

Parkhall Integrated College



**Parkhall
Integrated
College**

**Curriculum Overview
2022-23**



Curriculum Overview 2022-23



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Introduction

Students in key stage 3 follow a broad, balanced programme in accordance with the Northern Ireland Curriculum. This curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. The key objectives are to develop the young person as an individual, a contributor to society and a contributor to the economy and environment.

The key stage 3 curriculum infuses the cross-curricular skills of Communication, Using Mathematics and Using ICT. These cross-curricular skills are acquired and developed across the following areas of learning:

- Environment and Society
- Language and Literacy
- Learning for Life and Work
- Mathematics and Numeracy
- Modern Languages
- Physical Education
- Religious Education
- Science and Technology
- The Arts

To key stage 3 students, we offer the following subjects in line with the Northern Ireland Curriculum:

- Art and Design
- Careers
- Drama
- English
- French
- Geography
- Home Economics
- History
- ICT
- Learning for Life and Work
- Maths
- Music
- Physical Education
- Religious Education
- Science
- Spanish
- Technology and Design

At key stage 4, students follow the statutory curriculum requirements. Students study English, Maths, Learning for Life and Work, PE and RE. In addition, students in key stage 4 make subject choices appropriate to their needs, abilities and interests. Decisions are made after consultation from Careers teachers, subject teachers and parents/guardians. Links have been established with the Northern Regional College, enabling some pupils to follow vocational courses which are externally validated through the CCEA Occupational Studies Award. Students can choose from Hair and Beauty, Catering, Vehicle Studies and Construction (brickwork and joinery). Also in collaboration with the Northern Regional College and other schools in our learning community, some students can enrol in Horticulture and Horse Care vocational courses, which are externally validated through Edexcel BTEC qualifications. Our curriculum is enhanced through enrichment initiatives and an array of extra-curricular activities. The curriculum is regularly reviewed to meet changing needs and statutory demands. The range of options offered to the students includes general and applied subjects. To key stage 4 students, we offer the following subjects:

- Science – Single and Double Award
- Agriculture
- Art and Design
- Business Communication Technology & Office Skills



- Careers
- Child Development
- Construction
- Drama
- Employability
- English Literature
- French
- Further Maths
- Geography
- History
- Home Economics
- ICT
- Learning for Life and Walk
- Maths
- Media Studies
- Moving Image Arts
- Music
- Occupational Studies
- PAL
- Physical Education
- Public Services
- Religious Education
- Spanish
- Travel and Tourism
- Vehicle Care and Maintenance
- Vocational Skills

Students wishing to enter sixth form must meet the published entry criteria. Students are guided through the curriculum offer process and, in the light of their career plans, advised on courses of study. At post-16 level, students are expected to study a minimum of three A levels or equivalent qualifications most likely to benefit their future careers. Most of the courses offered in the sixth-form curriculum are based on AS level study for year 13 to be followed by A2 level study in year 14. These courses are either taught internally in Parkhall Integrated College or through collaboration with partner schools. We offer both academic and vocational qualifications. The curriculum is enhanced through an enrichment programme, which includes Business, Spanish and PE. An array of extra-curricular activities is also offered. Students have the opportunity to become part of the Parkhall Integrated College student leadership team by becoming a member of the student council or through the prefect programme. The curriculum is regularly reviewed to meet changing needs and statutory demands.

To sixth-form students, we offer the following subjects:

- Art and Design
- Business Studies
- Careers
- Drama
- Employability
- English Literature
- Geography
- Health and Social Care (Single and Double)
- History



Curriculum Overview 2022-23

- ICT
- Maths
- Media Studies
- Physical Education
- Science (Single and Double)
- Travel & Tourism (Single and Double)

Art and Design Curriculum

Key Stage 3

	Autumn Term	Spring Term	Summer Term
Year 8	Introduction to the formal visual elements; tone and line Exploring and investigating the work of: Van Gogh/Matisse/Anselm Keifer and many more.	Introduction to the formal visual elements; colour and texture Exploring and investigating the work of: Yayoi Kusama/William Morris/Beatriz Milhazes.	Exotic fruits Exploring and investigating the work of: Angela Faustina/Carolee Clark and others.
Year 9	Observational drawing/mark making techniques Exploring and investigating the work of: Alexander McQueen/Otto Dix/Day of the dead and many others.	Skulls Exploring and investigating the work of: H R Geiger/Jim Henson/Tim Burton/Pixar.	Under the sea Exploring and investigating the work of: Vincent Scarpace and Michelle Parsons.
Year 10	Observational drawing/mark making techniques Exploring and investigating the work of: Amelia Kramer/Jean-Michel Basquiat/Judy Glanzman	Insects Exploring and investigating the work of: Rosalind Monks, Lucy Arnold, Kelly Stanford, Christopher Marley, Mike Libby, Cath Hodzman, Abby Diamond	Structures Exploring and investigating the work of: Ian Murphy/Laura Oldfield Ford/Karl Blossfeldt and the art movement, futurism.

GCSE Art and Design

	Autumn Term	Spring Term	Summer Term
Year 11	Component 1: Part A: Exploratory Portfolio Students will undertake a number of workshops exploring the formal visual elements of Art and Design. Students learn through practical exploration of practitioners, the contexts they work in, and the processes they use. Students develop their ideas by responding creatively to others' work.	Component 1: Part A: Exploratory Portfolio Students will undertake a number of workshops exploring the formal visual elements of Art and Design. Students learn through practical exploration of practitioners, the contexts they work in, and the processes they use. Students develop their ideas by responding creatively to others' work.	Component 1 Part B: Investigating the Creative and Cultural Industries Students build on the knowledge, skills and confidence gained in Component 1 Part A. Students become increasingly independent and further develop their understanding and implementation of visual language.
Year 12	Component 1 Part B: Investigating the Creative and Cultural Industries Students build on the knowledge, skills and confidence gained in component 1 of part A. Students become increasingly independent and further develop their understanding and implementation of visual language.	Component 2: Externally Set Assignment paper Students develop ideas in response to the stimulus paper. They investigate the work of artists, craft practitioners and designers and other sources to inspire and inform their creative process.	Component 2: Externally Set Assignment Students develop ideas in response to the stimulus paper. They investigate the work of artists, craft practitioners and designers and other sources to inspire and inform their creative process.

GCSE Moving Image Arts

	Autumn Term	Spring Term	Summer Term
Year 11	Component 2: Acquisition of Skills in Moving Image Production Pupils will complete 4 controlled tasks: storyboard, sound, camera and edit and animation.	Component 2: Acquisition of Skills in Moving Image Production Pupils will complete 4 controlled tasks: storyboard, sound, camera and edit and animation.	Component 2: Acquisition of Skills in Moving Image Production Pupils will complete 4 controlled tasks: storyboard, sound, camera and edit and animation.
Year 12	Component 3: Planning and Making a Moving Image Product Pupils research, design and produce a genre specific film or animation.	Component 3: Planning and Making a Moving Image Product Pupils research, design and produce a genre specific film or animation.	Component 1: Critical Understanding of Creative and Technical Moving Image Production Online examination.

Art and Design (OCN) level 2

	Autumn Term	Spring Term	Summer Term
Year 11	Unit: Materials exploration	Unit: Contextual studies	Unit: Craft work
Year 12	Unit: Jewellery making	Unit: Mixed media painting methods	

Art and Design (OCN) Level 3

	Autumn Term	Spring Term	Summer Term
Year 13	Unit 1: Art and Design in context	Unit 60: Fine Art Drawing W	Unit 61: Fine Art Painting
Year 14	Unit 10: How artists and designers use 2D materials, techniques and processes	Unit 12: Planning, researching and developing ideas for a specialist art or design brief	Unit 13: Realising an outcome for a specialist art or design brief

Exam boards

Key Stage 4	Post-16
CCEA - GCSE Art spec	OCR - Level 3 OCT Art and Design
OCN - Level 2 Art and Design	

Business Studies Curriculum

GCSE Business and Communication Systems

	Autumn Term	Spring Term	Summer Term
Year 11	<ul style="list-style-type: none"> Word processing, including business documents spreadsheet and graphs 	<ul style="list-style-type: none"> Database and mail merge Email and Internet research 	<ul style="list-style-type: none"> Web design Presentation software Consolidation and examination preparation
Year 12	<ul style="list-style-type: none"> Business ownership Communication Controlled Assessment 	<ul style="list-style-type: none"> Digital trading and technology Marketing Controlled Assessment 	<ul style="list-style-type: none"> Recruitment Consolidation and examination preparation

Level 2 Occupational Studies in Office and Retail

	Autumn Term	Spring Term	Summer Term
Year 11	<p>Unit 14: Using Office Technology:</p> <ul style="list-style-type: none"> Using a Calculator Display Tasks Health and Safety Emailing Shredding Scanning Careers in the Office Environment <p>Unit 5: Customer Service:</p> <ul style="list-style-type: none"> Communication Skills Report Writing Questionnaire design Surveys through visits Pop up shop Activity 	<p>Unit 14: Using Office Technology:</p> <ul style="list-style-type: none"> Materials and Related Skills and Knowledge Use of Telephone and Answering Machine Evaluation 1 Spreadsheets Word Processing Photocopying <p>Unit 5: Customer Service:</p> <ul style="list-style-type: none"> Health and Safety Environment and Careers Materials and Related Skills and Knowledge 	<p>Unit 14: Using Office Technology:</p> <ul style="list-style-type: none"> Consolidation Evaluations 2 and 3 Final Evaluation Consolidation of Portfolio <p>Unit 5: Customer Service:</p> <ul style="list-style-type: none"> Evaluations 1-3 Final Evaluation Consolidation of Portfolio
Year 12	<p>Unit 14: Using Office Technology:</p> <ul style="list-style-type: none"> Using a Calculator Display Tasks Health and Safety Emailing Shredding Scanning Careers in the Office Environment <p>Unit 5: Customer Service:</p> <ul style="list-style-type: none"> Communication Skills Report Writing Questionnaire design Surveys through visits Pop up shop Activity 	<p>Unit 14: Using Office Technology:</p> <ul style="list-style-type: none"> Materials and Related Skills and Knowledge Use of Telephone and Answering Machine Evaluation 1 Spreadsheets Word Processing Photocopying <p>Unit 5: Customer Service:</p> <ul style="list-style-type: none"> Health and Safety Environment and Careers Materials and Related Skills and Knowledge 	<p>Unit 14: Using Office Technology:</p> <ul style="list-style-type: none"> Consolidation Evaluations 2 and 3 Final Evaluation Consolidation of Portfolio <p>Unit 5: Customer Service:</p> <ul style="list-style-type: none"> Evaluations 1-3 Final Evaluation Consolidation of Portfolio

OCN Level 2 Business Enterprise

	Autumn Term	Spring Term	Summer Term
Year 11	Unit: Creating and Developing Business Ideas Unit: Taking Part in an Enterprise Project Unit: Teamwork Skills in Practice	Unit: Creating and Developing Business Ideas Unit: Taking Part in an Enterprise Project Unit: Teamwork Skills in Practice	Unit: Creating and Developing Business Ideas Unit: Taking Part in an Enterprise Project Unit: Teamwork Skills in Practice
	Young Enterprise QuickStart Programme Business Set-up	Young Enterprise QuickStart Programme – Selling Opportunity	
Year 12	Unit: Health and Safety in a Working Environment Young Enterprise QuickStart Programme - Re-establish Business	Unit: Understanding Marketing Young Enterprise QuickStart Programme – Selling Opportunity	Consolidation of Portfolio

BTEC Level 3 National Extended Certificate in Business

	Autumn Term	Spring Term	Summer Term
Year 13	<p>Unit 1: Exploring Business</p> <ul style="list-style-type: none"> • Features of businesses • Stakeholders and their influence • Effective business communications • Structure and organisation • Aims and objectives <p>Unit 3: Personal and Business Finance</p> <ul style="list-style-type: none"> • Functions and role of money • Payment methods • Cash flow forecasts • Current accounts • Managing personal finance • Features of financial institutions • Communicating with customers 	<p>Unit 1: Exploring Business</p> <ul style="list-style-type: none"> • External environment • Internal environment • Competitive environment • Situational analysis • Different market structures • Relationship between demand, supply and price • Pricing and output decisions <p>Unit 3: Personal and Business Finance</p> <ul style="list-style-type: none"> • Consumer protection in relation to personal finance • Information, guidance and advice • Break-even analysis • Purpose of accounting • Types of income and expenditure • Sources of business finance • Statement of comprehensive income 	<p>Unit 1: Exploring Business</p> <ul style="list-style-type: none"> • Role of innovation and enterprise • Benefits and risks associated with innovation and enterprise <p>Unit 3: Personal and Business Finance</p> <ul style="list-style-type: none"> • Statement of financial position • Ratio analysis measuring profitability, liquidity and efficiency • Consolidation of knowledge and revision • Past paper practice

Year 14	<p>Unit 2: Developing a Marketing Campaign</p> <ul style="list-style-type: none"> • The role and purpose of marketing within business • Market segmentation and target audience • Business aims and objectives • Niche and Mass markets • SWOT and PESTLE Analysis • Primary and Secondary Research • Mock Exam paper <p>Unit 8: Recruitment and Selection Process</p> <ul style="list-style-type: none"> • Workforce Planning • Recruitment and selection process • Ethical and legal considerations in the recruitment process 	<p>Unit 2: Developing a Marketing Campaign</p> <ul style="list-style-type: none"> • Exploring the marketing mix • Marketing message and marketing media • Budgets • Timescale <p>Unit 8: Recruitment and Selection Process</p> <ul style="list-style-type: none"> • Recruitment activity to include Job application and • Interviews 	<p>Unit 2: Developing a Marketing Campaign</p> <p>Pupils will complete a number of mock exam papers under exam conditions to consolidate their learning and develop their exam technique.</p> <p>Unit 8: Recruitment and Selection Process</p> <ul style="list-style-type: none"> • Review and evaluation of recruitment activity. • SWOT analysis and personal action plan
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Texts and exam boards

Key Stage 4	Post-16
<p>Exam board and link to the specification:</p> <p>CCEA GCSE Business and Communication Systems: https://ceea.org.uk/downloads/docs/Specifications/GCSE/GCSE%20Business%20and%20Communication%20Systems%20%282017%29/GCSE%20Business%20and%20Communication%20Systems%20%282017%29-specification-Standard.pdf</p> <p>CCEA Level 2 Occupational Studies in Office and Retail: https://ceea.org.uk/downloads/docs/Specifications/Level%201%20and%20Level%202/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29-specification-Standard 8.pdf</p> <p>OCN Level 2 Certificate in Vocational Skills (Business Enterprise): https://www.ocni.org.uk/qualifications/ocn-ni-level-2-certificate-in-vocational-skills</p>	<p>Exam board and link to the specification:</p> <p>BTEC Level 3 National Extended Certificate in Business: https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Business/2016/specification-and-sample-assessments/btecnationals-bus-cert-spec.pdf</p> <p>Core texts and ISBN number: Pearson BTEC National Business Student Book 1 978-1-292-12624-1</p>

Careers Curriculum

	Autumn Term	Spring Term	Summer Term
Year 8	Introduction to Careers Skills and Qualities	My Town Enterprising People	Employability Challenges
Year 9	Study Skills The Ripple Effect	The Work Generator The European Union	21 st Century Entrepreneurship
Year 10	Career Profiling The New Age of Employment	Options Choices Tourism in NI	Work Smart
Year 11	Life at Key Stage 4 Who wants to be an entrepreneur?	Know your rights What employers want	Work experience
Year 12	Pathways at 16+	Writing a C.V.	Job Applications
Year 13	Managing my career – skills	Managing my career - aspirations	Pathways at 18+
Year 14	UCAS/Personal Statements	The changing world of work Non-UCAS options	Student Finance applications

BTEC Public Services

	Autumn Term	Spring Term	Summer Term
Year 11	Unit 1 – The role and work of public services	Unit 2 – Working skills in the public service sector	Unit 2 – Working skills in the public service sector Revision
Year 12	Unit 3 – Employment in the public services	Unit 4 – Public Services and Community Protection	Submission of coursework

OCN Level 2 Certificate in Employability Skills

	Autumn Term	Spring Term	Summer Term
Year 11	Applying for work Producing a CV	Customer care	Mental health, well-being and building resilience
Year 12	Personal money management Interview skills	Interview skills and using social media in the workplace	Final submission of portfolio



Text and exam boards

Key Stage 4

BTEC Public Services

<https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Public-Services/2014/Specification-and-sample-assessments/BTECFirst-PS-Spec.pdf>

Core text: BTEC First in Public Services Student Book

ISBN: 9781446910818

OCN Employability

<https://www.ocnni.org.uk/umbraco/Surface/Qualification/GetQualificationGuide?qubald=127452>

English Curriculum

Key Stage 3

	Autumn Term	Spring Term	Summer Term
Year 8	<p>Novel Study: Focus on improving reading skills, learning to understand characterisation and an introduction to the writer’s craft. Pupils will learn to write descriptively, focusing on improving punctuation and spelling. A selection of novels is used throughout classes to match ability.</p>	<p>Poetry: An introduction to Poetry Pupils will learn a general introduction to poetry, examining poetic devices and creating their own poems.</p>	<p>Non-Fiction texts: Newspaper writing and understanding the features of news writing. Summer Exam topic: Non-fiction/newspaper report writing.</p>
Year 9	<p>Study of Fiction: Building on the skills studied in year 8, pupils will read a novel, focusing on the impact of language on the reader. Pupils will build on writing skills of creative and personal writing, using effective adjectives to describe.</p>	<p>Poetry: A study of Poetry from other cultures Poetic skills and understanding are developed through a study of a selection of poems from different cultures.</p>	<p>Advertising and Debate writing: Pupils will look at what makes adverts persuasive. Learn to write a balanced argument using persuasive language.</p>
Year 10	<p>A selection of Short Stories/Novel Study: Pupils will learn to infer meaning from their novel study, which will be challenging, building on key skills needed for GCSE English.</p>	<p>The Study of Spoken Language: Film Extracts Listen to extracts of motivational speeches and begin to analyse how spoken language changes over time/context. War Poetry: Dulce et Ddecorum Est by Wilfred Owen Charge of the Light Brigade Jessie Pope’s Who’s for the game?</p>	<p>Non-Fiction and Multi-modal texts: Presentational devices Pupils will learn colour connotations and how presentational devices are used to persuade and engage. Writing for Audience and Purpose: Pupils will learn how to write persuasively in different formats such as a letter, a speech, a blog etc</p>

GCSE English Language

	Autumn Term	Spring Term	Summer Term
Year 11	<p>The Study of Spoken Language Pupils will listen to two commentaries, for example Jamie Oliver/Nigella Lawson and compare how spoken language changes in different contexts. This is one GCSE controlled assessment worth 10% of the final grade. Pupils will also complete an individual presentation on a topic of their choice to their class.</p>	<p>Unit 1: Writing for Purpose and Audience and responding to non-fiction/media texts. Pupils will prepare for their examination by learning how to write for different audiences and purposes. Pupils will learn how language is used to engage the reader. Pupils will learn how presentational devices are used to persuade and engage.</p>	<p>Unit 1 Examination summer 2023 Mock examination.</p>

Year 12	Unit 4 GCSE exam 28 th November 2022 Topic: Personal/creative writing Analysing fiction and responding to non-fiction texts.	Units 2 and 3 controlled assessment: The study of written language: Pupils study a short text/poem and write a response analysing language used. The Sniper by Liam O' Flaherty. Speaking and Listening moderation: Group discussion	Unit 1/Unit 4 re-sit examinations if required. Mock examination. GCSE results – August 2023
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GCSE English Literature

	Autumn Term	Spring Term	Summer Term
Year 11	Study of Prose: Of Mice and Men by John Steinbeck	Responding to unseen 19 th Century Prose Pupils will look at a variety of extracts from classic literature for example: Charles Dickens' Great Expectations, Bram Stoker's Dracula etc.	Unit 1 Exam May 2023 Macbeth by William Shakespeare
Year 12	Shakespeare Controlled Assessment: Macbeth/Merchant of Venice/Romeo and Juliet.	The Study of Drama: An Inspector Calls Poetry Anthology – Theme of Conflict.	GCSE Examination revision Exam May 2023

GCSE Drama

	Autumn Term	Spring Term	Summer Term
Year 11	Component 3: Knowledge and Understanding of Drama.	Component 1: devised performance	Component 1: devised performance
Year 12	Component 1: devised performance (Completion of log)	Component 2: Scripted Performance	Component 3: Knowledge and Understanding of Drama.

GCSE Media Studies

	Autumn Term	Spring Term	Summer Term
Year 11	Media Language – how we understand media texts. Representation – who do we see in media products?	Media Audiences – How do audiences engage with different media products? Media Industries – How does who owns a media company affect what it creates?	Controlled Assessment – Pupils begin to plan a project based on a brief prepared by AQA.
Year 12	Pupils continue their controlled assessment. Alongside case studies based on television, social media, video games and newspapers.	Pupils continue their controlled assessment and submit their final project. Alongside case studies based on radio, magazines, film and marketing.	Pupils will prepare for two exams – working on exam technique

A Level English Literature

	Autumn Term	Spring Term	Summer Term
Year 13	Frankenstein by Mary Shelley/Frost and Heaney poetry AS2 CCEA Unit	Robert Frost/Seamus Heaney Poetry A Streetcar Named Desire by Tennessee Williams AS1 CCEA Unit	Examinations May 2023 Two external exams
Year 14	King Lear by William Shakespeare – A2.1 – 1.5-hour examination which is closed book. Internal assessment: Individual selected novels for controlled assessment	A study of King Lear examination preparation. Poetry - The poetry of Emily Dickenson/unseen Poetry	Examinations May 2023 Two external examinations One controlled assessment

Texts and exam boards

Key Stage 4	Post-16
Exam board and link to the specification: CCEA English Language/English Literature and GCSE Drama AQA – Media Studies CCEA – Drama https://ceea.org.uk/downloads/docs/Specifications/GCSE/GCSE%20Drama%20%282017%29/GCSE%20Drama%20%282017%29-specification-Standard.pdf	Exam board and link to the specification: CCEA AQA

Geography Curriculum

Key Stage 3

	Autumn Term	Spring Term	Summer Term
Year 8	The British Isles with a special focus on the physical geography of Northern Ireland Your Geography Passport	Tropical rainforests with a special focus on the Amazon	Introductory Ordnance Survey maps skills
Year 9	Weather and Climate European Christmas Markets	Earthquakes and Volcanoes	Travel and Tourism Further Ordnance Survey map skills
Year 10	Rivers Careers profiling in Geography/Travel & Tourism	Population and Migration	Urban Change Global map work

CCEA GCSE Geography

	Autumn Term	Spring Term	Summer Term
Year 11	Unit 1: Theme A: River Environments Theme B: Coastal Environments	Theme D: The Restless Earth Unit 3: Magilligan Fieldtrip	Theme C: Our Changing Weather and Climate Unit 1 and Unit 3 external exams (60%)
Year 12	Unit 2: Theme A: Population and Migration Theme B: Changing Urban Areas	Theme C: Contrasts in World Development Theme D: Managing Our Environment	Complete Theme D: Managing Our Environment Unit 2 external exam (40%)

BTEC Level 2 Travel and Tourism

	Autumn Term	Spring Term	Summer Term
Year 11	Unit 1: The UK Travel and Tourism Industry (theory and practice)	Unit 4: International Travel and Tourism Destinations (portfolio)	Unit 4: International Travel and Tourism Destinations (portfolio)
Year 12	Unit 2: UK Travel and Tourism Destinations (portfolio)	Unit 3: The Travel and Tourism Customer Experience (portfolio)	Unit 3: The Travel and Tourism Customer Experience (portfolio)

CCEA A-Level Geography

	Autumn Term	Spring Term	Summer Term
Year 13	Unit AS1: Topic 1: River Environments Topic 2: Ecosystems Unit AS2: Topic 1: Population Topic 2: Settlement and Urbanisation Unit AS3:	Unit AS1: Topic 2: Ecosystems Topic 3: Atmosphere Unit AS2: Topic 2: Settlement and Urbanisation Topic 3: Development	Unit AS1: Topic 3: Atmosphere Unit AS2: Topic 3: Development Unit AS3: Fieldwork Skills and Techniques in Geography

	Fieldwork Visit to Magilligan Residential		External exams for Units AS1, AS2 and AS3
Year 14	Unit A21: Option A: Plate Tectonics: Theory and Outcome Unit A22: Option D: Tourism Unit A23: Decision-making in Geography (initial practice)	Unit A21: Option C: Dynamic Coastal Environments Unit A22: Option B: Planning for Sustainable Settlements Unit A23: Decision-making in Geography	Unit A21: Option C: Dynamic Coastal Environments Unit A22: Option B: Planning for Sustainable Settlements Unit A23: Decision-making in Geography External exams for Units A21, A22 and A23

BTEC Level 3 Travel and Tourism Single Award

	Autumn Term	Spring Term	Summer Term
Year 13	Unit 1: The World of Travel and Tourism (theory and practice) Unit 3: Principles of Marketing in Travel and Tourism (portfolio)	Unit 1: The World of Travel and Tourism (theory and practice) Unit 3: Principles of Marketing in Travel and Tourism (portfolio)	Unit 1: The World of Travel and Tourism external exam (May/June) Unit 3: Principles of Marketing in Travel and Tourism (portfolio)
Year 14	Unit 9: Visitor Attractions (portfolio) Unit 2: Global Destinations (synoptic external exam theory and practice)	Unit 2: Global Destinations (synoptic external exam theory and practice)	Unit 2: Global Destinations pre-release and preparation (6 hours) External exam (3 hours)

BTEC Level 3 Travel and Tourism Double Award

	Autumn Term	Spring Term	Summer Term
Year 13	Unit 1: The World of Travel and Tourism (theory and practice) Unit 3: Principles of Marketing in Travel and Tourism (portfolio) Unit 4: Managing the Customer Experience in Travel and Tourism	Unit 1: The World of Travel and Tourism (theory and practice) Unit 3: Principles of Marketing in Travel and Tourism (portfolio) Unit 5: Travel and Tourism Enterprises	Unit 1: The World of Travel and Tourism external exam (May/June) Unit 3: Principles of Marketing in Travel and Tourism (portfolio) Unit 5: Travel and Tourism Enterprises
Year 14	Unit 9: Visitor Attractions (portfolio) Unit 2: Global Destinations (synoptic external exam theory and practice) Unit 14: The Cruise Industry (portfolio)	Unit 2: Global Destinations (synoptic external exam theory and practice) Unit 16: Researching Current Trends and Key Issues in travel and Tourism (portfolio/synoptic)	Unit 2: Global Destinations pre-release and preparation (6 hours) Unit 16: Researching Current Trends and Key Issues in travel and Tourism (portfolio/synoptic)

Texts and exam boards

Key Stage 4	Post-16
<p>Exam board and link to the specification:</p> <p>GCSE Geography: https://cea.org.uk/key-stage-4/gcse/subjects/gcse-geography-2017</p> <p>BTEC Level 2 Travel and Tourism: https://qualifications.pearson.com/en/qualifications/btec-firsts/travel-and-tourism-2013-nqf.html</p>	<p>Exam board and link to the specification:</p> <p>A-Level Geography: https://cea.org.uk/post-16/gce/subjects/gce-geography-2018</p> <p>BTEC Level 3 Extended Certificate in Travel and Tourism: https://qualifications.pearson.com/en/qualifications/btec-nationals/travel-and-tourism-2019.html</p> <p>BTEC Level 3 Diploma in Travel and Tourism: https://qualifications.pearson.com/en/qualifications/btec-nationals/travel-and-tourism-2019.html</p>

History Curriculum

Key Stage 3

	Autumn Term	Spring Term	Summer Term
Year 8	What skills do we need in History? Who were the Normans? The claimants to the English Throne. The Battle of Hastings.	How does William take control of England? Norman Castles – Motte & Bailey Castles and Square Keep Castles. Life in Norman England.	The Black Death The Normans in Ireland. Dermot MacMurrough & John DeCourcy Carrickfergus Castle
Year 9	The Reformation. Who was Martin Luther? How did he change life in Medieval Europe? Henry VIII – his wives and children. The Spanish Armada.	The Plantations, focusing on the Ulster Plantation. Why did it happen? Who was involved? Why did people come to Ulster? The impact on Ulster. How does this affect our lives today?	Ireland after the Plantations. The Glorious Revolution. The Siege of Derry. The Williamite Wars. How have these events influenced our lives?
Year 10	World War 1 The Causes. Assassination of Archduke Franz Ferdinand. The Steps to War. Trench Warfare. Life as a soldier. The Battle of the Somme.	World War 2 & The Holocaust The Rise of Hitler and how this impacted upon Jews in Germany. Life in a Ghetto. Kindertransport. Operation Barbarossa. Extermination Camps.	War to Partition in Ireland. The Easter Rising. Growth of Sinn Fein & IRA. Impact of Michael Collins. Civil War and it's outcomes.
Year 11	Changing Relations: Northern Ireland and its Neighbours, 1920–49.	Life in Nazi Germany 1933-1945	What was life in Nazi Germany like before and during WW2?
Year 12	International Relations 1945-2003	International Relations 1945-2003	International Relations 1945-2003 Revision and exam technique.

A Level History

	Autumn Term	Spring Term	Summer Term
Year 13	AS1 Option 5 Germany 1919-1945 & AS2 Option 5 Russian 1914 – 1941	AS1 Option 5 Germany 1919-1945 & AS2 Option 5 Russian 1914-1941	AS1 Option 5 Germany 1919-1945 & AS2 Option 5 Russian 1914-1941
Year 14	A21 Option 4 The American Presidency 1901-2000 A22 Option 4 The Partition of Ireland 1900-1925	A21 Option 4 The American Presidency 1901-2000 A22 Option 4 The Partition of Ireland 1900-1925	A21 Option 4 The American Presidency 1901-2000 A22 Option 4 The Partition of Ireland 1900-1925

Texts and exam boards

Key Stage 4	Post-16
Exam board and link to the specification: https://cea.org.uk/downloads/docs/Specifications/GCSE/GCSE%20History%20%282017%29/GCSE%20History%20%282017%29-specification-Standard.pdf Core texts and ISBN number:	Exam board and link to the specification: https://cea.org.uk/downloads/docs/Specifications/GCE/GCE%20History%20%282019%29/GCE%20History%20%282019%29-specification-Standard.pdf



<https://cea.org.uk/downloads/docs/Specifications/GCE/GCE%20History%20%282019%29/GCE%20History%20%282019%29-specification-Standard.pdf>

Core texts and ISBN number:

Home Economics Curriculum

Key Stage 3

	Autumn Term	Spring Term	Summer Term
Year 8	Unit 1: Intro to HE Unit 2: Cookery basics Unit 3: Healthy eating Practicals covered: Quesadillas Pasta salad Halloween Cookery Apple crumble Pizza Christmas Cookery	Unit 4: Keeping the body healthy Unit 5: Wholemeal foods Unit 6: Family life Unit 7: Dietary Goals Practicals covered: Fruit salad Lemon cheesecake Thai chicken stir fry Banana bread Raspberry muffins	Unit 7: Dietary Goals cont. Practicals covered: Mini pork-and-apple sausage rolls Fifteens
Year 9	Unit 1: Me and My Diet Unit 2: Food Storage Unit 3: Ethical Shopping Practicals covered: Potato-and-leek soup Coronation chicken Chocolate mousse Halloween Cookery Irish stew Eve's pudding Apple tart Christmas Cookery	Unit 4: Energy Balance Unit 5: You are what you eat Practicals covered: Bacon risotto Spaghetti Bolognese Breakfast muffins Burgers	Unit 6: Stem Careers Practicals covered: Curry in a hurry Lemon cake Fifteens
Year 10	Unit1: What's on the Plate? Unit 2: Keeping Food Safe Unit3: What's on the Plate? Practicals covered Fajitas Mini quiche Halloween cookery Chicken fried rice Lasagne Christmas Cookery	Unit 4: Foods around the world Unit 5: Dietary disorders Unit 6 Special Diets Unit 7: Legislation Practicals covered: Cheesecake Chicken and broccoli bake Pizza Beef stir fry Easter muffins	Unit 8: Food Provenance Practicals covered: Chilli veg pasta Quorn chilli Cupcakes Fifteens

GCSE Home Economics Food and Nutrition

	Autumn Term	Spring Term	Summer Term
Year 11	Unit 1 Food and Nutrition Theory covered: Food provenance; Food Processing and Production; Food and Nutrition for good Health; Energy and Nutrients; Macronutrients; Micronutrients; Fibre; Water; Nutritional & Dietary Needs – adolescents, adults, pregnancy, older people Cover of a range of practicals to suit theory work	Unit 1 Food and Nutrition Theory covered: Continue Nutritional & Dietary Needs – adolescents, adults, pregnancy, older people; Active and Sedentary Lifestyle; Food Allergy and Intolerances; Priority Health Issues – Obesity, Cardiovascular Disease, Diabetes Cover of a range of practicals to suit theory work	Unit 1 Food and Nutrition Theory covered: Priority Health Issues continued – Osteoporosis, Dental Caries, Iron Deficiency Anaemia Cover of a range of practicals to suit theory work

Year 12	Component 2: Practical Food and Nutrition Controlled assessment	Practical Food and Nutrition Controlled assessment and assessed practical	Priority health issues Being an effective consumer when shopping for food Factors affecting food choice Food safety Resource management Unit 1: External Exam
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GCSE Child Development

	Autumn Term	Spring Term	Summer Term
Year 11	Unit 1: Parenthood, Pregnancy and the Newborn Baby The family and parenting responsibilities Reproduction Diet and lifestyle during pregnancy Birth	The family and parenting responsibilities Reproduction Diet and lifestyle during pregnancy Birth The Newborn Baby Feeding the Newborn Baby	Unit 2: The Development of the Child (0-5 years) Dietary needs of the child (0-5 years) Unit 1: External Exam
Year 12	Unit 3 Investigation Task – Controlled Assessment	Dietary needs of the child (0-5 years) (cont.) Social Development	Physical Development Emotional Development Communication Development Recap: Dietary needs of the child (0–5 years) Unit 2: External exam

Occupational Studies Food Preparation

	Autumn Term	Spring Term	Summer Term
Year 11/12	Unit: Patisserie and Baking Legislation associated with food preparation The role of Environmental Health Officer (EHO) Food safety in the kitchen Identifying hazards and explaining how they could lead to possible hazards. Understand the process of yeast History of bread Cooking methods: identify creaming, whisking, rubbing in, melting methods Storage and preservation of biscuits and cakes Portion control Healthier eating options when making cakes Energy conservation and recycling in the kitchen	Unit: Contemporary Cuisine Recap on Legislation associated with Food preparation Understand the concept cross contamination and HACCAP Identify the main cause of food poisoning and how to prevent it. Health and safety in the workplace Food miles in food Managing a kitchen Kitchen profits Local produce and food miles Recycling Ethical shopper	Healthy eating and desserts Costing of desserts Selecting appropriate equipment for desserts Dessert options Famous desserts Veganism Careers in food industry Weekly practicals throughout autumn, winter and summer terms

	Recycling packaging and recycling bins Impact on the environment of not recycling Eco-friendly catering establishment: case study Careers in the food industry		
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Occupational Studies Care

	Autumn Term	Spring Term	Summer Term
Year 11/12	Health and Safety at work Nursery Uniform Potential Hazards in Early Years Hazard Symbols Risk Assessment in Child Care Common Childhood Illnesses Procedures for Hygiene control Accident incident report First Aid Course Recycling in kitchen Protecting Environment Carbon footprint Career Opportunities Types of Child Care Physical, Intellectual, Emotional and Social Development	Patterns of speech Play Development of play Types of play Care routines Breastfeeding Bottle-feeding equipment Feeding your baby Special Needs Communication difficulties	End-of-year evaluations Submission of portfolios Trips to special needs school, nursery and care home

BTEC Health and Social Care - Level 3 National Extended Certificate

	Autumn Term	Spring Term	Summer Term
Year 13	Unit 1: Human Lifespan Development A1. Physical development across life stages A2. Intellectual development across life stages A3. Emotional development across the life stages A4. Social development across life stages B1 Nature/Nurture B2. Genetic factors that affect development B3. Environmental factors that affect development B4. Social factors that affect development B5. Economic factors that affect development B6. Major life events that affect development	Unit 1 exam – January Unit 5: Meeting Individual Care and Support Needs Section A: Promoting equality, diversity and discrimination Section B: Examine the ethical issues involved when providing care and support to meet individual needs Section C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges Section D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs	Submission of unit 5 portfolio Resit of unit 1 exam if required. Begin Unit 2 – Working in Health and Social Care A1: The roles of people who work in health and social care settings A2: The responsibilities of people who work in health and social care settings A3: Specific responsibilities of people who work in health and social care settings

	C1/C2. Physical and Psychological effects of aging C3. The Social effects of an aging population		
Year 14	Unit 2: Working in Health and Social Care Recap of A1, A2 and A3 A4. Multidisciplinary working in the health and social care sector A5. Monitoring the work of people in health and social care settings B1. The roles of organisations in providing health and social care services B2. Issues that affect access to services B3. Ways organisations represent interests of service users B4. The roles of organisations that regulate and inspect health and social care services B4. The roles of organisations that regulate and inspect health and social care services B5. Responsibilities of organisations towards people who work in health and social care settings C1 and C2. Working with people with specific needs in the health and social care sector	Unit 2 exam (January) Unit 12: Supporting individuals with additional needs Section A Diagnosing or determining additional needs Section B Examine how to overcome the challenges to daily living faced by people with additional needs Section C Support and adaptations for individuals with additional needs, person centred care for all	Section C: Support and adaptations for individuals with additional needs, person centred care for all Submission of Unit 12 portfolio

BTEC Health and Social Care - Level 3 National Diploma Double Award

	Autumn Term	Spring Term	Summer Term
Year 13	Unit 7: Principles of safe practice in health and social care Section A: Examine how a duty of care contributes to safe practice in health and social care settings Section B: Understand how to recognize and respond to concerns about abuse and neglect in health and social care settings Section C: Investigate the influence of health and safety legislation and policies in health and social care settings	Unit 7 continued Section D Explore procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings Complete Unit 7 – portfolio submitted Unit 8: Promoting public health Section A: Examine the strategies for developing public health policy to improve the health of individuals and the population	Section C: Investigate how health is promoted to improve the health of the population Section D: Investigate how health promotion encourages individuals to change their behaviour in relation to their own health Complete Unit 8 - portfolio submitted

		Section B: Examine the factors affecting health and the impact of addressing these factors to improve public health	
Year 14	Unit 4: Enquiries into current research in health and social care Section A: Types of research and issues of research carried out in the health and social care sector Section B: Research methods Section C: Carry out and review relevant secondary research into a contemporary health and social care issue	Unit 4 exam (January) Unit 19: Nutritional Health Section A: Understand concepts of nutritional health and characteristics of essential nutrients Section B: Examine factors affecting dietary intake and nutritional health	Section C: Plan nutrition to improve individuals' nutritional health Complete Unit 19 – portfolio submitted

Texts and exam boards

Key Stage 3	Key Stage 4	Post-16
<p>Supporting texts</p> <p>Learning for Life and Work Home Economics in Close-Up: Key Stage 3</p>	<p>Child Development Exam board and link to the specification: CCEA https://ccea.org.uk/downloads/docs/Specifications/GCSE/GCSE%20Home%20Economics%3A%20Food%20and%20Nutrition%20%282017%29/GCSE%20Home%20Economics%3A%20Food%20and%20Nutrition%20%282017%29-specification-Standard.pdf</p> <p>Core texts and ISBN number: Child Care and Development 7th Edition ISBN: 9781471899768</p> <p>Food and Nutrition Exam board and link to the specification: CCEA https://ccea.org.uk/downloads/docs/Specifications/GCSE/GCSE%20Home%20Economics%3A%20Food%20and%20Nutrition%20%282017%29-specification-Standard.pdf</p> <p>Core texts and ISBN number: CCEA GCSE Home Economics: Food and Nutrition ISBN: 9781471894848</p>	<p>Exam board and link to the specification: BTEC Extended certificate & Diploma https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Health-and-Social-Care/2016/specification-and-sample-assessments/9781446938003_BTEC_Nat_ExtCert_HSC_AG_Spec_Iss3C.pdf</p> <p>Core texts and ISBN number: Pearson BTEC National Health and Social Care Student Book 1 and Student Book 2</p> <p>ISBN: 9781292126012 (Student book 1) ISBN: 9781292126029 (Student book 2)</p>

ICT Curriculum

Key Stage 3

	Autumn Term	Spring Term	Summer Term
Year 8	Using the School network E-safety topic – staying safe both online and in school Using Microsoft Excel	Using ICT task – Microsoft Excel	Using Microsoft PowerPoint Introduction to website design
Year 9	Using Photoshop Using Microsoft Publisher	Using ICT task – Microsoft Publisher Website creation	Creating a food label
Year 10	Race around Ireland – use of all Microsoft office products	Using Microsoft Excel to create and manipulate data models	Using Microsoft Access

BTEC Level 2 Information Creative Technology

	Autumn Term	Spring Term	Summer Term
Year 11	Unit 1: The online world (exam unit)	Unit 1: The online world – exam in January Unit 13: Website Development • Understand the uses and features of websites	Unit 13: Website development • Design a website
Year 12	Unit 13: Website development • Develop and test a website • Review the finished website.	Unit 3: A Digital Portfolio • Design a digital portfolio • Create and test a digital portfolio	Unit 3: A Digital Portfolio • Review the digital portfolio

Occupational Studies Technology and Innovation

	Autumn Term	Spring Term	Summer Term
Year 11	Digital Imaging • Health & Safety in the workplace • Career opportunities	Digital Imaging • Digital photography equipment • Using Editing Software - Photoshop tasks	Digital Imaging • Research and planning a digital imaging project
Year 12	Digital Imaging • Creating a digital imaging project using Photoshop.	Digital Imaging • Evaluating digital imaging project	Digital Imaging • Presenting digital imaging project

Occupational Studies Design and Creativity

	Autumn Term	Spring Term	Summer Term
Year 11	Website development • Planning for developing a website • Creating a website	Website Development • Publish and content manage a website Graphic Design • Planning for a graphic design project • Producing a graphic design project	Graphic Design • Presenting the final graphic design project

Year 12	<p>Website development</p> <ul style="list-style-type: none"> • Planning for developing a website • Creating a website 	<p>Website Development</p> <ul style="list-style-type: none"> • Publish and content manage a website <p>Graphic Design</p> <ul style="list-style-type: none"> • Planning for a graphic design project • Producing a graphic design project 	<p>Graphic Design</p> <ul style="list-style-type: none"> • Presenting the final graphic design project
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Cambridge Technical ICT

	Autumn Term	Spring Term	Summer Term
Year 13	Unit 5: Virtual and augmented reality Unit 2: Global information Unit 13: social media and digital marketing	Unit 5: Virtual and Augmented Reality Unit 2: Global information Unit 13: Social media and digital marketing	Unit 5: Virtual and Augmented Reality Unit 2: Global information Unit exam Unit 13: Social media and digital marketing
Year 14	Unit 1: Fundamentals of IT Unit 17: Internet of Everything Unit 13: Social media and digital marketing	Unit 1: Fundamentals of IT Unit 17: Internet of Everything Unit 13: social media and digital marketing	Unit 1: Fundamentals of IT Unit 17: Internet of Everything Unit 13: social media and digital marketing

Texts and exam boards

Key Stage 4	Post-16
<p>Exam board and link to the specification: Edexcel: Information Creative Technology CEA: Occupational Studies Design and Creativity CEA: Occupational Studies Technology and Innovation</p>	<p>Exam board and link to the specification: OCR: Unit 1 – Fundamentals of IT Unit 2 – Global Information Unit 5 - Virtual and Augmented Reality Unit 13 – Social Media and Digital Marketing Unit 17 – Internet of Everything</p>

LLW Curriculum

Key Stages 3, 4 & 5

	Autumn Term	Spring Term	Summer Term
Year 8	Who am I? Who are we? My Aspirations My Morals My Integrity Making Decisions Getting Organised Target Setting Empathy	Road Safety Personal Hygiene Vaccinations Energy Drinks Smoking & Vaping My Amazing Brain	My Emotions Stress Resilience Self Esteem Body Image
Year 9	Self-Awareness Puberty Menstruation and Period poverty Pregnancy & Underage Parenthood	STIs Contraception Abortion	Fertility Issues Peer Pressure Good Friendships
Year 10	Love, Dating and Rejection Sexual Relationships Consent Sexuality Personal Safety	Avoiding Conflict Bullying Social Media & Cyber Bullying Freedom of Expression & Trolling	Domestic Abuse & Coping Strategies Parenting Styles Healthy Family Relationships Child Abuse & Coping Strategies
Year 11	Two Traditions – politics Two Traditions – religion Immigration & Asylum	Exploitation UDHR Human Rights Risky Behaviours Testicular Cancer Breast Cancer	Meningitis Animal Rights Fire Safety at Home Justice Electric Car Ethics
Year 13	Pregnancy and Unplanned Parenthood STIs Contraception Abortion Fertility Issues Love, dating and Rejection	Sexual Relationships Consent Personal Safety Social Media and Cyber Bullying Freedom of Expression and Trolling Domestic Abuse & Coping Strategies	Parenting Styles Fire Safety at Home Breast Cancer Testicular Cancer Meningitis
Year 14	Pregnancy and Unplanned Parenthood STIs Contraception Abortion Fertility Issues Love, dating and Rejection	Sexual Relationships Consent Personal Safety Social Media and Cyber Bullying Freedom of Expression and Trolling Domestic Abuse & Coping Strategies	Parenting Styles Fire Safety at Home Breast Cancer Testicular Cancer Meningitis

Vocational GCSE Preparation for Adult Life (PAL)

	Autumn Term	Spring Term	Summer Term
Year 11	Unit 3 Rights & Responsibilities Unit 13 Financial Management Unit 10 Parent Responsibilities	Unit 4 Equality & Justice Unit 1 Diversity & Inclusion	Unit 7 Effective Work Practices Unit 8 Globalisation



Year 12	Unit 5 Preparation for Work Unit 9 Self-development Unit 12 Health & Well-being	Unit 2 Democracy Unit 11 Healthy Relationships	Unit 6 Business in Community
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Texts and exam boards

Key Stage 4

Exam board and link to the specification:

<https://ccea.org.uk/downloads/docs/Specifications/Level%202/Level%202%20Preparation%20for%20Adult%20Life%20%282013%29/Level%202%20Preparation%20for%20Adult%20Life%20%282013%29-specification-Standard.pdf>

Maths Curriculum

Key Stage 3

	Autumn Term	Spring Term	Summer Term
Year 8	The 4 Operations Types of Numbers Negative Numbers Fractions Decimals Converting Fractions, Decimals & Percentages Estimation & BIDMAS Handling Data	Averages Probability 2D & 3D Shapes Symmetry Measures, Perimeter & Area Angles Co-ordinates	Introduction to algebra Revision for summer exam
Year 9	Squaring, Square roots & Powers Rounding & Estimation Fractions, Decimals & Percentages Ratio Negative Numbers Representing Data Averages	Algebra Equations of Lines Transformations Angles Metric & Imperial Measures Conversion Graphs Perimeter & Area	Volume Probability Time Revision for summer exam
Year 10	Working with Numbers Working with Fractions Working with Decimals Working with Percentages Working with Equivalences Accuracy & Bounds Multiples & Factors Indices, Powers & Roots Working with Money	The Data Handling Cycle Data Collection Using Statistical Diagrams Data Interpretation Expressions & Formulae Equations Co-ordinate Geometry Graphs & Gradients Angle Properties	Perimeter & Area Circles & Pythagoras' Theorem Volume and Surface Area Working with 3D Shapes Working with Measures Revision for summer exam
Year 11	Working with Numbers Working with Fractions Working with Decimals Working with Percentages Working with Equivalences Accuracy & Bounds Multiples & Factors Indices, Powers & Roots Growth & Decay Working with Money The Data Handling Cycle Data Collection Sampling Using Statistical Diagrams Histograms* Cumulative Frequency Graphs & Box Plots* *Higher level topics	Mean, Median, Mode & Range Expressions & Formulae Algebraic Fractions* Equations Co-ordinate Geometry Graphs & Gradients Angle Properties Drawings Perimeter & Area Circles Volume & Surface Area Shape Properties Working with 3D Shapes Working with Measures Compound Measures & Units Mensuration Problems* Right Angled Triangles	Revision for GCSE Mathematics Modules M2 Or M3 *Selected pupils will also complete M5 exam
Year 12	BIDMAS Fractions and Decimals Review Estimations & Approximations Exact Calculations Types of Number	Inequalities Sequences Trial & Improvement Equations continued Working with Ratio	Revision for GCSE Mathematics Modules

	Indices, Powers & Roots Personal Finance Number Systems Angle Properties Working with Scale Drawings Working with measures Working with graphs	Symmetry Reflections Rotations Translations Enlargements Transformations Congruence & Similarity Probability & Chance Counting & Listing Outcomes Experimental Probability Probability Rules* Probability Problems* Probability Tree Diagrams* Formulae Using Graphs Constructions Co-ordinate Geometry* Trigonometry (All triangles)*	M5 Or M6 Or M8
	*Higher level topics		

*Selected pupils may also have to resit previous modules

GCSE Further Maths

	Autumn Term	Spring Term	Summer Term
Year 11	Mechanics Solving Equations Trigonometry Displacement & Velocity Time Graphs Constant Acceleration Newton's Laws Forces Statistics Bivariate Analysis Central Tendency & Dispersion Probability	Mechanics Vectors Friction Connected Bodies Moments Statistics Binomial Distribution Normal Distribution	Revision for GCSE Further Mathematics Unit 2 (Mechanics) & Unit 3 (Statistics)
Year 12	Pure Mathematics Simplifying Algebraic Expressions Equations Simultaneous Equations Trigonometric Equations Quadratic Inequalities Differentiation Tangents & Normals Further Applications of Differentiation Integration Area	Pure Mathematics Matrices Logarithms Log/Log Graphs	Revision for GCSE Further Mathematics Unit 1 (Pure)

A Level Maths

	Autumn Term	Spring Term	Summer Term
Year 13	<p>Pure Indices Surds Quadratics Further Quadratics Simultaneous Equations Polynomials Graphs & Transformations Coordinate Geometry Circle Geometry</p> <p>Applied Displacement, Velocity, Acceleration Force Newton's Law</p>	<p>Pure Binomial Theorem Trigonometry Logarithms Differentiation Integration Vectors</p> <p>Applied Sampling Histograms Statistical Measures Correlation Interpretation of Data Probability Binomial Distribution</p>	<p>Revision for AS Mathematics Pure & AS Mathematics Applied</p>
Year 14	<p>Pure Algebra & Graphs Functions Radian Measure Parametric Equations Sequences & Series Binomial Expansion Trigonometry</p> <p>Applied Moments Kinematics & Calculus Impulse & Momentum Projectiles</p>	<p>Pure Differentiation 1 Differentiation 2 Integration Differential Equations Numerical Methods</p> <p>Applied Probability Normal Distribution Hypothesis Testing</p>	<p>Revision for A2 Mathematics Pure & A2 Mathematics Applied</p> <p>*Selected pupils may also have to resit previous modules</p>

Resources and exam boards

Key Stage 3	Key Stage 4	Post-16
<p>Supporting texts</p> <p>Key Maths textbooks</p> <p>Mymaths.co.uk</p> <p>Corbettmaths.com</p> <p>Transum.org</p> <p>Timestables.co.uk</p>	<p>Exam board and link to the specification: CCEA Specification</p> <p>GCSE Mathematics Core texts:</p> <p>CCEA GCSE Mathematics Foundation for 2nd Edition ISBN: 9781471889806</p> <p>CCEA GCSE Mathematics Higher for 2nd Edition ISBN: 9781471889844</p> <p>GCSE Further Mathematics Core texts and ISBN number:</p>	<p>Exam board and link to the specification: CCEA Specification</p> <p>Mathematics Core texts and ISBN number:</p> <p>Pure Mathematics for CCEA AS Level ISBN: 9781780732466</p> <p>Applied Mathematics for CCEA AS Level ISBN: 9781780733456</p> <p>Pure Mathematics for CCEA A2 Level ISBN: 9781780732664</p>



Curriculum Overview 2022-23

	Further Mathematics for CCEA GCSE ISBN: 9781780731919	Applied Mathematics for CCEA A2 Level ISBN: 9781780733470
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MFL Curriculum

Key Stage 3

	Autumn Term		Spring Term		Summer Term	
Year 8	<p><u>French</u> Exploring France Pronouncing French words Greeting others Asking and saying names Expressing feelings French alphabet Numbers 1-31 Saying your age Asking others their age Days of the week Months of the Year Saying when your birthday is Exam revision Christmas in France</p>	<p><u>Spanish</u> Exploring Spain Greeting others Saying how you feel Classroom instructions The alphabet Numbers 1-31 Saying your age Asking others their age Christmas in Spain</p>	<p><u>French</u> Classroom objects Classroom instructions Colours Talking about family members Describing pets Countries and Nationalities Finding out about school in France School subjects Expressing opinions about subjects Telling the time in French (12-hour clock)</p>	<p><u>Spanish</u> Days of the week Months of the year Saying when your birthday is Saying where you are from Saying your nationality Talking about your family Describing yourself, family and friends Family tree in Spanish</p>	<p><u>French</u> Saying when lessons begin and end Recognise food items – at the café Ordering food in a café Reading a menu Expressing likes and dislikes Exam revision French project work relating to French speaking countries</p>	<p><u>Spanish</u> Hair/eye/build descriptions Talking about people’s personality Verbs ‘to have’ and ‘to be’ in Spanish Pets, wild animals and farm animals Colours Spanish project work relating to Spanish speaking countries</p>
Year 9	<p><u>French</u> Revision of Year 8 personal details, family members and pets Describing ourselves and others (hair, eyes, build, personality) Describing a celebrity Shops and other places in a town Understand, request and give directions Reading signs in French Transport Exam revision Christmas in France</p>	<p><u>Spanish</u> Pencil case items School subjects Giving opinions about school subjects School facilities Telling the time in Spanish (12-hour clock) Recognise the 24-hour clock Christmas in Spain</p>	<p><u>French</u> Sports and leisure activities Giving opinions about sports and leisure activities Weather and seasons Comparing weather in other countries Talking about our daily routine Listening to and understanding other people’s daily routine</p>	<p><u>Spanish</u> Talking about our daily routine Free time activities Introduction to the past tense Food items and ordering breakfast in a café</p>	<p><u>French</u> Telling the time (24-hour clock) Recognising food items (fruit and veg) Higher numbers up to 500 Ordering quantities in French Exam revision Project work relating to French speaking countries</p>	<p><u>Spanish</u> Talking about using your mobile phone in Spanish Saying what type of music you like Talking about TV programmes Project work relating to Spanish speaking countries</p>

<p>Year 10</p>	<p><u>French</u> Revision of food items from Year 9 Ordering in a restaurant Cultural differences (menus/eating out) Reserving a table, asking for and ordering from the menu Expressing preferences Revision of numbers (prices) Asking for the bill Typical French dishes research Christmas in France Irvine set/s - All of the above and: Talking about jobs and future work Talking about how you earn money Exam revision</p>	<p><u>Spanish</u> Hobbies and leisure activities Giving preferences about hobbies Frequency words Saying what you did last weekend Sports Talking about the weather Exam revision Christmas in Spain Irvine set/s - All of the above and: Talking about diet and healthy lifestyle Talking about getting fit</p>	<p><u>French</u> Recognising clothing items in French Shopping for clothes Describing school uniform Talking about holidays Weather Describing a past holiday Activities during a past holiday Transport/accommodation Irvine set/s - All of the above and: Asking and answering questions in French Talking about illnesses Parts of the body</p>	<p><u>Spanish</u> Describing your town Asking for and giving directions in Spanish Comparing the town and country Describing mealtimes Talking about illnesses and injuries At the pharmacy Irvine set/s - All of the above and: Talking about typical foods Ordering quantities Ordering in a restaurant</p>	<p><u>French</u> M/C/O sets: French speaking countries and famous French people research Developing a historical/cultural awareness for Paris Irvine set/s - Talking about festivals and celebrations in France Exam revision Developing a historical/cultural awareness for Paris</p>	<p><u>Spanish</u> Talking about a past holiday in Spanish Talking about holiday activities Describing what a holiday was like Transport Exam revision Project work relating to Spanish speaking countries Irvine set/s - All of the above and: Environmental issues:</p>
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Key Stage 4

GCSE French

	Autumn Term	Spring Term	Summer Term
Year 11	Talking about yourself and your family Getting on with others Personal and future relationships/talking about friends Communicating online and uses of social media Advantages/disadvantages of mobile technology Uses of mobile technology Exam preparation	Television Music Film Reading preferences Free time activities in the past Food, meals and eating out Eating healthily	Sport Opinions about sport Celebrations and festivals Describing your home Area where you live/places in a town Household furniture Chores around the house Types of accommodation Exam preparation
Year 12	Environmental issues Social issues Holiday destinations Holiday activities Accommodation Visiting France Describing a past holiday School School subjects Comparing French and British schools School rules Uniform Exam preparation Talking about future studies Exam preparation	Future job preferences Part time work Discussing how to get a job Earning money Work experience Past Paper preparation Speaking examination preparation	Revision for GCSE CCEA Modules

OCN Modern Languages Spanish

Year 11	Holiday activities Holiday preferences Booking accommodation Describing a past holiday School subjects Opinions about school School uniform School rules Extra-curricular activities	Socialising and family Social networks Reading preferences Free time activities Sport TV programmes Films	Describing where you live Types of houses Places in a town Shops Shopping for clothes
Year 12	Mealtimes Food and drink preferences Illnesses/at the pharmacy Body parts Daily routine Healthy eating	Future study and employment How you earn money Work experience Environmental issues	Portfolio time



Texts and exam boards

Key Stage 3	Key Stage 4
<p>Supporting texts: Pearson Viva 1 Pearson Viva 2 Pearson Viva 3 Pearson Accès Studio Pearson Dynamo 1 Pearson Dynamo 2 Pearson Dynamo 3</p>	<p>Exam board and link to the specification: Specification Spanish GCSE CCEA Specification French GCSE CCEA Specification French/Spanish OCN</p> <p>MFL Core texts: OCN/CCEA GCSE Spanish: Viva GCSE Pearson OCN/CCEA GCSE French: Studio GCSE Pearson</p>

Music Curriculum

Key Stage 3

	Autumn Term	Spring Term	Summer Term
Year 8	Introduction to the musical elements, focusing on ‘the beat’, tempo, rhythm, texture, dynamics by observing, interacting with and composing their own compositions using percussion instruments. Messaging through music – focussing on bugle calls	Musical instruments and their characteristics through the context of listening: strings/woodwind/brass/percussion within the genres of classical/jazz/film	Hooks, Riffs and Ostinato Song structure and repeated patterns What makes a good riff? What makes a good song? Composing their own song
Year 9	Building on their knowledge of the musical elements, through recognising what fanfares are used for, listening to, composing and performing their own fanfares	To learn what chords are and how they are used as an accompaniment within music. The difference between melody and harmony. Programme music - composing music for a story	Focus on the musical world around us: what makes a good theme tune? Creating their own ‘original’ theme tune to an advert or a programme for TV using Garageband
Year 10	Building on their existing knowledge of the musical elements, through feeling the beat, chords – how to make them and how to use them through the topic of ‘The Blues’.	Parody in Music – how recognisable tunes have been used in other contexts Composing, performing and listening to each other's versions of famous melodies	Traditional music of the island of Ireland, recognising the characteristics of the different dance forms and becoming familiar with the associated instruments. Employability and Careers in Music
Year 11	N/A		
Year 12	N/A		

Texts and exam boards

Key Stage 3	Key Stage 4	Key Stage 5
Supporting texts	Exam board and link to the specification: Music Core texts and ISBN number:	Exam board and link to the specification: Music Core texts and ISBN number:

PE Curriculum

Key Stage 3

	Autumn Term	Spring Term	Summer Term
Year 8	<p>PE Boys – Football/HR Fitness Girls – Fundamental Skills/Hockey</p> <p>Games Boys – Football/Rugby/Minor Games/Cross Country Girls – Hockey/Minor Games/Gaelic/Netball</p>	<p>PE Boys – Rugby/Cricket/Athletics Girls – Gymnastics/Basketball/Athletics</p> <p>Games Boys – Football/Rugby/Minor Games/Gaelic/Cricket Girls – Hockey/Minor Games/Gaelic/Netball/Orienteering/Athletics</p>	<p>PE Boys – Athletics/Softball Girls – Athletics/Tennis/Rounders</p> <p>Games Boys – Cricket/Athletics/Softball Girls – Athletics/Rounders</p>
Year 9	<p>PE Boys – Football/HR Fitness Girls – Fundamental Skills/Basketball</p> <p>Games Boys – Football/Rugby/Minor Games/Gaelic Girls – Hockey/Minor Games/Gaelic/Netball</p>	<p>PE Boys – Rugby/Cricket/Athletics Girls – Gymnastics/Volleyball/Athletics</p> <p>Games Boys – Football/Rugby/Minor Games/Gaelic/Cricket Girls – Hockey/Minor Games/Gaelic/Netball/Orienteering/Athletics</p>	<p>PE Boys – Athletics/Softball Girls – Athletics/Tennis/Rounders</p> <p>Games Boys – Cricket/Athletics/Softball Girls – Athletics/Rounders</p>
Year 10	<p>PE Boys – Football/HR Fitness Girls – Volleyball/Basketball</p> <p>Games Boys – Football/Rugby/Minor Games/Cross Country Girls – Hockey/Minor Games/Football/Fitness</p>	<p>PE Boys – Rugby/Cricket/Athletics Girls – HR Fitness/Badminton/Athletics</p> <p>Games Boys – Football/Rugby/Minor Games/Gaelic/Cricket Girls – Hockey/Minor Games/Football/Fitness/Orienteering/Athletics</p>	<p>PE Boys – Athletics/Softball Girls – Athletics/Tennis/Rounders</p> <p>Games Boys – Cricket/Athletics/Softball Girls – Athletics/Rounders</p>

BTEC FIRST FOR SPORT

	Autumn Term	Spring Term	Summer Term
Year 11	Unit 1 – Fitness for Sport and Exercise – online exam	Unit 5 – The Sports Performer - portfolio	Unit 2 – Practical Sports Performer – introductory work for Unit 2 (Year 12)
Year 12	Unit 2 – Practical Sports Performer – portfolio	Unit 3 – Applying the Principles of Personal Fitness – portfolio	n/a

Occupational Studies

	Autumn Term	Spring Term	Summer Term
Year 11	Running an Event portfolio planning	Running an Event portfolio and actual event	Running an Event portfolio completion
Year 12	Sports Leadership portfolio planning	Sports Leadership practical sessions and evaluations	Sports Leadership portfolio completion

OCN Vocational - Personal Fitness Programme Planning

	Autumn Term	Spring Term	Summer Term
Year 11	n/a	n/a	n/a
Year 12	Personal Fitness Programme Planning portfolio	Personal Fitness Programme Practical	Personal Fitness Programme Planning portfolio completion

BTEC NATIONALS – National Extended Certificate Sport

	Autumn Term	Spring Term	Summer Term
Year 13	Unit 1 – Anatomy and Physiology – exam theory & mock paper Unit 3 – Professional Development in the Sports Industry – coursework - part A/B	Unit 1 – Anatomy and Physiology – exam theory continued & practice papers Unit 3 – Professional Development in the Sports Industry – coursework - part C/D	Unit 1 – Anatomy and Physiology – exam – May Unit 3 – Professional Development in the Sports Industry – coursework completed Introductory work for Units 2 and 7 (year 14)
Year 14	Unit 2 – Fitness Training and Programming for Health, Sport and Well-Being – exam theory & mock paper Unit 7 – Practical Sports Performance - coursework - part A/B	Unit 2 – Fitness Training and Programming for Health, Sport and Well-Being – exam theory & practice papers Unit 7 – Practical Sports Performance - coursework - part C/D	Unit 2 – Fitness Training and Programming for Health, Sport and Well-Being – exam - May Unit 7 – Practical Sports Performance - coursework completed

Texts and exam boards

Key Stage 3	Key Stage 4	Key Stage 5
<p>Supporting texts</p> <p>https://www.bbc.co.uk/sport</p> <p>https://www.bbc.co.uk/bitesize/subjects/znyb4wx</p>	<p>Exam board and link to the specification:</p> <p>BTEC First for Sport https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html</p> <p>CCEA – Occ Studies https://ccea.org.uk/downloads/docs/Specifications/Level%201%20and%20Level%202/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29/Level%201%20and%20Level%202%20Occupational%20Studies%20%282013%29-specification-Standard_7.pdf</p> <p>OCN – Vocational https://www.ocnni.org.uk/qualifications/ocn-ni-level-2-certificate-in-vocational-skills</p>	<p>Exam board and link to the specification:</p> <p>BTEC Nationals Sport https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html</p>

RE Curriculum

Key Stage 3

	Autumn Term	Spring Term	Summer Term
Year 8	<p>Identity - Who am I? Self-Image/Mother Teresa</p> <p>The Bible as a book/Mary Jones/Dead Sea Scrolls</p> <p>Relationships – through the Story of Abraham, Isaac & Jacob. - God’s promises to Abraham, Birth of Isaac and God tests Abraham.</p>	<p>Relationships – through the Story of Abraham, Isaac & Jacob. Isaac and Rebekah – family relationships. Birth of Esau & Jacob. Jacob Steals the Birth right & Blessing. Jacob’s Dream at Bethel. Jacob marries Leah and Rachel.</p> <p>Background of Jesus – Historical, geographical and religious background to Palestine</p>	<p>Background of Jesus – Historical, geographical and religious background to Palestine</p> <p>Faith In Action - Dr Barnardo – His life, work and legacy</p>
Year 9	<p>World Religions – Judaism - Introduction & Key Beliefs, worship & prayer, Judaism in N. Ireland</p> <p>Moses – Early Years, Moses Flees to Midian and Burning Bush</p> <p>Moses returns to Egypt – The Ten Plagues & The Ten Commandments</p>	<p>Creation- What a wonderful world</p> <p>7 days of Creation</p> <p>Caring for the Environment</p> <p>What Christians believe the Bible is teaching regarding care for the environment and stewardship.</p> <p>Easter - Palm Sunday</p> <p>The Last Supper & When People let you down</p> <p>The Arrest of Jesus & Making Mistakes (Peter’s Story)</p> <p>Trials, Crucifixion & Resurrection of Jesus</p>	<p>Jesus and his relationship with other people – Friendships</p> <p>Jesus and his relationship with other people - Zacchaeus/Matthew</p> <p>Jesus and his relationship with other people – Mary& Martha</p> <p>Faith In Action – Martin Luther King – His life, work and legacy</p>
Year 10	<p>World Religions – Islam - Introduction & Key Beliefs, worship & prayer, Islam in N. Ireland</p> <p>Teachings of Jesus- The Lost Son</p> <p>Teachings of Jesus- The Good Samaritan</p> <p>The Teachings of Jesus – Parable of The Sower</p>	<p>Deeds of Jesus (Miracles) – Introduction</p> <p>Jesus’ Power of Nature x3 miracles</p> <p>Jesus’ Power of Sickness x 3 miracles</p> <p>Jesus’ Power over Death x3 miracles</p> <p>Joni Eareckson Tada</p> <p>The Early Christian Church – Pentecost</p> <p>Stephen’s Death & Saul’s Conversion</p>	<p>The Early Christian Church - The persecution of the Church</p> <p>Examples of Modern-Day Persecution in the Christian Church</p> <p>Faith In Action – Jackie Pullinger – Her life, work and legacy</p>
Year 11	<p>A Study of the Gospel of Matthew</p> <p>1. Background to Matthew's Gospel</p> <p>2. Identity of Jesus</p> <p>3. The Miracle Worker</p>	<p>4. The Kingdom of God – Parables</p> <p>5. The Death and Resurrection of Jesus</p>	<p>6. The Place and Nature of Christian Discipleship</p> <p>Revision for Year 11 Module</p>
Year 12	<p>An Introduction to Christian Ethics:</p> <p>Personal & Family Issues</p> <p>Matters of Life & Death</p>	<p>Developments in Bioethics</p> <p>Contemporary Issues in Christianity</p>	<p>Modern Warfare</p> <p>Revision for Year 12 Module</p>

Texts and exam boards

Key Stage 3	Key Stage 4	Key Stage 5
<p>Supporting texts</p> <p>Christianity in Close Up Books 1,2 & 3</p> <p>Journeys 1 & 2</p>	<p>Exam board and link to the specification:</p> <p>https://cea.org.uk/downloads/docs/Specifications/GCSE/GCSE%20Religious%20Studies%20%282017%29/GCSE%20Religious%20Studies%20%282017%29-specification-Standard.pdf</p> <p>RE Core texts and ISBN number:</p> <p>A Study of the Gospel of Matthew – 978-1-906578-34-3</p> <p>Gospel of Matthew</p> <p>An Introduction to Christian Ethics – 978-1-78073-174-2</p>	<p>Exam board and link to the specification:</p> <p>RE Core texts and ISBN number:</p> <p>N/A</p>

Science Curriculum

Key Stage 3

	Autumn Term	Spring Term	Summer Term
Year 8	Chemistry: Safety Using Scientific equipment Using chemicals Atoms Graphs	Physics: Earth and space Light The eye	Biology: Germination Food chains and food webs Habitats Endangered species The Zoo
Year 9	Chemistry: The Scientific method The periodic table Atoms	Physics: Forces Speed Road safety	Biology Food and nutrition The digestive system Photosynthesis Smoking, drugs and alcohol
Year 10	Biology: Microorganisms Reproduction Circulation Respiration The Nervous System	Chemistry: Atomic structure and bonding Acids and Alkalis	Physics: Sound and hearing Renewable and non-renewable energy sources Electricity

Key Stage 4 -OCN

	Autumn Term	Spring Term	Summer Term
Year 11		Physics: Energy Electricity Forces	Physics: Waves Radiation Biology: Living things Cells
Year 12	Biology: Ecology Flowering and non-flowering plants DNA	Biology: Enzymes Chemistry: Atomic structure and bonding Chemical reactions	Chemistry Periodic table Kinetic theory

Key Stage 4 –Single Award Science

	Autumn Term	Spring Term	Summer Term
Year 11	Physics Electricity Energy Heat transfer	Physics: Waves Road transport and safety Radioactivity Earth in space Biology: Cells Food and Diet	Biology: DNA The nervous system Hormones Variation Disease and body defence.

Year 12	Biology: Disease and body defence Alcohol and tobacco Photosynthesis	Chemistry: Hazards and periodic table Atoms and bonding Formula States of matter Separating techniques Acids and alkalis Smart materials	Chemistry: Neutralisation Organic chemistry Energetics Rates of Reaction
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Key Stage 4 –Double Award Science

	Autumn Term	Spring Term	Summer Term
Year 11	Biology: Cells Photosynthesis Nutrition Respiration Nervous System Habitat and cycles Chemistry: Atomic structure Bonding Giant structures and nanoparticles Equations Periodic table Physics: Motion Acceleration and velocity Forces Mass and weight Energy	Biology: Cells Photosynthesis Nutrition Respiration Nervous System Habitat and cycles Chemistry: Atomic structure Bonding Giant structures and nanoparticles Equations Periodic table Physics: Motion Acceleration and velocity Forces Mass and weight Energy	Biology: Cells Photosynthesis Nutrition Respiration Nervous System Habitat and cycles Chemistry: Atomic structure Bonding Giant structures and nanoparticles Equations Periodic table Physics: Motion Acceleration and velocity Forces Mass and weight Energy
Year 12	Biology: Osmosis Circulation Reproduction Genome Disease Smoking and alcohol	Physics: Waves Light Electricity Magnetism Chemistry: Electrochemistry Energy changes Redox reactions Equilibrium Organic Chemistry	Physics: Waves Light Electricity Magnetism Chemistry: Electrochemistry Energy changes Redox reactions Equilibrium Organic Chemistry

KS5 – Life and Health Science – Single Award

	Autumn Term	Spring Term	Summer Term
Year 13	Experimental techniques: Osmosis Periodic time Food tests Rates of reaction	Experimental techniques: Chromatography % yield Focal length	Experimental techniques: Portfolio completion Human body systems:

	Flame tests Colorimetry Human body systems: Cardiovascular system Resistivity Critical angle Physical Chemistry: Atomic structure Equations Titration Flame tests	Human body systems: Respiration Homeostasis Physical Chemistry: Enthalpy Neutralisation Hess' law Kinetics Rates of reaction Equilibrium	Nutrition, maintaining good health. Physical Chemistry: Equilibrium Industrial processes
Year 14	Scientific Methods: Scientific investigation Analysing journals Draft project plan Safety and Risk assessments Statistics Organic Chemistry: Alkanes Alternative fuels Alkenes Isomers Genetics, stem cells and cloning: DNA and the genetic code DNA Replication Meiosis	Scientific Methods: Health and safety Good lab practice Trial investigation Final investigation Organic Chemistry: Alkene reactions Electrophilic addition Empirical formula Alcohols Aldehydes and ketones Spectroscopy Genetics, stem cells and cloning: Genetic engineering Implications of genetic engineering Cloning Fingerprinting	Scientific Methods: Portfolio write up Organic Chemistry: Spectroscopy Nylon Aspirin Genetics, stem cells and cloning: STEM cell technology

KS5 – Life and Health Science – Double Award

	Autumn Term	Spring Term	Summer Term
Year 13	Experimental techniques: Osmosis Oscillating body Food tests Rates of reaction Human body systems: Cardiovascular system Resistivity Critical angle Physical Chemistry: Atomic structure Equations Percentage yield Flame tests	Experimental techniques: Chromatography Calibration curve Human body systems: Respiration Homeostasis Physical Chemistry: Enthalpy Neutralisation Hess' law Kinetics Rates of reaction Equilibrium Brain Science:	Experimental techniques: Flame tests Percentage yield Human body systems: Nutrition, maintaining good health. Physical Chemistry: Equilibrium Industrial processes Brain Science: Completion of portfolio Material Science: Semi-conductors

	<p>Brain Science: Brain structure Neurons Endocrine system Alzheimer's, Huntington's, Schizophrenia</p> <p>Material Science: Resistance Conduction Thermal expansion Density Tensile testing Friction</p> <p>Medicine, Drugs and Clinical Trials: Drugs and their development Aspirin Preclinical and clinical trials, FDA</p>	<p>Aggression Mental Health Stress Memory</p> <p>Material Science: Creep and fatigue Materials Bohr model</p> <p>Medicine, Drugs and Clinical Trials: Licencing a drug Regulatory responsibilities Ethics Absorption in the body</p>	<p>Medicine, Drugs and Clinical Trials:</p> <p>Investigations: Quantitative analysis of a medicine Bioassay of medicine</p>
<p>Year 14</p>	<p>Scientific Methods: Scientific investigation Analysing journals Draft project plan Safety and Risk assessments Statistics</p> <p>Organic Chemistry: Alkanes Alternative fuels Alkenes Isomers</p> <p>Genetics, stem cells and cloning: DNA and the genetic code DNA Replication Meiosis</p> <p>Medical Physics: Body temperature and thermometers Blood pressure monitoring</p> <p>Oral Health and Dentistry: Structure of teeth Taste Digestion Salivary glands Tooth disease</p> <p>Histology and Pathology: Specimen processing Legislation Biochemistry Department</p>	<p>Scientific Methods: Health and safety Good lab practice Trial investigation Final investigation</p> <p>Organic Chemistry: Alkene reactions Electrophilic addition Empirical formula Alcohols Aldehydes and ketones Spectroscopy</p> <p>Genetics, stem cells and cloning: Genetic engineering Implications of genetic engineering Cloning Fingerprinting</p> <p>Medical Physics: CT Scans Endoscopy Ultrasound MRI Gamma PET Scan</p> <p>Oral Health and Dentistry: Bulimia Antibiotics Prosthodontics</p>	<p>Scientific Methods: Portfolio write up</p> <p>Organic Chemistry: Spectroscopy Nylon Aspirin</p> <p>Genetics, stem cells and cloning: STEM cell technology</p> <p>Medical Physics: Radiation and decay</p> <p>Oral Health and Dentistry: Healthcare professionals</p> <p>Histology and Pathology: Histopathology Department</p>

	Haematology Department	Histology and Pathology: Microbiology Department Histopathology Department	
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Texts and exam boards

Key Stage 3	Key Stage 4	Key Stage 5
<p>Supporting texts Exploring Science Year 8 ISBN: 978-1405892469</p> <p>Exploring Science Year 9 ISBN: 978-1405895439</p> <p>Exploring Science Year 10 ISBN: 978-1405895514</p>	<p>Exam board and link to the specification: CCEA Double Award Science Specification</p> <p>Single Award Science Specification</p> <p>OCN Science Specification</p> <p>Science Core texts Double Award Science ISBN: 978-1471892189</p> <p>Single Award Science ISBN: 978-1471892196</p>	<p>Exam board and link to the specification: CCEA Life and Health Science Specification</p> <p>Science Core texts Life and Health Sciences for CCEA AS Level ISBN: 978-1780731865</p> <p>Life and Health Sciences for CCEA A2 Level ISBN: 978-1780732459</p>

Technology and Design Curriculum

Key Stage 3

	Autumn Term	Spring Term	Summer Term
Year 8	<p>Health & Safety: Observe workshop safety rules Wear PPE (goggles, apron, etc.) appropriately Recognise basic machinery (e.g., Linisher, Pillar Drill etc.) Observe machine safety rules Recognise basic hand tools (e.g., coping saw, tenon saw etc.) Operate machinery in a safe and sensible manner Use hand tools safely and accurately</p> <p>Practical Project – Lantern Understand the meaning of Design Brief, Situation and Specification.</p> <p>Measuring including place value and sum layout: Revise place values up to tens of millions Understand the importance of laying out sums neatly Understand the difference between a plastic ruler and a steel rule Covert between millimetres, centimetres and metres (mm, cm, m) Add common inch lengths – quarters, halves etc. Calculate and recognise common approximations between inches and millimetres Use a steel rule to measure accurately</p> <p>Electronics - Soldering: Hold and operate a soldering iron safely and accurately Populate a simple PCB board using a cone/volcano solder joint Clean and tip a soldering iron</p> <p>Electronics – The LED: Know what L.E.D. stands for Recognise a standard 5mm L.E.D. Draw the L.E.D. circuit symbol Know how to protect an L.E.D. from too much current Determine the positive and negative legs of the L.E.D.</p>	<p>Practical Project – Desk Tidy Understand the meaning of Design Brief, Situation and Specification.</p> <p>The Three-pin Plug Recognise the parts and wiring inside a standard 3 pin plug Understand why plugs have an earth pin Understand what the fuse is for Recognise the 3 main fuses that are used in UK appliances</p> <p>Environment Determine how long it takes for non-compostable items to break down Understand what ‘Sustainability’ is Understand the benefits to the environment for sustaining forests</p>	<p>Graphics: Draw light and dark horizontal lines using freehand Draw light and dark vertical lines using freehand Draw 2 lines at right angles to each other Draw squares and rectangle using freehand Draw circles using freehand Draw a simple television using freehand sketching Draw a birthday cake using freehand sketching Draw a shaded table using freehand sketching Draw a shaded birthday cake using freehand sketching Draw a curved table using freehand sketching Draw a table with pegs using freehand sketching Draw a flying saucer using freehand sketching Draw a striped pencil using freehand sketching Design a robot using as many shapes as possible.</p> <p>Materials – Plastic Understand the difference between thermoplastic and thermosetting plastics Know common examples of plastics</p> <p>Materials – Wood Understand the difference between hardwoods and softwoods Know common examples of hardwoods and softwoods Know common examples of Manufactured Boards</p>

	<p>Electronics – Circuit Symbols Recognise and draw 4 common circuit symbols Draw a basic circuit diagram</p> <p>Resistors Understand what a resistor is used for in a circuit Understand how to read the resistor colour code table Determine the colour codes of resistors using the colour code table Determine the values of resistors using the colour code table Convert between Ω, $K\Omega$ and $M\Omega$</p>		
<p>Year 9</p>	<p>Health & Safety: Observe workshop safety rules Wear PPE (goggles, apron, etc.) appropriately Recognise basic machinery (e.g., Linisher, Pillar Drill etc.) Observe machine safety rules Recognise basic hand tools (e.g., coping saw, tenon saw etc.) Operate machinery in a safe and sensible manner Use hand tools safely and accurately</p> <p>Practical Project – Christmas Tree Resistors Understand what a resistor is used for in a circuit Understand how to read the resistor colour code table Determine the colour codes of resistors using the colour code table Determine the values of resistors using the colour code table Convert between Ω, $K\Omega$ and $M\Omega$ Use simple mathematics to add resistors in series and parallel Layout addition sums neatly</p> <p>Electrical Conductors and Insulators Understand what an electrical conductor is Understand what an electrical insulator is Give examples of an electrical conductor and insulator</p>	<p>Practical Project – Clock Understand the meaning of Design Brief, Situation and Specification.</p> <p>Levers Understand the definition of a Lever Understand what a Fulcrum, Effort and Load is Label the 3 classes of levers Draw the 3 classes of levers and use examples</p> <p>Material – Wood Understand the difference between Deciduous & Coniferous trees Know common examples of hardwoods and their uses Know common examples of softwoods and their uses Know common examples of Manufacturing Boards and their uses</p> <p>Environment Understand what 'Sustainability' is Understand the benefits to the environment for sustaining forests</p> <p>Materials – Metal Understand the difference</p>	<p>Graphics: Understand what Primary and Secondary colours are Understand how the colour wheel works Recognise what colours represent certain messages or moods Render cubes with HB pencils and coloured pencils Render cubes and add their shadows Shade in the shapes and add their shadows Shade cylinders and spheres using different methods of shading e.g., tone, vertical lines, cross-hatching & dots</p> <p>Complete your assessment page honestly and accurately</p> <p>Design a poster to advertise a set of Children's Building Blocks.</p> <p>2D and 3D Shapes Recognise common 2D shapes Recognise common 3D shapes</p> <p>Perimeter Calculate the perimeter of rectangles, squares and compound shapes</p>

	<p><u>Circuit Symbols</u> Recognise common electronic component symbols Accurately and neatly draw electronic component symbols</p> <p><u>Electronic Systems</u> Understand the Input, Process and Output in a circuit Recognise different types of batteries and their uses</p>	<p>between Ferrous & Non - Ferrous Know common examples of Ferrous & Non – Ferrous Metals</p> <p><u>Structures</u> Recognise Mass, Frame or Shell structures Give examples of each structure Recognise a structure as either man-made or natural</p> <p><u>Forces</u> Recognise a force as – Compression, tension, torsion or shear Know the difference between dynamic and static forces Recognise forces in the surrounding environment</p>	<p><u>Area</u> Calculate the area of rectangles, squares and compound shapes</p> <p><u>Triangles</u> Calculate the perimeter of triangles Calculate the area of triangles</p>
<p>Year 10</p>	<p><u>Health & Safety:</u> Observe workshop safety rules Wear PPE (goggles, apron, etc.) appropriately Recognise basic machinery (e.g., Linisher, Pillar Drill etc.) Observe machine safety rules Recognise basic hand tools (e.g., coping saw, tenon saw etc.) Operate machinery in a safe and sensible manner Use hand tools safely and accurately</p> <p><u>Practical Project - Steady Hand game</u> <u>Adding Resistors in Series & Parallel</u> Use simple mathematics to add resistors in series and parallel Convert between Ω, $k\Omega$ and $M\Omega$ Layout addition sums neatly</p> <p><u>Resistor Colour Code</u> Revise your knowledge of the colour code Find values of resistors when given the colour code Find the colour code of resistors when given the values Convert between Ω, $k\Omega$ and $M\Omega$</p>	<p><u>Practical Project – Handheld Game</u> Understand the meaning of Design Brief, Situation and Specification.</p> <p><u>Levers Revision</u> Know the 3 main elements of a lever Recognise a lever in the surrounding environment Understand the difference between 1st, 2nd & 3rd class levers Know the basic mechanical advantage a lever offers</p>	<p><u>Graphics:</u> Understand how to render a cube Understand how to add shadow to a cube Sketch an everyday object and add shading, shadow and colour to make it look more realistic (3D). Use an HB pencil to represent the materials such as wood, stone and metal etc. Draw simple cubes using one-point perspective Draw simple cubes using two-point perspective Draw a simple house using two-point perspective Draw and shade 3D shapes using isometric paper.</p> <p><u>Structures Revision</u> Recognise Mass, Frame or Shell structures Give examples of each structure Recognise a structure as either man-made or natural Understand basic design implications</p>

<p><u>Construction Building Types</u> Know 3 common types of construction – Cellular, Timber Frame & Portal Frame construction Understand advantages/disadvantages of each type Recognise these construction types from images know typical uses for each type</p> <p><u>Doors (Construction)</u> Draw & label the parts that make up a typical panel door Draw & label the parts that make up a typical door frame</p> <p><u>Window (Construction)</u> Draw & label the parts of a typical fixed window with casement openings Draw & label the parts of a typical double hung window</p> <p><u>Woods – Environmental Concerns</u> Understand the implications these impacts have Appreciate the importance for wildlife and the human race Understand the need to use sustainable sources Understand the basic workings of a sustainable forest Suggest how you as a learner or a joiner in the real world can reduce wastage and increase efficiency</p> <p><u>Materials – Woods Revision</u> Explain the difference between Hardwoods, Softwoods & Manufactured Board Give examples of each type of wood Recognise the advantages different woods offer Know how/where various types of woods are used in the construction industry Have a basic understanding of sustainability regards forests</p>		<p><u>Forces Revision</u> Recognise a force as – Compression, tension, torsion or shear Know the difference between dynamic and static forces Recognise forces in the surrounding environment</p>
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	<p>Metals Revision Explain the difference between Ferrous & Non-Ferrous metals Understand what an alloy is Understand why you might need an alloy</p> <p>Plastics Revision Know how to spell thermoplastic & thermosetting plastic Explain the difference between the two types & give examples Explain what a pre-finished surface is Realise basic environmental factors regards recycling plastics</p> <p>Metals & Plastics - Further Materials Recognise the advantages different metals offer Recognise different uses of various metals Appreciate where plastics come from Realise basic environmental factors regards developing plastics</p>		
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Construction GCSE

	Autumn Term	Spring Term	Summer Term
Year 11	<p>Unit 1:</p> <ul style="list-style-type: none"> define the built environment; identify and discuss the following main stages of the construction cycle as detailed in the Royal Institute of British Architects (RIBA) Plan of Work (POW) 2013: identify the types of low-rise building and identify, compare the main characteristics of each: demonstrate knowledge and understanding of the main materials used in domestic buildings: demonstrate knowledge and understanding of the properties and functions of these materials analyse the advantages of each of these materials 	<p>Unit 1:</p> <ul style="list-style-type: none"> identify the role of the client; and demonstrate knowledge and understanding of the following main technical, managerial and professional occupations in the construction industry, and identify the main roles for each occupational area: <ul style="list-style-type: none"> architecture: architect, architectural technologist, and landscape architect engineering: civil engineer, structural engineer and building services engineer demonstrate knowledge and understanding of the main craft occupations and subcontractor roles: <ul style="list-style-type: none"> bricklayer, electrician joiner, plasterer wall dry lining specialist 	<p>Unit 1: (External Exam 20%)</p> <ul style="list-style-type: none"> identify the duties and responsibilities of employers, employees, the self-employed and the public in relation to construction and the built environment as outlined in the Health and Safety at Work (Northern Ireland) Order 1978; demonstrate knowledge and understanding of the risks for employers, employees, the self-employed and the public in relation to construction and the built environment; and demonstrate knowledge and understanding of the following ways of mitigating these risks: <ul style="list-style-type: none"> providing information following correct procedures; and carrying out risk assessments. <p>Students should be able to:</p>

<ul style="list-style-type: none"> • identify the forms of domestic dwelling and explain the main characteristics that define each type: • demonstrate knowledge and understanding of the main activities in the construction industry and the contribution to the built environment: • demonstrate knowledge and understanding of the structural forms used in a range of building types: <ul style="list-style-type: none"> - cellular - rectangular framed concrete and rectangular framed steel - portal framed; and - modern timber framed • evaluate the advantages and disadvantages of using each of these structural forms, referring to the building's function • demonstrate knowledge and understanding of how to provide structural stability to each of the structural forms <p>Unit 3: Craft Project</p> <ul style="list-style-type: none"> • complete a suitable craft project <ul style="list-style-type: none"> • demonstrate knowledge and understanding of how to select the most appropriate materials for their chosen craft <ul style="list-style-type: none"> • demonstrate knowledge and understanding of how to select the most appropriate tools (hand and power tools) for their chosen craft <ul style="list-style-type: none"> • demonstrate knowledge and understanding of how to adhere to health and safety requirements when using the chosen tools and materials <ul style="list-style-type: none"> • demonstrate knowledge and understanding of how to follow the correct joinery methods for the woodwork task 	<ul style="list-style-type: none"> - plumber - domestic gas engineer; and - tiler <ul style="list-style-type: none"> • demonstrate knowledge and understanding of the resource considerations in construction, evaluating the importance of each and their interdependence: <ul style="list-style-type: none"> - supply chain - costing - planning - plant labour and materials; and - social and environmental issues <p>Unit 3: Craft Project</p> <ul style="list-style-type: none"> • complete a suitable craft project <ul style="list-style-type: none"> • demonstrate knowledge and understanding of how to select the most appropriate materials for their chosen craft <ul style="list-style-type: none"> • demonstrate knowledge and understanding of how to select the most appropriate tools (hand and power tools) for their chosen craft <ul style="list-style-type: none"> • demonstrate knowledge and understanding of how to adhere to health and safety requirements when using the chosen tools and materials <ul style="list-style-type: none"> • demonstrate knowledge and understanding of how to follow the correct joinery methods for the woodwork task and the correct construction methods for the brickwork or blockwork task. <p>Unit 4: AutoCAD</p>	<ul style="list-style-type: none"> • demonstrate knowledge and understanding of the Health and Safety at Work (Northern Ireland) Order 1978, the current Work at Height Regulations and other relevant regulations in relation to the following: <ul style="list-style-type: none"> - slips, trips, falls, excavations, working on scaffolding/ladders - site safety signs - personal protective equipment (PPE) - duties of designers, manufacturers and suppliers; and - safety when working with water and gas • demonstrate knowledge and understanding of the Electricity at Work Regulations (Northern Ireland) 1991 on using electricity and power tools on site, including working near overhead power cables; and • demonstrate knowledge and understanding of the current Control of Substances Hazardous to Health (COSHH) <p>Unit 3: Craft Project</p> <ul style="list-style-type: none"> • complete a suitable craft project <ul style="list-style-type: none"> • demonstrate knowledge and understanding of how to select the most appropriate materials for their chosen craft <ul style="list-style-type: none"> • demonstrate knowledge and understanding of how to select the most appropriate tools (hand and power tools) for their chosen craft <ul style="list-style-type: none"> • demonstrate knowledge and understanding of how to adhere to health and safety requirements when using the chosen tools and materials <ul style="list-style-type: none"> • demonstrate knowledge and understanding of how to follow the correct joinery methods for the woodwork task
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	and the correct construction methods for the brickwork or blockwork task. Unit 4: AutoCAD		and the correct construction methods for the brickwork or blockwork task. Unit 4: AutoCAD
Year 12	<p>Unit 3: Craft Project</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of how to use appropriate joints, fixings, components and processes for their chosen project • demonstrate knowledge and understanding of the quality control issues related to their chosen project • evaluate their own work. <p>Unit 4: AutoCAD</p>	<p>Unit 2:</p> <ul style="list-style-type: none"> • prepare a cutting list for a specified task as set out in the pre-release materials • prepare material costs associated with the cutting list • interpret drawings of simple domestic buildings and carry out the following: <ul style="list-style-type: none"> - identify different elevations and how they relate to the plan and/or drawing - read dimensions from the drawing, including running dimensions, individual dimensions, floor area and wall area - use a scale rule to calculate accurate measurements from plans - interpret the structural make-up of a building as set out in the pre-release materials; and - produce freehand sketches to communicate and explain their responses to a given scenario • demonstrate knowledge and understanding of the following issues surrounding sustainable development: <ul style="list-style-type: none"> - impact on the natural environment - impact on the community - social benefits - regeneration of buildings - pollution - impact on local resources; and - carbon footprint. • discuss and demonstrate knowledge and understanding of why planning permission may or may not be granted for construction projects and/or plans, referring to the following: <ul style="list-style-type: none"> - current planning legislation 	<p>Unit 2: External exam (30%)</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of the need to reduce the environmental impact of building materials • demonstrate knowledge and understanding of the following methods used to reduce the environmental impact of building materials: <ul style="list-style-type: none"> - modern quarrying practice, recycling, reusing; and managing site waste effectively • describe the following main elements and component parts of low-rise buildings and evaluate their purposes and performance requirements, providing standard construction details that comply with the building regulations in the Building Regulations (Northern Ireland) 2012: <ul style="list-style-type: none"> - strip foundations, including setting out - domestic pile foundations - walls, including head and sill (block, brick, timber and stud) - damp-proof course (DPC) or membrane - insulation (wall, roof and floor) - floors (solid and suspended) - roofs (pitched and flat) - doors (timber, uPVC, flush, panelled, framed, legged, braced and sheeted, and associated ironmongery) - windows (uPVC and hardwood) and styles; and - stair design for domestic dwellings using mathematical formulae • describe and evaluate how construction methods for the following are changing over time (including the

		<ul style="list-style-type: none"> - environmental protection - green belts and conservation areas - design, scale and massing - types of planning permission; and - enforcement of planning legislation • demonstrate knowledge and understanding of using the following in sustainable construction: <ul style="list-style-type: none"> - timber framed construction - wall structures - roof structures - water; and - recycling • demonstrate knowledge and understanding of the following renewable energy technologies and/or materials and identify their component parts, using examples from local, European and/or global contexts related to the built environment: <ul style="list-style-type: none"> - heat pumps (ground source and air source) - wind turbines - solar panels, including photovoltaic cells and water heaters; and - biomass • identify how each of these technologies and/or materials can be used in construction and the built environment; and • analyse and evaluate the advantages and disadvantages of using these technologies and/or materials as alternatives to fossil fuels, referring to the following: <ul style="list-style-type: none"> - cost - performance; and - reliability. <p>Unit 3: Craft Project</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of how to use appropriate joints, fixings, components and processes for their chosen project 	<p>development of sustainable construction methods):</p> <ul style="list-style-type: none"> - walls, including stone, brick, block and timber walls, roofs and floors, including subfloors and suspended floors; and • demonstrate, through contextualised scenarios, knowledge and understanding of the term retrofit. <p>Unit 3: Craft Project Controlled Assessment complete (25%)</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of how to use appropriate joints, fixings, components and processes for their chosen project • demonstrate knowledge and understanding of the quality control issues related to their chosen project • evaluate their own work. <p>Unit 4: AutoCAD – Controlled Assessment complete (25%)</p>
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		<ul style="list-style-type: none"> • demonstrate knowledge and understanding of the quality control issues related to their chosen project • evaluate their own work. <p>Unit 4: AutoCAD</p>	
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Occupational Studies Bench Joinery and Carpentry & Joinery

	Autumn Term	Spring Term	Summer Term
Year 11	<p><u>Bench Joinery</u> Unit 1:</p> <ul style="list-style-type: none"> - Health & Safety - Materials, Tools and Knowledge - Environment - Careers <p><u>Bench Joinery</u> Unit 2: Manufacture of Joinery Components Using Basic Joints</p>	<p><u>Bench Joinery</u> Unit 3:</p> <ul style="list-style-type: none"> - Diary Entry Completion - Photograph Booklet Completion - Evaluation 1 - Evaluation 2 - Evaluation 3 - Final Evaluation <p><u>Carpentry & Joinery</u> Unit 1:</p> <ul style="list-style-type: none"> - Health & Safety - Materials, Tools and Knowledge - Environment - Careers - <p><u>Carpentry & Joinery</u> Unit 2: Manufacture of Joinery Components Using Basic Joints</p>	<p><u>Carpentry & Joinery</u> Unit 2: Manufacture of Joinery Components Using Basic Joints</p> <p><u>Carpentry & Joinery</u> Unit 3:</p> <ul style="list-style-type: none"> - Diary Entry Completion - Photograph Booklet Completion - Evaluation 1 - Evaluation 2 - Evaluation 3 - Final Evaluation
Year 12	<p><u>Bench Joinery</u> Unit 1:</p> <ul style="list-style-type: none"> - Health & Safety - Materials, Tools and Knowledge - Environment - Careers <p><u>Bench Joinery</u> Unit 2: Manufacture of Joinery Components Using Basic Joints</p>	<p><u>Bench Joinery</u> Unit 3:</p> <ul style="list-style-type: none"> - Diary Entry Completion - Photograph Booklet Completion - Evaluation 1 - Evaluation 2 - Evaluation 3 - Final Evaluation <p><u>Carpentry & Joinery</u> Unit 1:</p> <ul style="list-style-type: none"> - Health & Safety - Materials, Tools and Knowledge - Environment - Careers <p><u>Carpentry & Joinery</u> Unit 2:</p>	<p><u>Carpentry & Joinery</u> Unit 2: Manufacture of Joinery Components Using Basic Joints</p> <p><u>Carpentry & Joinery</u> Unit 3:</p> <ul style="list-style-type: none"> - Diary Entry Completion - Photograph Booklet Completion - Evaluation 1 - Evaluation 2 - Evaluation 3 - Final Evaluation

		Manufacture of Joinery Components Using Basic Joints	
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Occupational Studies Hand Fitting and Sheet Metal

	Autumn Term	Spring Term	Summer Term
Year 11	<p>Hand Fitting: Metal Clamp <u>Unit 1:</u></p> <ul style="list-style-type: none"> - Health & Safety - Materials, tools and knowledge - Environment - Careers <p>Hand Fitting: Metal Clamp <u>Unit 2:</u> Manufacture, Measure and Inspect Assembled Tasks</p>	<p>Hand Fitting: Metal Clamp Unit 2: Manufacture, measure and inspect assembled tasks</p>	<p>Hand Fitting: Metal Clamp Unit 2: Manufacture, measure and inspect assembled tasks</p> <p>Hand Fitting: Metal Clamp Unit 3:</p> <ul style="list-style-type: none"> - Diary Entry Completion - Photograph Booklet Completion - Evaluation 1 - Evaluation 2 - Evaluation 3 - Final Evaluation
Year 12	<p>Sheet Metal: Toolbox <u>Unit 1:</u></p> <ul style="list-style-type: none"> - Health & Safety - Materials, tools and knowledge - Environment - Careers <p>Sheet Metal: Toolbox Unit 2: Manufacture, measure and inspect assembled tasks</p>	<p>Sheet Metal: Toolbox Unit 2: Manufacture, measure and inspect assembled tasks</p>	<p>Sheet Metal: Toolbox Unit 2: Manufacture, measure and inspect assembled tasks</p> <p>Sheet Metal: Toolbox Unit 3:</p> <ul style="list-style-type: none"> - Diary Entry Completion - Photograph Booklet Completion - Evaluation 1 - Evaluation 2 - Evaluation 3 - Final Evaluation

Occupational Studies CAD and Electrical Circuit Construction

	Autumn Term	Spring Term	Summer Term
Year 12	<p>CAD: <u>Unit 1:</u></p> <ul style="list-style-type: none"> - Health & Safety - Materials, Tools and Knowledge - Environment - Careers <p>CAD: Unit 2: Technical Drawings/tutorials</p>	<p>CAD: Unit 2: Technical Drawings/tutorials</p> <p>Electrical Circuit Construction: <u>Unit 1:</u></p> <ul style="list-style-type: none"> - Health & Safety - Materials, Tools and Knowledge - Environment - Careers 	<p>Electrical Circuit Construction: Unit 2: Construct and assemble electronic circuits</p> <p>Electrical Circuit Construction: Unit 3:</p> <ul style="list-style-type: none"> - Diary Entry Completion - Photograph Booklet Completion - Evaluation 1 - Evaluation 2

		<p><u>Electrical Circuit Construction:</u> Unit 2: Construct and assemble electronic circuits</p>	<ul style="list-style-type: none"> - Evaluation 3 - Final Evaluation
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Texts and exam boards

Key Stage 3	Key Stage 4	Key Stage 5
<p>Supporting texts</p>	<p>Exam board and link to the specification:</p> <p><u>GCSE Construction Specification</u> <u>GCSE Construction Student Guide</u> <u>GCSE Construction: Fact File 1</u> <u>GCSE Construction: Fact File 2 (BIM Concept)</u> <u>GCSE Construction: Past papers and mark schemes</u></p> <p><u>Occ Studies: Bench Joinery and Carpentry & Joinery Specification</u> <u>Occ Studies: Hand Fitting and Sheet Metal Specification</u> <u>Occ Studies: CAD and Electrical Circuit Construction Specification</u></p>	<p>Exam board and link to the specification:</p> <p>Core texts and ISBN number:</p>