

Curriculum Maps

Curriculum Overview: English 2015- 2016

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 7/8 | Transport Reading- focus on poetry | Celebrations Non-fiction writing- birthdays/ family celebrations/ | Environment Reading Shakespeare- The Tempest Titanic | Environment Non- fiction writing- Fantastic places in the World | Gadgets and Technology Reading- Pre-1914 prose- War of the Worlds | Sport/ Olympics Writing- Autobiographies |
| Year 9 | Fairy Tales Reading/ Writing Traditional vs Modern- to include world literature | Harry Potter and the Philosopher's Stone Reading- contemporary prose Writing- argument texts | The Highwayman Reading/ Speaking and Listening | X Factor Writing- media and non-fiction texts | Missing Reading and Writing | Romeo and Juliet Reading- Shakespeare Writing- Stories and scripts |
| Year 10 | AQA Leisure Reading and Writing | | | AQA ELC Unit 8 Storytelling- Writing | AQA ELC Unit 10 Information | AQA ELC Optional Unit 10 Reading and Writing Unit 13 |
| Year 11 ELC | AQA ELC Unit 8 Storytelling | | AQA ELC Unit 10 Information- Reading | AQA ELC Unit 2 Media- Reading | AQA ELC Unit 6 Media- Writing | AQA ELC Unit 16 Media- Speaking and Listening |
| Year 11 GCSE | Romeo and Juliet Shakespeare- Drama Study | | Poetry from other cultures Comparison of two poems | | Preparation for final examination | |
| Clee | ASDAN developing communication skills 1. Listen and respond to other people 2. Speak (or use other means) to communicate with other people 3. Engage in discussions with other people | | ASDAN developing reading skills 1. Show some interest in reading 2. Show some response to reading 3. Recognise objects and symbols | | ASDAN developing writing skills 1. Be aware that marks, symbols, signs or words have meanings 2. Be able to use marks, symbols, signs or words | |
| Post- 16 Functional Skills Year 1 | Functional Skills Discovering Sandwell | | Functional Skills My first job application | | Functional Skills Planning a holiday | |
| Post- 16 Functional Skills Year 2 | Functional Skills Story Telling | | Functional Skills Fred the Carpenter | | Functional Skills Leisure | |

Curriculum Overview: Maths 2015 - 2016

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Yr 7/8 (yr1) | <u>Transport</u> | <u>Celebrations</u> | <u>Local Environment</u> | <u>Environment</u> | <u>Gadgets</u> | <u>Sports</u> |
| Yr 7/8 (yr1) | <p><u>Number(at an appropriate level)</u> 4 number operations, including formal written methods. Operations including inverse operations. Define and use percentage and fractions. <u>Handling Data- Statistics(at an appropriate level)</u> Construct and interpret appropriate tables, charts and diagrams.</p> | <p><u>Calculations(at an appropriate level)</u> Place value of decimals, measures and integers of any size. 4 number operations, including formal written methods. <u>Geometry-Length 2D and 3D shapes. (at an appropriate level)</u> Perimeter of 2D shapes . Faces, surfaces, edges and vertices of cubes , cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems . Draw and measure line segments and angles in geometric figures, . Properties of triangles, quadrilaterals, circles and other plane figures.</p> | <p><u>Number (at an appropriate level)</u> Prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple and prime factorisation. <u>Geometry and Measures(at an appropriate level)</u> Label sides and angles of a triangle ABC. Apply formulae to solve problems involving perimeter and area of triangles, parallelograms, trapezia, volume of cuboids including cubes and other prisms. Scale factors, scale diagrams and scale maps.</p> | <p><u>Number (at an appropriate level)</u> Positive and negative integers, decimals and fractions;. Ordering numbers; use the symbols =, ≠, ≤, ≥, < and > . four operations, including formal written methods, applied to integers, decimals, proper and improper fractions . Mixed numbers all both positive and negative. <u>Geometry and Measures(at an appropriate level)</u> Ruler and compass instructions, line segments and angles in geometric figures and rotationally symmetric.</p> | <p><u>Ratio, proportion and change(at an appropriate level)</u> Change freely between related standard units (for example time, length, area, volume/capacity and mass). Express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1.</p> | <p><u>Probability(at an appropriate level)</u> Analyse frequency of outcomes of simple probability experiments and the 0-1 probability scale. Understand the probabilities of all possible outcomes sum to 1. Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams. Generate theoretical sample spaces for single and combined events with equally likely mutually exclusive outcomes and use these to calculate theoretical probabilities.</p> |

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| Yr 7/8 (yr1) | <u>Challenge</u> Carry out surveys on travelling to school and share this with the school community. | <u>Challenge</u> Can we run a Christmas service that uses shapes to -Wrap presents -Produce cards -decorations | <u>Challenge</u> Design and prepare a plan for an allotment from a given criteria. | <u>Challenge</u> Prepare a guide to teachers where to take their six weeks holidays. | <u>Challenge</u> Present how time, length and capacity can be used in technology at the gadget show. | <u>Challenge</u> Calculate/predict the results of sports day. |
| Yr 7/8 (yr2) | <u>Battles, burns and bandages</u> | <u>Lights, camera and action</u> | <u>Mighty Mountains</u> | <u>Alive and kicking</u> | <u>Fire and Ice</u> | <u>Thrills and spills</u> |
| Yr 7/8 (yr2) | <u>Ratio, proportion and change(at an appropriate level)</u> Change freely between related standard units (for example time and length. <u>Ratio, proportion and change(at an appropriate level)</u> Relate the language of ratios and the associated calculations to the arithmetic of fractions and to linear fractions. | <u>Handling data(at an appropriate level)</u> Describe ,interpret and compare observed distributions of a single variable through appropriate graphical representation appropriate measures of central tendency (mean, mode and median) and spread (range, consideration and outliers) | <u>Algebra (at an appropriate level)</u> Use and interpret algebraic notation including: Ab in place of a x b 3y in place y + y + y and 3 x y. a ² in place of a x a, a ³ in place of a x a x a and a ² b in place of a x a x b. | <u>Algebra(at an appropriate level)</u> .Understand and use concepts and vocabulary of expressions, equations, inequalities, terms and factors. Simplify and manipulate algebraic expressions to maintain equivalence Understand and use standard mathematical formulae; rearrange formulae to change the subject. | <u>Number and calculation(at an appropriate level)</u> Use standard units of mass, length time, money and other measures including with decimal quantities. Round numbers and measures to an appropriate degree of accuracy. Express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1. | <u>Ratio, proportion, rates of change and time (at an appropriate level)</u> Use ratio notation. Divide a given quantity into two parts in a given part; part of a whole ratio; express the division of a quantity into two parts as a ratio. Understand that a multiplicative relationship between two quantities. <u>Fractions(at an appropriate level)</u> Multiplicative relationship between two quantities can be expressed as a ratio or a fraction. |
| Yr 7/8 (yr2) | <u>Challenge</u> Create a display/exhibition of different key areas of time. | <u>Challenge</u> Prepare and produce a film guide based recommendations by The Westminster School. | <u>Challenge</u> Prepare a handbook for a mountaineer to help him on his expedition. | <u>Challenge</u> Can we help our peers to become healthy by preparing a easy to read health guide. | <u>Challenge</u> Plan and create a n ice lolly pop shop. | <u>Challenge</u> Make and share food products to celebrate summer. |

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| <p>Yr 9</p> | <p><u>Handling data and statistics(at an appropriate level)</u> Describe simple mathematical relationships between two variables in observational and experimental contexts and illustrate using scatter graphs.</p> <p><u>Number(at an appropriate level)</u> Notations for the priority of operations, including brackets, powers, roots and reciprocals. Integer powers and associated real roots. Solve problems involving percentage increase, decrease and the original value problems and simple interest in financial mathematics.</p> | <p><u>Geometry-Length 2D and 3D shapes. (at an appropriate level)</u> Describe the results of translations, rotations and reflections applied to given figures. Construct congruent triangles, and construct similar shapes by enlargement, with and without co-ordinate grids. Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles.</p> <p><u>Number and Calculations</u> Interpret and compare numbers in standard form $A \times 10^n$ where n is a positive or negative integer or zero. Work interchangeably with terminating decimals and their corresponding fractions(such as 3.5 and $7/2$ or 0.375 and $3/8$)</p> | <p><u>Geometry and measures(at an appropriate level)</u> Relationship between parallel lines and alternate corresponding angles. Use the sum of angles in a triangle and use it to deduce the angle sum in any polygon a/b in place of $a \div b$ Co-efficients written as fractions rather than as decimals and brackets. Substitute numerical values to formulae and expressions including scientific formulae. Work with co-ordinates in all four quadrants. Recognise sketch and produce graphs of linear and quadratic functions of one variable (including all forms that require rearrangement)</p> <p><u>Ratio, proportion, rates of change and time (at an appropriate level)</u> Solve Problems involving direct and inverse proportion, including graphical and algebraic representations.</p> | <p><u>Number and calculating(at an appropriate level)</u> Rounding to estimate answers and calculate possible resulting errors expressed using inequality notation $a < x \leq b$ Use a calculator and other technologies to calculate results accurately and then interpret them appropriately. Appreciate the infinite nature of the sets of integers, real and rational numbers.</p> <p><u>Geometry and measures (at an appropriate level)</u> Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides, including Pythagoras' theorem. Use Pythagoras' Theorem and trigonometric ratios in similar triangles to solve problems involving right angle triangles.</p> | <p><u>Algebra(at an appropriate level)</u> Model situations or procedures by translating them into algebraic expressions or formulae and by using graphs. Recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in x and y and the Cartesian plane. Interpret mathematical relationships. Reduce a given linear equation in two variables to the standard form $y = mx + c$; calculate and interpret gradients and intercepts of graphs of such linear equations numerically, graphically and algebraically.</p> | <p><u>Algebra(at an appropriate level)</u> Linear and quadratic graphs to estimate values of y for given values of x and vice versa . Generate terms of a sequence. Recognise arithmetic sequences to find the nth term. Recognise geometric sequences and appreciate other sequences that arise.</p> <p><u>Handling data(at an appropriate level)</u> Describe graphical representation involving discrete, continuous and grouped data. Construct and interpret appropriate tables, charts and diagrams, including frequency tables, bar charts, and pictograms for categorical data, and vertical line or charts for ungrouped and grouped numerical data.</p> |
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Curriculum Overview: Business, ICT & Computing 2015-16

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Yr 9 | <p>Research methods on computers & understand simple Boolean logic [for example, AND, OR and NOT] in programming and effectively searching the internet. This will link heavily to e-safety and what makes a website 'reliable'. Students will look at the history of computing as a timeline and compare searching using technology compared to books and referencing. These skills will link into next term end project with students creating a number of different games. Students starting to use basic commands in programming and familiarising themselves with different coding platforms.</p> <p>End Project: Portfolio of researched evidence on games and websites.</p> | <p>Students will be given a re-introduction to Algorithms and programming / debugging They will use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions. Use of Espresso, Kodu and Scratch together with website design to support understanding.</p> <p>End Project: Learning game designed for primary students to try out and use.</p> | <p>Digital literacy and Digital Imaging ICT making a leaflet, Use of computers and how they benefit us in life. Design, use & evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. Students will look at inputs, processes and outputs of spreadsheets and databases as well as conventional software. They show how technology mirrors real life systems.</p> <p>End Project: Students will have designed a working system or part system for the school shop. This could be a working database for stock, ordering system etc.</p> | <p>E-safety. Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.</p> <p>(KS4) understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns. Students will look at games and targeted audience for games and ratings.</p> <p>End Project: E-safety booklet/presentation to keep students safe in the use of technology.</p> | <p>Tech and Gadgets - Students to review current technology and note how things have changed, try to predict what will be next. Students to try a range of software and compare 'then and now' of communications, entertainment gadgets and work gadgets. Students will contribute to Gadget show with year 7/8.</p> <p>End Project: Students to showcase and explain the gadgets used, researched and tested during the term in the Gadget show with a 'museum focus'.eg technology from the past.</p> | <p>Introduction to ICT. Entry level ICT Practical Communications tasks content. Students will undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.</p> <p>End Project: Collaboration with Music to produce videos / artwork / marketing for their own music created in Music lessons.</p> |

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| | Basic ICT Skills covered throughout the year with various tasks completed on Microsoft Software as well as use of multimedia devices. | | | | | |
| Yr 10 ICT | <p>Entry Level ICT Practical Communications task. The Practical Communication Task should demonstrate student skills in: Researching Information, Planning, Demonstrating practical use of ICT software tools to present information and Evaluation.</p> | <p>Entry Level ICT Practical Communications task continued. The Practical Communication Task have added focus on, Demonstrating practical use of ICT software tools to present information and Evaluation., with assessment completed at the end of this term.</p> | <p>Entry level ICT Short task on Digital Imaging Strand 4. Students will produce an image for an article for the newspaper on 'running cars' and use publisher to support their work.</p> | <p>Completion of Strand 4 and onto Entry level ICT Short task on Databases Strand 3. Students will start strand 3 by looking at the uses of spreadsheets and databases. This task requires candidates to use a database to search and find information</p> | <p>Entry level ICT Short task on Databases Strand 3. Students will focus on spreadsheets and databases with completion of assessment by the end of this half term.</p> | <p>Re-introduction of code and programming with use of Kodu software, Codecars, Python, Scratch and Espresso. Links to BBC programming and Barclays programming online support. Students gain necessary skills to use in completion of OCR Entry level computing in Year 11.</p> |
| | Intermediate ICT Skills covered throughout the year with various tasks completed on Microsoft Software as well as use of multimedia devices. | | | | | |
| Yr11 Computing | <p>OCR Entry Level Computing Strand 2.2. Programming. Students will focus on coding and programming with re-introduction to what is programming and programming using espresso and scratch.</p> | <p>OCR Entry Level Computing Strand 2.2 continued. Students will continue to focus on coding and programming with re-introduction to what is programming and added use of Kodu and python, but particular focus on Scratch. Assessment evidence completion by end of term (Nov/Dec).</p> | <p>OCR Entry Level Computing Strand 2.1 Hardware, Software & Logic. Students will be introduced to the insides of a computer and looking at component parts, software required to run machines and binary. Internal examination 3 x 15 minute assessments. 1 x Hardware assessment in this term.</p> | <p>OCR Entry Level Computing Strand 2.1 Hardware, Software & Logic continued. Students will have enhanced focus on software required to run machines and binary. Internal examination 3 x 15 minute assessments. Software And Logic assessments in this term.</p> | <p>OCR Entry Level Computing Strand 2.3 Trends in Computing. Students will look at an area where changes have occurred in a computing technology. They will need to show what they have found out. Students will then present what they have found out to their teacher as part of the final assessment.</p> | <p>Key ICT skills for school leavers. Students will have the opportunity to complete multiple tasks to enhance their knowledge of Microsoft Office products, Multimedia devices and writing/presentational techniques.</p> |

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| <p>Business Administration Year 10 (Entry Level 3)</p> | <p>BTEC Business Administration Level 1 Award Unit 8: Using a Computer in Business Administration (3 credits) (Group 1)</p> <p>This unit will introduce learners to the main administrative tasks carried out on the computer: producing documents and sending and replying to emails. Learners will learn to use the basic functions of a computer and start to understand its operating system in an administrative context</p> | <p>BTEC Business Administration Level 1 Award Students will continue with Unit 8: Using a Computer in Business Administration (3 credits) (Group 1)</p> <p>Once students have developed an understanding of the administrative tasks and the documents involved, they will start to meet the required coursework criteria and deadlines using the computer.</p> | <p>BTEC Business Administration Level 1 Award Students will be introduced to Unit 11: I.T User Fundamentals (2 credits) (Group 1)</p> <p>This unit will introduce learners to the main administrative tasks carried out on the computer: producing documents and sending and replying to emails. This will flow nicely on from what the students completed in Unit 8 in the previous term.</p> | <p>BTEC Business Administration Level 1 Award Students will continue with Unit 11: I.T User Fundamentals (2 credits) (Group 1)</p> <p>Once students have developed an understanding of the IT User Fundamentals, they will continue to meet the required coursework criteria and deadlines using the computer.</p> | <p>BTEC Business Administration Level 1 Award Students will be introduced to Unit 10: Using Email (1 credit) (Group 1)</p> <p>This unit aims to enable learners to make the best use of email software to safely and securely send, receive and store messages.</p> <p>Students will learn the essentials of e-safety within this unit and the features and advantages of using e-mail in a business setting.</p> | <p>BTEC Business Administration Level 1 Award Students will be continuing with Unit 10: Using Email (1 credit) (Group 1)</p> <p>Once students have developed an understanding of Using Email, they will continue to meet the required coursework criteria and deadlines using e-mail and will have the opportunity to re-visit previous units and update work as required. Students will go onto study the following units in Year 11. 25: Planning an enterprise activity, 26: Running an enterprise Activity and Unit 27: Job Opportunities in Business Administration (Level 1 award)</p> |
| <p>Business and Administration Post-16 Year 1 (Level 1 Cert)</p> | <p>BTEC Business Administration Level 1 Award Students given a general introduction to business administration and told about what it is and investigate what they already know about the business world. Students will be introduced to Unit 17: Communicating</p> | <p>BTEC Business Administration Level 1 Award Students will continue with Unit 17: Communicating Electronically with a focus on experience and evidence of communication in the workplace with real life examples. Unit will be complete by the end of</p> | <p>BTEC Business Administration Level 1 Award Students will be introduced to Unit 21: Creating Business Documents. Students will have the opportunity to explore a number of documents in the work place and be able to describe their</p> | <p>BTEC Business Administration Level 1 Award Students will continue with Unit 21: Creating Business Documents. Students will have the opportunity to apply examples from Westminster to a fictitious company as part of their</p> | <p>BTEC Business Administration Level 1 Award Students will be introduced to Unit 13: Managing Your Health at Work. Students will develop knowledge of risks to health in one area of work and how to maintain personal health when working in that area. Students will</p> | <p>BTEC Business Administration Level 1 Award Students will be continuing with Unit 13: Managing Your Health at Work. Students will develop knowledge of risks to health in one area of work.</p> |

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| | <p>Electronically with a focus on communication in the workplace.</p> | <p>this term with brief introduction to new unit.</p> | <p>uses and appropriate times of use.</p> | <p>coursework completion. Unit 21 will be completed by the end of this term</p> | <p>also have the opportunity to complete tasks from previous units.</p> | |
| <p>Business and Administration Post-16 Year 2 (Level 1 Cert)</p> | <p>BTEC Business Unit 16 : Working in Business and Administration (3 credits) (Group1)</p> <p>This unit gives learners an overview of what working in business administration can be like. In particular, understanding roles of those they are working with, how to carry out routine tasks and the appropriate way to present themselves.</p> | <p>BTEC Business Administration Level 1 Award</p> <p>Students will continue with Working in Business and Administration (3 credits) (Group1) with a focus on experience and evidence of working in Business and Administration with real life examples. Unit will be complete by the end of this term with brief introduction to new unit.</p> | <p>BTEC Business Administration Level 1 Award</p> <p>Students will be introduced to Unit 28: Word Processing Software (3 credits) (Group 1)</p> <p>This unit is about the skills and knowledge required by an IT user to use a range of basic word processing software tools and techniques to produce appropriate, straight-forward or routine documents.</p> | <p>BTEC Business Administration Level 1 Award Students will continue with Unit 28: Word Processing Software (3 credits) (Group 1)</p> <p>Students will have the opportunity apply their IT word processing skills in tasks to complete their coursework to set deadlines.</p> | <p>BTEC Business Administration Level 1 Award Students will be introduced to Unit 29: Using the internet (3 credits) (Group 1)</p> <p>This unit is about the skills and knowledge needed by the IT user to understand and use a connection method and basic internet software tools and techniques to search for and exchange information for straightforward or routine activities. Students will also have the opportunity to complete tasks from previous units.</p> | <p>BTEC Business Administration Level 1 Award Students will be continuing with Unit 29: Using the internet (3 credits) (Group 1)</p> <p>There will be an opportunity for students to update work on previous units and finish Unit 29.</p> <p>Students can move on to top up credits at college for Level 1 Diploma.</p> |

Curriculum Overview: Music 2015 - 2016

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| KS2 | <p>Journeys The traveling Minstrel. Prepare a recorder performance for mini concert. Learning the basics of the recorder notes b ,a and g. Students will prepare a mini concert to perform for their peers. Students will learn play and perform the recorder in solo and ensemble contexts. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff notation. Students will listen to great composers from the medieval and Renaissance period. Students will develop an understanding of the early developments of music. Students will sing each lesson as part of weekly singing routine.</p> | <p>Circus Shocks and surprises. Students will create a composition in groups to be performed for video recording. Exploring the elements Pitch, Tempo, Dynamics through graphic scores. Students will develop their skills improvising and composing ideas using the interrelated dimensions of the elements of music. Students will listen to Haydn “Surprise Symphony”. Stravinsky “Rite of Spring”. Students will sing each lesson as part of weekly singing routine.</p> | <p>Poles (Environment) Timbre-wood, metal skins. Students will improvise, compose and perform using a range of instruments with increasing accuracy, fluency and expression. Students will listen to music from the great composers of program music from Vivaldi to modern film composers. Through listening students will develop an understanding of the history of music. Students will sing each lesson as part of weekly singing routine.</p> | <p>Deserts (Environment) African Drumming an introduction to performing patterns. Students will prepare a performance for a mini concert. Rhythm and pulse. Students will learn to recognize rhythms using notation crotchets quavers and rests, and learn the African aural tradition of learning patterns. Using African percussion students will learn to perform with increasing accuracy, fluency, control and expression. Students will sing each lesson as part of weekly singing routine.</p> | <p>Toys Composing using music technology. Students will prepare a composition to be performed at the ICT tech show. (Best ones chosen). Use Garage band (iPad + Macs) Music toolkit, Ball droppings for lower ability. Students will improvise and compose using music technology. Students will listen to examples of music where technology has been used from the experimental minimalist composers to modern club dance music. Students will sing each lesson as part of weekly singing routine.</p> | <p>Black Country Machine music. Students will perform/compose and prepare a performance for a Black country Festival. Performing and composing using cyclic structures. Students will listen to examples of cyclic music from Indonesian Gamelan to minimalism. Students will learn to read from a range of traditionally notated rhythms to the use of symbols. Students will perform as a solo and in ensembles contexts. Students will improvise and compose cyclic ideas.</p> |

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| <p>Yr 7/8 2015-16</p> | <p>Music for a special occasion. Create a fanfare for the Mayors entrance at Presentation Evening. The fanfare using keyboards. Brass sounds. Baseline assessments (3 lessons). Students will learn about the arpeggio in c major and use this to compose or improvise their own fanfare for a special occasion. Students will discover the sound of brass instruments and listen to examples of how composers have used them over time throughout history. Students will learn to perform on the keyboard demonstrating accuracy and performing musically.</p> | <p>Celebration Create a Christmas performance. Year 7/8 Christmas play and singing preparation for Christmas celebration and Christmas performances. Link with Drama. Students will learn to perform confidently using their voice. Through singing students will learn about the tradition of Christmas.</p> | <p>Environment Rap and Hip Hop. Students create a Rap or Hook for an environment song. Students will take part in a recording session and produce their own CD. Students will learn about the structure of popular music using verse and chorus. Students will listen to and identify musical features from pieces throughout the history of Rap and Hip Hop from the spoken rhythmic stories from West Africa, rhythmic poems from the Caribbean, Sugarhill gang, Eminem and recent artists like Jay-Z.</p> | <p>Environment growth STOMP Junk band. Create a recording for the environment CD. Making and performing on junk instruments. Elements. Timbre, texture and structure. Through the exploration of the musical elements students will identify and use the inter-related dimensions of music. Students will explore musical structures: Binary (AB), ternary (ABA).</p> | <p>Gadgets Keyboard skills and basic notation. Students will prepare to play live or for a recording for the ICT tech show. Learning the layout of the keyboard and performing melodies. Students will learn to perform on the keyboard musically, fluently and with accuracy and expression. Students will learn to follow staff notation and will develop their timing skills. Students will listen to a range of keyboard music from great composer like Bach, Mozart, Chopin, Debussy and Joplin.</p> | <p>Sports (Olympics) World music, African drumming. Students create an African composition for an Olympic opening ceremony. Learning the strokes, Bass, tone and slap. Performing and composing. Performance in the summer concert. Students will learn to recognize rhythms using notation crotchets quavers and rests, and learn the African aural tradition of learning patterns. Using African percussion students will learn to perform with increasing accuracy, fluency, control and expression.</p> |
| <p>Yr7/8 2016-17</p> | <p>Battles, burns and bandages. The battle drummer. Rhythm and Pulse. Learn to perform and compose crotchet quavers and rests using traditional notation and graphic notation on a range of un-tuned percussion instruments.</p> | <p>Lights, camera, action. Halloween. Learn to perform and compose exploring how instruments can be used to create effects and styles. Students will learn how to perform and compose using percussion musically and with expression.</p> | <p>Mighty mountains. Graphic scores and the elements of music. Learn how to perform using the elements of pitch, tempo and dynamics. Students will learn to perform from graphic scores interpreting the graphic notation to show them how to perform using the different elements. Students will listen to a range of music from</p> | <p>Alive and kicking Graphic scores and the elements of music part 2. Learn how to perform and compose using the elements of pitch, tempo and dynamics. Students will learn to improvise and compose and extend musical ideas using the elements of music to develop ideas further. Students will explore the interrelated dimensions of music</p> | <p>Fire and ice Recorders Part 1. Learn the basics of the recorder performing the notes b, a and g. Learn to perform 1 or 2 note pieces. Students will learn to recognise traditional notation and will develop the skills to perform on the recorder musically, fluently and with accuracy of expression. Students will learn to perform in both a solo and</p> | <p>Thrills and spills. Recorders part 2. Learn to perform pieces on the recorder using 3 notes. Students will play and perform confidently in a solo and ensemble context using the recorder musically, fluently and with accuracy and expression. Improvise and compose your own</p> |

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| | | | great composers and musicians from classical to pop and learn to identify and recognise the musical elements of pitch, tempo and dynamics through listening. Students will develop a deepening understanding of the music that they perform and to which they listen, and its history. | expressively with increasing sophistication using musical devices. Students will use symbols or create their own to graphic notate their music. Students will listen to a range of music from classical to pop and learn to identify and recognise the musical elements of pitch, tempo and dynamics through listening. | ensemble context. Through listening activities students will learn to recognise music of the Renaissance and will be introduced to the tonality of modal scales. | melodic ideas. Students will continue to develop their understanding of playing the recorder and staff notation developing the skills of timing. Students will continue to look at the history of the recorder and make links to the medieval and the Renaissance. |
| Yr 9 | Football Crazy. 3 lessons. Composing rhythms. Crotchets and quavers. Record compositions in mini class concert. Samba Drumming for Carnivals link with Art/tech. Students prepare to perform for the Presentation evening and Christmas performance. Continued Aut 2. Students will learn to recognize through listening the sound of the samba and explore the Brazilian tradition. Students will use percussion instruments and learn to perform on them demonstrating accuracy, fluency and good timing skills. Students will learn patterns using traditional rhythmic notation and | Samba drumming: Preparing a performance for presentation evening and Brazilian Christmas. Students will prepare a performance in an ensemble demonstrating rhythmical accuracy and performing a range of Samba drumming patterns. | Introduction to Ukulele. Plucking, Strumming and chords. Prepare to perform in an assembly. Students will develop their understanding of tonality recognising major and minor. Students will learn about the chord. Through regular instruction and practice students will learn to play the Ukulele musically, fluently and with accuracy and expression. | Ukulele part 2: Songs and melodies. TAB notation. Prepare to perform in assemblies and Easter concert. Students will develop their ability to perform using their voice and perform accurately on the ukulele continuing the skills and techniques learn in spring 1. Students will learn about TAB notation. | World Music: Chinese pentatonic. Compose and perform for an in class recording. Performing on the keyboard the pentatonic scale, traditional melody and composing own pentatonic melody. Students will learn about the tradition of Chinese music and the different instruments they use. Through listening students will hear the sound of Chinese music and understand that Chinese music has a different tonality to western music through the use of the pentatonic scale. Students will perform on the keyboard demonstrating | World music: Indonesian Gamelan. Students compose/prepare a performance for an assembly/summer concert. Performing cyclic patterns in groups. Prepare a summer performance. Students will learn about the Indonesian tradition of the Gamelan and the different instruments. Students will learn about the cyclic structures of the music and will explore this through performance and composition. |

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| | through the aural tradition. Students will learn the structure of samba music. | | | | musicality, fluency and accuracy of expression. | |
| Yr 10 | Introduction to music workshops. Preparing for presentation evening Unit 2 keyboard skills chords and structures. | Unit 2 taking part in a performance. Preparing keyboard performance for presentation evening. | Unit 1 introduction to the performing arts. Theory. Rock band skills practical. | Unit 1 introduction to the performing arts. Theory. Rock band skills practical. | Unit 1 introduction to the performing arts. Theory. Unit 9: Exploring music performance skills. Ensemble performance | Unit 1 introduction to the performing arts. Theory. Unit 9: Exploring music performance skills. Ensemble performance. |
| Yr11 | Unit 9 performance: Rockband (Guitar, Bass), keyboard, ukulele in small groups for presentation evening performance. | Unit 9 performance: Rockband, keyboard ukulele in small groups for presentation evening and Christmas performance. Video performances for BTEC evidence. | Unit 14: Working in the performing arts. Written project/presentation. | Unit 14: Working in the performing arts. Written project. | Unit 14: Working in the performing arts. Completing project. Preparation for summer concert. | Preparation for summer concert. Performance evidence towards unit 2 or 9. Completion of tasks for level 1 certificate. |
| P16 Group Yr12. | Unit 5 preparing performing arts work. Preparation of group performances for presentation evening. | Unit 5 preparing performing arts work. Preparation of group performances for presentation evening. | Promoting a performing arts event. Unit 4. Looking at how performing arts events are promoted. | Promoting a performing arts event. Unit 4. Creating the promotion for a summer concert. | Working in the performing arts. Unit 14. Jobs and skills required. | Working in the performing arts. Unit 14. Jobs and responsibilities. |
| P16 Group Yr 13/14 | Unit 6 Presenting performing arts work. Preparation of performance for Presentation evening. | Unit 6 Presenting performing arts work. Preparation of performance for Presentation evening. | Working in the performing arts. Unit 14. Jobs and skills required. Unit 13 Selecting your performance based on skills. | Working in the performing arts. Unit 14. Jobs and responsibilities Unit 13 Planning and preparation of performance based on skills. Practical rehearsals. | Unit 13 individual repertoire and showcase. Practical. Rehearsal log. | Unit 13 presentation of individual repertoire. Completion of tasks for level 1 certificate. |

Curriculum Overview: Drama 2015 - 2016

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------|--|--|--|--------------------------|---|---|
| Yr 7/8 (Yr1) | Transport | Celebration | Environment | Environment | Gadgets and Technology | Sport: Olympics |
| | Chitty Chitty Bang Bang Introduction to drama using the stimulus of transport. Explore actions, gestures, movement. Can we perform a song from Chitty Chitty Bang Bang to our teachers? | Christmas Play To perform a Christmas themed play to a live audience Can we produce a play and perform to a live audience? | Missing 2 Develop speaking and listening skills through the medium of Drama. Create performances through the use of various drama strategies. Use character, voice, body language and facial expression to show feelings and emotions. Evaluate own and other performances. Produce a documentary video to help others. Can you portray your character convincingly using voice and gestures? How can we you raise awareness of young people who go missing, and how can we stay safe? | | | Mask/Mime Use body language, movement, mime and gestures Designing and exploring props for performance. Exploring lighting/sound/staging. Can you use exaggerated body language, movements and gestures in a performance? Can we use masks, mime and props to perform the opening ceremony of the Olympics? |
| Yr 7/8 (Yr2) | Battles, Burns and Bandage | Lights, Camera, Action | Mighty Mountains | Alive and kicking | Fire and Ice | Thrills and Spills |
| | The Terrible Fate of Humpty Dumpty To develop speaking and listening skills through studying the play <i>The Terrible Fate of Humpty Dumpty</i> by David Calcutt. Exploring the issues of bullying and peer pressure. How can we show the effects of bullying on others? | Christmas Play To perform a play to a live audience and video the performance, taking into account Lights, Camera, Action. Can we produce a play to be filmed and performed to a live audience? | Dramatic exploration, role play, scenarios - achieving a challenges. Real life explorers, diaries, artefacts. Metaphorical mountains Can we interview an explorer and share their achievements? | | | Shakespeare Witchcraft Using the medium of Drama to study aspects of various plays written by William Shakespeare. Can we perform the opening scene of <i>Macbeth</i> to Primary? |
| Yr 9 | Saw it in the Papers To explore controversial issues which arise in the poem <i>Saw it in the Papers</i> by Adrian Mitchell. Develop speaking and listening skills through the medium of Drama. Challenge and explore sensitive issues. Can we perform a scene which uses elements from the poem? How can we educate young people about teenage pregnancies? | | Our Day Out by Willy Russell Develop speaking and listening skills through studying the play <i>Our Day Out</i> by Willy Russell. Exploring the issues of the pressures teenagers face in the school environment and family life. Create performances through the use of various drama strategies, Use character, voice, body language and facial expression to show feelings and emotions, Evaluate own and other performances. | | Blood Brothers by Willy Russell Develop speaking and listening skills through studying the play <i>Blood Brothers</i> by Willy Russell. Exploring the issues of relationships, family life, peer pressures, adolescence and growing up. | |

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| Yr 10 | BTEC Entry Level in Performing Arts (Drama) | | BTEC Entry Level in Performing Arts (Drama) | | BTEC Entry Level in Performing Arts (Drama) | |
| Yr 11 | BTEC Entry/Certificate Level in Performing Arts (Drama) | | BTEC Entry/Certificate Level in Performing Arts (Drama) | | BTEC Entry/Certificate Level in Performing Arts (Drama) | |
| Clee | Journeys | Circus | Poles | Black Country | Toys | Olympics |
| | Fairy Tales Can we re-enact a fairy tale? | Can we play the role of a clown to show at our circus? | Short Stories Uses language to imagine and recreate roles and experiences. Pupils will explore familiar themes and character through improvisation and role-play. | Can I play the role of someone from the past at the Living Museum? | Drama Through Story Telling Using the medium of Drama to act out well-known stories exploring character, themes and mood. | Can we make a simple performance for our Olympic opening ceremony? |
| Clent | Journeys | Circus | Poles | Black Country | Toys | Olympics |
| | Fairy Tales Can we re-enact a fairy tale? | Can we play the role of a clown to show at our circus? | Short Stories Uses language to imagine and recreate roles and experiences. Pupils will explore familiar themes and character through improvisation and role-play. | Can I play the role of someone from the past at the Living Museum? | Drama Through Story Telling Using the medium of Drama to act out well-known stories exploring character, themes and mood. | Can we make a simple performance for our Olympic opening ceremony? |
| Primary | Journeys | Circus | Poles | Black Country | Toys | Olympics |
| | Fairytales Can we re-enact a fairy tale? | Can we play the role a clown to show at our circus? | Nursery Rhymes/Short Stories Uses language to imagine and recreate roles and experiences. Pupils will explore familiar themes and character through improvisation and role-play. | | Drama Through Story Telling Using the medium of Drama to act out well-known stories exploring character, themes and mood. | Can we make a simple performance for our Olympic opening ceremony? |

New Curriculum Overview: English KS2 2015 - 2016

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|--|--|---|--|--|---|
| English | Journeys Non Fiction: Persuasive writing. | Circus Poetry: Silly stuff/nonsense poetry | Poles Fiction: Stories about imaginary worlds | Deserts Non Fiction: Chronological reports | Toys Poetry: Poems from different cultures | Black Country Fiction: Traditional Stories from a range of cultures |

Language and literacy

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Spoken Language Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and writing

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Curriculum Overview

Subject: History

2015 - 2016

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------|---|---|--|--|---|--|
| Yr 7/8 Cycle 1 | Aspect of British history pre 1066 | | Development of Church, State and Society in Medieval Britain 1066-1509 | | Development of Church, State and Society in Britain 1509 - 1745 | |
| | Battles, Burns and bandages Romans: What have the Romans done for us? Life in the Roman Army and Roman Britain. | Lights, Camera, Action Entertainment in Roman times including Gladiators, chariot racing, | Mighty Mountains Medieval England: Norman conquest, Development of castles and how to attach them | Alive and Kicking Medieval England: Witchcraft, Crime and Punishment | Fire and Ice Tudors and Stuarts: Life in Tudor times, Tudor medicine, Great Plague, Great Fire of London. | Thrills and spills Tudors and Stuarts: Henry VIII and Elizabeth I and the development of the church, |
| Yr 7/8 Cycle 2 | Local history study | Ideas, political power, industry and empire 1745 - 1901 | | Study of a significant issue in World History | Study in depth - technological development over time | Nature of ancient civilizations |
| | Transport Titanic: Local History study looking at building of Titanic linked to development of local industry. | Celebrations Victorian England: Celebration and suffrage | Environment Industrial Revolution: How did the environment fuel industrial cities? | Environment The transatlantic slave trade: origins, life as a slave, freedom, growth of the Empire, effects. | Gadgets Eye spy with my little eye: How spies have changed the course of history | Sport Ancient Greece: Life in ancient Greece, origins of the Olympics. |
| Yr 9 | Challenges for Britain, Europe and the wider world 1901 - present day | | | | | |
| | WW1: entente cordial, death in Sarajevo, recruitment | WW1: trench life, Christmas day ceasefire, injuries, events | WW2 and the rise of Dictators: Hitler, Mussolini | Holocaust: Hitler, Persecution, Ghetto, Camps and Death | WW2 Blitz, Evacuation, Homefront | |
| Yr 10 | Space Race: JFK, Animals in Space, Race, Gemini, Apollo 11 Moon Landings, Apollo 13 | | Crime and Punishment - Definitions and differences, how has crime and punishment changed over time?: c/work & CA | | Medicine through time: Development of surgery, c/work & CA | |
| Yr 11 | Medicine through time: Pain, illness and disease c/work & assessment | | Independent study: In depth research of a significant individual from history | | Coursework completion | |