

CAM Curriculum Overview

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Year Group 10		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
English	<i>Knowledge</i>	Blood Brothers by Willy Russell English Literature Paper 2: Modern Texts	English Language Paper 1: Explorations in Creative Reading and Writing	English Literature Paper 1: Shakespeare's Macbeth	English Language Paper 2: Writers' viewpoints and perspectives	English Literature Paper 1: Frankenstein	English Mock Exam Preparation and Poetry
	<i>Understanding</i>	<ul style="list-style-type: none"> How the writer uses language and structure in their work. The context of the play – consideration of the socio-historical factors. How the writer develops key themes and ideas throughout the play. Analysing a writer's methods. 	<ul style="list-style-type: none"> Reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers Writing their own creative text, inspired by a particular topic to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image. 	<ul style="list-style-type: none"> How the writer uses language and structure in their work. The context of the play – consideration of the socio-historical factors. How the writer develops key themes and ideas throughout the play. Analysing a writer's methods. 	<ul style="list-style-type: none"> Students will read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction. read and evaluate texts critically and make comparisons between texts Summarise and synthesise information or ideas from texts Use knowledge gained from wide reading to inform and improve their own writing Write effectively and coherently using Standard English. 	<ul style="list-style-type: none"> How the writer uses language and structure in their work. The context of the play – consideration of the socio-historical factors. How the writer develops key themes and ideas throughout the play. Analysing a writer's methods. 	<ul style="list-style-type: none"> How the writer uses language and structure in their work. The context of the play – consideration of the socio-historical factors. How the writer develops key themes and ideas throughout the play. Analysing a writer's methods.
	<i>Skills</i>	<ul style="list-style-type: none"> Read, understand and respond to texts. Students should be able to: Maintain a critical style and develop an informed personal response Use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the 	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. 	<ul style="list-style-type: none"> Read, understand and respond to texts. Students should be able to: Maintain a critical style and develop an informed personal response Use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the 	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. 	<ul style="list-style-type: none"> Read, understand and respond to texts. Students should be able to: Maintain a critical style and develop an informed personal response Use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in 	<ul style="list-style-type: none"> Read, understand and respond to texts. Students should be able to: Maintain a critical style and develop an informed personal response Use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the

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		<p>contexts in which they were written.</p> <ul style="list-style-type: none"> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<ul style="list-style-type: none"> Evaluate texts critically and support this with appropriate textual references. Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. 	<p>contexts in which they were written.</p> <ul style="list-style-type: none"> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<ul style="list-style-type: none"> Evaluate texts critically and support this with appropriate textual references. Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. 	<p>which they were written.</p> <ul style="list-style-type: none"> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>contexts in which they were written.</p> <ul style="list-style-type: none"> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
	<i>Assessment</i>	GCSE-style exam question exploring either character or theme.	Writing to describe assessment	GCSE-style exam question on Macbeth	GCSE Language Paper 2 Reading section	GCSE-style exam question on Frankenstein	Y10 Mock Examination
Maths (Foundation)	<i>Knowledge</i>	<ul style="list-style-type: none"> Using a calculator Fractions Percentages Ration and proportion Algebra Graphs 	<ul style="list-style-type: none"> Linear equations and inequalities. Graphs Formulae 2-D shapes Angles 	<ul style="list-style-type: none"> Perimeter and Area of 2-D shapes Circles 3-D shapes Transformations Constructions and Loci 	<ul style="list-style-type: none"> Pythagoras theorem Measure Collecting/Recording/Processing/Representing/Interpreting data Averages and ranges 	<ul style="list-style-type: none"> Line diagrams and scatter graphs Probability Number Decimals and rounding Review of 2-D shapes and Angles. 	<ul style="list-style-type: none"> Review of Algebra Review of Fractions and Percentages Review of Sequences and Graphs Review of Perimeter, Area, Circles and 3-D shapes
	<i>Understanding</i>	<ul style="list-style-type: none"> Recognise that recurring decimals are exact fraction. Understand number operations and use a BIDMAS rule Equivalent fractions, percentages and decimals. Add/subtract/multiply/divide fractions. Write one number as a fraction of another. Find fractions/percentages of amounts. Increase/decrease by percentages. Identify equivalent ratios. Divide a quantity in a given ratio. 	<ul style="list-style-type: none"> Set up and solve linear equations Use a method of trial and improvement. Solve linear inequalities. Use balancing. Substitute numbers into expressions/ formulae. Compare/order decimals. Plot graphs of quadratic functions. Change the subject of a formula. Recall properties of quadrilaterals. Distinguish between congruency and similarity. Construct triangles. Use properties of angles at the point, on a 	<ul style="list-style-type: none"> Find perimeter/area of rectangles and triangles Find perimeter/area of compound shapes. Use formulae to calculate the perimeter/area Find the area of a trapezium. Find circumferences and areas of circles. Understand Loci. Know the difference between a line and a region. Construct triangles using SSS,ASA,SAS, RHS rules Construct bisectors. Calculate the surface area/volume of 3-D shapes. 	<ul style="list-style-type: none"> Use Pythagoras theorem to find the hypotenuse and a side. Plan journeys Convert between units of length, weight and capacity. Understand the relationship between distance, speed and time. Design data collection sheets/two-way tables Identify biased and vague questions. Describe discrete/continuous data Identify primary/secondary data Draw pictograms/bar charts/pie/charts/frequency polygons/ 	<ul style="list-style-type: none"> Recognise place value Round numbers to the nearest 10,100,1000 Identify factors and multiples Find the prime factor decomposition Find the Lowest Common Multiple and Highest Common Factor of two numbers. Order decimals Round decimals to a given number of decimal places or to one significant figure Draw and interpret scatter graphs Recognise correlation and draw/use lines of best fit Estimate/calculate 	<ul style="list-style-type: none"> Simplify expressions. Expand single brackets. Factorise expressions. Substitute numbers into expressions. Recognise that recurring decimals are exact fraction. Understand number operations and use a BIDMAS rule Equivalent fractions, percentages and decimals. Add/subtract/multiply/divide fractions. Write one number as a fraction of another. Find fractions/percentages of amounts. Increase/decrease by

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		<ul style="list-style-type: none"> Simplify expressions. Expand single brackets. Factorise expressions. Substitute numbers into expressions. Index laws. Generate sequences. Find the nth term of a sequence. Plot and draw graphs of straight lines. 	<p>straight line and in the triangle.</p> <ul style="list-style-type: none"> Distinguish between scalene, isosceles, equilateral and right-angled triangles. Calculate and use the sum of the interior and exterior angles of polygons. Understand and use bearings. Tessellate shapes. 	<ul style="list-style-type: none"> Effect of enlargement to the surface area/volume. Understand and draw plan and elevations. Translate, Rotate, Reflect and Enlarge shapes. 	<p>histograms/line graphs</p> <ul style="list-style-type: none"> Calculate median, mean, range, mode and modal class. Complete stem-and-leaf diagrams. 	<p>probability</p> <ul style="list-style-type: none"> List possible outcomes Write probability in words, fractions, decimals and percentages Find relative frequencies Identify mutually exclusive outcomes. 	<p>percentages.</p> <ul style="list-style-type: none"> Generate sequences. Find the nth term of a sequence. Plot and draw graphs of straight lines. Plot graphs of quadratic functions. Find perimeter/area of rectangles and triangles And compound shapes. Use formulae to calculate the perimeter/area Find the area of a trapezium. Find circumferences and areas of circles. Calculate the surface area/volume of 3-D shapes. Effect of enlargement to the surface area/volume. Understand and draw plan and elevations.
	<i>Skills</i>	<ul style="list-style-type: none"> Use a calculator effectively and efficiently Interpret the answer on a calculator display Know timetables Order numbers Visualise fraction diagrammatically. Change between improper fractions and mixed numbers Use a ratio notation. Use letter symbols. Use index notation. Recognise simple pattern. Recognise perpendicular/ parallel lines. Identify points using coordinates 	<ul style="list-style-type: none"> Recognise inverse operations Use a calculator effectively Interpret the answer on a calculator display Use letter to represent unknown numbers. Dealing with decimals on a calculator. Discuss and interpret real-life graphs. Recognise and convert between metric /imperial units of measurements of length, weight and capacity. Recognise reflective and rotational symmetry. Use a ruler, compasses and protractor. Recognise acute, obtuse, reflex and right angles. 	<ul style="list-style-type: none"> Use a ruler to measure lengths Recognise trapeziums. Apply the knowledge of the perimeter/area to solve problems. Use compasses and protractors Use a calculator Break compound shapes into basic shapes. Recognise perpendicular and parallel lines. Recognise 3-D shapes. Recognise a prism. Visualise enlargement. Using multilink cubes. Identify faces, edges and vertices. Describe transformations. 	<ul style="list-style-type: none"> Use a calculator Recognise right-angled triangles. Able to square the number or square root it Estimate measurements of length, weight, capacity and speed. Interpret scales Read time Change between 12 and 24 hour clock Read timetables Proceed an experiment Measure and draw angles Interpret graphs/diagrams Compare distributions Find a mid-value. 	<ul style="list-style-type: none"> Order integers Add/subtract/multiply/ divide numbers Write numbers in words/ from words Recognise even/odd numbers Find squares and cubes/ square roots and cube roots Use a decimal notation Check answers by rounding Plot coordinates Use vocabulary of probability and probability scale Compare theoretical and experimental probability 	<ul style="list-style-type: none"> Use letter symbols. Use index notation. Visualise fraction diagrammatically. Change between improper fractions and mixed numbers Recognise simple pattern. Recognise perpendicular/ parallel lines. Identify points using coordinates Break compound shapes into basic shapes. Recognise 3-D shapes. Recognise a prism. Visualise enlargement. Using multilink cubes. Identify faces, edges and vertices.
	<i>Assessment</i>	1hour lesson following by 3 lessons of revision	1hour lesson following by 3 lessons of revision	1hour lesson following by 3 lessons of revision	1hour lesson following by 3 lessons of revision	1hour lesson following by 3 lessons of revision	1h 45 min Calculator Mock Exam 1h 45 min Non-calculator Mock Exam following by 2 weeks/8 lessons of revision

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Maths (Higher)	<i>Knowledge</i>	<ul style="list-style-type: none"> Fractions, Decimals, Percentages Ration and proportion Index notation and surds Algebra Formulae and linear equations Linear graphs 	<ul style="list-style-type: none"> Simultaneous, quadratic equations and graphs. Further graphs and functions Shapes and angles Constructions and Loci Perimeter and area Trial and improvement 	<ul style="list-style-type: none"> Pythagoras theorem Surface area and volume Transformations Similarity and congruence Transformations of functions 	<ul style="list-style-type: none"> Circle theorems SIN and COSIN rules Vectors Measures and compound measures 	<ul style="list-style-type: none"> Collecting data Displaying data Averages and ranges Probability 	<ul style="list-style-type: none"> Review of Algebra Review of Fractions, Decimals, Percentages, Ratio and Proportion Review of Simultaneous equations and non-linear graphs Review of Pythagoras, Bearings, Trigonometry ratios and trigonometry rules.
	<i>Understanding</i>	<ul style="list-style-type: none"> Compare fractions Equivalent fractions, percentages and decimals. Add/subtract/multiply/divide fractions. Write one number as a fraction of another. Find fractions/percentages of amounts. Increase/decrease by percentages. Find reverse percentages using a multiplier Divide a quantity in a given ratio. Understand direct and reverse proportion. Use index laws. Write numbers in standard form. Calculate with standard form. Use of integers and fractional powers Rationalise the denominator Simplify surds. Simplify expressions by collecting like terms/using index laws. Factorise expressions. Substitute numbers into expressions. Factorise expressions Expand double brackets Generate sequences. Find the nth term of a sequence. Substitute numbers into formulae Solve linear 	<ul style="list-style-type: none"> Use a method of trial and improvement. Find an exact solution of two simultaneous equations Plot graphs of quadratic/cubic/reciprocal/exponential/circular/trigonometric functions Solve equations involving algebraic fractions Construct the graph of simple Loci Solve quadratic equations by factorisation/ completing a square/ using a formula Recall properties of quadrilaterals. Distinguish between congruency and similarity. Construct triangles. Construct angles of 60°,30°.90° 45° Use properties of angles at the point, on a straight line and in the triangle. Distinguish between scalene, isosceles, equilateral and right-angled triangles. Calculate and use the sum of the interior and exterior angles of polygons. Understand and use bearings. Tessellate shapes. Find areas/perimeters of 2-D shapes including. 	<ul style="list-style-type: none"> Use Pythagoras theorem to find the hypotenuse and a side. Use Pythagoras in 3-D shapes Find and angle between a line and a plane Calculate the surface area/volume of 3-D shapes. Effect of enlargement to the surface area/volume. Construct nets. Understand and draw plan and elevations. Translate, Rotate, Reflect and Enlarge shapes. Describe the transformation. Understand the effect of enlargement for perimeters/areas/ volumes Recognise mathematically similar shapes Apply reflection/translation/enlargement to graphs including linear/quadratic/ trigonometry 	<ul style="list-style-type: none"> Tangent of the circle is perpendicular to the radius at any points they meet. Tangents from an external point are equal. Find missing angles using circle theorems. Prove circle theorems. Calculate unknown sides/angles in non-right angle triangles. Calculate the area of triangles given 2 lengths and an included angle. Recognise parallel vectors Add/subtract vectors Represent vectors as a combination of other vectors. Convert between metric/imperial units of length, weight and capacity. Understand the relationship between distance, speed and time. 	<ul style="list-style-type: none"> Understand statistical solving-problem process/handling data cycle Design questionnaire Design data collection sheet Recognise biased and vague questions. Extract data from list of resources. Recognise different type of data. Design two-way tables. Understand sample and census Use stratifies sample Produce bar-charts/pie-charts/ histograms Draw scatter graphs/ line of best fit/ line graphs Find averages from diagrams Compare distributions using quartiles/inter-quartile ranges/ranges/ medians. Find mean/mode/ median/range/quartiles/ modal class Draw/use cumulative frequency graphs. Produce/use ordered stem-and-leaf diagrams. List all possible outcomes using probability trees. Identify mutually exclusive events Know "AND" and "OR" rules to calculate probability of two or more events. 	<ul style="list-style-type: none"> Substitute numbers into formulae Solve linear equations/ inequalities Change a subject of a formula Plot and draw graphs of straight lines. Find the gradient/intercept of the line Explore gradients of parallel and perpendicular lines Compare fractions Equivalent fractions, percentages and decimals. Add/subtract/multiply/divide fractions. Write one number as a fraction of another. Find fractions/percentages of amounts. Increase/decrease by percentages. Find reverse percentages using a multiplier Divide a quantity in a given ratio. Understand direct and reverse proportion. Use index laws. Write numbers in standard form. Calculate with standard form. Use of integers and fractional powers Use a method of trial and improvement. Find an exact solution of two simultaneous equations

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		equations/inequalities <ul style="list-style-type: none"> Change a subject of a formula Plot and draw graphs of straight lines. Find the gradient/intercept of the line Explore gradients of parallel and perpendicular lines 	circles <ul style="list-style-type: none"> Find the area of sector and the length of an arc. 				<ul style="list-style-type: none"> Plot graphs of quadratic/cubic/reciprocal/exponential/circular/trigonometric functions Solve quadratic equations by factorisation/ completing a square/ using a formula
	<i>Skills</i>	<ul style="list-style-type: none"> Use a calculator effectively and efficiently Interpret the answer on a calculator display Interpret numbers in standard form Order numbers Visualise fraction diagrammatically. Change between improper fractions and mixed numbers Use a ratio notation. Use letter symbols. Use index notation. Recognise simple pattern. Identify points/midpoints using coordinates Interpret a gradient of a line Dealing with decimals on a calculator. Recognise and convert between metric /imperial units of measurements of length, weight and capacity. 	<ul style="list-style-type: none"> Recognise inverse operations Use a calculator effectively Interpret the answer on a calculator display Use letter to represent unknown numbers. Discuss and interpret real-life graphs. Use a ruler, compasses and protractor. Recognise acute, obtuse, reflex and right angles. Substitute numbers into expressions/ formulae Interpret map scales 	<ul style="list-style-type: none"> Use a ruler to measure lengths Recognise trapeziums. Apply the knowledge of the perimeter/area to solve problems. Use compasses and protractors Use a calculator Break compound shapes into basic shapes. Recognise perpendicular and parallel lines. Recognise 3-D shapes. Recognise a prism. Visualise enlargement. Using multilink cubes. Identify faces, edges and vertices. Describe transformations. 	<ul style="list-style-type: none"> Use a calculator Recognise non-right-angled triangles. Estimate measurements of length, weight, capacity and speed. Measure and draw angles Distinguish between using Pythagoras, SOHCAHTOA and SIN/COSIN rules 	<ul style="list-style-type: none"> Use vocabulary of probability and probability scale Compare theoretical and experimental probability Criticise/improve bad questions Interpret diagrams Describe correlation Use a calculator effectively. Estimate probability. Equivalence of fraction, decimals and percentages. 	<ul style="list-style-type: none"> Use letter symbols. Use index notation. Visualise fraction diagrammatically. Change between improper fractions and mixed numbers Identify points using coordinates Use a calculator effectively and efficiently Interpret the answer on a calculator display Interpret numbers in standard form Order numbers
	<i>Assessment</i>	1hour lesson following by 3 lessons of revision	1hour lesson following by 3 lessons of revision	1hour lesson following by 3 lessons of revision	1hour lesson following by 3 lessons of revision	1hour lesson following by 3 lessons of revision	1h 45 min Calculator Mock Exam 1h 45 min Non-calculator Mock Exam following by 2 weeks/8 lessons of revision

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Science	<i>Knowledge</i>	<ul style="list-style-type: none"> B4 Natural selection and genetic modification B5 Health, disease and the development of medicines B6 plant structures and their functions B7 Animal coordination and control 	<ul style="list-style-type: none"> C12 Reversible reactions and equilibria C13 Groups 1, 7 and 0 C14 Rates of reaction C15 Fuels and Earth science 	<ul style="list-style-type: none"> P9 Potential difference and resistance P10 Magnetic fields P11 Matter 	<ul style="list-style-type: none"> B8 Exchange and transport in animals Ecosystems and material cycles 	<ul style="list-style-type: none"> C15 Heat changes in chemical reaction C16 Fuels C17 Earth and atmospheric science 	<ul style="list-style-type: none"> P11 Electromagnetic induction P12 Particle models P13 forces and matter Revision and preparation for mock examinations
	<i>Understanding</i>	Meiosis DNA Alleles Variation Inheritance Gene mutations Human evolution Darwin's theory Classification Breeds and varieties Genes in agriculture and medicine Health and disease Non-communicable diseases Cardiovascular disease Pathogens Spreading pathogens Physical and chemical defences The immune system Antibiotics Antibiotics- graph and data analysis lesson Hormones Menstrual cycle Homeostasis Diabetes	Reaction rates Experiments involving gases Experiments involving precipitation Calculating rates Collision theory Catalysts Structure of an atom Atomic mass and number Isotopes Elements and the periodic table Atomic number and the periodic table Electronic configurations and the periodic table Ionic bonds Ionic lattices Ionic lattices Properties of ionic compounds Covalent bonding Molecular compounds Allotropes of carbon Properties of metals Bonding models Fractional distillation Hydrocarbons Pollutants	Current and circuits Potential difference and resistance Investigating components Circuit devices Series and parallel circuits Energy in circuits Power in circuits Electricity in the home Fuses and earthing Magnets and magnetic fields Permanent and induced magnets Electromagnetism The motor effect Solenoids and electromagnetic induction Density Kinetic theory Specific heat capacity Specific latent heat Particle motion in gases Forces and elasticity	Exchange of materials Specialised exchange surfaces Blood Blood vessels The heart Respiration Investigating respiration Ecosystems Investigating ecosystems Human impact on biodiversity Conservation Carbon cycle Water cycle Nitrogen cycle	Endothermic reactions Exothermic reactions Measuring temperature changes Energy changes in reactions Fractional distillation The alkane homologous series Complete combustion Incomplete combustion Combustible fuels Hydrocarbons Pollutants Cracking The atmosphere The greenhouse effect Climate change	Transformers Transformers and energy Particles and density Energy and changes of state Energy calculations Gas temperature and pressure Bending and stretching Extension and energy transfers Revision and preparation for mock examinations

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	<i>Skills</i>	<ul style="list-style-type: none"> Thinking scientifically Scientific application Communication and collaboration Using Scientific evidence	<ul style="list-style-type: none"> Thinking scientifically Scientific application Communication and collaboration Using Scientific evidence	<ul style="list-style-type: none"> Thinking scientifically Scientific application Communication and collaboration Using Scientific evidence 	<ul style="list-style-type: none"> Thinking scientifically Scientific application Communication and collaboration Using Scientific evidence 	<ul style="list-style-type: none"> Thinking scientifically Scientific application Communication and collaboration Using Scientific evidence	<ul style="list-style-type: none"> Thinking scientifically Scientific application Communication and collaboration Using Scientific evidence
	<i>Assessment</i>	End of unit tests. Academy assessment cycle.	End of unit tests. Academy assessment cycle.	End of unit tests. Academy assessment cycle.	End of unit tests. Academy assessment cycle.	End of key stage assessment.	<ul style="list-style-type: none"> Academy assessment cycle. Exam question practice.
Geography	<i>Knowledge</i>	Weather	Development	Nigeria	Climate Change	Ecosystems	Issue Evaluation and Fieldwork
	<i>Understanding</i>	Students will understand how: Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment. The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity.	Students will understand how: There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap. Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.	Students will learn about: The location and importance of the country, regionally and globally The wider political, social, cultural and environmental context within which the country is placed The changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development The role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country The changing political and trading relationships with the wider world International aid: types of aid, impacts of aid on the receiving country The environmental impacts of economic development The effects of economic development on quality of life for the population.	Students will understand how: Climate change is the result of natural and human factors, and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).	Students will understand how: Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable.	Students will complete two forms of geographical enquiry. They will then write this up as a project. They will: Identify a suitable question for geographical enquiry Select, measure and record data appropriate to the chosen enquiry Select appropriate ways of processing and presenting fieldwork data Describe, analyse and Explain fieldwork data Reach conclusions Evaluation of geographical enquiry

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History	<i>Knowledge</i>	<p><u>THE ROLE OF THE INDIVIDUAL (Britain, Power and the People)</u> The origins of Parliament:</p> <ul style="list-style-type: none"> The role of Simon de Montfort Issues between King Henry III and his barons <p>The origins of Parliament:</p> <ul style="list-style-type: none"> Provisions of Oxford Parliament of 1265 Short and long term impact <p>Divine right and parliamentary authority:</p> <ul style="list-style-type: none"> the development of political radicalism during the Civil War era The significance of the trial and execution of Charles I The significance of the Commonwealth <p>The Extension of the Franchise:</p> <ul style="list-style-type: none"> Radical protest The Great Reform Act: causes and impact Pressure for further reform Causes of Chartism <p>Women’s rights:</p> <ul style="list-style-type: none"> The campaign for women’s suffrage; reasons and methods The Pankhurst The responses to the Suffragette campaign The reasons for and detail of extension of the franchise in 1918 and 1928 	<p><u>ECONOMIC FACTORS (Britain, Power and the People)</u> Medieval revolt and Royal authority:</p> <ul style="list-style-type: none"> The social, economic and political causes of the Peasants Revolt <p>Medieval revolt and Royal authority:</p> <ul style="list-style-type: none"> Actions by the peasants Actions by the government The impact of the Peasants Revolt <p>Royal authority and the right to representation:</p> <ul style="list-style-type: none"> The causes of the American Revolution, the relationship between the government and the people <p>Royal authority in the right to representation:</p> <ul style="list-style-type: none"> Impact and significance of the American Revolution <p>Workers movements: The development of trade unionism and its impact GNCTU, Tolpuddle Martyrs</p> <p>Workers movements:</p> <ul style="list-style-type: none"> New Model Unions New Unionism, Match Girls and Dockers strikes <p>Workers’ rights:</p> <ul style="list-style-type: none"> The General Strike, 1926, actions, reactions and impact. Trade Union reform in the late 20th century 	<p><u>RELIGION AND IDEAS (Britain, Power and the People)</u> Constraints on kingship:</p> <ul style="list-style-type: none"> the baron’s dissatisfaction with King’s John’s rule and it’s resolution <p>Constraints on kingship:</p> <ul style="list-style-type: none"> Magna Carta, its terms and its short and long term impact <p>Popular uprisings against the crown:</p> <ul style="list-style-type: none"> The social, economic, religious and political causes of the Pilgrimage of Grace <p>Popular uprisings against the crown:</p> <ul style="list-style-type: none"> The Pilgrimage of Grace and its implications for royal authority Henry VIII and his governments reaction, the impact of the Pilgrimage of Grace <p>Protest and change:</p> <ul style="list-style-type: none"> Campaigning groups including the Anti-slavery Movement: their methods, impact. The Anti-Corn Law League: their methods and impact. Factory reformers: their methods and impact. <p>Minority rights: , protest and reform</p> <ul style="list-style-type: none"> The Brixton Riots, reasons and consequences, including the Scarman Report. 	<p><u>THE NORMANS – CONQUEST AND CONTROL (Norman England c1066-c1100)</u></p> <ul style="list-style-type: none"> The death of Edward the Confessor The claimants and claims Battle of Stamford Bridge Battle of Hastings Military tactics Military innovations, including cavalry <p>Battle of Hastings</p> <ul style="list-style-type: none"> Anglo-Saxon and Norman tactics military innovations, including cavalry and castles <p>Anglo-Saxon and Norman tactics</p> <ul style="list-style-type: none"> Military tactics Military innovations, including cavalry <ul style="list-style-type: none"> Military tactics Military innovations, including castles <ul style="list-style-type: none"> King William’s leadership and government William II and his inheritance 	<p><u>LIFE UNDER THE NORMANS (Norman England c1066-c1100)</u></p> <ul style="list-style-type: none"> Roles, rights and responsibilities Landholding and lordship Land distribution Patronage Anglo-Saxon and Norman government systems Anglo-Saxon and Norman aristocracies Military service <ul style="list-style-type: none"> roles, rights and responsibilities Landholding and lordship Land distribution Patronage Anglo-Saxon and Norman government systems Anglo-Saxon and Norman aristocracies Military service <ul style="list-style-type: none"> Justice and the legal system; such as ordeals and ‘murdrum’ Inheritance Domesday Book Anglo-Saxon and Norman life, including: towns; villages; buildings; work; food; roles; and seasonal life Forest Law Anglo-Saxon and Norman life, including: towns; villages; buildings; work; food; roles; and seasonal life Forest Law 	<p><u>THE NORMAN CHURCH AND MONASTICISM (Norman England c1066-c1100)</u></p> <ul style="list-style-type: none"> The Anglo-Saxon Church before 1066 Archbishop Lanfranc and reform of the English Church; including the building of churches and cathedrals Church organisation and courts Church-state relations William II and the Church Wealth of the Church William II and the Church The wealth of the Church Relations with the Papacy The Investiture Controversy The Norman reforms, including the building of abbeys and monasteries Monastic life The Norman reforms, including the building of abbeys and monasteries Monastic life Learning Schools and education Latin usage and the vernacular
	<i>Understanding</i>	<ul style="list-style-type: none"> The short and long term impact of the English revolution. <ul style="list-style-type: none"> Progress towards equality in the second half of the twentieth century Chartism: actions and impact. 	<ul style="list-style-type: none"> The development of worker’s unions The causes and impact of authority 	<ul style="list-style-type: none"> The development of multi-racial society since the Second World War <ul style="list-style-type: none"> Discrimination The social, political and economic impact of different events 	<ul style="list-style-type: none"> The impact of changes and how this affected life in Britain 	<ul style="list-style-type: none"> Understanding how the changes impacted on the lives of normal British citizens. 	<ul style="list-style-type: none"> Understanding what changes were made and why If any of these changes have lasted to present day

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Year Group 10		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
	Skills	Focus on using historical knowledge and skills on how to make a reasoned judgement, using evidence provided to students. Focus on linking previous learning to create a rounded, whole picture of the time being studied.	Focus on using historical knowledge and skills on how to make a reasoned judgement, using evidence provided to students. Focus on linking previous learning to create a rounded, whole picture of the time being studied.	Focus on using historical knowledge and skills on how to make a reasoned judgement, using evidence provided to students. Focus on linking previous learning to create a rounded, whole picture of the time being studied.	Focus on using historical knowledge and skills on how to make a reasoned judgement, using evidence provided to students. Focus on linking previous learning to create a rounded, whole picture of the time being studied.	Focus on using historical knowledge and skills on how to make a reasoned judgement, using evidence provided to students. Focus on linking previous learning to create a rounded, whole picture of the time being studied.	Focus on using historical knowledge and skills on how to make a reasoned judgement, using evidence provided to students. Focus on linking previous learning to create a rounded, whole picture of the time being studied.
	Assessment	End of unit assessment focusing on exam skills	End of unit assessment focusing on exam skills	End of unit assessment focusing on exam skills	End of unit assessment focusing on exam skills	End of unit assessment focusing on exam skills	End of unit assessment focusing on exam skills

Spanish	Knowledge	Module 4 Intereses e influencias Theme Identity and culture	Module 4 Intereses e influencias Theme Identity and culture	Module 5 Ciudades Theme Local, national, international and global areas of interest	Module 5 Ciudades / Theme Local, national, international and global areas of interest	Module 6 De costumbre Theme Identity and culture	Module 7 a currar Theme Current and future study and employment
	Understanding	Vocab Talking about free-time activities Talking about TV programmes and films Talking about what you usually do • Grammar Stem-changing verb jugar Adjectives of nationality Definite plural article for opinions about types of TV programme <i>soler + infinitive</i> <i>Using direct object pronouns to avoid repetition</i> <i>Using a variety of preterite tense verbs to describe a music concert</i>	<ul style="list-style-type: none"> discussing plans and the weather Talking about your town, village or neighbourhood Discussing what to see and do Describing community projects Grammar <ul style="list-style-type: none"> Using si clauses Using negatives Asking questions using <i>quella/quelle or cualetc</i> Using the future tense Using a combination of tenses 	Vocab Talking about the places in a town or city Talking about shops Shopping for souvenirs Grammar Using some, many, lots of Saying what there is or isn't Polite form of address (<i>usted</i>) Decoding shop names Understanding prices expressed in different ways <i>se puede / se pueden + infinitive</i> <i>The future tense</i> <i>Si + present, + future</i>	Units 3-5 <ul style="list-style-type: none"> Saying what you do and did on holiday Ordering in a restaurant Talking about holiday disasters Travelling Buying souvenirs Talking about holiday disasters Grammar <ul style="list-style-type: none"> Using the present and perfect tense Using expressions with avoir or tenses Using three time frames En + present participle (French) Avant de + infinitive or 'antes de' 	Vocab Talking about typical foods Comparing different festivals Describing a special day Ordering in a restaurant Talking about a music festival Grammar The passive Using the 'they' form of different verbs Preterite tense of reflexive verbs Absolute superlatives Irregular verbs in the preterite tense (<i>tener, poner, poder, venir, traer, decir</i>) Saying 'before' / 'after' (doing) Using <i>acabar de + infinitive</i>	Vocab Talking about how you earn money Talking about work experience Grammar <i>Soler</i> in the imperfect tense Using verbs in different tenses (including infinitives) and persons of the verbs Using the preterite (for completed actions) and the imperfect (for repeated actions / descriptions) in the past Present and present continuous Lo + adjective
	Skills	<p>3.2.1 Listening: understand and respond to spoken language Students are expected to be able to:</p> <ul style="list-style-type: none"> demonstrate general and specific understanding of different types of spoken language follow and understand clear standard speech using familiar language across a range of specified contexts identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions. <p>3.2.2 Speaking: communicate and interact in speech Students are expected to be able to:</p> <ul style="list-style-type: none"> communicate and interact effectively in speech for a variety of purposes across a range of specified contexts take part in a short conversation, asking and answering questions, and exchanging opinions convey information and narrate events coherently and confidently, using and adapting language for new purposes speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate initiate and develop conversations and discussion, producing extended sequences of speech make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view use accurate pronunciation and intonation to be understood by a native speaker 					

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Year Group 10		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
		<p>3.2.3 Reading: understand and respond to written language Students are expected to be able to:</p> <ul style="list-style-type: none"> • understand and respond to different types of written language • understand general and specific details within texts using high frequency familiar language across a range of contexts • identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events • deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes • recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts • demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate • translate a short passage from French into English. <p>3.2.4 Writing: communicate in writing Students are expected to be able to:</p> <ul style="list-style-type: none"> • communicate effectively in writing for a variety of purposes across a range of specified contexts • write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information • produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings • make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events • manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register • make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince • translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context. 					
	<i>Assessment</i>	Reading & Listening	Speaking and writing	Reading & Listening	Speaking and writing	Reading & Listening	writing
Ethics & Philosophy	<i>Knowledge</i>	Marriage and relationships: past Vs present	Religion, relationships and families	Muslim practices	Christian and Muslim Ethics	Religion, peace and conflict	Religious values and ethics
	<i>Understanding</i>	Students to understand marriage in different religions as well as secular views of it and its place within contemporary British society	Students will be able to compare Christian, Muslim and non-religious attitudes to themes such as; family planning, gender roles, sexuality and sexual relationships outside of and before marriage. Focus on changing attitudes in contemporary Britain.	Students will develop knowledge of all key Christian Practices required for the exam	Students will link their knowledge together from the whole of year 9 and year 10 so far, as well as KS3 where appropriate.	Students will explore various religious attitudes towards war and peace, including themes such as pacifism and Just War Theory.	By using knowledge of the key religious values studied throughout the years, students will apply these to various ethical topics and make comparisons between these in order to explain in the influence of these beliefs.
	<i>Skills</i>	<ul style="list-style-type: none"> • <i>Comparison of religious and non-religious views.</i> • <i>Impacts of these beliefs on lifestyles.</i> • <i>Exam technique.</i> 	<ul style="list-style-type: none"> • <i>Comparison of religious and non-religious views.</i> • <i>Impacts of these beliefs on lifestyles.</i> • <i>Exam technique.</i> 	<ul style="list-style-type: none"> • Ability to link between beliefs and practices • Evaluate how Muslim beliefs and practices influence Muslims. Link to Christianity 	<ul style="list-style-type: none"> • Building on knowledge • Exam technique • Influence of beliefs 	<ul style="list-style-type: none"> • Written and verbal debate: exam technique • Applying beliefs to ethics 	<ul style="list-style-type: none"> • Exam technique in end of year assessment • Applying beliefs to ethics
	<i>Assessment</i>	A set of practice exam questions	A set of practice exam questions	A set of practice exam questions	A set of practice exam questions	A set of practice exam questions	A set of practice exam questions

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Year Group 10		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
Art	<i>Knowledge</i>	<p align="center">Self-Identity</p> <p align="center">(Explore and Research)</p> <p>Investigate portraiture drawing techniques including the use of tone and monoprinting.</p> <ul style="list-style-type: none"> • Research and explore a series of appropriate artists linked to the theme of Self – Identity. • Develop work in a variety of materials and artistic techniques. • Produce written annotations which demonstrate understanding of the artistic styles used by artists and visual or thematic links with their own work. 	<p align="center">Self-Identity (Explore and Research)</p> <ul style="list-style-type: none"> • Research and explore individually sourced, appropriate artists which are linked to the theme. • Develop initial designs based on chosen ideas. • Make revisions and alterations to work, based on self-assessment and teacher feedback. 	<p align="center">SELF IDENTITY</p> <p align="center">(develop, respond)</p> <ul style="list-style-type: none"> • Develop initial designs based on chosen ideas. • Create a final piece of work that fully responds to the theme of ‘Self-Identity’. • Evaluate and refine their work at the end of the project 	<p align="center">FOOD PROJECT</p> <p align="center">(Explore and Research)</p> <ul style="list-style-type: none"> • Actively participate in a discussion about the theme of ‘Food’ and record keywords and imagery relevant to the project. • Develop and explore different methods of drawing foods using various media. 	<p align="center">FOOD PROJECT</p> <p align="center">(Explore and Research)</p> <ul style="list-style-type: none"> • Research and explore a series of appropriate artists linked to the theme, exploring 2D, 3D and photographic techniques. 	<p align="center">FOOD PROJECT</p> <p align="center">(Research and Develop)</p> <ul style="list-style-type: none"> • Research and explore a series of appropriate artists linked to the theme, exploring 2D, 3D and photographic techniques. • Develop initial designs based on chosen ideas.
	<i>Understanding</i>	<p>Individual work:</p> <ul style="list-style-type: none"> • Gaining confidence in using new media techniques. • Self-Assessment opportunities throughout the project. • Creating a series of sketches for a visual portfolio. <p>Collaborative work:</p> <ul style="list-style-type: none"> • Looking at/developing understanding/discussing/evaluating the artwork of relevant artists. • Learning through peer assessment. 	<p>Individual work:</p> <ul style="list-style-type: none"> • Developing personalised drawing and media skills. • Gaining confidence in using new media techniques. • Self-Assessment opportunities throughout the project. • Creating a series of sketches for a visual portfolio. • Creating a final outcome based on their assessed strengths from throughout the project. <p>Collaborative work:</p> <ul style="list-style-type: none"> • Looking at/developing understanding/discussing/evaluating the artwork of relevant artists. • Learning through peer assessment. 	<p>Individual work:</p> <ul style="list-style-type: none"> • Developing personalised drawing and media skills. • Gaining confidence in using new media techniques. • Self-Assessment opportunities throughout the project. • Creating a series of sketches for a visual portfolio. • Creating a final outcome based on their assessed strengths from throughout the project. <p>Collaborative work:</p> <ul style="list-style-type: none"> • Looking at/developing understanding/discussing/evaluating the artwork of relevant artists. • Learning through peer assessment. 	<p>Individual work:</p> <ul style="list-style-type: none"> • Developing personalised drawing and media skills. • Gaining confidence in using new media techniques. • Self-Assessment opportunities throughout the project. • Creating a series of sketches for a visual portfolio. <p>Collaborative work:</p> <ul style="list-style-type: none"> • Looking at/developing understanding/discussing/evaluating the artwork of relevant artists. • Learning through peer assessment. 	<p>Individual work:</p> <ul style="list-style-type: none"> • Developing personalised drawing and media skills. • Gaining confidence in using new media techniques. • Self-Assessment opportunities throughout the project. • Creating a series of sketches for a visual portfolio. <p>Collaborative work:</p> <ul style="list-style-type: none"> • Looking at/developing understanding/discussing/evaluating the artwork of relevant artists. • Learning through peer assessment. 	<p>Individual work:</p> <ul style="list-style-type: none"> • Developing personalised drawing and media skills. • Gaining confidence in using new media techniques. • Self-Assessment opportunities throughout the project. • Creating a series of sketches for a visual portfolio. <p>Collaborative work:</p> <ul style="list-style-type: none"> • Looking at/developing understanding/discussing/evaluating the artwork of relevant artists. • Learning through peer assessment.
	<i>Skills</i>	<p>Techniques explored:</p> <ul style="list-style-type: none"> • Drawing from secondary sources, media of their choice • Artist research techniques and written analysis 	<p>Techniques explored:</p> <ul style="list-style-type: none"> • Drawing from secondary sources, media of their choice • Artist research techniques and written analysis. • Interpretation and design 	<p>Techniques explored:</p> <ul style="list-style-type: none"> • Design and composition • Development and refinement of ideas to improve. • Drawing from secondary sources, media of their choice 	<p>Techniques explored:</p> <ul style="list-style-type: none"> • Drawing from observation, Painting, 2D drawing practices. <p>Artistic elements:</p> <ul style="list-style-type: none"> • Line, Tone, Texture, 	<p>Techniques explored:</p> <ul style="list-style-type: none"> • Drawing from observation, Painting, 2D, Photography <p>Artistic elements:</p> <ul style="list-style-type: none"> • Line, Tone, Texture, 	<p>Techniques explored:</p> <ul style="list-style-type: none"> • Drawing from observation, Painting, 2D, 3D construction <p>Artistic elements:</p> <ul style="list-style-type: none"> • Line, Tone, Texture,

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		<ul style="list-style-type: none"> Interpretation and design in response to a key artist style <p>Artistic elements:</p> <ul style="list-style-type: none"> Line, Tone, Texture, Blending, Colour, Shape, Form, Scale, composition <p>Materials:</p> <ul style="list-style-type: none"> Mixed media including paint (Frida Kahlo) 	<p>in response to a key art style</p> <p>Artistic elements:</p> <ul style="list-style-type: none"> Line, Tone, Texture, Blending, Colour, Shape, Form, Scale, composition <p>Materials:</p> <ul style="list-style-type: none"> Mixed media (self-guided) 	<p>Artistic elements:</p> <ul style="list-style-type: none"> Line, Tone, Texture, Blending, Colour, Shape, Form, Scale, composition <p>Materials:</p> <ul style="list-style-type: none"> Mixed media 	<p>Blending, Colour, Shape, Form, Scale, composition</p> <p>Materials:</p> <p>Various media</p>	<p>Blending, Colour, Shape, Form, Scale, composition</p> <p>Materials:</p> <p>Various media</p>	<p>Blending, Colour, Shape, Form, Scale, composition</p> <p>Materials:</p> <p>Various media</p>
	<i>Assessment</i>	<ul style="list-style-type: none"> Artist research design sheet Portraiture drawing design sheets 	<ul style="list-style-type: none"> Independently chosen Artists research 	<ul style="list-style-type: none"> Design sheets Final response final piece. 	<ul style="list-style-type: none"> Theme sheet Tonal drawings 	<ul style="list-style-type: none"> Artist research sheets Practical interpretations in response to a given theme 	<ul style="list-style-type: none"> Artist research sheets 3D construction in response to a given theme.
Photography	<i>Knowledge</i>	<p>Introduction to Photography & Photoshop</p> <p>During this project students will:</p> <ul style="list-style-type: none"> Learn basic camera techniques and compositional techniques. Explore the use of a range Adobe Photoshop image manipulation techniques (layers, move tool, filters, blending modes). 	<p>Photomontage: David Hockney</p> <p>During this project students will:</p> <ul style="list-style-type: none"> Develop a contextual understanding of the life and work of David Hockney. Research and analyse the photomontages (joiners) created by David Hockney. Camera techniques and compositional techniques (framing, close up). Explore the use of a range of Adobe Photoshop image manipulation techniques (layers, move tool). Learn how to develop and refine ideas and creative outcomes. 	<p>Photomontage: Tommy Ingberg</p> <p>During this project students will:</p> <ul style="list-style-type: none"> Develop a contextual understanding of the life and work of Tommy Ingberg. Research and analyse the photomontages created by Tommy Ingberg. Camera techniques and compositional techniques (lighting, scale). Explore the use of a range of Adobe Photoshop image manipulation techniques (magnetic lasso tool, eraser tool). Learn how to develop and refine ideas and creative outcomes. 	<p>Portrait Distortion: Personal Response</p> <p>When developing this project students will:</p> <ul style="list-style-type: none"> Explore the use of a range Adobe Photoshop image manipulation techniques. Learn how to develop and refine ideas and creative outcomes. 		
	<i>Understanding</i>	<p>Students will:</p> <ul style="list-style-type: none"> Demonstrate the ability to implement basic camera techniques and compositional techniques. Develop confidence in the use of a range Adobe Photoshop image Photoshop image manipulation techniques (layers, move tool, filters, blending modes). 	<p>When developing this project students will:</p> <ul style="list-style-type: none"> Demonstrate a contextual understanding of the life and work of David Hockney through written responses. Demonstrate an understanding of the photomontages (joiners) created by David Hockney and apply this understanding to their own creative outcomes. Develop confidence in the use of a range Adobe Photoshop image manipulation techniques. Demonstrate different ways in which they can develop and refine their own ideas and through their creative outcomes and written responses. Self-assess and peer assess a range of their own outcomes and the work of others. 	<p>When developing this project students will:</p> <ul style="list-style-type: none"> Demonstrate a contextual understanding of the life and work of Tommy Ingberg through written responses. Demonstrate an understanding of the photomontages created by Tommy Ingberg and apply this understanding to their own creative outcomes. Develop confidence in the use of a range Adobe Photoshop image manipulation techniques. Demonstrate different ways in which they can develop and refine their own ideas and through their creative outcomes and written responses. Self-assess and peer assess a range of their own outcomes and the work of others. 	<p>When developing this project students will:</p> <ul style="list-style-type: none"> Develop confidence in the use of a range Adobe Photoshop image manipulation techniques. Demonstrate different ways in which they can develop and refine their own ideas and through their creative outcomes and written responses. Self-assess and peer 		

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Year Group 10		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
							assess a range of their own outcomes and the work of others.
	<i>Skills</i>	Students will develop the following skills & techniques: <ul style="list-style-type: none"> • Digital Camera and photographic imagery • Adobe Photoshop techniques • ICT presentation skills • Responding to feedback effectively 	Students will develop the following skills & techniques: <ul style="list-style-type: none"> • Digital Camera and photographic imagery • Adobe Photoshop techniques • ICT presentation skills • Idea generation and development • Writing evaluations • Responding to feedback effectively 	Students will develop the following skills & techniques: <ul style="list-style-type: none"> • Digital Camera and photographic imagery • Adobe Photoshop techniques • ICT presentation skills • Idea generation and development • Writing evaluations • Responding to feedback effectively 	Students will develop the following skills & techniques: <ul style="list-style-type: none"> • Digital Camera and photographic imagery • Adobe Photoshop techniques • ICT presentation skills • Idea generation and development • Writing evaluations • Responding to feedback effectively 	Students will develop the following skills & techniques: <ul style="list-style-type: none"> • Digital Camera and photographic imagery • Adobe Photoshop techniques • ICT presentation skills • Idea generation and development • Writing evaluations • Responding to feedback effectively 	
	<i>Assessment</i>	Photoshop Baseline Test	<ul style="list-style-type: none"> • David Hockney Artist Research and analysis • Written evaluations • Photographic compositions • David Hockney style photomontages 	<ul style="list-style-type: none"> • Tommy Ingberg Artist Research and analysis • Written evaluations • Photographic compositions • Tommy Ingberg style photomontages 	<ul style="list-style-type: none"> • Tommy Ingberg Artist Research and analysis • Written evaluations • Photographic compositions • Tommy Ingberg style photomontages 	<ul style="list-style-type: none"> • Idea development • Photographic outcomes 	

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Year Group 10		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 6
Drama	<i>Knowledge Understanding Skills</i>	<p><u>Mock Component A – Devising Autumn Term</u></p> <p>Students will look at a variety of stimuli based on The Arrival.</p> <p>Their will look at different structure, style, conventions and explorative strategies to develop their work e.g. physical theatre, thought tunnels, conscience corridors, alter ego, montage, action narration, soundscape or vocal collage, narration.</p> <p>They will also look at practitioners and theatre companies as a means of exploring performance – DV8, Brecht, Frantic Assembly, Berkoff and Artaud.</p> <p>Students will look at promenade and site specific staging in preparation for a promenade performance.</p> <p><u>Assessment</u> – Students will work in groups to create their own devised performance based on The Arrival. <u>A&T</u> will be given the task of not only starring in the group work but will become narrators guiding the audience through the different spaces.</p>	<p><u>Mock Component A – Devising Autumn Term</u></p> <p>Students will look at a variety of stimuli based on The Arrival.</p> <p>Their will look at different structure, style, conventions and explorative strategies to develop their work e.g. physical theatre, thought tunnels, conscience corridors, alter ego, montage, action narration, soundscape or vocal collage, narration.</p> <p>They will also look at practitioners and theatre companies as a means of exploring performance – DV8, Brecht, Frantic Assembly, Berkoff and Artaud.</p> <p>Students will look at promenade and site specific staging in preparation for a promenade performance.</p> <p><u>Assessment</u> – Students will work in groups to create their own devised performance based on The Arrival. <u>A&T</u> will be given the task of not only starring in the group work but will become narrators guiding the audience through the different spaces.</p>	<p><u>Mock Component 3/4 – Scripted plays and exploration of Blood Brothers.</u></p> <p>This section of the exam is based on a set text: Blood Brothers.</p> <p>SLAM CAP TIE.</p> <p>This is being introduced as early as possible so students are confident with the narrative, context and characters of the chosen text.</p> <p>Students will consider the social and historical context of the play; the narrative structure; key character relationships and character developments;</p> <p>This will then develop into workshops on creating detailed characterisation for performance.</p> <p>Students will be able to discuss process (rehearsals) and outcome of their work (performance) in their logbooks in preparation for their exam.</p> <ul style="list-style-type: none"> • Staging • Character • Director interpretation • Characterisation • Impact of the character • Social and historical context • Stage directions 	<p><u>Mock Component 3/4 – Scripted plays and exploration of Blood Brothers.</u></p> <p>This section of the exam is based on a set text: Blood Brothers.</p> <p>SLAM CAP TIE.</p> <p>This is being introduced as early as possible so students are confident with the narrative, context and characters of the chosen text.</p> <p>Students will consider the social and historical context of the play; the narrative structure; key character relationships and character developments;</p> <p>This will then develop into workshops on creating detailed characterisation for performance.</p> <p>Students will be able to discuss process (rehearsals) and outcome of their work (performance) in their logbooks in preparation for their exam.</p> <ul style="list-style-type: none"> • Staging • Character • Director interpretation • Characterisation • Impact of the character • Social and historical context • Stage directions 	<p><u>Component 1 Non-written exam assessment</u></p> <p>Students will create a devised performance in groups from a stimuli provided by the exam board</p> <ul style="list-style-type: none"> • They can choose to work as a performer or designer • All performances will be supported by a portfolio which is evidence of the students’ devising process. <p>40 marks: For the evidence in the portfolio including analysis and evaluation of their own work.</p> <p>20 marks: For the communication of concepts and ideas in the final performance.</p>	
	<i>Assessment</i>	<p>Developing performance work from a stimulus is a fundamental part of the OCR specification.</p> <p>Students will be assessed using a sample exam question. They will be</p>	<p>Developing performance work from a stimulus is a fundamental part of the OCR specification.</p> <p>Students will be assessed using a sample exam question. They will be</p>	<p>Students are assessed on their ability to Make, Perform and Respond using OCR exam criteria. They are expected to perform a play to an external examiner for their unit: Performing Plays</p>	<p>Students are assessed on their ability to Make, Perform and Respond using OCR exam criteria. They are expected to perform a play to an external examiner for their unit: Performing Plays</p> <p>Students will be assessed using a sample exam question. They will be required to answer using peer assessment</p>	<p>Exam will be developed over the course of a number of controlled lessons. Students will then perform to camera in exam conditions.</p> <p>Students will also be</p>	

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		<p>required to answer using peer assessment They will have simple sentence starters.</p> <p>Use of drama mediums also allows students to focus on other career opportunities in performing arts</p>	<p>required to answer using peer assessment They will have simple sentence starters.</p> <p>Use of drama mediums also allows students to focus on other career opportunities in performing arts</p>	<p>Students will be assessed using a sample exam question. They will be required to answer using peer assessment They will have simple sentence starters.</p> <p>Students who have difficulty writing will use a Chromebook.</p>	<p>They will have simple sentence starters.</p> <p>Students who have difficulty writing will use a Chromebook.</p>		<p>assessed on their ability to create a portfolio of their work created. They will be expected to evaluate their work and a peers.</p>
Music GCSE	<i>Knowledge</i>	<p>COMPOSITION</p> <ul style="list-style-type: none"> Actively participate in discussion regarding the expectations of the Music department. Actively participate in discussion of course overview and expectations. Develop compositional skills in independent task Know the key features required in a successful composition 	<p>ENSEMBLE</p> <ul style="list-style-type: none"> Develop a knowledge of key terminology Be able to recognise key features of music Actively participate in ensemble performance. Actively participate in listening tasks. Effectively perform and evaluate their work at the end of the unit. 	<p>CLASSICAL</p> <ul style="list-style-type: none"> Know the key features of classical music Develop listening and analytical skills Know key information about Eine Kleine Nachtmusik Develop an understanding of ensemble music Actively participate in performance and composition tasks. Actively participate in listening tasks. Effectively perform and evaluate their work at the end of the unit. 	<p>POPULAR MUSIC</p> <ul style="list-style-type: none"> Know the key features of popular music Develop listening and analytical skills Know key information about Since You've Been Gone Actively participate in performance and composition tasks. Actively participate in listening tasks. Effectively perform and evaluate their work at the end of the unit. 	<p>COMPOSITION</p> <ul style="list-style-type: none"> Develop compositional skills in independent task Know the key features required in a successful composition Be able to refine and improve a composition Actively participate in listening tasks. 	<p>COMPOSITION 2</p> <ul style="list-style-type: none"> Develop compositional skills in independent task Know the key features required in a successful composition Be able to demonstrate creativity and imagination when commencing a composition Actively participate in listening tasks. Recognise and analyse key features of music
	<i>Understanding</i>	<p>Individual work:</p> <ul style="list-style-type: none"> Develop performance and composition skills through a variety of tasks. Focused listening activities using key terminology. Self-assessment opportunities throughout the unit of work. <p>Collaborative work:</p> <ul style="list-style-type: none"> Learning through peer assessment. Performing as part of a group. Creating individual, paired and group compositions. 	<p>Individual work:</p> <ul style="list-style-type: none"> Develop performance and composition skills through a variety of tasks. Identify key features of the classical dances through focused listening activities. Self-assessment opportunities throughout the unit of work. <p>Collaborative work:</p> <ul style="list-style-type: none"> Learning through peer assessment. Performing as part of a group. Creating individual, paired and group compositions. 	<p>Individual work:</p> <ul style="list-style-type: none"> Develop performance and composition skills through a variety of tasks. Identify key features of classical music through focused listening activities. Self-assessment opportunities throughout the unit of work. <p>Collaborative work:</p> <ul style="list-style-type: none"> Learning through peer assessment. Performing as part of a group. Creating individual, paired and group compositions. 	<p>Individual work:</p> <ul style="list-style-type: none"> Develop performance and composition skills through a variety of tasks. Identify key features of popular music through focused listening activities. Self-assessment opportunities throughout the unit of work. <p>Collaborative work:</p> <ul style="list-style-type: none"> Learning through peer assessment. Performing as part of a group. Creating individual, paired and group compositions. 	<p>Individual work:</p> <ul style="list-style-type: none"> Develop performance and composition skills through a variety of tasks. Focused listening activities using key terminology. Self-assessment opportunities throughout the unit of work. <p>Collaborative work:</p> <ul style="list-style-type: none"> Learning through peer assessment. Performing as part of a group. Creating individual, paired and group compositions. 	<p>Individual work:</p> <ul style="list-style-type: none"> Develop performance and composition skills through a variety of tasks. Focused listening activities using key terminology. Self-assessment opportunities throughout the unit of work. <p>Collaborative work:</p> <ul style="list-style-type: none"> Learning through peer assessment. Performing as part of a group. Creating individual, paired and group compositions.
	<i>Skills</i>	<ul style="list-style-type: none"> Performing both individually and as part of a group. Composing individually, in pairs and as part of a group. 					

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		<ul style="list-style-type: none"> Development of listening skills and understanding of theory. 						
	<i>Assessment</i>	Composition Listening Activities	Ensemble Performance Listening Test	Ensemble Performance Listening Test	Listening Test Mock Exam	Composition Listening Test	Composition Mock Exam	
Music BTEC	<i>Knowledge</i>	Sequencing <ul style="list-style-type: none"> Know the key functions on GarageBand and apply them to a song Know the reasons for applying mixing effects to a song Develop the ability to structure and organise ideas Know the key terms to describe sequencing processes Be able to explain the key functions of music sequencing software Effectively evaluate your own and others performances and compositions 	Performing <ul style="list-style-type: none"> Know the key functions on GarageBand and apply them to a song Know the reasons for applying mixing effects to a song Develop the ability to structure and organise ideas Know the key terms to describe sequencing processes Be able to explain the key functions of music sequencing software Effectively evaluate your own and others performances and compositions 	Recording <ul style="list-style-type: none"> Know the key functions on GarageBand and apply them to a song Know the reasons for applying mixing effects to a song Develop the ability to structure and organise ideas Know the key terms to describe sequencing processes Be able to explain the key functions of music sequencing software Effectively evaluate your own and others performances and compositions 	Exam Preparation <ul style="list-style-type: none"> To know the key terminology which is relevant to the music industry To be able to identify important jobs and companies, and their roles in the music industry To know the techniques for answering exam questions 	Exam Preparation <ul style="list-style-type: none"> To know the key terminology which is relevant to the music industry To be able to identify important jobs and companies, and their roles in the music industry To know the techniques for answering exam questions 	Event Planning <ul style="list-style-type: none"> Know how to plan and organise a team Know how to keep to a deadline Be able to create and develop ideas for a product Know industry practices for developing a product and know key terminology associated with this Effectively evaluate your own and others products 	
	<i>Understanding</i>	Individual work: <ul style="list-style-type: none"> Understand how to apply sequencing effects Understand how to apply mixing effects Understand how to structure a song Be able to create imaginative ideas Understand the processes in music sequencing Self-assessment opportunities throughout the unit of work. Collaborative work: <ul style="list-style-type: none"> Learning through peer assessment. Coaching others on how to use GarageBand 	Individual work: <ul style="list-style-type: none"> Understand how to apply sequencing effects Understand how to apply mixing effects Understand how to structure a song Be able to create imaginative ideas Understand the processes in music sequencing Self-assessment opportunities throughout the unit of work. Collaborative work: <ul style="list-style-type: none"> Learning through peer assessment. Coaching others on how to use GarageBand 	Individual work: <ul style="list-style-type: none"> Understand how to apply sequencing effects Understand how to apply mixing effects Understand how to structure a song Be able to create imaginative ideas Understand the processes in music sequencing Self-assessment opportunities throughout the unit of work. Collaborative work: <ul style="list-style-type: none"> Learning through peer assessment. Coaching others on how to use GarageBand 	Individual work: <ul style="list-style-type: none"> Understand how different parts of the music industry work Be able to make links between different areas of the music industry Self-assessment opportunities throughout the unit of work. Collaborative work: <ul style="list-style-type: none"> Learning through peer assessment. Kagan activities Revision games as a class 	Individual work: <ul style="list-style-type: none"> Understand how different parts of the music industry work Be able to make links between different areas of the music industry Self-assessment opportunities throughout the unit of work. Collaborative work: <ul style="list-style-type: none"> Learning through peer assessment. Kagan activities Revision games as a class 	Individual work: <ul style="list-style-type: none"> Developing team-working and communication skills Understand how to manage time and keep to a deadline. Self-assessment opportunities throughout the unit of work. Collaborative work: <ul style="list-style-type: none"> Learning through peer assessment. Planning and developing a product as a team 	
	<i>Skills</i>	<ul style="list-style-type: none"> Performing individually and as a group. Composition skills and theoretical knowledge. Understanding of the music industry Ability to plan, develop and present ideas as part of a group Ability to use music technology 						
	<i>Assessment</i>	GarageBand Sequenced Song	GarageBand Sequenced Song Tutorial Video	GarageBand Sequenced Song Tutorial Video	Half Mock Exam	Mock Exam	Planning material Minutes and evidence	

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ICT (CiDA)	<i>Knowledge</i>	Practice Controlled Assessment – Unit 2 2.1 Investigating Multimedia Products 2.2 Designing Multimedia Products 2.3 Collecting and Creating Digital Assets 2.4 Developing Multimedia Products 2.5 Prototyping and Testing 2.6 Distribution 2.7 Product Review 2.8 Presenting multimedia products in an e-portfolio 2.9 Standard Ways of Working	Unit 2: Creative Multimedia – Splash Out 2.1 Investigating Multimedia Products 2.2 Designing Multimedia Products 2.3 Collecting and Creating Digital Assets 2.4 Developing Multimedia Products 2.5 Prototyping and Testing 2.6 Distribution 2.7 Product Review 2.8 Presenting multimedia products in an e-portfolio 2.9 Standard Ways of Working	Unit 2: Creative Multimedia – Splash Out / Unit 1: Developing Web Products 1.1 Audience and Purpose 1.2 Client Briefs and the Project Life Cycle 1.3 Site Structure 1.4 Consistency 1.5 Composition and Page Design	Unit 2: Creative Multimedia – Splash Out / Unit 1: Developing Web Products 1.6 Accessibility 1.7 Content Selection and Preparation 1.8 Coding 1.9 Testing 1.10 Evaluation	Unit 2: Creative Multimedia – Splash Out / Unit 1: Developing Web Products
	<i>Understanding</i>	2.1 Investigating Multimedia Products Understand multimedia products are used in a range of settings: <ul style="list-style-type: none"> • Education, e.g. training materials, e-learning packages • Entertainment, e.g. games, videos, DVDs • Marketing and advertising, e.g. product promotions, catalogues, websites, presentations, digital adverts • Publishing, e.g. e-books, e-zines, online presentations, DVDs • Virtual reality, e.g. virtual tours, simulations, digital • Prototyping • Public access, e.g. information points. 2.2 Designing Multimedia Products Multimedia products are designed to perform specific functions. The effectiveness of a multimedia product can be judged by how well it meets its objectives. Your main aim must always be to produce user-centred designs that are fit for purpose and meet the	2.1 Investigating Multimedia Products Understand multimedia products are used in a range of settings: <ul style="list-style-type: none"> • Education, e.g. training materials, e-learning packages • Entertainment, e.g. games, videos, DVDs • Marketing and advertising, e.g. product promotions, catalogues, websites, presentations, digital adverts • Publishing, e.g. e-books, e-zines, online presentations, DVDs • Virtual reality, e.g. virtual tours, simulations, digital • Prototyping • Public access, e.g. information points. 2.2 Designing Multimedia Products Multimedia products are designed to perform specific functions. The effectiveness of a multimedia product can be judged by how well it meets its objectives. Your main aim must always be to produce user-centred designs that are fit for purpose and meet the	1.1 Purposes of websites: <ul style="list-style-type: none"> • Convey a message (e.g. a campaign) • Attract attention (e.g. advertising) • Inform (e.g. educational webpages) • Persuade (e.g. to buy something) • Entertain (e.g. quizzes and online games). 1.1 Target Audience: <ul style="list-style-type: none"> • Who will use the product, e.g. age, gender • How much they know already • Their level of literacy/language skills • What they want from the product and what will get them to look further. 1.2 Client brief <ul style="list-style-type: none"> • Information about the client • Information about the target audience and purpose of • The web product • Technical information about product, e.g. an overview of the: <ul style="list-style-type: none"> • Site structure • Functionality • Content • Design. 	1.6 Accessibility Students will learn how to improve the accessibility of products by: <ul style="list-style-type: none"> • Avoiding colour combinations such as red and green on your web pages • Using a high contrast between text and background • Adding ALT (alternative) text to images • Using scaleable fonts. 1.7 Content Selection and Preparation To organise content, students will: <ul style="list-style-type: none"> • Create and use tables • Insert and position assets, including text, images, video, sound and animation on web pages • Resize images (percentage of original, fixed size, crop) • Retain proportions • Create and use thumbnail images • Control how users view multimedia assets. Students will learn how to present text clearly using formatting features, such as:	Students will add to their understanding of the 1.1 to 1.10 criteria of unit 1 and the 2.1 to 2.9 criteria of unit 2.

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		<p>needs of the intended users. Students will need to make decisions about:</p> <ul style="list-style-type: none"> • Content/components • Sound, e.g. effects, music, voice • Video layout • Structure • Navigation • Interactivity and human-computer-interface (HCI) • Storyboards and visuals to map out the intended • Layout and content of each screen • Timeline storyboards to map out the intended content and structure of time-related products • Structure charts or site maps to provide a graphical representation of the overall structure of the product • Flowcharts to indicate the paths that the user can take through the product. <p>2.3 Collecting and Creating Digital Assets Students will learn how to collect suitable content for their multimedia products, bearing in mind the purpose of the application and the intended users. They will learn about copyright and other constraints on the use of digital assets in products intended for the public domain. Wherever possible students should produce the digital assets they need themselves or gather them from copyright-free sources.</p> <p>2.4 Developing Multimedia Products Investigate and evaluate a wide range of software available to enable students to create multimedia products. Students will learn how to create products that are for for purpose.</p> <p>2.5 Prototyping and Testing Prototyping involves</p>	<p>needs of the intended users. Students will need to make decisions about:</p> <ul style="list-style-type: none"> • Content/components • Sound, e.g. effects, music, voice • Video layout • Structure • Navigation • Interactivity and human-computer-interface (HCI) • Storyboards and visuals to map out the intended • Layout and content of each screen • Timeline storyboards to map out the intended content and structure of time-related products • Structure charts or site maps to provide a graphical representation of the overall structure of the product • Flowcharts to indicate the paths that the user can take through the product. <p>2.3 Collecting and Creating Digital Assets Students will learn how to collect suitable content for their multimedia products, bearing in mind the purpose of the application and the intended users. They will learn about copyright and other constraints on the use of digital assets in products intended for the public domain. Wherever possible students should produce the digital assets they need themselves or gather them from copyright-free sources.</p> <p>2.4 Developing Multimedia Products Investigate and evaluate a wide range of software available to enable students to create multimedia products. Students will learn how to create products that are for purpose.</p> <p>2.5 Prototyping and Testing Prototyping involves</p>	<p>1.2 Project Life Cycle</p> <ul style="list-style-type: none"> • Design • Create • Evaluate <p>1.3 Site Structure How to make use of a site structure to give an overview of the hierarchy of a product.</p> <p>1.4 Consistency All the pages must have some consistency in terms of structure and appearance to help users find their way around the product. Students need to understand that a simple navigation bar:</p> <ul style="list-style-type: none"> • Includes two or more links to other pages within the product appears on the left-hand side or top area of every page • Uses text links or graphical links • Does not take up too much space. <p>Students will learn how to create and use a template or master page to fix some aspects of every page:</p> <ul style="list-style-type: none"> • Page size and resolution • Banner height and width • Logo size and position • internal and external hyperlinks • Navigation bar. <p>If students are working to a brief there may be a house style.</p>	<ul style="list-style-type: none"> • Alignment • Line spacing • Bullets and numbering • Case • Emboldening • Colour • Web-friendly fonts • Font sizes and styles • Headings and subheadings. <p>Students will allow users to access content you will learn how to create interactive components, including:</p> <ul style="list-style-type: none"> • Navigation bars • Hotspots • Hyperlinks (internal, external, email) • Rollovers. <p>Assets need to be carefully prepared and optimised to ensure that pages are not slow to load.</p> <p>1.8 Coding Students will learn how to make simple changes to the code, for example to change the colour of a heading or position of an image. Students will learn to understand and use hexadecimal colour codes/RGB values.</p> <p>1.9 Testing Students will understand how to complete:</p> <ul style="list-style-type: none"> • Systematic functionality • Usability testing <p>1.10 Evaluation Students will reflect on the success of a product and review:</p> <ul style="list-style-type: none"> • Audience and purpose • Client requirements 		
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		<p>producing working versions of a product at various stages during its development and testing them with users to find and iron out problems as you go along. Students will learn how to create and utilise prototypes for use with test users</p> <p>2.6 Distribution Students will learn how to create run-time versions of their products, so that they are accessible to as many people as possible.</p> <p>2.7 Product Review Students will learn how to undertake a review of their products once they are completed. This will include::</p> <ul style="list-style-type: none"> • How well they work • How easy they are to use. • Consider feedback from end reviewers • Make valid suggestions for further improvement of the final products. <p>2.8 Presenting multimedia products in an e-portfolio Students will learn about what an e-portfolio is and how it is used to create an interactive showcase for their achievements in a way that is self-explanatory and easy to use.</p> <p>2.9 Standard Ways of Working While working on a project students will be expected to use ICT efficiently, legally and safely.</p>	<p>producing working versions of a product at various stages during its development and testing them with users to find and iron out problems as you go along. Students will learn how to create and utilise prototypes for use with test users</p> <p>2.6 Distribution Students will learn how to create run-time versions of their products, so that they are accessible to as many people as possible.</p> <p>2.7 Product Review Students will learn how to undertake a review of their products once they are completed. This will include::</p> <ul style="list-style-type: none"> • How well they work • How easy they are to use. • Consider feedback from end reviewers • Make valid suggestions for further improvement of the final products. <p>2.8 Presenting multimedia products in an e-portfolio Students will learn about what an e-portfolio is and how it is used to create an interactive showcase for their achievements in a way that is self-explanatory and easy to use.</p> <p>2.9 Standard Ways of Working While working on a project students will be expected to use ICT efficiently, legally and safely.</p>				
	<p align="center"><i>Skills</i></p>	<p>Unit 2 2.1 Research a range of multimedia products 2.2 Produce a set of detailed design documents 2.3 Gather, source and edit a set of assets 2.4 Create a range of multimedia products 2.5 Gather relevant feedback and test products 2.6 Export digital products</p>	<p>Unit 2 2.1 Research a range of multimedia products 2.2 Produce a set of detailed design documents 2.3 Gather, source and edit a set of assets 2.4 Create a range of multimedia products 2.5 Gather relevant feedback and test products 2.6 Export digital products</p>	<p>Unit 1 1.1 Create a web product for a specified audience and purpose. 1.2 Identify key requests from a client brief. 1.3 Decide how a site is structured, meeting client's needs. 1.4 Create a consistent layout and design, including the ability to apply the</p>	<p>Unit 1 1.6 Make a website accessible for the visually impaired. 1.7 Decide on content to include, what it should look like and where it should go. 1.8 Code a required element as specified in the client brief 1.9 Test the web product to ensure that it is fully</p>	<p>Recap Unit 1 Skills: Unit 1: 1.1 to 1.10 Unit 2: 2.1 to 2.9</p>	<p>Recap Unit 1 Skills: Unit 1: 1.1 to 1.10 Unit 2: 2.1 to 2.9</p>

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		in appropriate formats 2.7 Review the multimedia products you have produced 2.8 Create an e-portfolio to showcase digital products 2.9 Follow standard working practices within ICT	in appropriate formats 2.7 Review the multimedia products you have produced 2.8 Create an e-portfolio to showcase digital products 2.9 Follow standard working practices within ICT	template consistently. 1.5 Use knowledge of composition and page design to create a web product that meets client requirements.	functional and meets all requirement needs. 1.10 Evaluate the web product you have produced.		
	<i>Assessment</i>	Internally Assessed CA	Internally Assessed CA	Mock Digital Exam Internally Assessed CA	Mock Digital Exam Internally Assessed CA	External Digital Exam Externally Assessed CA	Internally Assessed CA
Creative iMedia	<i>Knowledge</i>	Types of digital graphics, i.e.: <ul style="list-style-type: none"> • Bitmap/raster • Vector File formats, i.e.: <ul style="list-style-type: none"> • .tiff • .jpg • .png • .bmp • .gif • .pdf The properties of digital graphics and their suitability_ for use in creating images, i.e.: <ul style="list-style-type: none"> • Pixel dimensions • DPI resolution • Quality • Compression settings 	To know how legislation (e.g. copyright, trademarks, logos, intellectual property use, permissions and implications of use) applies to images used in digital graphics, whether sourced or created.	To know how to use version control when creating a digital graphic. To know how to export the digital graphic using appropriate formats and properties for <ul style="list-style-type: none"> • Print use • Web use • Multimedia use. 	To know how to evaluate against a client brief	Skill Builder To know animation types i.e.: <ul style="list-style-type: none"> • Stop motion • Time-lapse • Cel animation • Cut out • Flipbook • Digital 	
	<i>Understanding</i>	Why digital graphics are used (e.g. to entertain, to inform, to advertise, to promote, to educate) How digital graphics are used (e.g. magazine covers, CD/DVD covers, adverts, web images and graphics, multimedia products, games) How different purposes and audiences influence the design and layout of digital graphics (e.g. the use of colour, composition, white space and styles).	To Understand target audience requirements for a digital graphic	To understand how to source assets identified for use in a digital graphic, i.e.: <ul style="list-style-type: none"> • Images • Graphics To understand the technical compatibility of assets with the final graphic (e.g. pixel dimensions, dpi resolution)	To understand how to identify areas in a digital graphic for improvement and further development (e.g. cropping, rotating, brightness, contrast, levels, colour adjustment).	To understand the purposes and use of animations (e.g. advertising, games, dynamic promotion, films, entertainment, education)	To understand the features of animation techniques i.e.: <ul style="list-style-type: none"> • Frame by frame • Onion skinning • Key frame • Inbetweening • Still motion • Squash and stretch • Layering.
	<i>Skills</i>	<i>To repurpose graphics in a variety of different file types.</i> <i>To evaluate graphics for a range of different purposes</i>	Produce a work plan for an original graphics creation; to include: <ul style="list-style-type: none"> • Tasks • Activities • Workflow • Timescales • Resources • Milestones 	Create assets identified for use in a digital graphic, i.e.: <ul style="list-style-type: none"> • Images • Graphics 	To review a digital graphic against a specific brief	To assess animations created for different purposes and uses (e.g. advertising, games, dynamic promotion, films, entertainment, education)	To be able to create simple animations using animation techniques i.e.: <ul style="list-style-type: none"> • Frame by frame • Onion skinning • Key frame • Inbetweening • Still motion • Squash and stretch

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			<ul style="list-style-type: none"> Contingencies <p>Produce a visualisation diagram for a digital graphic</p> <p>Identify the assets needed to create a digital graphic (e.g. photographs, scanned images, library images, graphics, logos)</p> <p>Identify the resources needed to create digital graphics</p>				<ul style="list-style-type: none"> Layering.
	<i>Assessment</i>	Controlled Assessment + Theory Assessment	Controlled Assessment + Theory Assessment	Controlled Assessment + Theory Assessment	Controlled Assessment + Theory Assessment	Theory Assessment	Mini Project + Theory Assessment
Computer Science	<i>Knowledge</i>	2.6 Data Representation	1.2 Memory, 1.3 Storage & 2.4 Computational Logic	2.2 Programming Techniques	1.4 Wired and wireless networks	2.2 Programming Techniques	1.1 Systems architecture
	<i>Understanding</i>	<p>Units</p> <ul style="list-style-type: none"> Bit, nibble, byte, kilobyte, megabyte, gigabyte, terabyte, petabyte How data needs to be converted into a binary format to be processed by a computer. <p>Characters</p> <ul style="list-style-type: none"> The use of binary codes to represent characters The term 'character-set' The relationship between the number of bits per character in a character set and the number of characters which can be represented (for example ASCII, extended ASCII and Unicode). <p>Images</p> <ul style="list-style-type: none"> How an image is represented as a series of pixels represented in binary Metadata included in the file The effect of colour depth and resolution on the size of an image file. <p>Sound</p>	<p>The difference between RAM and ROM</p> <p>The purpose of ROM in a computer system</p> <p>The purpose of RAM in a computer system</p> <p>The need for virtual memory</p> <p>The need for flash memory.</p> <p>The need for secondary storage</p> <p>Data capacity and calculation of data capacity requirements</p> <p>Common types of storage:</p> <ul style="list-style-type: none"> Optical Magnetic Solid state <p>Suitable storage devices and storage media for a given application, and the advantages and disadvantages of these, using characteristics:</p> <p>Capacity</p> <p>Speed</p> <p>Portability</p> <p>Durability</p> <p>Reliability</p> <p>Cost.</p> <p>Why data is represented in computer systems in binary form</p>	<p>The use of variables, constants, operators, inputs, outputs and assignments</p> <p>The use of the three basic programming constructs used to control the flow of a program:</p> <ul style="list-style-type: none"> Sequence Selection Iteration (count and condition controlled loops) <p>The use of basic string manipulation</p> <p>The use of data types:</p> <ul style="list-style-type: none"> Integer Real Boolean Character and string Casting <p>The common arithmetic operators</p> <p>The common Boolean operators.</p>	<p>Types of networks:</p> <ul style="list-style-type: none"> LAN (Local Area Network) WAN (Wide Area Network) <p>Factors that affect the performance of networks</p> <ul style="list-style-type: none"> The different roles of computers in a client-server and a peer-to-peer network The hardware needed to connect stand-alone computers into a Local Area Network: Wireless access points Routers/switches NIC (Network Interface Controller/Card) Transmission media The internet as a worldwide collection of computer networks: DNS (Domain Name Server) Hosting The cloud The concept of virtual networks. 	<ul style="list-style-type: none"> The use of basic file handling operations: <ul style="list-style-type: none"> Open Read Write Close The use of records to store data The use of SQL to search for data The use of arrays (or equivalent) when solving problems, including both one and two dimensional arrays How to use sub programs (functions and procedures) to produce structured code 	<ul style="list-style-type: none"> The purpose of the CPU Von Neumann architecture: <ul style="list-style-type: none"> MAR (Memory Address Register) MDR (Memory Data Register) Program Counter Accumulator Common CPU components and their function: <ul style="list-style-type: none"> ALU (Arithmetic Logic Unit) CU (Control Unit) Cache The function of the CPU as fetch and execute instructions stored in memory How common characteristics of CPUs affect their performance: <ul style="list-style-type: none"> Clock speed Cache size Number of cores Embedded systems: <ul style="list-style-type: none"> Purpose of embedded systems Examples of embedded systems.

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		<ul style="list-style-type: none"> How sound can be sampled and stored in digital form How sampling intervals and other factors affect the size of a sound file and the quality of its playback: <ul style="list-style-type: none"> Sample size Bit rate Sampling frequency. Compression Need for compression Types of compression: <ul style="list-style-type: none"> Lossy Lossless. 					
	<i>Skills</i>	<p>Numbers</p> <p>How to convert positive denary whole numbers (0–255) into 8 bit binary numbers and vice versa</p> <ul style="list-style-type: none"> How to add two 8 bit binary integers and explain overflow errors which may occur Binary shifts How to convert positive denary whole numbers (0–255) into 2 digit hexadecimal numbers and vice versa How to convert from binary to hexadecimal equivalents and vice versa Check digits. 	<ul style="list-style-type: none"> Create simple logic diagrams using the operations AND, OR and NOT Draw truth tables Combining Boolean operators using AND, OR and NOT to two levels Applying logical operators in appropriate truth tables to solve problems Applying computing-related mathematics: <ul style="list-style-type: none"> + – / * Exponentiation (^) MOD DIV 	Putting the above into practice	<ul style="list-style-type: none"> Star and mesh network topologies Wifi: <ul style="list-style-type: none"> Frequency and channels Encryption Ethernet The uses of IP addressing, MAC addressing, and protocols including: <ul style="list-style-type: none"> TCP/IP (Transmission Control Protocol/Internet Protocol) HTTP (Hyper Text Transfer Protocol) HTTPS (Hyper Text Transfer Protocol Secure) FTP (File Transfer Protocol) POP (Post Office Protocol) IMAP (Internet Message Access Protocol) SMTP (Simple Mail Transfer Protocol) The concept of layers Packet switching. 	Putting the above into practice	Research Application
	<i>Assessment</i>	End of Unit Written Assessment	End of Unit Written Assessment	Mini Programming Project	End of Unit Written Assessment	Mini Programming Project	End of Unit Written Assessment

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Technology (Product Design)	<i>Knowledge</i>	<ul style="list-style-type: none"> Sustainability Wood joints Knock down fittings Types of wood CAD/CAM 	<ul style="list-style-type: none"> What is involved in the Controlled assessment? What is a passive amp? Designers and design movements Iconic and classic designs Design ideas 	<ul style="list-style-type: none"> Design methods Development methods Making products with hand tools. Card and packaging Material finishes 	<ul style="list-style-type: none"> Materials properties Thermoplastic and thermosetting plastic Manufacturing processes. 	<ul style="list-style-type: none"> What is a design brief What is secondary and primary research? Initial ideas 	<ul style="list-style-type: none"> Designing to my brief Developing my design including modelling and prototyping Evaluating
	<i>Understanding</i>	<ul style="list-style-type: none"> How to operate 2D design and a laser cutter Demonstrate wood knowledge. How knock down fittings work and can I make one? 	<ul style="list-style-type: none"> Can I design an amp to produce good sound? Give examples of designers, movements, iconic and classic design. Give my thoughts about these topics and design in the style. 	<ul style="list-style-type: none"> Understand and demonstrate hand tools with skill Make various nets How do I select materials? 	<ul style="list-style-type: none"> How do materials work? How do companies manufacture products in the real world? 	<ul style="list-style-type: none"> What is research? How do I complete useful research? Can I mark my own work against the exam board's criteria? 	<ul style="list-style-type: none"> How do I know if my idea is suitable? Will my idea fit my target market? How do I produce a design specification?
	<i>Skills</i>	<ul style="list-style-type: none"> Complex CAD skills including vectorising Drilling and finishing. Finishing metal 	<ul style="list-style-type: none"> Scamper Designing in the style of... 	<ul style="list-style-type: none"> Net making Design packaging 	<ul style="list-style-type: none"> Selecting materials Evaluating skills 	<ul style="list-style-type: none"> Research Evaluation 	<ul style="list-style-type: none"> Sketching Modelling Developing CAD
	<i>Assessment</i>	Design question and wood question. Exam questions and project work.	Design question and designer question. Exam questions and project work.	Design question and card question. Exam questions and project work.	Design question and materials question. Exam questions and project work.	Controlled Assessment and class theory work.	Controlled Assessment and class theory work.
Technology (Catering 1st year)	<i>Knowledge</i>	<ul style="list-style-type: none"> Health, safety and hygiene What are high risk food What is risk assessment Equipment and processes 	<ul style="list-style-type: none"> What is nutrition Types of cake making 	<ul style="list-style-type: none"> Research Trialling of dishes 	<ul style="list-style-type: none"> Reasons for choice Trialling of dishes 	<ul style="list-style-type: none"> Reasons for choice trialling of dishes CA Practical 	<ul style="list-style-type: none"> Evaluation
	<i>Understanding</i>	<ul style="list-style-type: none"> Can you name the types of food poisoning? What is cross contamination? Can you produce a risk assessment? Can I follow a recipe? Can I use equipment correctly and safely? 	<ul style="list-style-type: none"> Can you identify all of the nutrients? Where can nutrients be found? Can you identify the process and ingredients for types of cake making? 	<ul style="list-style-type: none"> Different types of research / afternoon tea 	<ul style="list-style-type: none"> How is it suitable for customers 	<ul style="list-style-type: none"> How to evaluate in detail How to dovetail dishes 	<ul style="list-style-type: none"> How to evaluate in detail How to dovetail dishes
	<i>Skills</i>	<ul style="list-style-type: none"> Working safely and hygienically during a food practical Chopping, simmering, making a savoury sauce using a hob 	<ul style="list-style-type: none"> Cake making processes 	<ul style="list-style-type: none"> Finding relevant research Trialling dishes 	<ul style="list-style-type: none"> Trialling dishes Dovetailing 	<ul style="list-style-type: none"> CA 	<ul style="list-style-type: none"> Evaluating a product To be able to cost a product
	<i>Assessment</i>	Exam style assessment	Exam style assessment	Exam style assessment and CA1.	Exam style assessment and CA1	Exam style assessment and CA1	Exam style assessment and CA1
Technology (Catering 2nd year)	<i>Knowledge</i>	<ul style="list-style-type: none"> Special diets 	<ul style="list-style-type: none"> Research 	<ul style="list-style-type: none"> Reason for choice 	<ul style="list-style-type: none"> CA Evaluation 	<ul style="list-style-type: none"> Short exam style question 	<ul style="list-style-type: none"> Extended answers exam questions
	<i>Understanding</i>	<ul style="list-style-type: none"> Different types of dietary needs/customer 	<ul style="list-style-type: none"> Different types of research / cultural 	<ul style="list-style-type: none"> How is it suitable for customers 	<ul style="list-style-type: none"> How to evaluate in detail How to dovetail dishes 	<ul style="list-style-type: none"> How to down break exam criteria 	<ul style="list-style-type: none"> How to down break exam criteria
	<i>Skills</i>	<ul style="list-style-type: none"> Adapting recipes 	<ul style="list-style-type: none"> Finding relevant research 	<ul style="list-style-type: none"> Trialling dishes Dovetailing 	<ul style="list-style-type: none"> CA 	<ul style="list-style-type: none"> To be able to answer questions on a range of 	<ul style="list-style-type: none"> To be able to answer questions on a range of

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			• Trialling dishes			topics worth under 4 marks.	topics worth over 6+ marks.
	<i>Assessment</i>	Exam style assessment	Exam style assessment (mock) and CA1 and 2.	Exam style assessment and CA1 and 2.	CA 1 and 2 and classwork	CA 1 and 2 and mock exam.	Final exam and CA1 and 2.
PE	<i>Knowledge</i>	• Factors affecting participation	• Commercialisation in sport	Ethical and socio-cultural issues in sport.	• Sports Psychology	Controlled Assessment	• Controlled Assessment/Work experience
	<i>Understanding</i>	<ul style="list-style-type: none"> • Understand how different factor can affect participation, including:- <ul style="list-style-type: none"> • Age • Gender • Ethnicity • Religion/culture • Family • Education • Time/work commitments • Cost/disposable income • Disability • Opportunity /access • Discrimination • Environment/ climate • Media Coverage • Role Models Understand strategies which can be used to improve participation – promotion, provision, access. To apply examples from physical activity/sport to participation issues. Public/Private & voluntary agencies 	<ul style="list-style-type: none"> • Influence of media on commercialisation of physical activity and sport. • Different types of media – social, internet, TV/Visual, newspapers and magazines. • Golden triangle – positive and negative effects off media and commercialisation and apply practical examples. • Understand the influence of sponsorship on commercialisation. • Apply practical examples to the issue of sponsorship 	<ul style="list-style-type: none"> • Ethics in sport – the value of sportsmanship and the reasons for gamesmanship and deviance in sport. • Apply practical examples to these concepts. • Drugs in sport – know the reasons why sports performers use drugs. Know the following drugs and their effect on performance: anabolic steroids, beta blockers & Stimulants. • Know the impact off drugs on performers and the sport itself. • Violence in sport – know and understand the reasons for player violence. • Give practical examples of violence in sport. 	<ul style="list-style-type: none"> • Know the definitions of motor skills. • Understand the characteristics of skilful movement. • Difficulty continuum (simple to complex) • Environmental continuum (open to closed) • Apply practical examples of skills on the continuum. • Goal setting – SMART targets. • Mental preparation – imagery, mental rehearsal, selective attention and positive thinking. • Types of guidance – visual, verbal, manual, and mechanical. 	Analysing and Evaluating Performance (AEP) <ul style="list-style-type: none"> • Testing of own fitness levels – completion of all fitness tests. 2-3 hours • Analyse the importance of the different components of fitness for the activity. • Give an overview of the key skills in the activity. Assess the strengths/weaknesses of the performer being analysed in the activity. (3-4 hours) For a specific skill or technique in the chosen activity: <ul style="list-style-type: none"> • Analyse a movement involved – joint, type of movement, muscle group, muscle function/role. • Classify the skill on the difficulty and environmental continua. 	Analysing and Evaluating Performance (AEP) <ul style="list-style-type: none"> • Testing of own fitness levels – completion of all fitness tests. 2-3 hours • Analyse the importance of the different components of fitness for the activity. • Give an overview of the key skills in the activity. Assess the strengths/weaknesses of the performer being analysed in the activity. (3-4 hours) For a specific skill or technique in the chosen activity: <ul style="list-style-type: none"> • Analyse a movement involved – joint, type of movement, muscle group, muscle function/role. • Classify the skill on the difficulty and environmental continua.
	<i>Skills</i>	To understand the factors affecting participation of a range of different groups in society, along with strategies to promote participation.	Develop knowledge and understanding of the commercialisation of physical activity and sport including sponsorship, influence of media and positive and negative effects on participation and performance.	Learners develop their knowledge and understanding of ethics in sport, including definitions of sportsmanship, gamesmanship.	• To be able to relate psychological issues to sporting situations.	• Working individually researching for the AEP.	• Working individually completing the AEP.
	<i>Assessment</i>	End of unit exam & practical assessment throughout.	End of unit exam & practical assessment throughout.	End of unit exam & practical assessment throughout.	End of unit exam & practical assessment throughout.	Assessment of Personal Exercise Programme (PEP)	Assessment of Personal Exercise Programme (PEP)
Sociology	<i>Knowledge</i>	<u>The sociological approach</u>	<u>Studying Society</u>	<u>Core skills in sociology</u>	<u>Consolidating the sociological approach</u>	<u>Families 1</u>	<u>Families 2</u>
	<i>Understanding</i>	History of Sociology and development of the scientific method within sociology. “Big Three” Sociologists Marx, Durkheim, Weber and	Research Methods and the ways in which sociologists study society. Strengths and weaknesses of each method and	Reading graphs, data sets and looking for patterns. Assessing facts and values in sociology and relating them to different	Revisiting the sociological approach and comparing more contemporary views of society. Linking key changes over	Looking at the effect of socialisation through different family types. Comparison of the nuclear family as the accepted “norm”	Assessing how labelling and beliefs about families can affect other areas of society and different groups.

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		viewpoints and plan practical citizenship actions to benefit society. Students will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.	viewpoints and plan practical citizenship actions to benefit society. Students will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.	viewpoints and plan practical citizenship actions to benefit society. Students will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.	viewpoints and plan practical citizenship actions to benefit society. Students will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.	viewpoints and plan practical citizenship actions to benefit society. Students will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.	viewpoints and plan practical citizenship actions to benefit society. Students will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.
	<i>Assessment</i>	End of unit assessment focusing on exam skills	End of unit assessment focusing on exam skills	End of unit assessment focusing on exam skills	End of unit assessment focusing on exam skills	End of unit assessment focusing on exam skills	End of unit assessment focusing on exam skills

Health and Social Care	<i>Knowledge</i>	<p><u>Understand how to communicate effectively.</u></p> <ul style="list-style-type: none"> Different types of communication Factors that influence communication Barriers to communication Qualities when using good communication. <p><u>Understand the personal qualities that contribute to effective care.</u></p> <ul style="list-style-type: none"> Qualities of good care. How qualities contribute to effective care. 	<p><u>Be able to communicate effectively within a health, social care and early years setting.</u></p> <ul style="list-style-type: none"> Planning a one-to-one interaction. Planning a group interaction. Effective communication in a one-to-one environment. <p>Body language in a one-to-one environment.</p>	<p>Know how body systems work</p> <ul style="list-style-type: none"> the cardiovascular system the respiratory system the digestive system 	<p>Understand disorders that affect body systems</p> <ul style="list-style-type: none"> the cardiovascular system the respiratory system the digestive system 	<p>Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems</p> <ul style="list-style-type: none"> how to measure pulse rate before and after activity (e.g. beats per minute, average pulse rates, raising pulse rate during activity) how to measure peak flow of an individual before and after activity (e.g. using a peak flow meter, highest of 3 blows, higher when well, lower when breathing is restricted) how to calculate BMI (e.g. average BMI's, measure height and weight input onto BMI chart) ways of measuring organ function 	<p><u>Revision and revisit topics students are unsure of.</u></p>
	<i>Understanding</i>	<p>Students will explore the four different types of communication (verbal, non-verbal, written and specialist)</p> <p>Students will be able to outline the communication types and refer to ways in which each communication type could be used in social care, early years and health settings. Students will discuss factors that may have a negative and positive affect on their ability to speak effectively, for example,</p>	<p>Students will be working in groups learners will identify the main themes that should be considered when planning a Group.</p> <p>Each group could discuss reasons why each theme should be considered and its importance. Each individual in the group will plan the practical tasks that they will be undertaking in the context of the group discussion.</p>	<p>Students will be challenged to understand the structure of the cardiovascular system, i.e.:</p> <ul style="list-style-type: none"> heart - ventricles, left and right atrium, aorta veins - size, diameter arteries - size, diameter, pressure the function of the cardiovascular system, i.e.: <ul style="list-style-type: none"> circulation of blood around the body, oxygenation and deoxygenation (e.g. arteries are the blood 	<p>Students will be challenged to understand;</p> <p>the disorders of the cardiovascular system</p> <ul style="list-style-type: none"> disorders¹, i.e.: <p>heart attack</p> <p>angina</p> <p>heart failure</p> <p>symptoms (e.g. chest pains, discomfort in arms/back etc, shortness of breath, tiredness, dizziness, raised pulse)</p> <ul style="list-style-type: none"> diagnosis (e.g. ECG echocardiogram, x-rays, blood tests, check pulse 	<p>Students will be challenged to understand;</p> <ul style="list-style-type: none"> how to compare results against normal values for age, height and weight how to compare the results against healthy weights for height. how to compare results against normal/maximum pulse rates for age ways of measuring function in the: cardiovascular system, i.e.: pulse rates, 	

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		noise, and heat, personal space, body language etc.	Learners will work in pairs to create a planned interaction with a person who accesses services from a health and social care settings. The learners will identify the main themes that should be considered when planning a one-to-one interaction The learners will discuss reasons why each theme should be considered and its importance to the interaction.	vessels carrying oxygenated blood away from the heart and veins carry de-oxygenated blood to the heart) Students will be challenged to understand the respiratory system o the structure of the respiratory system, i.e.: – trachea, i.e.: tube of bone - cartilage and ligaments, connects nose and mouth to lungs lungs, i.e.: cone shaped right bigger than left alveoli, i.e.: within lungs microscopic sacs bunched together the function of the respiratory system, i.e.: inhale, i.e.: sucking in air from the atmosphere diaphragm expanding air going into the lungs breathing in oxygen exhale, i.e.: diaphragm relaxes and ribcage moves inwards and downwards • breathing out carbon dioxide Students will be challenged to understand the digestive system1 o the structure of the digestive system, i.e.: – stomach, i.e.: expanding sac structure muscular walls oesophagus, i.e.: length extends to the stomach moves food down to the stomach intestines, i.e.: small and large the function of the digestive system, i.e.: digestion, i.e.: breaks down food absorption of molecules (minerals/water) into the blood • waste removal from the body	rates and blood pressure) the disorders of the respiratory system the respiratory system o the disorders1, i.e.: asthma/allergies bronchitis pneumonia emphysema symptoms (e.g. wheezing, shortness of breath, increased breathing rate) o diagnosis (e.g. CT scan, MRI, x-rays, function tests) the disorders of the digestive system digestive system1 o disorders (e.g. irritable bowel system, heartburn, ulcers) o symptoms (e.g. pain, discomfort, bloating, diarrhoea, sour/bitter taste in mouth, vomiting, weight loss) o Diagnosis (medical history, physical exam, endoscopy, x-ray, ultra-sound, blood test, Body Mass Index (BMI) tests).	respiratory system, i.e.: peak flow tests and digestive system, i.e.: BMI.	
	<i>Skills</i>	Students will conduct interviews in order to further investigate the use of this communication type. Produce checklists and conduct role plays.	Reflection and practice. Observation and feedback. Interviews and communication skills.	Diagrams and research. Report writing and lesson delivery.	Practical activity and report writing. Mathematical data measurement and research.	Practical activity and report writing. Mathematical data measurement and research.	

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	<i>Assessment</i>	Students will write a detailed report where they will explain the different types of Communication and link the theory to practice in a care setting. Students will produce a checklist of factors that should be considered prior to having a meeting in challenging environments.	Write a competent self-evaluation and act out a variety of scenarios.	Coursework report	Coursework report	Coursework report	
Child Development	<i>Knowledge</i>	Understand the key factors when choosing equipment for babies from birth to 12 months	Understand the key factors when choosing equipment for children from one to five years	Know the nutritional guidelines and requirements for children from birth to five years	Be able to investigate and develop feeding solutions for children from birth to five years	Understand the physical, intellectual and social developmental norms from birth to five years Understand the benefits of learning through play	Be able to plan different play activities for a chosen developmental area with a child from birth to five years Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years
	<i>Understanding</i>	Students will be able to: Analyse key equipment to be considered for babies from birth to 12 months, i.e. • travelling equipment i.e. o travel system (e.g. pram, buggy, car seat, baby carrier) • feeding equipment (e.g. steriliser, bottles, breast pump) • sleeping equipment (e.g. cot, mattress, Moses basket) • clothing and footwear (e.g. nappies, daywear, nightwear, outerwear) Key factors to consider when choosing equipment for babies from birth to 12 months, i.e. • age-appropriateness • safety (e.g. flammability, stability) • cost • design/ergonomics (e.g. comfort) • durability (e.g. materials) • hygiene (e.g. easy to clean, washable)	Students will be able to: Analyse key equipment to be considered for children from one to five years, i.e. • travelling equipment (e.g. car seat, stroller/buggy, reins) • feeding equipment (e.g. trainer cup, cutlery, weaning bibs) • sleeping equipment (e.g. cot bed/bed, bed guard, sleeping bag, duvet) • clothing and footwear (e.g. nappies/trainer pants, daywear, nightwear, outerwear) Key factors to consider when choosing equipment for children from one to five years, i.e. • age-appropriateness • safety (e.g. flammability, stability) • cost • design/ergonomics (e.g. comfort) • durability (e.g. materials) • hygiene (e.g. easy to clean, washable)	Students will be able to: Analyse current government dietary guidelines, i.e. • eatwell plate • making healthy choices The functions and sources of nutrients, i.e. • macronutrients – protein, fats, carbohydrates • micronutrients – vitamins, A, B group, C,D,E,K, minerals – calcium and iron • functions of each nutrient, i.e. o producing energy o growth and repair o prevention of disease • sources of nutrients, i.e. o protein, i.e. - animal sources (e.g. meat, poultry, fish, milk) - vegetable sources (e.g. soya, tofu, beans and pulses, TVP) o carbohydrates (e.g. bread, pasta, potatoes, rice) o fat, i.e. - animal sources (e.g. milk, butter) - vegetable sources (e.g.	Students will be able to: Be able to investigate feeding solutions, i.e. • nutritional analysis (e.g. labelling, software/apps, eatwell plate/healthy eating) • factors for consideration (e.g. nutrition, cost, time, practicalities/convenience, attractive/appealing meals) • hygiene practices (e.g. personal hygiene, room/equipment, sterilisation) How to develop feeding solutions for babies aged 0 to 6 months, i.e. • bottle feeding (e.g. types of formula, bottles and teats, storage, transportation) • breastfeeding (e.g. expressing, storage, transportation) • combination feeding (e.g. natural feel bottle teats, reduction in breast feeds, timing) How to develop feeding solutions for babies aged 6	Students will be able to: The development norms from birth to five years, i.e. • physical development, i.e. o gross motor skills (e.g. crawling, jumping, balancing) o fine motor skills (e.g. palmar grasp, pincer grasp) • intellectual development, i.e.: o language (e.g. body language, listening, talking) o reading and writing (e.g. books, electronic devices) o communication (e.g. verbal) o number skills (e.g. magic number square) • social development, i.e. o communicating (e.g. meal times) o acceptable behaviour (e.g. manners) o sharing o independence/self-esteem Students will be able to: Types of play, i.e.	Students will be able to: How to plan a range of different play activities for a chosen developmental area, i.e. • aims • types of activities chosen • reasons for choice (e.g. relevance to developmental area chosen) • safety considerations • timescale • resources • methods of observation (e.g. naturalistic, event sampling, snapshot, participative, non-participative) • methods of recording (e.g. chart, photographs, written, child's work) How to carry out a range of different activities for a chosen developmental area, i.e. • introduce the activities (e.g. providing an outline of the activities to the child) • methods of observing the activities

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			<p>olive oil, nut oil)</p> <ul style="list-style-type: none"> • vitamins, i.e. - A (e.g. eggs, oily fish) - D (e.g. breakfast cereal, margarine) - B group (e.g. chicken, eggs, green leafy vegetables, dates, pulses) - C (e.g. strawberries, oranges) • minerals, i.e. - calcium (e.g. milk, butter, cheese) - iron (e.g. spinach, chocolate, offal) <ul style="list-style-type: none"> • additional dietary requirements, i.e. - fibre (e.g. bananas, apples, wholemeal pasta, beans, peas, sweetcorn, carrots) - water (e.g. fruit juice, milk) <p>Nutritional requirements for stages of feeding children, i.e.</p> <ul style="list-style-type: none"> • nutritional requirements from 0 to 6 months, i.e. o breast milk o formula milk o soya milk (e.g. for lactose intolerance) • nutritional requirements from 6 to 12 months, i.e. o weaning stage 1, i.e. - puree (e.g. fruit and vegetables) o weaning stage 2, i.e. - minced (e.g. chicken) - finger foods (e.g. rusk, toast) o weaning stage 3, i.e. - solid food (e.g. pasta, cheese) • nutritional requirements from 1 to 5 years, i.e. o main food groups, i.e. - bread, other cereals and potatoes (e.g. rice, pasta, beans) - fruit and vegetables (e.g. oranges, apples, peas, carrots) - milk and dairy (e.g. cheese, yoghurt) - meat, fish and alternatives (e.g. poultry, eggs, Quorn) - fatty and sugary foods 	<p>to 12 months, i.e.</p> <ul style="list-style-type: none"> • homemade (e.g. pureed, minced, finger foods, equipment, storage) • purchased (e.g. jars, packets, tins, frozen, pouches) <p>How to develop feeding solutions for children aged 1 to 5 years, i.e.</p> <ul style="list-style-type: none"> • planning meals (e.g. balanced, portion size, introducing new foods/flavours/textures) <p>How to evaluate feeding solutions, i.e.</p> <ul style="list-style-type: none"> • comparison • to evaluate their choices (e.g. strengths/weaknesses, improvements/changes) • conclusions 	<ul style="list-style-type: none"> • manipulative play (e.g. puzzles, drawing, painting) • cooperative play (e.g. board games) • solitary play (e.g. imaginative play) • physical play (e.g. ball games, climbing) • creative play (e.g. dancing, music) <p>Benefits of play, i.e.</p> <ul style="list-style-type: none"> • physical (e.g. hand-eye coordination, increase fitness) • intellectual (e.g. mental stimulation, problem solving, communication) • social/social skills (e.g. independence, confidence, sharing, self-esteem, communication) • creativity (e.g. imagination) 	<ul style="list-style-type: none"> • methods of recording the activities • compare the child with the expected developmental norms for the area chosen <p>How to evaluate the activities, i.e.</p> <ul style="list-style-type: none"> • strengths/weaknesses • recommended improvements • draw conclusions
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				(e.g. chocolate, crisps, biscuits, sweets, fizzy drinks)			
	<i>Skills</i>	<p>Recall, select and communicate knowledge in a range of different contexts.</p> <p>Craft pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p>	<p>Be able to analyse similarities and differences for a range of different topics and answer exam questions using structure.</p> <p>Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</p> <p>Craft pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p>	<p>Legibility of text; accuracy of spelling, punctuation and grammar; clarity of meaning through extended writing</p> <p>Craft pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p>	<p>Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.</p> <p>Craft pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p>	<p>Legibility of text; accuracy of spelling, punctuation and grammar; clarity of meaning through extended writing</p> <p>Craft pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p>	<p>Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.</p> <p>Craft pieces of writing which use accurate punctuation, sentence structures and paragraphs.</p>
	<i>Assessment</i>	<p>Formative assessment every 6 weeks.</p> <p>Summative assessment every two weeks through the use of self and peer assessment.</p>	<p>Mock exam.</p> <p>Formative assessment every 6 weeks.</p> <p>Summative assessment every two weeks through the use of self and peer assessment.</p>	<p>Formative assessment every 6 weeks.</p> <p>Summative assessment every two weeks through the use of self and peer assessment.</p>	<p>Mock exam.</p> <p>Formative assessment every 6 weeks.</p> <p>Summative assessment every two weeks through the use of self and peer assessment.</p>	<p>Formative assessment every 6 weeks.</p> <p>Summative assessment every two weeks through the use of self and peer assessment.</p>	