Art

Introduction to subject(s):

The Art course has been designed to give students an experience of a wide range of Art skills and techniques and covers Drawing, Painting, Printing, Mixed Media and Ceramics. They also study the History of Art and the Art of other cultures. Students have the option, if they chose, to go on to study Art at GCSE, where they will develop and refine their skills further.

Key Stage 3 overview:

Students are introduced to a wide range of Art skills designed to build basic skills, create an awareness of the History of Art and to build aesthetic judgement. Students will go on to develop further skills and will learn how to judge and evaluate their work in preparation of the Art GCSE if they chose to select that option in KS4.

Key Stage 4 overview:

Students submit a Portfolio of work and undertake an Exam in order to take the AQA GCSE Art and Design –Fine Art qualification. They will study artists, experiment with techniques and media and practice drawing, painting and craft skills as part of the courses Assessment Objects. The qualification provides a wide base in Art skills and can lead to careers in Fine and Commercial Art, Graphics and Product Design, Concept Artist, Architecture and Teaching, to name but a few.

Oasis Academy Immingham Curriculum

ART

Year 7		
Term 1 Topics	Term 2 Topics	Term 3 Topics
Baseline Testing Mark Making and Tone	Basic skills building- The Formal Elements	Basic skills building- The Formal Elements con.
Term 4 Topics	Term 5 Topics	Term 6 Topics
Identity/Self Image	Identity/Self Image con. Perspective Colour Wheel	Perspective Colour Wheel con. Test

Year 8		
Term 1 Topics	Term 2 Topics	Term 3 Topics
Perspective and Buildings in Art/ Lowry	Buildings in Art / Hundertwasser).	Buildings in Art. Card Construction. Collage.
Term 4 Topics	Term 5 Topics	Term 6 Topics
Clay/ Basic Slab Building	Clay/ Basic Slab Building con. Cubism	Picasso/ the Spanish Civil War

Year 9		
Term 1 Topics	Term 2 Topics	Term 3 Topics
Fish/ Printing Part 1 & 2	Fish/ Printing Part 1 & 2	Further Painting Skills
Term 4 Topics	Term 5 Topics	Term 6 Topics
Further Drawing Skills		

Year 10	Qualification: GCSE Art and Design, Fine Art. Portfolio	
Term 1 Topics	Term 2 Topics	Term 3 Topics
Natural World/Rousseau	Natural World/Rousseau	Van Gogh/ Acrylic Painting.
Term 4 Topics	Term 5 Topics	Term 6 Topics
Van Gogh/ Acrylic Painting.	Kate Malone/ Ceramics	Kate Malone/ Ceramics

Year 11	Qualification: GCSE Art and Design, Fine Art.	
Term 1 Topics	Term 2 Topics	Term 3 Topics
Microbiology/Mixed Media	Microbiology/Mixed Media	External Assessment.
Term 4 Topics	Term 5 Topics	
External Assessment.	External Assessment.	

Drama

Introduction to subject:

Drama at Oasis Immingham is a valued part of our Expressive Arts curriculum. Drama is a subject that builds confidence and imagination and teaches students how to reflect on their strengths and work collaboratively to create performances that entertain and inspire.

In Years 7-9, students develop their performance techniques through units that explore the use of voice and body language. Students work on scripts and build key skills into their performances. Students also devise and analyse their own scripts and performances, in order to prepare them for Btec Performing Arts.

For keen dramatists, the drama Btec course is an exciting opportunity to explore new skills whilst building on their prior learning in Key Stage 3.

Key Stage 3 overview:

Students study units that build the key skills needed to be a successful performer. The units taught cover still image, thought track and flashback. There is a unit on script for each year group as this is a key unit in year 10 and 11 therefore the students need to build on their skills of learning lines and bringing a script to life. We also incorporate PSHE into our curriculum by covering units on real life issues such as anti-social behaviour and online safety.

Key Stage 4 overview:

Students study a two year Btec in Performing Arts. There are three units

Component 1 – Exploring the Performing Arts 30%

Component 2 –Developing skills and techniques in Performing Arts 30%

Component 3 – Performing to a brief 40% (Externally assessed component)

Each unit has a performance element and a written element. The course is graded using Pass, Merit Distinction and Distinction*.

Year 7		
Term 1 Topics	Term 2 Topics	Term 3 Topics
Key skills This unit introduces Drama and the key skills needed to be successful.	Timothy Winters This unit provides students with the opportunity to focus on Timothy's life/family creating a whole life for him from a poem.	Character This unit develops students' ability to create and sustain characters
Term 4 Topics	Term 5 Topics	Term 6 Topics
Matilda This unit uses Matilda as a stimulus to create, perform and respond.		Physical Theatre This unit develops the students understanding and use of Physical Theatre.

Year 8		
Term 1 Topics	Term 2 Topics	Term 3 Topics
Genre This unit provides students with the opportunity to experience various different genres and learn what elements make them.		Stimulus Students will learn how to use stimulus in drama.
Term 4 Topics	Term 5 Topics	Term 6 Topics
Our Day Out This unit allows students to study a full script and learn how to bring characters to life effectively.		Improvisation To work spontaneously and co-operatively in a variety of group sizes.

Year 9		
Term 1	Term 2	Term 3
Bang out of order Students use the script Bang out of order to explore the question "Why do people develop anti-social behaviour?"		Hillsborough Students will begin to work on the new stimulus, that being Hillsborough. Students will explore the poem 'Ninety Six Souls- A Survivors Story' using the skill Still image. This unit will develop devising skills in preparation for component 3 in Year 11.
Term 4 Topics	Term 5 Topics	Term 6 Topics
Dan Nolan: Missing Students will use the script Dan Nolan; Missing. In preparation for component 1 and 2 in year 10.		**Comedy** This unit looks at the various styles of comedy.

Drama programme of study

Year 10	Qualification: Btec Level 2 Tech Award Performing Arts	
Term 1 Topics	Term 2 Topics	Term 3 Topics
Component 1 – Exploring the Performing Arts 30% Explore Performance styles, creative intentions and purpose Investigate how practitioners create and influence what is performed Discover performance roles, skills, techniques and processes. Internally assessed unit.		
Term 4 Topics	Term 5 Topics	Term 6 Topics
Component 2 – Developing skills and techniques in Performing Arts 30% Students use Blood Brothers as a stimulus and devise a section from it. Students will: Take part in workshops, classes and rehearsals. Gain physical, interpretive, vocal and rehearsal skills. Apply these skills in performance. Reflect on their progress, their performance and how they could improve Internally assessed unit.		

Year 11	Qualification: Btec Level 2 Tech Award Performing Arts	
Term 1 Topics	Term 2 Topics	Term 3
Component 3- Performing to a brief 40% Externally set task and brief Students will use the brief and previous learning to come up with ideas Build on their skills, workshops and rehearsals. Review the process using an ideas and skills log. Perform the piece to their chosen audience. Reflect on their performance in an evaluation report.		
Term 4 Topics	Term 5 Topics	Term 5
Component 3- Performing to a brief 40% Externally set task and brief Students will use the brief and previous learning to come up with ideas Build on their skills, workshops and rehearsals. Review the process using an ideas and skills log. Perform the piece to their chosen audience. Reflect on their performance in an evaluation report		

English

Introduction to subject(s):

The English department builds on the skills developed in Primary school and prepares students for the requirements of the reformed GCSE specification. Our department aims to develop a love of Literature and explore some new and challenging concepts through the world of fiction, in addition to securing writing skills with lively and engaging topics. We firmly believe in practise making permanent and offer lots of training in the key skills that make students successful in the subject.

Key Stage 3 overview:

During KS3, we explore a variety of fiction and non-fiction texts from some of our country's best known writers such as Charles Dickens, Roald Dahl and Michael Morpurgo, We will take a journey back to World War One looking at the works of famous poets and learn about the context of the texts. Students also explore works of non-fiction in order to experience a wide range of ideas/themes and develop their empathy with others.

Key Stage 4 overview: Students begin to study the texts they will need for examination in KS4 – Blood Brothers and Love and relationships poetry. In Year 10 students look at A Christmas Carol. Our Shakespeare study covers the timeless story of Romeo and Juliet which includes learning about some challenging themes of love, hatred, violence, death and tragedy.

Language study includes looking at extracts; students learn to read deeply for meaning and become adept at spotting the smallest of detail in a text. Flair is encouraged within writing and students discover how to use different tone within pieces to reach different purpose and audiences.

Year 7		
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Writing to persuade	• Roald Dahl: Boy	• What the Dickens!
Term 4 Topics	Term 5 Topics	Term 6 Topics
• Writing to Describe	• Non Fiction Texts	• Non Fiction texts

Year 8		
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Non Fiction Texts	• Narrative Writing	• War Poetry
Term 4 Topics	Term 5 Topics	Term 6 Topics
• Private Peaceful	• Write to explain	• Non Fiction texts

Year 9		
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Blood Brothers	• Blood Brothers	• Write to argue
Term 4 Topics	Term 5 Topics	Term 6 Topics
• Love and Relationships Poems	• Love and Relationships Poems	• Descriptive Writing

Year 10	Qualification: AQA GCSE English Literature and English Language	
Term 1 Topics	Term 2 Topics	Term 3 Topics
• A Christmas Carol	• A Christmas carol	• Writing to describe • Love and Relationships Poems
Term 4 Topics	Term 5 Topics	Term 6 Topics
• Love and Relationships Poems	• Romeo and Juliet	• Romeo and Juliet

Year 11	Qualification: AQA GCSE English Literature and English Language	
Term 1 Topics Romeo and Juliet Reading For Meaning	Term 2 Topics Reading for Meaning PPE Prep	Term 3 Topics Love and Relationships poetry
Term 4 Topics	Term 5 Topics	

Reading for Meaning Revision	Revision	

French

Introduction to subject(s):

Language learning is a very important part of modern life. It plays a vital part in actively broadening our student's horizons, allowing them to better understand the world around them. Having a languages GCSE is highly regarded by employers and higher education institutions.

Key Stage 3 overview:

During years 7 and 8, and for those in the Y band in y9 students build on any prior knowledge of language study. We study a wide range of topics, allowing students to begin to acquire the large amount of vocabulary they require in order to become successful language learners. Students are informally assessed regularly throughout each unit, with tasks designed to mirror those which appear in GCSE exams. These assessments prepare students well for their formal end of unit assessments. Lessons include a mixture of listening, speaking, reading and writing activities. Homework often involves learning vocabulary. Students can use Quizlet or Memrise to help them to do this. Both of these websites will tailor tests based on gaps in student's knowledge. Through their French lessons, we hope to see students develop their confidence and social skills.

Key Stage 4 overview:

Students in the X band in y9 as well as those in Y10 and Y11, study for the AQA GCSE French. The course covers 3 themes:

1. Identity and Culture
2. Local, national, international and global areas of interest
3. Current and future education and employment

We build on the skills and knowledge acquired in KS3 and continue to develop the skills needed to be successful in the GCSE exams. Students are informally assessed regularly throughout each unit, with tasks designed to mirror those which appear in GCSE exams. These assessments prepare students well for their formal end of unit assessments. Lessons include a mixture of listening, speaking, reading and writing activities. Homework often involves learning vocabulary. Students can use Quizlet or Memrise to help them to do this. Both of these websites will tailor tests based on gaps in student's knowledge. Students are expected to undertake regular revision at home.

Oasis Academy Immingham Curriculum

French programme of study

Year 7		
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Personal information • Physical descriptions	• Describing personality •	• Family and pets
Term 4 Topics	Term 5 Topics	Term 6 Topics
• A visit	• School	• Food

Year 8		
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Town	• Clothes • Weather	• Holidays
Term 4 Topics	Term 5 Topics	Term 6 Topics
• Festivals	• Sport	• Leisure activities

Year 9x AQA GCSE		
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Self and family	• Self and family • New technology	• New technology • Free time
Term 4 Topics	Term 5 Topics	Term 6 Topics
• Free time • Food	• Healthy eating	• Customs & festivals

Year 10	Qualification: AQA GCSE	
Term 1 Topics	Term 2 Topics	Term 3 Topics
• House, town and region	• Charity • Voluntary work	• environment
Term 4 Topics	Term 5 Topics	Term 6 Topics
• homelessness	• holidays & travel	• regions of France

Year 11	Qualification: AQA GCSE	
Term 1 Topics	Term 2 Topics	Term 3 Topics
• School & future plans	• University or work?	• careers
Term 4 Topics	Term 5 Topic	

Humanities

Introduction to subject: *Geography*

Geography is the study of people and their relationship with the environment. Studying Geography will allow you to see the world with a new view and open opportunities in life. It provides you with crucial skills such as analysis, geographical skills, graphs, maps and statistics and having the confidence to tackle any question you may be asked in life. We have chosen the topics/subjects which students enjoy - to inform planning and update our teaching each year, to ensure the best case studies and lessons are delivered. Students will be provided with knowledge organisers for each topic they study and this will help inform their revision and knowledge acquisition.

Key Stage 3 overview:

During Key stage 3 we build a foundation of knowledge for GCSE topics and engage students with fun methods of learning, exciting mysteries and decision making exercises. Students will learn the command words to allow them to access the GCSE curriculum questions and will also attempt GCSE style questions to help build their resilience.

Key Stage 4 overview:

GCSE Geography follows a 3 year course (AQA geography) where students are expected to recall information, apply their knowledge using geographical skills and analyse, make judgements and evaluate. Students follow learning in both human and physical geography and a decision making and fieldwork paper is the final unit. Students will get out into the field collecting knowledge in both a human and physical environment. Students will learn human topics such as urban growth in Rio de Janeiro, emerging economies and resource management. The physical paper comprises of topics such as climate change, tectonic activity and tropical rainforests.

Year	Term 1	Term 2	Term 3	Term 4	Term 5
7 **1hr p/w**	**Introduction to the UK** 1. An understanding of the location of Immingham in the world – difference between counties, countries and continents. 2. The UK's main physical features – a look into major mountain ranges, rivers and 3. the world and its main human and physical landmarks. 4. Where does everyone come from? – A look back into past migration patterns. 5. Where is everyone – a look into the UK's population distribution and reasoning behind pattern. 6. UK at work – A look into the economic activities of the UK. Page 48 geog 3. 7. Assessment	**An introduction to World issues** 1. What is climate change and what causes it? 2. What are the effects in an LIC? 3. Solutions to combat climate change 4. Food shortages 5. Assessment 6.	**Kenya and Africa** 1. Where is Kenya and what is it like – a look into comparing GNI – design maps of Europe vs Africa? (homework – identifying key physical and human geography of Africa) 2. Kenya's main physical features / comparing climates 3. Population distribution of Kenya and present day movements 4. What is it like living in Nairobi? 5. Maasai way of life 6. The Kenya Enquiry	**Rivers – Mini Investigation (secondary data supplied)** 1. How does the land change with time – a look into the types of erosion (Connections page 4) 2. River basin features 3. Stages of a river and how characteristics change 4. Upland river features – waterfall 5. Part 1. What happens on a river bend? Mini investigation 'The depth of a water on a river bend is the same across its profile'. Students to write-up a mini investigation. Including an introduction, method. 6. Part 2. Data presentation, Analysis and conclusions.	**Energy – issues around fossil fuels** 1. Introduction to environmental issues and types. 2. Advantages and disadvantages of using fossil fuels. 3. Alternatives to fossil fuels – evaluation. 4. BP oil spill – the effects of a man-made disaster 5. BP oil spill part 2 6. Solutions to combat the effects Assessment
8 **2hr p/w**	**Weather and Climate** 1. What is weather, how can it affect us and what causes it? Resources – Foundations (orange book and geog.2) 2. How do we measure weather? 3. Types of rainfall 4. Forecasting the weather – anticyclones and depressions 5. Weather in the UK 6. How to draw a climate graph, describe, analyse and compare? 7. The weather enquiry 8. What is the UK's Climate like and why is it the way it is? Resources – Interactions (red book starting from page 8) 9. Climates across the world 10. Impact of climate change in the UK 11. Case study – a storm in the UK – the effects 12. Assessment	**India – the development Gap** 1. Global patterns of wealth – the North / South divide – Resource Geog.3 2. Development indicators – top trumps 3. Class survey – what do we know about India 4. India – key physical and human geography patterns 5. How can solve poverty – imagine students represent the Indian government. What would they do? 6. Solutions to poverty – top-down strategies – Green vs Gene revolution 7. Top-down part 2 – Narmardar River project 8. Bottom – up solutions 9. Assessment prep 10. Assessment	**Tectonics** 1. What causes earthquakes and volcanoes? A look into the plate theory and convection currents. 2. Layers of the earth 3. Where are all the earthquakes and volcanoes? 4. Plate boundaries – focus on convergent boundary 5. What are volcanoes and what are the different types – experiment. 6. Case study of a volcanic eruption – Causes of the Montserrat eruption 7. The effects of the eruption - SEE 8. Creative task – how can we reduce the effects of an eruption? 9. Iceland case study 10. Why do people continue to live in tectonic areas? 11. 3P's strategies to reduce the effects of a volcanic eruption? 12. Volcano Enquiry 13. Assessment	**Ecosystems and the Tropical Rainforest** 1. Where are the TRF? How does the TRF climate compare to the UK? Why are climates different? 2. Describing a typical day in the TRF 3. Adaptations – plants and animals 4. Designing task – students to construct the layers of the TRF and along with annotations of layers. 5. Why is the TRF important? What resources does it offer? 6. Yanomami Tribe – how do lifestyles compare to ours 7. The effects of deforestation 8. Should we deforest? Conflict debate 9. The effects of oil extraction in the Oriente – costs and benefits 10. Sustainable strategies 11. Assessment prep 12. Assessment	**Urban Change** 1. Why are cities located where they are? (Foundations - page 48) 2. Why do settlements change in time? 3. Urbanisation around the world 4. Why do people move to urban areas? Push and pull factors 5. Challenges of growing urban areas – the good and the bad about growth – case study Cairo 6. How can we make cities sustainable? 7. How can we manage transport. 8. Assessment
9 **3hr p/w**	**Ecosystems – Cold Environments**	**Global Resource Management - Water**	**Urban Issues in an NEE - Rio**	**Economic Change – in the UK and in LICs**	**Natural Hazards introduction – extreme weather in the UK**

10 **3 hr p/w**	Urban Change – HIC	Rivers	Urban Change - Lagos	Deserts	Natural Hazards – Hurricanes and climate change
11 **3 hr p/w**	Urban Change – HIC / Human Investigation	Rivers	Urban Change - Lagos	Deserts	Coastal Investigation / Exam Prep

Humanities

Introduction to subject: *History*

Studying history gives students an understanding of Britain's past and the wider world. History develops student's intellectual curiosity and their ability to think critically; a skill that is crucial in today's modern world. Studying history gives students the opportunity to weigh up evidence, examine arguments and develop perspective and judgement. History also helps students understand the complexity of the world. This understanding is developed through using second order concepts such as change, continuity, causation, consequence, similarity/difference and significance.

Key Stage 3 overview:

In Y7 students begin their study of British history from the year 1066 and continue chronologically. In Y8 they study American History and the history of oppression and struggles for rights; starting with the Native Americans, before moving on to slavery and the civil rights movement. Across all topics students develop an understanding of key events and significant individuals. Students describe, analyse and evaluate the impact of key individuals and events in order to develop the skills that are needed for GCSE history.

Key Stage 4 overview:

GCSE History follows a 2 ½ year course (Edexcel).

- Paper 1: Thematic study and historic environment (Written examination: 1 hour and 15 minutes) 30% of the qualification. Students will study Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.
- Paper 2: Period study and British depth study (Written examination: 1 hour and 45 minutes) 40% of the qualification. Students will study Anglo-Saxon and Norman England, c1060–88 and The American West, c1835–c1895
- Paper 3: Modern depth study (Written examination: 1 hour and 20 minutes) 30% of the qualification. Students will study Weimar and Nazi Germany, 1918–39

Oasis Academy Immingham Curriculum

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7 **2hr p/w**	**Medieval History: Power and Democracy** • Pre-1066 • 1066 • Normans • Domesdays • Castles • Beckett • Magna Carta • Medieval Crime and Punishment	**British History: Black Death and Peasants Revolt** • Was 1348 the end of the world? • Causes • Symptoms • Treatment • Consequences • Statute of labourers • Peasants Revolt • Cause and Consequence	**British History: Industrial Revolution** • Child Labour • Inventions • Population Growth • Transport	**British History: Terrible Towns** • Case Study of Sheffield • Public Health • Class • Crime • Jack the Ripper	**British History: Britain VS France** • Colonies – Britain and France in America • 7 Years War • American War of Independence French Revolution • Napoleon • Trafalgar	**Modern History: Protest** Suffragettes • Inequality • Suffrage • NUWSS • WSPU • Government response • Impact of WW1 • Right to vote
8 **1 hr p/w**	**American History: Native Americans** • How America was first populated • Lifestyles of the natives • Rituals and Customs • Warfare • Little Big Horn • Wounded Knee		**American History: Slavery** *Industry, Invention and Empire* • Slave Trade • Life of a Slave • Resistance and Rebellion • Civil War Modern Slavery		**American History : Post-Slavery America** *The Black Peoples of America* • End of Slavery • Jim Crow • Civil Rights • Martin Luther King • Malcom X • Obama	
9 **3hr p/w**	**World History: WW1** *Technology, War and Independence* • Causes • Trench Warfare • Poetry • Individual case studies – George Rudge • Recruitment • Soldiers of Empire • Conscientious Objectors • Battle of the Somme • Memorials • Treaty of Versailles **Skills Focus** • Two features of (4 mark) • Explain why? (12 mark) • Source Inference (4 mark) • Narrative Account (8 mark)	**World History: WW2** *Technology, War and Independence* • Democracy VS Dictatorship • Life in Hitler's Germany • Causes of WW2 • Overview of WW2 e.g. Blitzkrieg • Dunkirk – source focus • Battle of Britain • Evacuation **Skills Focus** • Two features of (4 marks) • Interpretation difference/why (4 + 4 marks) • Interpretation essay (16 marks)	**World History: The Holocaust – Who's to Blame?** • Nazi view of race – lebensraum, untermenschen, herrenvolk • Treatment of minorities • Historical anti-Semitism • Indoctrination and origin of holocaust • Escalation of persecution • Final Solution and Wannsee • Individuals – ghettos/einsatzgruppen/concentration camps/death marches • Bystanders • Changing History • Liberation **Skills Focus** • Two Consequences of (8 marks) • Narrative Account (8 marks) • Importance of x for y (8 marks)		**Begin the GCSE: Crime and Punishment** • c1000–c1500: Crime and punishment in medieval England • 'social' crime • Changing definitions of crime as a result of the Norman Conquest • The role of the authorities and local communities in law • deterrence and retribution, • influence of the Church • c1500–c1700: Crime and punishment in early modern • Continuity and change • New definitions of crime • continued use of corporal and capital punishment • The Gunpowder Plotters • Matthew Hopkins and the witch-hunts • c1700–c1900: Crime and punishment in 18th-19th c • highway robbery, poaching and smuggling • Development of police forces and Prisons • c1900–present: Crime and punishment in modern Britain • New crime • Changes in policing • Abolition of death penalty • Conscientious objectors • Whitechapel c1870–c1900: crime, policing and the inner city	

10 **3hr p/w**	**Finish Crime and Punishment including Whitechapel** • c1000–c1500: Crime and punishment in medieval England • 'social' crime • Changing definitions of crime as a result of the Norman Conquest • The role of the authorities and local communities in law • deterrence and retribution, • influence of the Church • c1500–c1700: Crime and punishment in early modern England • Continuity and change • New definitions of crime • continued use of corporal and capital punishment • The Gunpowder Plotters • Matthew Hopkins and the witch-hunts • c1700–c1900: Crime and punishment in 18th-19th c • highway robbery, poaching and smuggling • development of police forces • Prisons • c1900–present: Crime and punishment in modern Britain • New crime • Changes in policing • Abolition of death penalty • Conscientious objectors Whitechapel c1870–c1900: crime, policing and the inner city	**Anglo-Saxon and Norman England, c1060–88** • Anglo-Saxon England and the Norman Conquest, 1060–66 • Anglo-Saxon society • The last years of Edward the Confessor and the succession crisis • The rival claimants for the throne • The Norman invasion • William I in power: securing the kingdom, 1066–87 • Establishing control • The causes and outcomes of AngloSaxon resistance, 1068–71 • The legacy of resistance to 1087 • Revolt of the Earls, 1075 • Key topic 3: Norman England, 1066–88 • The feudal system and the Church • Norman government • The Norman aristocracy • William I and his sons	**Begin Weimar and Nazi Germany** • The Weimar Republic 1918–29 • The origins of the Republic, 1918–19 • The early challenges to the Weimar Republic, 1919–23 • The recovery of the Republic, 1924–29 • Changes in society, 1924–29 • Hitler's rise to power, 1919–33 • Early development of the Nazi Party, 1920–22 • The Munich Putsch and the lean years, 1923–29 • The growth in support for the Nazis, 1929–32 • How Hitler became Chancellor, 1932–33 • Nazi control and dictatorship, 1933–39 • The creation of a dictatorship, 1933–34 • The police state • Controlling and influencing attitudes • Opposition, resistance and conformity • Life in Nazi Germany, 1933–39 • Nazi policies towards women • Nazi policies towards the young • Employment and living standards • The persecution of minorities	
11 **3hr p/w**	**Finish Weimar and Nazi Germany** • The Weimar Republic 1918–29 • The origins of the Republic, 1918–19 • The early challenges to the Weimar Republic, 1919–23 • The recovery of the Republic, 1924–29 • Changes in society, 1924–29 • Hitler's rise to power, 1919–33 • Early development of the Nazi Party, 1920–22 • The Munich Putsch and the lean years, 1923–29 • The growth in support for the Nazis, 1929–32 • How Hitler became Chancellor, 1932–33 • Nazi control and dictatorship, 1933–39 • The creation of a dictatorship, 1933–34 • The police state • Controlling and influencing attitudes • Opposition, resistance and conformity • Life in Nazi Germany, 1933–39 • Nazi policies towards women • Nazi policies towards the young • Employment and living standards • The persecution of minorities	**American West** • The early settlement of the West, c1835–c1862 • The Plains Indians: their beliefs and way of life • Migration and early settlement • Conflict and tension • Development of the plains, c1862–c1876 • The development of settlement in the West • Ranching and the cattle industry • Changes in the way of life of the Plains Indians • Conflicts and conquest, c1876–c1895 • Changes in farming, the cattle industry and settlement • Conflict and tension • The Plains Indians: the destruction of their way of life	Finishing any content and revision	Revision and Exams

Introduction to subject: *Citizenship*

Citizenship education can be defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society.

A knowledge of the nation's institutions, and also an awareness that the rule of law applies to social and human relationships, form part of the citizenship education course.

Citizenship education helps our students to become 'good' citizens, i.e. citizens aware of the human and political issues at stake in their society or nation.

The aim of citizenship is to develop respect for others, recognition of the equality of all human beings and to combat all forms of discrimination (racist, gender-based, religious, etc.) by fostering a spirit of tolerance and peace among human beings.

Key Stage 3 overview:

During Key stage 3 students will have 1 hr a week of citizenship where they will work on a new topic each half term.

The course has four main objectives:

- educating people in citizenship and human rights through an understanding of the principles and institutions of the UK
- learning to exercise one's judgement and critical faculty
- acquiring a sense of individual and community responsibilities
- staying safe

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7 1hr p/w	Rules, Fairness, Rights and Responsibilities	Managing Money	Media including body image and online safety	Community and Identity	Environment	Democracy in the UK
8 & 9 1hr p/w	The Law	Tolerance including LGBT+, disability and religious prejudice				

Introduction to subject: *Religious Education*

RE is one component of the holistic mission of Oasis, offering opportunities to achieve to all students and building a broad minded and open hearted community where each person is valued and where fundamental questions of life, which religions and beliefs address, are explored thoughtfully.

The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain. Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate.

Key Stage 3 overview:

During Key stage 3 students will explore the key beliefs and principals of the 6 major world religions

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism
- Sikhism

They will also consider a range of key questions on equality, celebration, age of responsibility and many more.

There is no requirement to have a religious faith and students are invited to explore different beliefs learning both about religion and from religion.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7 **1hr p/w**	**Intro to RE and 6 major world religions**	**Women and Faith** • Denominations • Women in church • Women in the bible • Sikh beliefs • Role of women in Sikhism	**Special Places** • Personal • Synagogue • Gurdwara • Mosque • Churches	**Festivals** • Personal • Diwali • Plagues/Passover • Nativity/Christmas	**Islam** • Beliefs • Pillars of Islam • Persecution • Hijab and role of women	**Sustainability** • Environmental issues • Gaia Theory • Religious attitudes • Environmental work
8 **1hr p/w**	**Rites of Passage – Birth** • Life Journey • Circle or line? • Hindu naming • Brit Milah • Non-Religious	**Rites of Passage – Growing Up** • Ages of responsibility • Bar Mitzvah • Amrit	**Rites of Passage – Marriage** • Role and purpose • Civil vs church • Christian • Jewish • Hindu	**Christian Beliefs: Trinity, Miracles and Resurrection** • Does God exist? • The Christian God • Miracles • Resurrection	**Leaders** • Founders • Prophets • Muhammed • Guru Nanak • Jesus	**Religious Lifestyles** • Clothing • Art • Music • Food

Mathematics

Introduction to subject:

Mathematics is fundamental to our understanding of the world around us. The learning of mathematics is a crucial aspect of a personal development to enable an individual to be successful in whatever career they choose. Through the engaging and modern curriculum we offer students the opportunity to gain a wide range of mathematical knowledge and skills that will help them understand the importance of mathematics in their life. Students are given the opportunity to learn a variety of topics that also support their developments in a number of other subject areas. We aim to develop the pupil resilience in working with challenging aspects of mathematics and to be able to have choices in their employment opportunities through their demonstration of their mathematical abilities.

Key Stage 3 overview:

Our Key Stage 3 curriculum is designed to develop the understanding of mathematical concepts rather than to learn techniques. The development of the Mathematics Mastery in Years 7 and 8 is a crucial in the development of the understanding of mathematics. This, in turn, allows for rapid progress through the later years and builds towards the necessary skills, knowledge and resilience that students require to be successful in their Mathematics GCSE. The scheme of learning promotes depth and breadth of understanding around each theme to ensure a fluent foundation is built. Students' deeper understanding enables them to apply their skills and communicate their knowledge across a range of contexts and problems.

Key Stage 4 overview:

GCSE 9-1 Mathematics

The Maths course at Key Stage 4 builds on the mastery of key mathematical concepts acquired at Key Stage 3. The GCSE course is taught with the same principals of teaching for understanding in all strands of Number, Ratio and Proportion, Algebra, Shape and Space and Statistics. There is a high focus on problem solving, reasoning and communicating mathematically to ensure that students develop the skills and resilience they need to be successful in the final examination questions.

GCSE 9-1 Statistics

The GCSE Statistics course at Key Stage 4 covers the whole range of statistical techniques for collecting, processing, representing and interpreting data from a variety of contexts and also in depth understanding of Probability. Teaching for understanding is promoted throughout to enable students to apply their learning to a range of problems in both familiar and non-routine contexts and to be able to model real life scenarios.

Oasis Academy Immingham Curriculum

Mathematics programme of study

Year 7		
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Autumn 1: place value, addition and subtraction: • Unit 1 - place value • Unit 2 & 3 – Addition and subtraction • Unit 4 – Addition and subtraction of decimals	• Autumn 2: Multiplication and division: • Unit 5, 6, 7 & 8 multiplication and division	• Spring 1: 2D shapes: • Unit 9 – Working with units • Unit 10 – Angles • Unit 11 & 12 – Triangles and quadrilaterals • Unit 13 Symmetry and tessellation
Term 4 Topics	Term 5 Topics	Term 6 Topics
• Spring 2: Fractions • Unit 14 – Understand and use fraction • Unit 15 – Fractions of amounts • Unit 16 – Multiplying and dividing decimals	• Summer 1: Algebra • Unit 17 – Order of operations • Unit 18 – Introduction to algebra • Unit 19 – Algebraic generalisation project	• Summer 2: Percentages and handling data • Unit 20 – Percentages • Unit 21 – Handling data

Year 8		
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Autumn 1: Working with number • Unit 1: Primes and factorising • Unit 2: Add and subtract fraction	• Autumn 2: Number and algebra • Unit 3: Positive and negative numbers • Unit 4: Sequences, expressions and equations	• Spring 1: 2D geometry • Unit 5: Triangles, quadrilaterals and angles in parallel lines • Unit 6: Length and area: parallelograms and trapezia
Term 4 Topics	Term 5 Topics	Term 6 Topics
• Spring 2: Proportional reasoning • Unit 7: Percentage change • Unit 8: Ratio	• Summer 1: 2D and 3D geometry • Unit 9: Rounding • Unit 10: Circumference and area of a circle • Unit 11: 3D shapes and nets • Unit 12: Surface area and volume	• Summer 2: Handling data • Unit 13: Statistics

Year 9		
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Basic Number N1/N2/N3/N14 • Factors and Multiples N4/N5 • Basic Fractions N8 • Basic Decimals N10	• Indices N6 • Introduction to perimeter and area G12/G16/G17 • Volume G16 • Angles G1/G3 • Introduction to circumference and area G9/G17	• Co-ordinate and Linear Graphs A9/A14 • Basic Percentages R9/N12 • Ratio and Proportion N11/R3/R4/R5 • Transformations G7
Term 4 Topics	Term 5 Topics	Term 6 Topics
• Scale drawings and bearings R2/G15 • Constructions and Loci G2 • Pythagoras theorem G20 • Sequences A23/A24/A25 • Graphs Recap and Extension G11/A9/A10	• Inequalities A22 • Real Life Graphs A14 • Basic Probability P1/P4/P7 • Probability P2/P3/P6/P8 • Statistical Measures S1/S4	• Review of identified topics from PPEs and roll forwards.

Year 10		
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Number • Algebra unit 1a	• Algebra unit 1b • Geometry unit 1 • Statistics unit 1	• Ratio • Geometry 2a
Term 4 Topics	Term 5 Topics	Term 6 Topics
• Geometry 2b • Algebra 2a	• Algebra 2b • Statistics 2	• Review of key identified topics from PPEs and roll forwards.

Year 11		
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Autumn 1: • content delivered according to the QLA from Summer Y10 examinations.	• Autumn 2: • content delivered according to the QLA from PPE 1 examinations and examination preparation.	• Spring 1: • content delivered according to the QLA from PPE 2 examinations and final examination preparation.
Term 4 Topics	Term 5 Topics	Term 6 Topics
• Spring 2: • Final preparation for the terminal examinations.		

Media

Introduction to subject(s):

Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products.

Key Stage 4 overview:

Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things

Oasis Academy Immingham Curriculum

Media programme of study

Year 10	Qualification: OCR Nationals iMedia	
Term 1 Topics	Term 2 Topics	Term 3 Topics
Game development	Gaming platforms	Game concept design
Term 4 Topics	Term 5 Topics	Term 6 Topics
Evaluation and development in game design	Review of unit 82 and 85 from year 9	

Year 11	Qualification: OCR Nationals iMedia	
Term 1 Topics	Term 2 Topics	Term 3 Topics
Game development	Gaming platforms	Game concept designn
Term 4 Topics	Term 5 Topics	
Exam revision	Exam revision	

Music

Introduction to subject(s):

Studying music allows students to explore a wide range of different cultures while developing crucial life skills such as; team work, self-discipline and building self-confidence. Students will practically engage with many different musical styles such as: Brazilian Samba, Brit Pop, Film music and using Music Technology.

Key Stage 3 overview:

All students in Key Stage Three will follow a varied programme of study for music. In all three years, pupils will have the opportunity to learn how to play different instruments, create their own music as well as develop their listening and analysis skills. Students will have plenty of performance opportunities throughout the year as well as being able to enhance their musical education with the daily music club and school choir.

Key Stage 4 overview:

Pupils who choose to continue their musical education will follow the BTEC Tech Award in Music Practice. This award will allow students to acquire technical knowledge and technical skills through vocational contexts by exploring and developing their musical skills and techniques. The award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

Learners will explore different musical styles and products, develop existing musical skills and respond to a Commercial musical brief, which will prepare them for working in the different sectors of the music industry.

Year 7		
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Vocal Group Performances	• Brazilian Samba	• Rhythm and Notation
Term 4 Topics	Term 5 Topics	Term 6 Topics
• Orchestra	• Keyboard Skills	• Planet Suite Composition

Year 8		
Term 1 Topics	Term 2 Topics	Term 3 Topics
• The Rise of Pop	• Music for Advertising	• Using Music Technology
Term 4 Topics	Term 5 Topics	Term 6 Topics
• Theme and Variation Compositions	• Musical Theatre	• Film Music

Year 9		
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Blues	• Song Writing	• Classical Music
Term 4 Topics	Term 5 Topics	Term 6 Topics
• The Music Industry	• Mini Research Projects	

Year 10	Qualification: BTEC Tech Award in Music Practice	
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Musical Theory and Analysis Skills	• Exploring Musical Products and Styles	•
Term 4 Topics	Term 5 Topics	Term 6 Topics
• Musical Skills Development	•	• Review of covered topics

Oasis Academy Immingham Curriculum

MUSIC programme of study

Year 11	Qualification: BTEC Tech Award in Music Practice	
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Responding to a Commercial Brief		
Term 4 Topics	Term 5 Topics	
• Review and Completion of all tasks.		

Sciences: Biology, Chemistry & Physics

Introduction to subject(s):

Science is fundamental to our understanding of the world around us. By teaching science through an engaging and modern curriculum we offer students the ability to gain a wide range of knowledge and information that will help them to understand how and why things work as they do. Students are given the opportunity to learn a vast array of topics in biology, chemistry and physics, as well as explore a variety of concepts through investigative science by planning, carrying out and evaluating practical experiments. Having a good basis in science allows students to keep abreast of advances in science and technology but also to be able to critically interpret information provided to us in the media. It is our aim to prepare students to be able to flourish in employment opportunities that are yet to exist.

Key Stage 3 overview:

Our key stage 3 curriculum is designed to ignite students' enthusiasm for science, whilst ensuring that the national curriculum is followed. Science plays an integral role in school life. In key stage 3 students study topics which cover biology, chemistry and physics. Students study life and living processes, materials and their properties, and physical properties. 'How Science Works', including scientific investigations, is integrated into practical and theory work.

Key Stage 4 overview:

During Year 9 students, under consultation and agreement with the school, will make a choice regarding which route they will take through their GCSEs in science. We offer both single sciences (three science separate GCSEs in Biology, Chemistry and Physics) and combined science (two science GCSEs), both routes using the AQA exam board. As with Key Stage 3 there is a strong emphasis on practical work to consolidate on theory. All science GCSEs contain examinations taken in Biology, Chemistry and Physics.

Oasis Academy Immingham Curriculum

Sciences: Biology, Chemistry & Physics programme of study

Year 7		
Chemistry Topics	Biology Topics	Physics Topics
• Working Scientifically; rates and energetics • Structure and Bonding	• Cells and Interdependence • Reproduction and Variation	• Matter • Waves

Year 8		
Chemistry Topics	Biology Topics	Physics Topics
• Types of reactions • Refining the Earth	• Electricity • Structures and biomechanics	• Transport systems and organisation • Forces

Year	Biology	Chemistry	Physics
9	• Cell biology • Respiration • Digestion and Enzymes • Infectious disease and how the animals and plants responds to infection	• The periodic Table and Atomic Structure • Structure and Bonding • Trends and patterns	• Types of energy, efficiency and energy resources • Electricity (circuits and static) • Density, changes in state and changes in gases
10	• Plants and photosynthesis • Metabolism and homeostasis • Cell Division and Specialisation	• Electrochemistry • Organic chemistry • Analytical chemistry • Energy in reactions • Rates of reactions • Equilibrium	• Motion, Newton's Laws, Momentum, Hooke's Law • Atomic structure and how ideas of developed • Radioactive decay, half-
11	• Ecology • Evolution and variation	• Life cycle Assessment of resources • Water • Reactivity and extraction of metals	• Type and properties of waves • Uses and hazards of the electromagnetic spectrum • Space (GCSE Physics only). Life cycle of stars, red shift, the Big Bang

Sport and Health Department Programme of Study

Introduction to subject(s):

The Sport and Health department aims to promote physical, social and mental well-being whilst using competitive sport to support those students with a passion for Sport. Core physical education lessons are designed to allow all students the opportunity to feel included whilst developing their physical ability to perform in a range of different activities.

Key Stage 3 overview:

Throughout Key Stage 3 students receive two hours of core PE per week. Over the course of the year students will experience a range of different activities that require a range of different skills, these activities include a combination of: invasion games, net games, striking and fielding and athletics activities.

Whilst learning about the different sporting activities, students in KS3 develop their knowledge and understanding of the key terminology used in the completion of KS4 examination subjects.

In KS3 students are assessed in the following three areas:

Physical performance – The ability to perform a range of skills in a range of different activities.

Mental performance/thinking skills – The ability to process information relating to sports activities and the body. This strand also encompasses the ability to evaluate performance and consider methods to improve.

Social and emotional control – The ability to work productively and cooperatively with others and demonstrate respect in a range of situations.

Key Stage 4 overview:

During KS4 students receive one hour of core PE per week to promote the benefits of being physically active to contribute towards a healthy lifestyle. Students complete a narrower curriculum to allow for development and enjoyment in particular sporting activities.

Pearson BTEC Level 2 First Award in Sport

Qualification Number: 600/4779/3

Students study four units, one unit is an external online exam and three units will be internally assessed; each unit is 25% of the final grade. The course will promote contextual experience of leadership, officiating, personal training and more to give students a chance to practically excel as well as producing high quality written assessments. The course is 3 hours per week which include 2 classroom based lessons and 1 practical lesson. Students studying the subject must have an enthusiasm and knowledge to allow for enjoyment and progression in the course.

BTEC Technical Award Health & Social

Qualification Number: 603/0395/5

The course includes internally assessed units and 1 externally assessed unit covering: Care values, Life stages, developmental stages, Communication and more. Our aim is to set learning in contextual settings helping our students' progress and also have a clear vision of the requirement to work in the sector. The course requires practical experience and visits to Nurseries, residential homes and work in the adult care sector as well as assignments based around real life case studies.

Year 7		
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Football • Basketball • Hockey • Netball • Cross Country • Rugby • Fitness	• Cross Country • Rugby • Fitness • Trampolining • Hockey • Badminton • Dodgeball	• Athletics • Softball • Rounders • Tennis • Cricket

Year 8		
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Football • Basketball • Hockey • Netball • Cross Country • Rugby • Fitness	• Cross Country • Rugby • Fitness • Trampolining • Hockey • Badminton • Dodgeball • Handball	• Athletics • Softball • Rounders • Tennis • Cricket

Year 9		
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Football • Basketball • Handball • Volleyball • Hockey • Netball • Fitness • Rugby	• Cross Country • Rugby • Fitness • Trampolining • Badminton • Dodgeball • Handball	• Athletics • Softball • Rounders • Tennis • Cricket

Year 10 & 11		
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Football • Badminton • Fitness • Handball • Rugby • Netball • Cross Country	• Football • Badminton • Handball • Rugby • Cross Country • Dodgeball	• Athletics • Softball • Rounders • Tennis • Cricket

Oasis Academy Immingham Curriculum

Year 10 BTEC First Award in Sport (2018) Units

Unit 1 = Fitness for Sport and Exercise (External exam - compulsory)

• Components of fitness

• Training Methods

• Fitness testing

Unit 2 = Practical Sport Performance (compulsory)

• Understanding Rules, regulations and Scoring Systems

• Practically demonstrate skills and techniques

• Review sports performance

Unit 3 = Fitness Training (compulsory)

- Designing a personal fitness training programme
- Understand how the musculoskeletal and cardiorespiratory systems are affected by fitness training
- Highlight goals and objectives for fitness training
- Reflect on the fitness programme

The other 2 units are optional to the students. The students will be assessed in one of the following units

• Unit 6 = Sports leadership

- Understand the attributes that contribute to successful sports leadership
- Plan and lead a sports session
- Review the planning and leadership of the sports session.

• Unit 4 = Physiology and Anatomy

- Short term effects of exercise
- Long term effects of exercise
- Energy Systems

Year 11 BTEC First Award in Sport (2012) Units

Unit 1 = Fitness for Sport and Exercise (External exam – compulsory)

• Components of fitness

• Training Methods

• Fitness testing

Unit 2 = Practical Sport Performance (compulsory)

- Understanding Rules, regulations and Scoring Systems
- Practically demonstrate skills and techniques
- Review sports performance

Students will be assessed in both of the following optional units

- Unit 6 = Sports leadership
    - Understand the attributes that contribute to successful sports leadership
    - Plan and lead a sports session
    - Review the planning and leadership of the sports session.
- Unit 4 = Physiology and Anatomy
    - Short term effects of exercise
    - Long term effects of exercise
    - Energy Systems

BTEC Technical Award Health & Social

Unit 1 Human Lifespan Development (Internally assessed).

Students will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. Learning aim A – Human growth and development and learning aim B – How individuals deal with life events.

Unit 2 Health and Social Care Services (Internally assessed).

Students study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values. Learning aim A – Health and social care services and barriers to accessing them and Learning aim B – Demonstrate care values and review own practice.

Unit 3 External Examination 40% of total qualification.

Should be completed at the end of the BTEC qualification as it comprises of content learnt in both unit 1 and 2. Learners are permitted to re-sit the external assessment once. Student will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

STEM and Technology

Introduction to subject(s):

The Technology Department delivers Engineering, Construction and STEM. These subjects give the students the opportunity to develop both academic and practical skills, with problem solving, designing for clients, skill development and creating fantastic projects.

The excellent facilities and projects we are running underpin pathways to college and university. We have also formed links with local industry to help the students with career choices and guidance. We run after school clubs for design and technology and food to give eager students improved skills and a chance to really excel at the academy.

Key Stage 3 overview:

In Key stage 3 we deliver the STEM (Science, Technology, Engineering and Maths) course that teaches the students about food, design and technology and ICT (Information and Computer Technology). The year 7, 8 and 9 students really benefit from STEM as they learn skills for life and training that can support their future options.

Key Stage 4 overview:

The Key stage 4 students in Years 10 and 11 have the option of either Construction, Engineering or Food to choose from and we have very well equipped workshops and links with industry. We are dedicated to providing the best opportunities and support for the students throughout Year 10 and 11. Our links with industry also help the students with their career choices, apprenticeships and other pathways into employment.

Year 7 STEM rotation		
Food	Design Technology	ICT
• Designing food for a client • Making cupcakes, flap jack, jam and fruit salad	• Learning about the environment, biodiversity and building the bug box	• E-safety and networking proficiency • Website design

Year 8 STEM rotation		
Food	Design Technology	ICT
• Catering, investigating pastry dishes • Making vegetable curry	• Electronics, Computer Aided Design and building a speaker with a phone holder	• Computer history, development and hardware • 3D game design

Year 9 STEM rotation		
Food	Design Technology	ICT
• Eat Well Plate • Seasonal foods, crumbles, making bread and dietary needs	• Engineering skills developed hand and Lathe working making a screwdriver	• BBC Micro:Bit programming with python • Flowol control systems • Lego Mindstorm

Year 10/11	Qualification: **Engineering WJEC Level 1/2 Award**	
Term 1 Topics	Term 2 Topics	Term 3 Topics
• Investigating the Engineering sector and metal working making the trowel	• Metal work and producing a metal based product using lathes and milling machines	• Designing products using CAD and engineering problem solving
Term 4 Topics	Term 5 Topics	Term 6 Topics
• Responding to a brief and designing a product using various materials	• Sustainability , renewable power and recycling	• Developing creative ideas for engineering products

Year 10/11 Construction BTEC First Award in Construction and the Built Environment Level 1/2		
Term 1	Term 2	Term 3
• Wood work and Carpentry followed by investigating the construction industry	• Technical Drawing designing houses and architecture	• Bricklaying skills development and house construction investigation
Term 4	Term 5	Term 6
• Bricklaying skills development and house design requirements	• Visits to local industry and construction related mathematics	• Investigating the different sectors of the construction industry

Year 10/11 WJEC in Hospitality and Catering Specification A Level 1/2		
Term 1	Term 2	Term 3
• Food safety, food poisoning and providing a safe environment	• Hospitality and catering industry	• Job requirements and working conditions in the hospitality and catering industry
Term 4	Term 5	Term 6
• Unit 2 – Nutrients	• Menu Planning	• Commodities