What should worship be like? What are the stages of your life going to be? 	Buddhism <ul style="list-style-type: none"> How did Siddhartha become a buddha? What does Buddhism teach about life? How are things connected? Where are Buddhist teachings written down? Where do Buddhists worship? How do Buddhists celebrate? 	Judaism <ul style="list-style-type: none"> What does it mean to be Jewish? How are Jewish people and Judaism divided? What do Jewish people believe? How are Jewish people guided through life? What is the Jewish place of worship? 	Christianity <ul style="list-style-type: none"> Can one thing also be three? Is every child special when they are born? Can anyone perform a miracle? Why do people tell stories? What is the most important part of a person's life? What do Christians believe about life after death? 	Islam <ul style="list-style-type: none"> How does Islam contribute to UK culture? What is the most important belief to hold? Where are Muslims in the world? Different or the same? How do you look after important documents? Why do we need reminding about what is important? 	Sikhism <ul style="list-style-type: none"> What does it mean 'to do the right thing'? Why do we look up to people? Would you offer your head? Why do we have ceremonies of commitment? Why have a specific place for worship? What difference does music make?
Williams on		Autumn 1 –	Autumn 2 –	Spring 1	Spring 2	Summer 1 –	Summer 2 –
KS3		Sikhism <ul style="list-style-type: none"> What does it mean 'to do the right thing'? Why do we look up to people? 	Buddhism <ul style="list-style-type: none"> Who was the Buddha? How did Siddhartha become a buddha? 	Ethics <ul style="list-style-type: none"> Is it easy to make decisions? When might you consider breaking the law? 	Ethics <ul style="list-style-type: none"> Is inequality the biggest problem in the world today? Can poverty ever be solved? 	Meaning of Life <ul style="list-style-type: none"> How do we use the world around us? The use of the environment How we use animals 	Meaning of Life <ul style="list-style-type: none"> Who should have the power over life and death?

	<ul style="list-style-type: none"> ⌘ Would you offer your head? ⌘ Why do we have ceremonies of commitment? ⌘ Why have a specific place for worship? ⌘ What difference does music make? ⌘ Do books deserve respect? ⌘ How important are leaders? ⌘ Should religion be 24/7? ⌘ What makes helping others a 'good thing'? ⌘ What is your favourite celebration? 	<ul style="list-style-type: none"> ⌘ How did Buddhism develop after the Buddha's death? ⌘ What does Buddhism teach about life? ⌘ How are things connected? ⌘ Where are Buddhist teachings written down? ⌘ What does a Buddhist monk do? ⌘ Where do Buddhists worship? ⌘ How do Buddhists practise their faith? ⌘ How do Buddhists use symbols to get their teachings across? ⌘ How do Buddhists celebrate? 	<ul style="list-style-type: none"> • Just how special is life? <ul style="list-style-type: none"> • Should protecting the environment be the central focus for religious people? • Should animals have rights? • Has medicine gone too far? 	<ul style="list-style-type: none"> • Who should be helping the victims of natural disasters? <ul style="list-style-type: none"> • What does religion mean to you? • What do sport and religion have in common? 	<ul style="list-style-type: none"> • Why is there suffering? <ul style="list-style-type: none"> • Diseases, storms, earthquakes 	<ul style="list-style-type: none"> • Abortion, euthanasia, death <ul style="list-style-type: none"> • Can you make a difference? • Pollution, extinction, deforestation, conservation • War
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Watson and Attenborough KS3	Autumn 1 –	Autumn 2 –	Spring 1	Spring 2	Summer 1 –	Summer 2 –
	Philosophy of Religion <ul style="list-style-type: none"> Who or what is God? Did God make the universe? (Part 1) Did God make the universe? (Part 2) Did God make us moral? Can science prove that God does not exist? Can evil exist in a universe created by God? 	Philosophy of Religion <ul style="list-style-type: none"> Can anything come after death? Do miracles really happen? Does God talk to people? Can war ever be justified? Can terrorists be religious? 	Christianity <ul style="list-style-type: none"> Is Christianity still relevant in the UK today? Can one thing also be three? Is every child special when they are born? Can anyone perform a miracle? Why do people tell stories? What is the most important principle to live by? How should people behave? Was Jesus a man of 	Islam <ul style="list-style-type: none"> How does Islam contribute to UK culture? What is the most important belief to hold? Where are Muslims in the world? Different or the same? How do you look after important documents? Why do we need reminding about what is important? Is there more to religion than believing in God? What will be the high point of your life? 	Issues of Relationships <ul style="list-style-type: none"> Relationships Sexual relationships Issues of equality: gender prejudice and discrimination Issues of Life and Death <ul style="list-style-type: none"> The origin and value of human life Beliefs about death and the afterlife 	Issues of Good and Evil <ul style="list-style-type: none"> Crime and Punishment Forgiveness Good, Evil and Suffering Issues of Human Rights <ul style="list-style-type: none"> Human Rights and Social Justice Prejudice and discrimination Issues of wealth and poverty

			<p>peace or a man of conflict?</p> <p>⌘ What is the most important part of a person's life?</p> <p>⌘ What do Christians believe about life after death?</p>	<p>⌘ What symbols are important to us today?</p> <p>⌘ Can anyone be 'of good moral character' all the time?</p> <p>⌘ What do we learn from festivals?</p>		
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Maths 2025/26

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rashford KS3	Number and the number system Checking and approximating Calculating	Fractions Properties of shape Angles Construction	Fractions Decimals and percentages Ratio and proportion Measures	Measuring and calculating space Reasoning and sequences	Presenting data Measuring data	Algebra and graphs Summative assessment preparation and execution.
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Williamson KS3	Number and the number system Checking and approximating Calculating	Data handling- inc probability Fractions, decimals, percentages	Ratio and proportion Algebra 1	Angles Measures and calculating space 1 Transformations	Algebra and graphs 2 Sequences nth term	Measures and calculating space 2 Summative assessment preparation and execution.
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Watson KS3	Number and the number system Calculations Algebra 1	Data handling- inc probability Fractions, decimals, percentages Ratio and proportion	Properties of shape Angles Algebra 2	Sequences nth term Measures and calculating space 1	Construction Measures and calculating space 2 Transformation	Graphs – linear and quadratic Summative assessment preparation and execution.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Attenborough	Algebra 1 Graphs Data handling	Number and the number system Fractions, decimals and percentages Data handling inc probability	Ratio and proportion Algebra 2	Measures and calculating space Angles	Construction and loci Data handling inc probability	Transformations Summative assessment preparation and execution.
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mandela FS / GCSE 1 blended	Ratio and proportion Fractions Percentages	Algebra 1 Graphs Scale diagrams	Algebra 2 Angles 1 Area and perimeter	Construction Transformations Angles 2 (polygons / bearings)	Number and the number system Pythagoras Trigonometry	Probability Statistics
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Eilish / Mandela mix FS1/Foundation GCSE (1)	Pythagoras Trigonometry Fractions / Decimals / Percentages Ratio and proportion Transformations Review statistics- averages and frequency tables MA- FS1 assessment	Area/perimeter (include circles) Volume / surface area Scale drawings / plan views Statistics-pie charts/bar charts/ line graphs FS1 assessment	Algebra (inc inequalities, simultaneous equations, plotting graphs and nth term) – all foundation GCSE material	Statistics (inc grouped frequency, cumulative frequency, box plots, correlation) – all foundation GCSE material Resit FS1	Angles (inc parallel lines, polygons, bearings) Compound interest Sets and Venn diagrams inc probability.	Transformations Speed / density Foundation GCSE past papers.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kahlo Functional Skills - Entry Level students.	Number Basic and the number system Statistics Transformations Fractions / Decimals / Percentages	Shape Measures Calculating space Assessments for EL3/FS1	Handling information and data. Rounding and Estimating Fractions / Decimals / Percentages	Review and extend: Shape Measures Calculating space (Retake EL3/FS1) Mock Assessments for FS1 (passed EL3)	Review and extend: Number and the number system – fractions /decimals / percentages Handling information and data	Summative assessment preparation and execution.
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Higher GCSE (2)	Review foundation GCSE papers. Highlight weak areas and review - Graphs - Angles - Polygons - Circles - All stats Standard form Surds	Complex Indices Factorise and solve quadratic equations Complex Pythagoras and trigonometry Direct and inverse proportion GCSE mock (foundation)	Algebraic fractions and equations Circle theorems Histograms	Plotting quadratic graphs /recognising all graphs Transformations (inc enlargement) Functions Revision and past papers practice GCSE mock (higher)	Solving quadratic simultaneous equations (inc equation of a circle) Use sine and cosine rule Revision and past papers practice GCSE p1	Revision and past papers practice GCSE p2 and 3.
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Further Maths GCSE	Basic Algebra extension	Geometry Coordinate geometry -	Calculus	Matrices Multiplying matrices	Revision Focus on past papers and	Revision and summative assessment.

	Algebraic fractions/quadratic identities Domain/range and functions with graphs Factor theorem. Quadratic inequalities	equation of a circle, centre off origin 3D geometry Revisit trig values, rules and graphs	Gradient of a curve / differentiation. Tangents and normal Increasing and decreasing functions Stationery points	Transformations Combining transformation Revision for Mock Exam	revisiting weak topics	
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Goldberg NCFE L2	Working with positive and negative whole numbers Developing work with fractions Assessment Units 01 and 02	Developing work with decimals Developing work with percentage Converting decimals, fractions and percentage Assessment Units 03, 04 and 05	Working with conversion of units of measurement Working with 2D and 3D shapes and space Assessment Units 06 and 07	Working with statistics Working with probability Assessment Units 08 and 09	Working with algebra Assessment Unit 10	Revision and resits.
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
AQA L3 Core mathematics	Review of GCSE material required for AQA L3 P1 for 2 x lessons pw <ul style="list-style-type: none"> Stratified sampling Probability trees Box plots 	Review of GCSE material required for AQA L3 P1 for 2 x lessons pw <ul style="list-style-type: none"> $Y=mx+c$ Use spreadsheet formulae 	New material for AQA L3 P2A 3.4 Critical analysis of given data and models C1 – C3	New material for AQA L3 P2A 3.6 Probabilities and estimation S4-S6 3.7 Correlation S7.	Review material from both Mock exams and review selected topic. Work from P1 and P2 past papers to revise and prepare for final exam.	Work from P1 and P2 past papers to revise and prepare for final exam. Final exam P1 and P2

	<ul style="list-style-type: none"> • Percentage change • Compound interest • Bounds • Volume and surface area of cylinders, cones, pyramids and spheres <p>New material for AQA L3 P1 for 2 x lessons pw</p> <p>3.1 Analysis of data D1-D4</p> <p>3.2 Maths for personal finance F1-F7</p>	<ul style="list-style-type: none"> • Circles including sectors and segments • Area and perimeter of composite shapes • Pythagoras 2D and 3D <p>New material for AQA L3 P1 for 2 x lessons pw</p> <p>3.3 Estimation E1-E2</p> <p>Use of past papers P1 for exam questions.</p> <p>Mock P1.</p>	3.5 The normal distribution S1-S3	<p>Use of past papers P2 for exam questions.</p> <p>Mock P2.</p>	Mock P1 and P2	
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Drama Department Curriculum Map 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7 Rashford	Introduction to Drama Skills	Pantomime	Darkwood Manner	Greek Theatre	Blood Brothers	Devising
KS3	Skills/content taught: Tabeleux/freeze frame Thought Tracking Hot Seating Narration Role on the wall	Skills/content taught What is a pantomime? The history of pantomime Pantomime acting How to act with a script	Skills/content taught: Mime Soundscape Narration Devising Improvisation	Skills/content taught: What is Greek theatre? The history of Greek theatre Chorus Greek plays	Skills/content taught: The text of Blood Brothers Characterisation Improvisation Script Work	Skills/content taught: What is devising? How to create a performance from a theme/stimulus How to create a character How to apply drama skills to a devised piece

	Autumn 1 –	Autumn 2 –	Spring 1	Spring 2	Summer 1 –	Summer 2 –
Y8 Williams on 						

How does this SoW align itself with CAL's DfE action plan

ISS Standard Part 1: Quality of teaching

As part of CAL's DfE action plan the CO reflects/achieves:

1. The Subject Intent Statement. In addition, there is a Curriculum Overview, Curriculum Map and Schemes of work
2. Curriculum policy outlines all subjects that needed to be included in KS3 and published on the website
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6. Progress has a clear start and end point to assess accurately progress made
7. Standardised tests will corroborate progress made

Science

GCSE Year 10 Mandela

Autumn 1 – (7)	Autumn 2 – (7)	Spring 1 – (6)	Spring 2 – (5)	Summer 1 and (5)	Summer 2- (7)
Biology -1 <ul style="list-style-type: none"> • Key concepts in biology • Cells and control 	<ul style="list-style-type: none"> • Genetics • Natural selection and Genetic medication 	<ul style="list-style-type: none"> • Health disease and development of medicines 	Health and disease continued... Chemisty-1 <ul style="list-style-type: none"> • States of matter • Atomic structure • The periodic table 	<ul style="list-style-type: none"> • Bonding – ionic and covalent • Acids and alkalis • Electrolysis Physics – 1 <ul style="list-style-type: none"> • Motion • Forces and motion • Conservation of energy 	Physics 1 continued... <ul style="list-style-type: none"> • Waves • Light and electromagnetic spectrum • Radioactivity

Science
GCSE Year 11 Eilish-Khalo

Autumn 1 – (7)	Autumn 2 – (7)	Spring 1 – (6)	Spring 2 – (5)	Summer 1 and (5)	Summer 2- (7)
<p>Chemistry-1</p> <ul style="list-style-type: none"> • Acids and alkalis • Electrolysis • <p>Physics – 1</p> <ul style="list-style-type: none"> • Motion • Forces and motion • Conservation of energy • Waves • Light and electromagnetic spectrum • Radioactivity 	<p>Biology - 2</p> <ul style="list-style-type: none"> • Plant structures and their functions • Animal coordination, control and homeostasis (PSHE link) <p>Chemistry - 2</p> <ul style="list-style-type: none"> • Groups in the periodic table • Rates of reaction (PSHE link) • Fuels • Earth and atmospheric Science 	<p>Chemistry – 2 continued...</p> <p>Fuels, Earth and atmospheric Science</p> <p>Physics- 2</p> <p>Energy – forces doing work</p> <p>Forces and their effects</p> <ul style="list-style-type: none"> • 	<p>Physics -2 continued</p> <ul style="list-style-type: none"> • Electricity and circuits • Particle Model 	<p>Revision and preparation of exams, if all the topics are completed on time.</p>	

Science Curriculum Overview- 2025-26

Rashford Year 7

Autumn 1 – (7)	Autumn 2 – (7)	Spring 1 – (6)	Spring 2 – (5)	Summer 1 and (5)	Summer 2- (7)
Cells <ul style="list-style-type: none"> • Observing cells • Plant and animal cells • Specialised cells • Movement of substances • Unicellular organisms 	Particles and their behaviour <ul style="list-style-type: none"> • The particle model, • States of matter and change of states 	Forces <ul style="list-style-type: none"> • Squashing and stretching • Drag forces and friction Balanced and unbalanced forces 	Structure and function of body system <ul style="list-style-type: none"> • Levels of organisation • Gas exchange • Breathing • Skeleton Movement joints and muscles 	Elements, atoms and compounds <ul style="list-style-type: none"> • Elements and atoms • Compounds and chemical formulae 	Sound <ul style="list-style-type: none"> • Waves, • Sound energy transfer, • loudness and pitch, • detecting sound and echoes Light <ul style="list-style-type: none"> • Reflection • Refraction, eye and camera, and colours Science fair

Watson Year 9

Autumn 1 – (7)	Autumn 2 – (7)	Spring 1 – (6)	Spring 2 – (5)	Summer 1 and (5)	Summer 2- (7)
Ecosystems processes <ul style="list-style-type: none"> • Photosynthesis • Leaves • Plant minerals • Chemosynthesis • Aerobic respiration • Anaerobic respiration • Food chains and webs • Disruption to food chains and webs • ecosystems 	Metals and acids <ul style="list-style-type: none"> • Metals and oxygen • Metals and water • Metal displacement reactions extracting metals 	Electricity and magnetism <p>Charging up Circuits and current Potential difference Series and parallel circuits</p> <p>Magnets and magnetic fields Electromagnets Using magnets</p>	Adaptation and inheritance <ul style="list-style-type: none"> • Competition and adaptation • Adapting to change • Variation • Continuous and discontinuous • Inheritance • Natural selection <p>Ecosystems</p>	The earth <ul style="list-style-type: none"> • The earth and atmosphere • Sedimentary rocks • Igneous and metamorphic rocks • The rock cycles • The carbon cycle • Climate change • recycling 	Motion and pressure <ul style="list-style-type: none"> • Speed • Motion graphs • Pressure in gases • Pressure in liquids • Pressure in solids • Turning forces <p>Science fair</p>

Science

Williamson Year 8/9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health and lifestyle <ul style="list-style-type: none"> Nutrients Food tests Unhealthy diet Digestive system Bacteria and enzyme in digestion Drugs Alcohol Smoking 	Acids and alkalis <ul style="list-style-type: none"> Acids and alkalis Indicators Neutralisation Making salts 	Metals and acids <ul style="list-style-type: none"> Metals and oxygen Metals and water Metal displacement reactions extracting metals Reproduction <ul style="list-style-type: none"> Adolescence Reproductive systems Fertilisation and implantation Development of a foetus The menstrual cycle Flowers and pollination Fertilisation and germination Seed germination 	<ul style="list-style-type: none"> Flowers and pollination Fertilisation and germination Elements and chemical reactions <p>Elements symbols, word equations, reactants and products, Chemical formula of compounds, fuels and burning</p>	Light <ul style="list-style-type: none"> Light Reflection Refraction The eye and the camera Colour 	Space <ul style="list-style-type: none"> The night sky Solar system The earth The moon <p>Science fair</p>

English Department

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7 Rashford KS3 Identity	Fiction texts	Novel Study	Non-fiction texts	Shakespeare	Poetry Unit	Drama Study
	Baseline	Refugee Boy or A Monster Calls	Gender, culture, generational, occupational, religious, national, educational	A Midsummer Night's Dream	Divided Nations	Our Day Out or Princess and the Hustler
	Short Stories by Roald Dahl		Writing for Purpose skills			
	Lamb to the Slaughter		Reading and analysis skills			
	The Hitchhiker					
	Creative Writing Skills		S&L practice			
	Reading and analysis skills					

	Autumn 1 –	Autumn 2 –	Spring 1	Spring 2	Summer 1 –	Summer 2 –
Y8 Williams on KS3 Relationships	Fiction texts	Novel Study	Non-fiction texts	Shakespeare	Poetry Unit	Drama Study
	Baseline	Animal Farm	Justice system, education system, technology?	Romeo & Juliet	Love and Relationships	Blood Brothers or The Crucible
	Arthur Conan Doyle Short Stories		Writing for purpose skills			
	The Dancing Men		Reading and analysis skills			
	Creative Writing Skills		S&L practice			
	Reading and analysis skills					

Y9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Attenborough and Watson	Fiction and Non-fiction texts Baseline Typhoon of Steel Creative Writing Skills Reading and analysis skills NJO???	Novel Study Frankenstein Analysis	Non-fiction texts Global issues, local government, UK role Writing for purpose skills Reading and analysis skills S&L practice	Shakespeare Extracts from Merchant of Venice /Othello/Macbeth	Drama Study An Inspectors Calls	Speaking and Listening component Recorded

Y10 - Eilish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	English Literature Paper 1- <i>The Strange Case of Dr Jekyll and Mr Hyde</i>	Revision: Language Paper 1 skills- Explorations in creative reading and writing MOCK EXAMS	Literature Paper 2- Poetry Unit Power and Conflict Anthology Unseen Poetry	Revision: Language Paper 2 skills- Writers' viewpoints and perspectives reading and writing MOCK EXAMS	Revision: Literature Paper 1- Macbeth by Shakespeare	Revision: English Literature Paper 2: An Inspector Calls

Y11 - Goldberg	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Revision: Language Paper 1 skills- Explorations in creative reading and writing</p> <p>Revision: English Literature Paper 2: An Inspector Calls</p>	<p>Revision: English Literature 1 Revision: Shakespeare – Macbeth</p> <p>Revision: Language Paper 2 skills- Writers' viewpoints and perspectives</p> <p>MOCK EXAMS</p>	<p>Revision: English Literature Paper 2- Poetry Unit</p> <p>Power and Conflict Anthology Unseen Poetry</p> <p>Revision: Language Paper 1 skills- Explorations in creative reading and writing</p> <p>Speaking and Listening Component</p>	<p>Revision: English Literature Paper 2: Poetry- Power and Conflict Anthology and Unseen poetry</p> <p>Revision: Language Paper 2 skills- Writers' viewpoints and perspectives</p> <p>MOCK EXAMS</p>	<p>Revision: English Language</p> <p>Revision: English Literature</p> <p>Final GCSE Exams</p>	<p>Revision: English Language</p> <p>Revision: English Literature</p> <p>Final GCSE Exams</p>

Functional Skills L1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Reading Component Baseline Reading for information Comparing texts Structural Features Inference and meaning Mock	Speaking, Listening and Communication Features of discussions Close listening Responding to questions Giving speeches/talks Recording	Writing Component Writing different formats: emails, letters, articles, reviews, forum contributions Structural features SPAG Language devices Mock	Revision Reading Component Writing Component SLC Component Exam	Revision Reading Component Writing Component SLC Component Exam	Course Review Identify areas of success and development Identify goal for following level Introduce FS L2 content and expectations

Functional Skills L2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Reading Component</p> <p>Baseline</p> <p>SPAG</p> <p>Reading to understand purpose</p> <p>Reading for information</p> <p>Comparing texts</p> <p>Structural Features</p> <p>Inference and meaning</p> <p>Mock</p>	<p>Speaking, Listening and Communication</p> <p>Features of discussions</p> <p>Close listening</p> <p>Responding to questions</p> <p>Giving speeches/talks</p> <p>Recording</p>	<p>Writing Component</p> <p>Writing different formats: emails, letters, articles, reviews, forum contributions</p> <p>Structural features</p> <p>SPAG</p> <p>Language devices</p> <p>Mock</p>	<p>Revision</p> <p>Reading Component</p> <p>Writing Component</p> <p>SLC Component</p> <p>Exam</p>	<p>Revision</p> <p>Reading Component</p> <p>Writing Component</p> <p>SLC Component</p> <p>Exam</p>	<p>Course Review</p> <p>Identify areas of success and development</p> <p>Identify goal for following level</p> <p>Introduce content for future studies</p>

How does this SoW align itself with CAL's DfE action plan

ISS Standard Part 1: Quality of teaching

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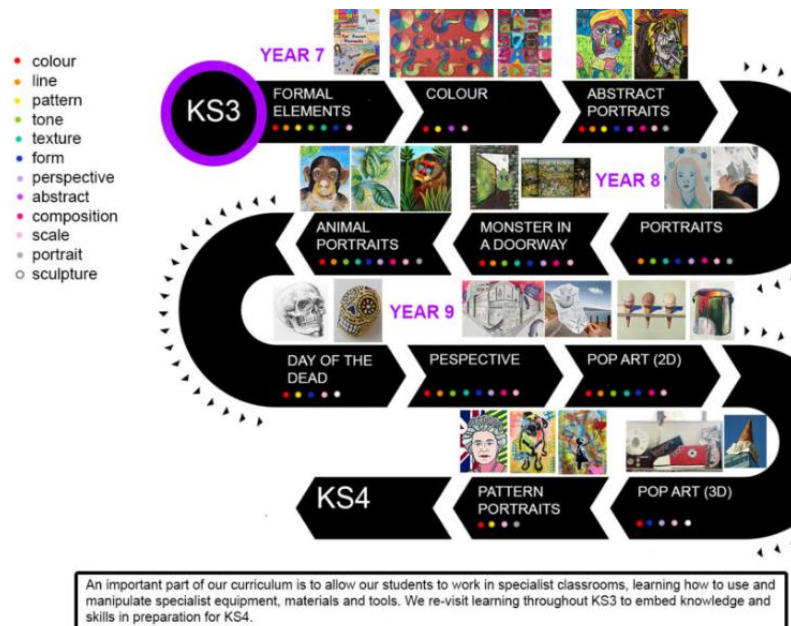
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13. Progress has a clear start and end point to assess accurately progress made
14. Standardised tests will corroborate progress made

ICT Department

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Entry Level 3 KS3	Using Devices and Handling Information (Devices, Applications, System Settings, Online Navigation, File Management, Problem Solving)	Creating and editing documents (Text Handling, Graphics Handling, Information Integration, Digital Media)	Communicating & Transacting (Contact management, Online communication, Video calls, Digital footprint , Online forms, Online transactions)	Being safe and responsible online (Online Safety & Respect, Personal Information Protection, Security Features, Security Software Benefits, Physical Wellbeing)	Programming essentials in scratch-part 1	Programming essentials in scratch-part 2
	Autumn 1 –	Autumn 2 –	Spring 1	Spring 2	Summer 1 –	Summer 2 –
Year 8 Level 1 KS3	Using Devices and Handling Information (Searching skills, File organisation, Cloud storage, Data storage knowledge, Problem-solving)	Creating and editing documents (Use applications, apply layout conventions, edit images, Process numeric data, Sort and filter numeric data , format numeric data, Create charts)	Communicating & Transacting (Use digital communication tools, protect your digital footprint , manage online accounts , Complete online forms, Stay safe online)	Being Safe and Responsible Online (Key Rights under Data Protection Laws, Protecting Personal Information & Privacy Online, File Security, Avoiding Malware, Health & Wellbeing Risks of Technology Use)	Mobile app development (APP LAB)	Introduction to Python programming

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Introduction to Python programming	Python programming with sequences of data	Data science	Web and Mobile App Development	Data Representation	Cybersecurity
Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Programming Part 1- sequence (Python) Computer systems	Programming Part 2- selection (Python) Programming Part 3- Iteration	Data and testing Storage of collected data	Digital communications	Internet of Everything (IoE)	Computer Networks Impacts on technology
Y11/12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Understand computer hardware	Understand computer software	Understand business IT systems	Understand employability and communication skills used within an IT environment	Understand ethical and operational issues and threats to computer systems	GCSE / BTEC Exams

ART



Rashford KS3

At KS3 students follow a programme of study that builds skills, understanding and knowledge in a wide range of art forms including drawing, developing use of colour, 3d work and looking at existing art from a wide range of sources. This gives the students and excellent grounding and will enable them to be prepared at KS4

They will explore cross-curricular aspects with a focus on science, maths, history and geography.

Autumn 1 Formal Elements (1)

Title: Formal Elements
Learning and Materials: Students will be introduced to and explore, investigate and practise the formal elements in Art and

Design

Line

1. Shape
2. Form
3. Colour
4. Tone
5. Texture
6. Pattern

They will use different media, methods and techniques. Students research and respond to artists in relation to these elements.

Design Project – BIO Art - Under the microscope
Artists: Students may research the following artists during the project: Vincent Van Gogh, Lisa Congdon, Paul Klee, Henri Matisse and Yayoi Kusama, Leanne Buskermolen

Autumn 2

Formal Elements Briefs

Title: 3d materials and techniques

Students explore the use of materials to create 3D outcomes: Students explore use of clay, cardboard, discarded items to create sculptures.

Title: Observation & Colour

Students explore their elements and combine their drawing and colour skills learnt to create a mixed media painting of a chosen item.

Rashford

KS3

Spring 1

Title: Ethnic Art 1 (2d/3D)– African masks

Students will learn about the African culture and use of masks and create a version of their own.

Title: Artist exploration

7. introduction to understanding other artists and gaining inspiration from them. They will learn how to describe artwork and use it to help create their own piece of work
8. 1. Observational Drawing – using their chosen artists input and recap on their mark making, texture & colour implementation.

ARTISTS EXPLORED: Olga Gamylnina; Paul Klee; Georgia O'Keefe

Spring 2

Title: Portraiture (realistic and abstract)

1. Students learn how to draw through interleaving knowledge acquired during Term 1 & 2, will develop into a realistic self-portrait. and an abstract self-portrait to complement their realistic one

Title: Introduction to Mosaic :
Students will learn about the art of mosaic, its historic connections and how to create one of their own

Summer 1

Title - Artist studies and Movement:

Keith Haring – exploring movement in art.

Title: "Faux Glass" Sculptures – Students will recap the use of colour and make a faux glass creation.

Artist Dale Chihuly

Title: Transfer & Printing

1. Transfer This is the process of transferring the image from a black onto paper using pressure; registration using multiple coloured overlays
2. Printmaking: relief and poly tile.

Summer 2

Lucy Sparrow??

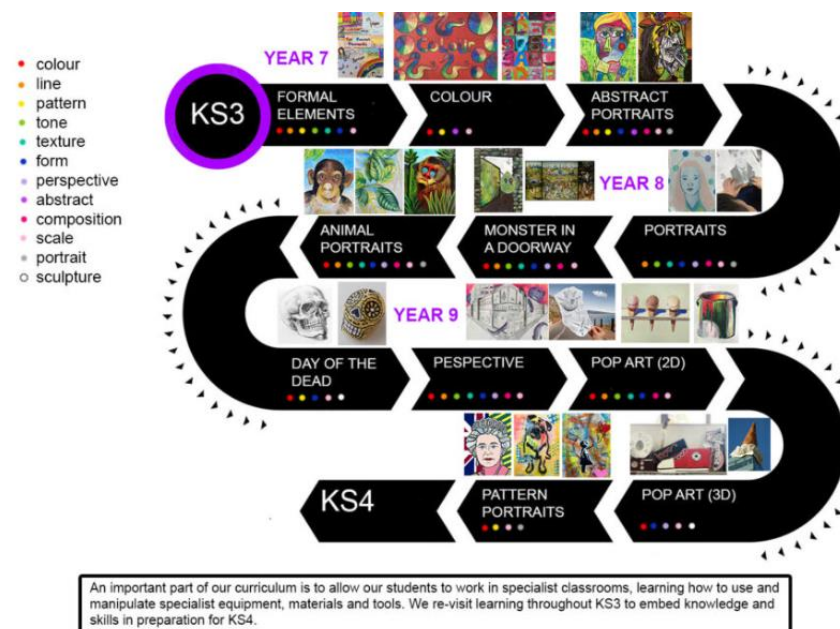
Title: Ethnic Art 2 3D - Totem Pole

Students will learn the culture and reason for the structures and create a group 3D version of their own.

Title Batik – Starch resist

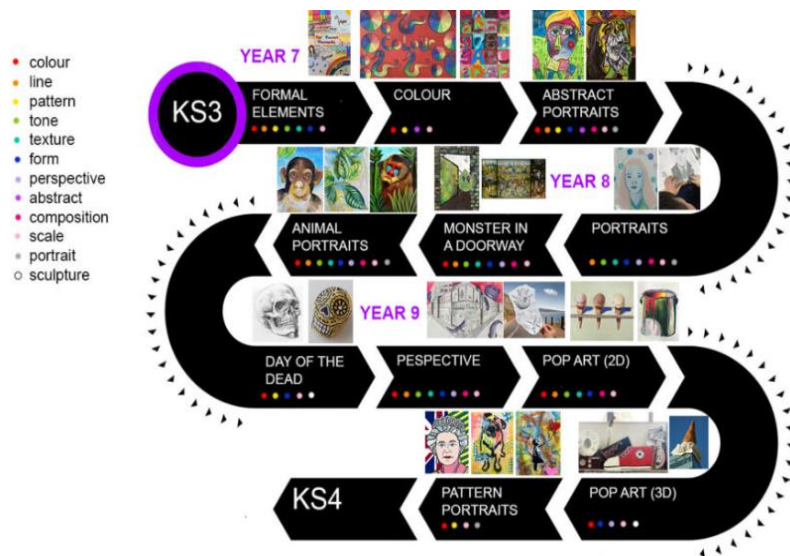
Students will learn to work with textiles creating a pattern using a resist process and applying dye for a final piece – using starch paste in preparation for wax in the future

Title: Cutlery Colour Clash - Students will recap their observational skills to draw cutlery using complimentary colours for a final 2D piece



Williamson Year 8	Autumn 1 Formal Elements (1)	Autumn 2
KS3	<p>Formal Elements – RECAP</p> <p>Building upon skills learned in year 7</p> <p>To increase their proficiency in the handling of different materials, and knowledge of elements.</p> <p>Implementation of formal Sketchbook recording and evaluation & artist research- expanding knowledge about the history of art, craft, design and architecture, including periods, styles and movements</p> <p>Title- Mark Making and Artist research (Olga Gamynina) Students will use the style of the researched artist to practice their mark making skills to draw animals</p> <p>Title: Introduction to painting – acrylic and guache</p> <p>Students will look at some historic and contemporary artists and recreate a bright and vibrant painting to practice and complete the term with an Autumnal painting in the style of Kusama.</p>	<p>Title: Printmaking</p> <p>Introduction to Printing – Poly tile. Mono Print. Roller / Brayer & Relief exploring the different ways of creating a print</p> <p>Introduction to artist research: Van Gogh, Yayoi Kusama</p> <p>1. Create a rendition of Van Gogh's incredible mark making forms of art using pastels</p> <p>Title: 3D clay/model building learning the principles of making models/structures.</p> <p>Students will make clay pumpkins for Halloween.</p>

	Spring 1	Spring 2	Summer 1	Summer 2
KS3	<p>Title: recapping and building mark making and introduction to observational drawing. Students will draw 6 objects to demonstrate texture before exploring the addition of colour.</p> <p>Title: Collections Repetition- Patterns & repeated objects that share something in common. Explore POP art to demonstrate this</p> <p>Pop art frogs</p>	<p>Students will implement knowledge of elements, artist research and painting skills to produce a painting of a group of items – a Still Life and Observation: Theme Comfort Food</p> <p>Students will create:</p> <ol style="list-style-type: none"> Version of their chosen artists work still life drawing in paint their own chosen items in class. 3d outcomes – clay cupcakes; lollypop and wrappers; polymer clay liquorice and candy pop 	<p>Title: Culturally Diverse Art learning some cultural background and exploring 2 cultures that use patterns in their art.</p> <ol style="list-style-type: none"> Aboriginal - 1 painting outcome African - 1 mask mixed media outcome <p>Title Drawing skills</p> <p>Line drawings – blind contour drawings – continuous line drawing.</p> <p>Title: Mosaic</p> <p>History behind mosaic and the principles of design to create mosaics</p>	<p>Title: Portraiture</p> <p>Learning and Materials: Students learn how to draw accurately and in proportion, whereby they learn how to draw facial features, which in turn, through interleaving knowledge acquired during Term 1 & 2, will develop into a realistic self-portrait. Artists: Students may research Natalie Foss, Vince Low, Chuck Close, Pablo Picasso,</p> <p>Title: Bugs assessment:</p> <p>Comprising of use of components learnt each term to work from stage 1- Observational drawing to Stage 3 - 3D Model</p>



An important part of our curriculum is to allow our students to work in specialist classrooms, learning how to use and manipulate specialist equipment, materials and tools. We re-visit learning throughout KS3 to embed knowledge and skills in preparation for KS4.

KS3 YEAR 9 ATTENBOROUGH WATSON	Autumn 1 Formal Elements & Natural Form	Autumn 2
	<p>Unit 1 - Introduction to materials, processes and skills in art, design and media. Formal Elements – RECAP</p> <p>Building upon skills learned in year 8</p> <p>to increase their proficiency in the handling of different materials, and knowledge of elements.</p> <p>Unit 2 (part 1)- Introduction to contextual research in art, design and media – refinement of Sketchbook recording and evaluation & artist research.</p> <p>1 final piece with the theme of Natural forms to practice encompassing units 1 & 2</p> <p>Portfolio self evaluation 1st attempt</p>	<p>Unit 3 Introduction to communication skills in art, design and media</p> <p>Theme - Under the Sea: a project aimed at raising awareness of man's impact on the environment. Students experiment with a variety of techniques and processes inspired by artist and contextual research.</p> <p>Portfolio skills ongoing and self evaluation half termly</p> <p>Report assessment Termly</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3/4 Year 9/10 Mandela-Elish-Khalo UAL Level 1/2 (DIPLOMA year 1 of 2)	<p>Unit 1 Introduction to materials, processes and skills in art, design and media and the skills necessary to record and express ideas:</p> <p>Building upon skills learned in year 8/9 to increase their proficiency in the handling of different materials, and knowledge of elements for texture and colour implementation</p> <p>Portfolio skills ongoing and self evaluation half termly</p>	<p>Unit 2 Introduction to contextual research in art, design and media and how it is used to support creative activities.</p> <p>Theme Beneath the Surface; Bodies</p> <p>Portfolio skills ongoing and self evaluation half termly</p>	<p>Unit 3 Introduction to communication skills in art, design and media to support creative activities and develop an understanding of the role that communication skills play in informing and developing ideas.</p> <p>1st Self and peer evaluation sessions (audio recorded and/or written)</p> <p>Theme Beneath the Surface; Bodies</p> <p>Portfolio skills ongoing and self evaluation half termly</p> <p>Report assessment Termly</p>		<p>Unit 4 Solving 2D creative problems: use materials, processes and skills in 2D art, design and media; Use contextual awareness to support the development of a solution to a 2D creative problem.</p> <p>Explore collage, photography and still life.</p> <p>Theme Beneath the Surface; Bodies</p> <p>Portfolio skills ongoing and self evaluation half termly</p> <p>Report assessment Termly Portfolio skills ongoing and self evaluation half termly</p> <p>Report assessment Termly Delivery Guide:</p>	

UAL Level 2 Diploma in Art & Design – Curriculum Overview

MDG

(GCSE Equivalent)

<p>Autumn 1 — Unit 3 Introduction to Drawing Skills in Art & Design</p> <p>Learners develop observational and expressive drawing skills using a variety of media. Focus is on line, tone, texture, and composition to build confidence in visual recording.</p>	<p>Spring 1 — Unit 5 Solving 2D Creative Problems</p> <p>Students tackle 2D design challenges, experimenting, with collage, printmaking, digital processes, and surface-based media. The learn to generate, refine, and communicate ideas visually.</p>
<p>Spring 2 — Unit 6 Solving 3D Creative Problems</p> <p>Exploration of structure, form, and space using materials suited to 3D outcomes. Learners build skills in scale, proportion, and construction through practical projects.</p>	<p>Summer 1 — Unit 7 Solving Time-Based Creative Problems</p> <p>Learners are introduced to time-based media such as animation, video, sound, or performance. Focus is on sequencing, motion, and narrative as tools for creative response.</p>
<p>Summer 1 — Unit 8 Developing and Producing a Personal Project</p> <p>The final unit draws together all</p>	<p>Summer 2 — Unit 8 Developing and Producing a Personal Project</p> <p>The final unit draws together</p>

Unit 4: Critical and Contextual Awareness

Aim: To develop understanding of art, design and media in historical, contemporary, and cultural contexts.

Topics:

- Overview of key art and design movements.
- Exploring creative practices across cultures.
- Research skills: using sketchbooks, digital boards, and gallery visits.
- Case studies of artists, designers, and makers.
- Presenting contextual influences on personal work.

Assessment: Research portfolio and presentation showing links to own creative practice.

Unit 5: Integrated Use of Materials, Processes, and Skills

Aim: To expand creative skills through practical experimentation with media and techniques.

Topics:

- Drawing and visual recording.
- 2D & 3D exploration (painting, printmaking, sculpture, model-making).
- Digital processes (photo-editing, digital illustration, simple animation).
- Textile/surface design techniques.
- Combining traditional and digital approaches.

Assessment: Practical project outcomes with process documentation and evaluation.

Unit 6: Developing a Personal Project

Aim: To plan, develop, and realise an individual art and design project.

Topics:

- Writing a project proposal: theme, aims, resources.
- Idea generation (mind maps, brainstorming, thumbnail sketches).
- Experimentation and development of chosen direction.
- Managing workflow and responding to feedback.
- Producing a final outcome with supporting studies.
- Self-evaluation and reflection.

Assessment: Final project outcome supported by developmental work and reflective evaluation.

Unit 7: Developing and Producing a Personal Response

Aim: To consolidate skills and produce a resolved, creative response to a set or self-directed brief.

Topics:

- Interpreting a brief and setting creative intentions.
- Deepening research and contextual links.
- Advanced material/process testing.
- Iterative design development (prototypes, test pieces, refinements).
- Realising a final piece that demonstrates technical skill and creative thinking.
- Documenting decision-making throughout.

Assessment: Final realised outcome with evidence of development, experimentation, and contextual influences.

Unit 8: Project Proposal and Realisation (Final Major Project)

Aim: To demonstrate independence by planning, developing, and presenting a sustained major project.

Topics:

- Writing a full project proposal (intentions, rationale, influences, resources, schedule).
- Independent research and contextual exploration.
- Extensive experimentation and idea testing.
- Refinement and resolution of creative outcomes.
- Presentation of final major project (exhibition, portfolio, digital showcase).
- Comprehensive self-reflection and evaluation.

Assessment: Final Major Project (FMP) including proposal, developmental work, final outcome, and evaluation.

✓ Units 4–8 flow logically:

- **Unit 4** → research & awareness
- **Unit 5** → building practical skills
- **Unit 6** → first personal project
- **Unit 7** → more resolved personal response
- **Unit 8** → Final Major Project

PSHE

Year	Autumn 1: Health and Wellbeing	Autumn 2: Living in the Wider World	Spring 1: Relationships (RSHE)	Spring 2: Health and Wellbeing	Summer 1: Relationships (RSHE)	Summer 2: Living in the Wider World
Rashford	Me and My New School Feeling safe, rules, people who help us, getting to school safely and greater personal safety. An introduction to basic first aid. (FBV: Law, Liberty)	Me and My Community Different jobs people do, what I am good at, working in a team, equality. (FBV: Respect) (PC: All)	Me and My Friends What is a friend? being kind, saying no to bullying and discrimination. (FBV: Respect, Tolerance) (PC: All)	Looking After My Body Healthy food, keeping clean, puberty changes, private body parts. FGM: that it is illegal and wrong, and how to get help. (FBV: Law, Liberty) (PC: Sex)	My Feelings and Relationships Naming feelings, who I can talk to, safe and unsafe touches (consent) (FBV: Law, Liberty)	Using Money Safely What is money for? needs vs. wants, keeping money safe. An introduction to gambling hooks. (FBV: Liberty)
Williamson	Keeping Safe: Drugs & Alcohol What are medicines? vs. harmful substances, saying no, risks of alcohol. (FBV: Law, Liberty)	Exploring Work Visiting workplaces, different workplaces, skills for work, challenging stereotypes. (FBV: Respect, Liberty) (PC: Sex, Religion, Disability)	Respecting Everyone We are all different, challenging prejudice. Understanding racism, homophobia, transphobia. (FBV: Respect, Tolerance) (PC: All)	Health and Wellbeing My Feelings and Wellbeing Big feelings, mental health (including change, loss, grief and loneliness) calming strategies, body image, unhealthy coping strategies. (FBV: Liberty)	Healthy Relationships Public vs. private, respecting my body and others (to include misogyny and violence against women and girls. 'Sexting' online relationships. (FBV: Law, Respect)	Online Safety Being kind online, what to share and asking for help. Online safety and digital literacy: rise of AI, deepfakes and an introduction to radicalisation. (FBV: Tolerance, Law)
Watson	Peer Pressure and Safety What is peer pressure? making	My Skills for the Future My interests, skills, different types of	Different Families All families are different (single-parent, same-sex),	Healthy Choices Exercise, sleep, diet, taking responsibility	Community and Belonging My rights, respecting others' beliefs.	Living in the Wider World Getting Ready for Work

	<p>choices, who to trust, gang exploitation, knife crime and substance misuse.</p> <p>(FBV: Law, Liberty)</p>	<p>work, what is a CV? GCSE choices.</p> <p>(FBV: Liberty, Democracy)</p> <p>(PC: All)</p>	<p>responsibilities. Healthy relationships, conflict resolution. Forced marriage.</p> <p>(FBV: Respect, Tolerance)</p> <p>(PC: Orientation, Marriage)</p>	<p>for my health, testicular self-check.</p> <p>(FBV: Liberty)</p>	<p>Challenging extremism safely.</p> <p>(FBV: Tolerance, Respect, Democracy)</p> <p>(PC: Religion, Belief)</p>	<p>What to wear, being on time, following instructions, rights at work.</p> <p>(FBV: Law, Respect)</p>
Attenborough	<p>Peer Pressure and Safety</p> <p>What is peer pressure? making choices, who to trust, gang exploitation, knife crime and substance misuse.</p> <p>(FBV: Law, Liberty)</p>	<p>My Skills for the Future</p> <p>My interests, skills, different types of work, what is a CV? GCSE choices.</p> <p>(FBV: Liberty, Democracy)</p> <p>(PC: All)</p>	<p>Different Families</p> <p>All families are different (single-parent, same-sex), responsibilities. Healthy relationships, conflict resolution. Forced marriage.</p> <p>(FBV: Respect, Tolerance)</p> <p>(PC: Orientation, Marriage)</p>	<p>Healthy Choices</p> <p>Exercise, sleep, diet, taking responsibility for my health, testicular self-check.</p> <p>(FBV: Liberty)</p>	<p>Community and Belonging</p> <p>My rights, respecting others' beliefs. Challenging extremism safely. A greater look at radicalisation (including misogyny and manosphere.)</p> <p>(FBV: Tolerance, Respect, Democracy)</p> <p>(PC: Religion, Belief)</p>	<p>Living in the Wider World</p> <p>Getting Ready for Work</p> <p>What to wear, being on time, following instructions, rights at work.</p> <p>(FBV: Law, Respect)</p>
Mandela	<p>Managing My Mental Health</p> <p>Coping with change, problem-solving, challenging negative thoughts, accessing support.</p> <p>(FBV: Liberty)</p>	<p>Managing My Money</p> <p>Budgeting, what is debt? Dangers of gambling [including gambling hooks online,] fraud and cybercrime.</p> <p>(FBV: Law, Liberty)</p>	<p>Positive Relationships</p> <p>Respect, Understanding consent and the law, impact of pornography, unhealthy relationships. Sextortion.</p>	<p>Influences and Role Models</p> <p>Positive/negative influences, role of drugs and gangs in exploitation, staying safe.</p> <p>(FBV: Law, Liberty)</p>	<p>Intimate Relationships</p> <p>Review of what is a healthy relationship and important of consent: asking for and giving permission. Contraception (condoms), STIs and</p>	<p>Work Experience Prep</p> <p>Travel training, role-playing work scenarios, health and safety, online presence.</p> <p>(FBV: Law, Liberty)</p>

			(FBV: Law, Respect) (PC: Sex)		menstrual and gynaecological health. (FBV: Law, Respect) (PC: Sex, Orientation)	
Eilish	Managing My Mental Health Coping with change, problem-solving, challenging negative thoughts, accessing support. (FBV: Liberty)	Managing My Money Budgeting, what is debt? Dangers of gambling [including gambling hooks online,] fraud and cybercrime. (FBV: Law, Liberty)	Positive Relationships Respect, Understanding consent and the law, impact of pornography, unhealthy relationships. Sextortion. (FBV: Law, Respect) (PC: Sex)	Influences and Role Models Positive/negative influences, role of drugs and gangs in exploitation, staying safe. (FBV: Law, Liberty)	Intimate Relationships Review of what is a healthy relationship and important of consent: asking for and giving permission. Contraception (condoms), STIs and menstrual and gynaecological health. (FBV: Law, Respect) (PC: Sex, Orientation)	Work Experience Prep Travel training, role-playing work scenarios, health and safety, online presence. (FBV: Law, Liberty)
Khalo	Managing My Mental Health Coping with change, problem-solving, challenging negative thoughts, accessing support. (FBV: Liberty)	Managing My Money Budgeting, what is debt? Dangers of gambling [including gambling hooks online,] fraud and cybercrime. (FBV: Law, Liberty)	Positive Relationships Respect, Understanding consent and the law, impact of pornography, unhealthy relationships.	Influences and Role Models Positive/negative influences, role of drugs and gangs in exploitation, staying safe. (FBV: Law, Liberty)	Intimate Relationships Review of what is a healthy relationship and important of consent: asking for and giving permission. Contraception	Work Experience Prep Travel training, role-playing work scenarios, health and safety, online presence. (FBV: Law, Liberty)

			<p>Sextortion.</p> <p>(FBV: Law, Respect)</p> <p>(PC: Sex)</p>		<p>(condoms), STIs and menstrual and gynaecological health.</p> <p>(FBV: Law, Respect)</p> <p>(PC: Sex, Orientation)</p>	
Goldberg	<p>Coping with Pressure</p> <p>Managing exam stress, planning my time, relaxation techniques, building resilience.</p> <p>(FBV: Liberty)</p>	<p>Next Steps: College & Work</p> <p>Post-16 options, taster days, writing a simple CV, interview practice.</p> <p>(FBV: Democracy, Liberty)</p>	<p>Communication in Relationships</p> <p>Assertive communication, dealing with arguments. Communicating consent. Recognising abuse, stalking, and coercion.</p> <p>(FBV: Liberty, Law)</p> <p>(PC: Sex, Disability)</p>	<p>Independence and Health</p> <p>Registering with a doctor, basic first aid, making health appointments, health screening.</p> <p>(FBV: Liberty)</p>	<p>Families and Parenting</p> <p>Different family structures, readiness for parenthood, pregnancy and options, support.</p> <p>(FBV: Respect, Tolerance)</p> <p>(PC: Pregnancy, Sex)</p>	<p>Transition Review</p> <p>Preparing for change, celebrating achievements, looking forward.</p> <p>(FBV: All)</p>

Secondary School Mandatory Requirements

1. Relationships and Sex Education (RSE)

Pupils should be taught:

- Families: Different family models and their stability and commitment, including marriage and other long-term relationships.
- Respectful Relationships: In-depth look at healthy and unhealthy relationships, including the concepts of consent, exploitation, and coercion. This includes addressing issues like sexual harassment, honour-based abuse, and domestic abuse.
- Online and Media: The impact of online media on body image and expectations; how to assess the reliability of online information; the laws relating to online behaviours (e.g., sharing intimate images).
- Being Safe: A stronger focus on safeguarding, including recognising and reporting abuse, exploitation, and grooming (online and offline).
- Intimate and Sexual Relationships: This is the core of Sex Education. Pupils must learn:
 - Factual knowledge about reproductive health, fertility, and contraception.
 - The facts about sexually transmitted infections (STIs).
 - That abortion, adoption, and parenthood are all potential outcomes of pregnancy.
 - That certain behaviours are illegal, including FGM, forced marriage, and honour-based abuse.
 - That all forms of abuse and violence are unacceptable.
 - The legal framework around consent and sexual activity.

2. Health Education

Pupils should be taught (in greater depth than at primary):

- Mental Wellbeing: How to talk about emotions accurately and sensitively; the link between physical and mental health; how to access specialist support; the dangers of stigma around mental health.
- Internet Safety and Harms: The legal and personal risks of sharing private material online; the impact of harmful content and persistent pressure online (e.g., relating to unhealthy body image).
- Physical Health and Fitness: The positive and negative health effects of lifestyle choices.
- Healthy Eating: The principles of planning a healthy diet and the science behind it.
- Drugs, Alcohol, and Tobacco: The detailed legal, physical, and psychological risks of substance abuse, including addiction.
- Health and Prevention: The importance of self-examination and screening services (e.g., cancer, sexual health).
- Basic First Aid: Life-saving skills like CPR and the purpose of defibrillators.

Crucial Context for Schools:

- Parental Consultation: Schools must develop a written policy and consult with parents on its content.
- Right to Withdraw: Parents have the right to withdraw their children from the Sex Education components of RSE in secondary school, but not from the mandatory Relationships Education or Health Education.
- Age-Appropriateness: Content must be delivered sensitively and be appropriate to the age and maturity of the pupils.