

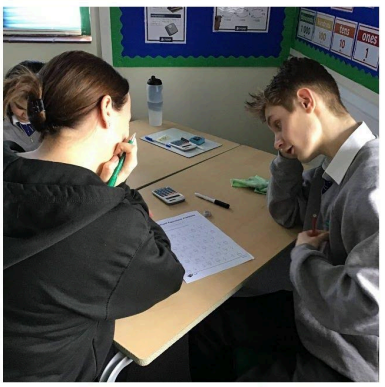
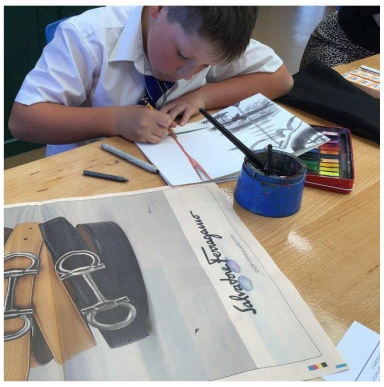
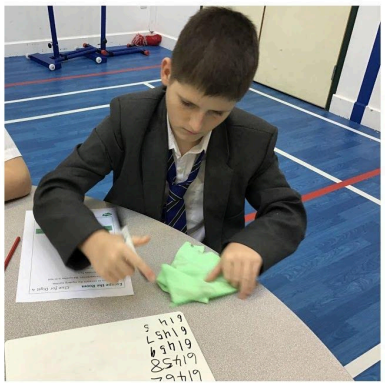
Les Voies School

The Amazing Everyday

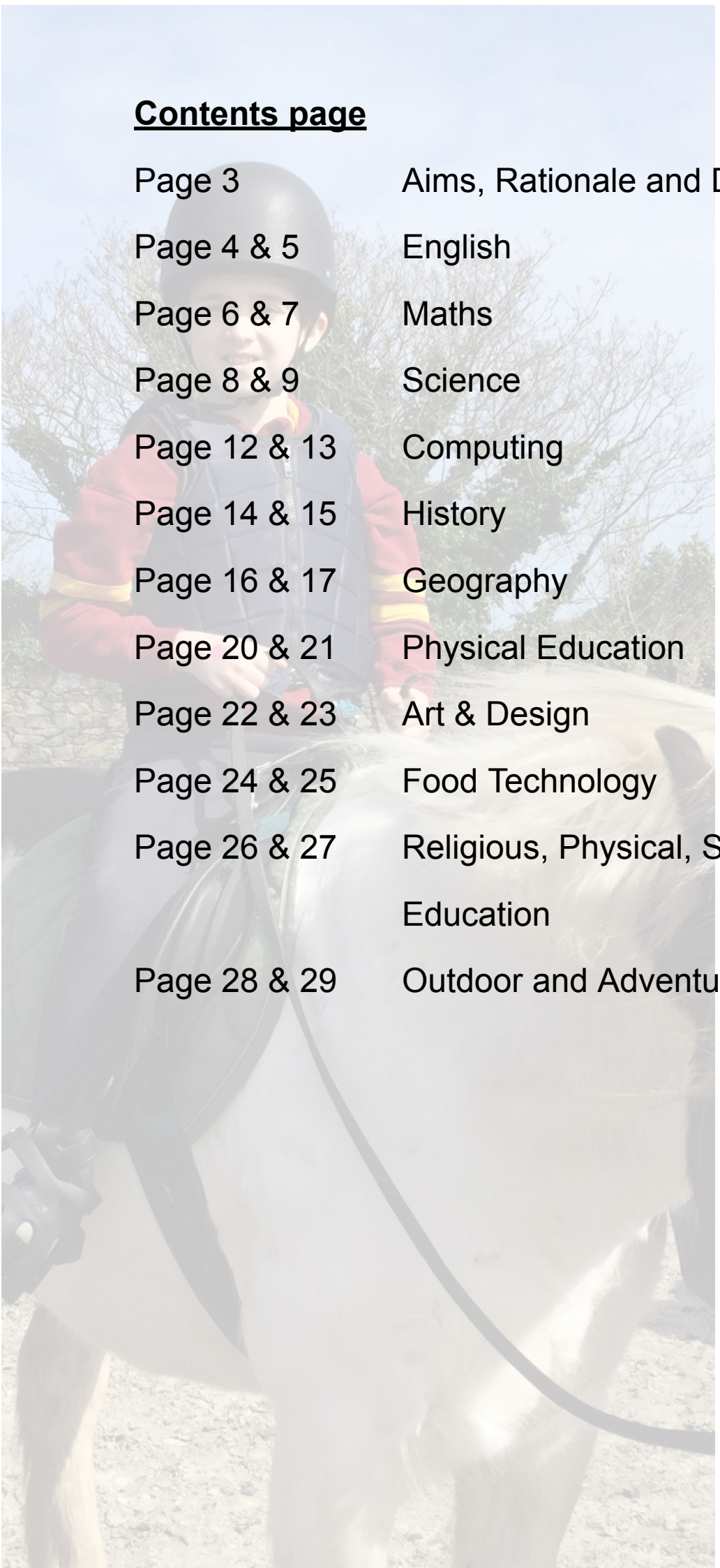
Les Voies School






Curriculum Handbook



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Aims:

- Provide a broad and balanced education for all students that is intelligently planned and sequenced to ensure that essential knowledge and skills prepare students for future learning and employment
- Ensure that students have a curriculum that is underpinned by building upon prerequisite knowledge
- Support pupils' spiritual, moral, social and cultural development
- A curriculum that is ambitious and engaging for all students not matter their starting point
- A curriculum that has high expectations for all learners and is fully inclusive
- Promote a positive attitude towards learning
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Ensure that the curriculum is agile enough to adapt to meet the specific needs of students
- Develop a culture and love of reading

Rationale

The philosophy behind Les Voies' curriculum is to ensure that students are able to meet their full potential no matter their starting point. Les Voies' curriculum rationale ensures that:

- All learners are prepared for their next steps in their learning
- Staff are able to understand gaps and next steps in learning
- The curriculum is clear to all stakeholders
- To ensure that no matter what stage in a students learning, students are able to succeed

Design

The curriculum has been specially designed so that it meets the individual needs of a student whilst not putting a ceiling on any students potential.

At Les Voies we believe that each subject should be carefully and intelligently scaffolded to make sure that all learners are able to access the curriculum. The curriculum has been designed to identify an accurate starting point for each student; identifying what the students know and what comes next in the learning sequence.To do this each subject should build upon prior knowledge.

Learning has been sequenced from KS2 to KS4. The curriculum considers both the composite skills needed to be successful for qualification in each subject, whilst continuing to develop the whole child based on their individual needs.



English

Year	Autumn 1	Autumn 2	Spring 1
5	**School Brochure** **Text: Back to School, Mallory by Laurie B. Friedman** Write to explain Write to describe	**Letters and speeches** **Text: From Hereabout Hill by Michael Morpurgo** Structure Formality/Register Write to Persuade	**People, Pets and Poems** Text: The Company of Animals by Michael Rosen Rhyming Structure Vocabulary
6	**The Disappearing World** Text: Song of the River by Gill Lewis Differences in Fact and Fiction Comparing different texts	**Who is better?** Who treated the environment better: Egyptians or Us? Text: Terry Deary Historical Tales Comparing texts Locating and collating information	**When Stars are Scattered by Victoria Jamieson** Reading about diversity Compare book to real life events Theme Analysis
7	**Where in the World?** Travel Writing Text: The Long Walk to Freedom Travel articles, blogs, brochures Write to describe Write to persuade	**BBC Young Reporter** Can you report the news? Text: Malala, News scripts, News articles Structure Write to inform Research, collate and compare information	**Pop Poetry** Focusing on Diversity Read to analyse structure and language Write poems and songs
8	**Celebrities and Famous Figures** Individual and moving stories Text: Hidden Figures by Margot Shetterly Emotive Language Media Portrayal	**In the Public Eye** Celebrities and the media Texts: Don't Feed the Troll by John Hickman Newspapers, blogs magazines Compare fact and fiction How do we know what is true?	**Racism From 1930s to Today** Descriptive Writing Narrative Techniques (themes within stories) Read to analyse structure and language to create effect Treatment of Minorities within the context of the books
9	**Persuade Me!** Texts: Pig Heart Boy By Malorie Blackman Controversial Topics Write to Persuade Language Analysis Debates	**Present to the Den** Texts: The Boy who Harnessed the Wind by Bryan Mealer and William Kamkwamba Persuasive Speeches Research and create a presentation Present to a panel	**A Way With Words** Texts: Born Behind Bars by Padma Ventaktraman Poems and short prose Focus on war/race poems Analyse structure and language
10a	**Persuasion** Component 3 - Assignment 1 Write to Persuade Read about Controversial Topics Compare Articles	**Description** Component 3 - Assignment 2 Write to Describe Read short stories Links to OAA visits	**Narrative** Component 1 - Assignment 3 Write to Narrate Enter competitions Read short stories
11a	**Shakespeare Continued!** Component 3 - Assignment B Write to Analyse themes and language Compare Audiences Attitudes in Society	**An Inspector Calls Revisited** Component 3 - Assignment A Write to Analyse themes and language Compare Audiences Attitudes in Society	**Of Mice and Men** Component 1 Attitudes of the Time Personal Views of the Text Critical Writing
10b	**Persuasion** Component 3 - Assignment 1 Write to Persuade Read about Controversial Topics Compare Articles	**Description** Component 3 - Assignment 2 Write to Describe Read short stories Links to OAA visits	**Narrative** Component 1 - Assignment 3 Write to Narrate Enter competitions Read short stories
11b	**Persuasion** Component 3 - Assignment 1 Write to Persuade Read about Controversial Topics Compare Articles	**Description** Component 3 - Assignment 2 Write to Describe Read short stories Links to OAA visits	**Narrative** Component 1 - Assignment 3 Write to Narrate Enter competitions Read short stories
10c	**Functional skills Level 1** **Reading** Read a variety of engaging texts Inform, Describe and Narrate Comprehension and Comparison	**Functional skills level 1** **Writing** Structure Vocabulary Register and appropriate communication	**Functional skills level 1** **Speaking and listening** Research and Create a Presentation Deliver the Presentation to a small group
11c	**Persuasion** Component 3 - Assignment 1 Write to Persuade Read about Controversial Topics Compare Articles	**Description** Component 3 - Assignment 2 Write to Describe Read short stories Links to OAA visits	**Narrative** Component 1 - Assignment 3 Write to Narrate Enter competitions Read short stories

Curriculum

Spring 2	Summer 1	Summer 2
People, Pets and Poems Text: The Highwayman - Alfred Noyes T.S.Eliot - Cat Poems Structure - Narrative Poems Vocabulary Other times and places	**What's Through the Wardrobe?** Text: The Lion, The Witch and the Wardrobe by CS Lewis WWII Literature Theme Analysis Emotive Language	Book Review Write a The Lion, The Witch and The Wardrobe inspired story
Street Child by Berlie Doherty Write a narrative based on diversity Use the events of the book as inspiration	**Letters from the Lighthouse by Emma Carroll and/or Resist by Tom Palmer** Context of the book Comprehension How is it written? Language Analysis	Write your own diary entries as if you were alive during the Holocaust
Proud of Me by Sarah Hagger-Holt and For Everyone by Jason Reynolds Write a song or poem about the events of the books	**A Midsummer Night's Dream** Different types of English Tone of play Comprehension Context of the Play	**Cue for Treason by Geoffrey Trease** Write your own play based on an event within a Midsummer Night's Dream
Roll of Thunder, Hear my Cry, by Mildred D. Taylor and **Black Brother, Black Brother** byJewel Parker Rhodes	**Superficial People, Superficial Society** Thematic Analysis Context of the book Comprehension Text Comparison	**The Importance of Being Earnest** by Oscar Wilde and **The Hunger Games** by Suzanne Collins
Texts: A Place to Belong by Cynthia Kadohata or Flash Fiction Analyse structure and language Compare different texts Register and Tone	**An Inspector Calls** Reading in Role Thematic and Character Analysis Context of play	**Jupiter Williams by S.I. Martin** Context of Book Treatment of Minorities in history Language Analysis Media Comparison
Re-Draft and Exam Preparation Improve coursework Respond to Feedback Comprehension Exam Practise	**Exam and Poetry** Sit the Exam Texts: Poetry Language Analysis Write Poems	**Shakespeare** Either Macbeth or Romeo and Juliet Comparison of time and Place Language and Theme Analysis
Poetry Component 1 Language and structure analysis Comparison between poems Thematic analysis Critical Writing	**Exam** Practise for the Exam Critical Writing Writing to time	**Course is completed**
Re-Draft and Exam Preparation Improve coursework Respond to Feedback Comprehension Exam Practise	**Exam and Poetry** Sit the Exam Texts: Poetry Language Analysis Write Poems	**Shakespeare** Either Macbeth or Romeo and Juliet Comparison of time and Place Language and Theme Analysis
Re-Draft and Exam Preparation Improve coursework Respond to Feedback Comprehension Exam Practise	**Exam** Prepare for the exam	**Course is completed**
Functional skills Level 2 **Reading** Read a variety of engaging texts Inform, Describe and Narrate Collate, Compare and Analyse information	**Functional skills level 2** **Writing** Structure and Vocabulary Register and appropriate communication Everyday Uses of Literacy	**Functional skills level 2** **Speaking and listening** Practise Fluency and Confidence Research and Create a Presentation Deliver the Presentation to a small group
Re-Draft and Exam Preparation Improve coursework Respond to Feedback Comprehension Exam Practise	**Exam** Prepare for the exam	**Course is completed**



Maths

Year	Autumn 1	Autumn 2	Spring 1
5	**Number** Place Value **Number** Addition and Subtraction **Number** Multiplication and Division (A)	**Number** Multiplication and Division (A) **Number** Fractions (A)	**Number** Multiplication and Division (B) **Number** Fractions (B)
6	**Number** Place value **Number** Addition, subtraction, multiplication and division	**Number** Fractions A **Number** Fractions B **Measurement** Converting units	**Number** Ratio **Number** Algebra **Number** Decimals
7	**Algebraic thinking** Sequences **Algebraic thinking** Understand and use algebraic notion **Algebraic thinking** Equality and equivalence	**Place value and proportion** Place value & ordering integers & decimals **Place value and proportion** Fraction, decimal and percentage equivalence	**Applications of number** Solving problems with addition and subtraction **Applications of number** Solving problems with multiplication and division **Fractions and percentages of amounts**
8	**Proportional reasoning** Ratio and scale **Proportional reasoning** Multiplicative change **Proportional reasoning** Multiplying and dividing fractions	**Representations** Working in the Cartesian plane **Representations** Representing data **Representations** Tables and probability	**Algebraic techniques** Brackets, equations & inequalities **Algebraic techniques** Sequences **Algebraic techniques** Indices
9	**Reasoning with algebra** Straight line graphs **Reasoning with algebra** Forming and solving equations **Reasoning with algebra** Testing conjectures	**Constructing in 2 & 3 dimensions** Three dimensional shapes **Constructing in 2 & 3 dimensions** Constructions and congruency	**Reasoning with number** Numbers **Reasoning with number** Using percentages **Reasoning with number** Maths & money
10	**Similarity** Congruence, similarity & enlargement **Similarity** Trigonometry	**Developing algebra** Representing solutions of equations & inequalities **Developing algebra** Simultaneous equations	**Geometry** Angles and bearings **Geometry** Working with circles **Geometry** Vectors
11	**Graphs** Gradients and lines **Graphs** Non-linear graphs **Graphs** Using graphs	**Algebra** Expanding and factorising **Algebra** Changing the subject **Algebra** Functions	**Reasoning** Multiplicative reasoning **Reasoning** Geometric reasoning **Reasoning** Algebraic reasoning

Curriculum

Autumn 1	Autumn 2	Spring 1
Number Decimals and percentages **Measurement** Perimeter and area **Statistics**	**Geometry** Shape **Geometry** Position and direction **Number** Decimals	**Number** Negative numbers **Measurement** Converting units **Measurement** Volume
Number Fractions, decimals and percentages **Measurement** Area, perimeter and volume **Statistics**	**Geometry** Shape **Geometry** Position and direction	**Themed projects, consolidation, plugging gaps and problem solving.**
Directed number Operations and equations with directed number **Fractional thinking** Addition and subtraction of fractions	**Lines and angles** Constructing, measuring and using geometric notation **Lines and angles** Developing geometric reasoning	**Reasoning with number** Developing number sense **Reasoning with number** Sets and probability **Reasoning with number** Prime numbers and proof
Developing number Fractions and percentages **Developing number** Standard index form **Developing number** Number sense	**Developing geometry** Angles in parallel lines & polygons **Developing geometry** Area of trapezia and circles **Developing geometry** Line symmetry and reflection	**Reasoning with data** The data handling cycle **Reasoning with data** Measures of location
Reasoning with geometry Deduction **Reasoning with geometry** Rotation & translation **Reasoning with geometry** Pythagoras' theorem	**Reasoning with proportion** Enlargement & similarity **Reasoning with proportion** Solving ratio & proportion problems **Reasoning with proportion** Rates	**Representations and revision** **Probability** **Algebraic representation** **Revision**
Proportions and proportional change Ratios and fractions **Proportions and proportional change** Percentages and interest **Proportions and proportional change** Probability	**Delving into data** Collecting, representing and interpreting data **Using number** Non-calculator methods	**Using number** Types of number and sequences **Using number** Indices and roots **Using number** Manipulating expressions
Revision and communication Transforming and constructing **Revision and communication** Listing and describing **Revision and communication** Show that…	**Revision and examinations**	**Revision and examinations**

Science

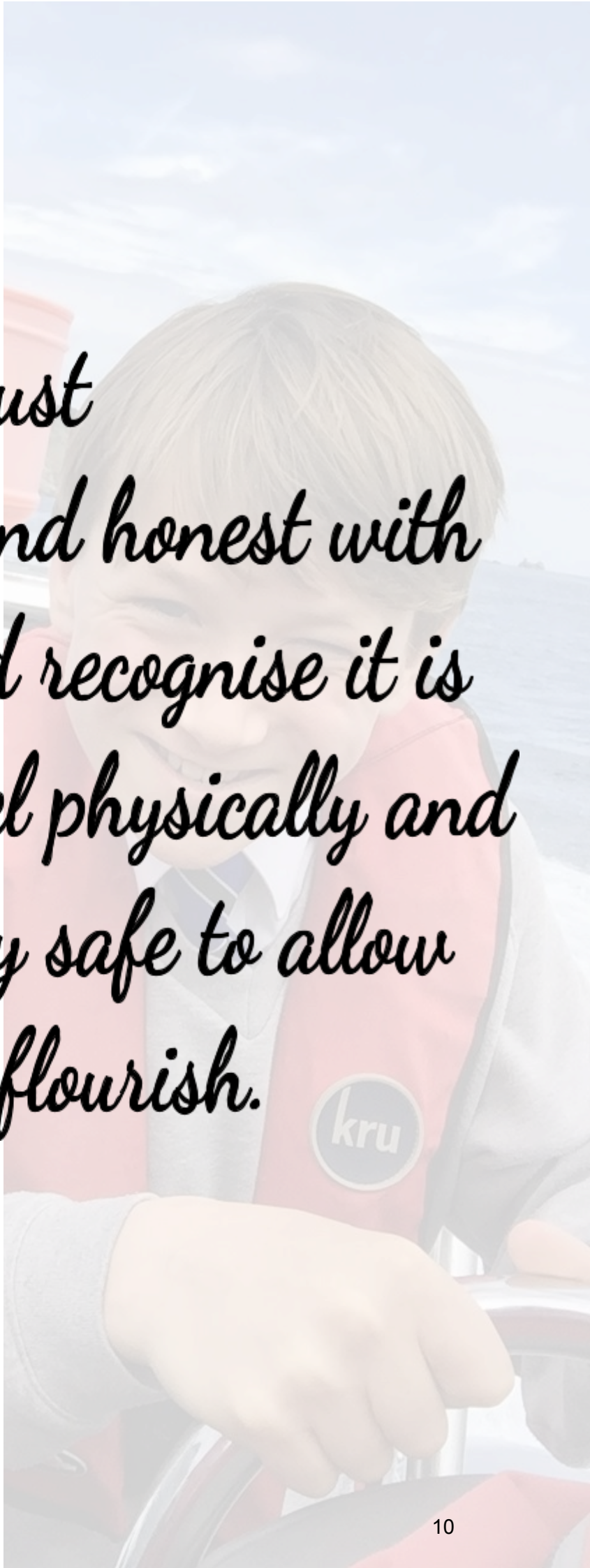
Year	Autumn 1	Autumn 2	Spring 1
5	**Biology:** Living things and their habitat	**Physics:** Earth and Space	**Chemistry:** Properties and changing materials
6	**Biology:** Living things and their habitats	**Physics:** Light	**Biology:** Evolution and inheritance
7	**Biology:** Cells are alive **Chemistry:** Particles	**Physics:** Forces predict motion **Biology:** Reproduction	**Biology:** Reproduction (continued) **Chemistry:** Atoms, elements and compounds
8	**Biology:** Tissues and organs **Chemistry:** Acids and alkalis	**Physics:** Movement and Pressure **Biology:** Respiration and Photosynthesis	**Chemistry:** Changing substances **Physics:** Magnetism
9	**Biology:** Growth and differentiation **Chemistry:** The periodic table	**Physics:** Acceleration **Biology:** Human interaction	**Chemistry:** Introduction to quantitative **Physics:** Heating
10a	Cells, genetics, inheritance and modification	Atoms, compounds and states of matter	Forces, movement and energy
11a	Plants Ecosystems	Chemical reactions	Electricity Magnetism Energy and Particles
10b	Nature and variety living organisms Reproduction and inheritance	Principles of Chemistry	Forces and Motion Solids, Liquids, Gases
11b	Ecology and environment Using biological resources	Physical and Organic chemistry	Magnetism Astrophysics Electricity

Curriculum

Spring 2	Summer 1	Summer 2
Biology: Animals including humans	**Physics:** Forces	**Chemistry:** Materials
Biology: Animals including humans	**Physics: Electricity**	**Developing Scientific Skills**
Physics: Energy transfers **Biology:** Interdependence	**Chemistry:**Mixtures **Physics:** Electric circuits: current and potential difference	**Physics** - Space
Biology: Life diversity **Chemistry:** Earth systems	**Physics:** Electric circuits: resistance **Biology:** Nutrition	**Physics** - Light
Physics: Heating (continued) **Biology:** Genetics	**Chemistry:** Using resources **Physics:** Home electricity	**Physics:** Sound waves
Health, disease and the development of medicines	Separating mixtures, breaking down substances, acids and metals	Waves and radiation
Human biology	Fuels and the atmosphere	**Course is completed**
Structure and function living organisms	Inorganic chemistry	Waves Radioactivity Energy sources and transfer
Revision	Revision Exam	Course complete

Trust

We are open and honest with each other and recognise it is important to feel physically and psychologically safe to allow trust to flourish.





Connection

We achieve more when we are connected with each other, ourselves and our physical environment.



Computing

Year	Autumn 1	Autumn 2	Spring 1
5	**Online bullying** **Digital Capture/Editing** Picture perfect Using photos to tell a story iPads & basic editing	**Creating and Presenting Designs**	**Self-image and identity** **Databases** What is your favourite?Surveys and answers **Mapping software** Where in the world?
6	**Online bullying** **Digital Capture/Editing**	**Digital Editing and Presenting** Using technology to create digital art	**Self-image and identity** **Databases** Top Trump game & dealing with data - the smart way
7	**Online Relationships** **Digital Capture/Editing** Mini figure digital photography & editing	**Digital Editing and Presenting** Creating phone cases and keyrings using TinkerCAD and 3d Printing	**Self Image and Identity** **Databases** Using databases to play Cludeo - & Whodunnit
8	**Online Relationships** **Digital Capture/Editing** Digital marketing and logos	**Digital Editing and Presenting** Using Floorplanner to create buildings	**Self Image and Identity** **Spreadsheets** How many calories?? Cheese? Jaguar? Apple? (boolean techniques)
9	**Online Relationships** **Digital Capture/Editing** Audience, purpose & Photoshop editing	**Digital Editing and Presenting** Using Google sketchup to create big designs	**Self Image and Identity** **Spreadsheets** Bills, bills, bills & GoogleWhacks!
10a	**Online relationships** **Unit 26 - Game Theory** Video game categories Video game development Video game production Video game addiction	**Unit 26 - Game Making** Create and design a multi-level game Research in to the gaming industry Test and share video game	**Online reputation** **Unit 12 - Desktop Publishing** Create video game publications. Market research Layouts and designs
11a	**Online relationships** **Unit 13 - Audio Technology** Understand about music categories Understand about music tone Understand about loops and sequences	**Unit 13 - Audio Creation** Use audio hardware and software to capture sequences Use audio software tools and techniques to combine and edit sequences Play and present audio sequences	**Unit 1 - Improving Productivity** Plan select and use appropriate IT systems and software to meet needs Review and adapt the ongoing use of IT tools and systems to make sure that activities are successful Develop and test solutions
10b	**Online relationships** **Online reputation** **Managing Online Information**	**Unit 26 - Game Making** Create and design a simple video game with a clear beginning and end	**Unit 12 - Desktop Publishing** Create 3 video game publications including a game case, poster and a button map
11b	**Online relationships** **Online reputation** **Managing Online Informatio**	**Unit 13 - Audio Technology** Use audio hardware and software to capture sequences Use audio software tools and techniques to combine and edit sequences Play and present audio sequences	**Unit 1 - Improving Productivity** Plan select and use appropriate IT systems and software to meet needs Review and adapt the ongoing use of IT tools and systems to make sure that activities are successful Develop and test solutions

Curriculum

Spring 2	Summer 1	Summer 2
Real or Not? How to tell if something is real or not!	Health, Well-being and Lifestyle **Input/Output Devices** Computer parts!	**Game Making** Intro to coding e.g. code.org
Real or Not? Is the internet trustworthy? & Anything but Google!	Health, Well-being and Lifestyle **Hardware vs Software** Harder hardware computer parts	**Game Making** Using python and coding language
Real or Not? Validity and reliability of web sources	Health, Well-being and Lifestyle **Inside a computer & Software** What's inside a computer?	**Game Making** Creating a 3D game world
Real or Not? Impacts of fake news on society	Privacy and Security **Inside a computer & Other devices** Disassemble a computer	**Game Making** Creating multi-level computer games
Real or Not? Conspiracy theories	Health, Well-being and Lifestyle **Networking/Hardware & OS** Taking apart a laptop and other devices. Computer networking	**Coding Design** Gamemaker software. Creating a platformer Making an APP
Unit 27 - Design Software Create a semi-professional office space using 3d-CAD software. Share designs and discuss with audience Screen recording software	Managing Online Information **Unit 2 - Website Software** Design and create a semi-professional website Publish website Market research	
Exam Topics - Efficient use of applications/cost savings interoperability. - Making judgments in a probably unfamiliar context. - Analysis of data/information in an IT context. Minimum - Dealing with quantifiables and calculations. Minimum of - Safety, security, acceptable use.. - IP - copyright, trademarks, patents.	**Revision**	**Revision & Coursework Completion**
Unit 27 - Design Software Use 3D design software to create a working space that has clear design purpose.	Managing Online Information **Unit 2 - Website Software** Design and create a semi-professional website Publish website Market research	
Unit 7 Using the Internet - Connect to the internet - Use browser software to navigate web pages	**Coursework Completion & Hand in**	



History

Year	Autumn 1	Autumn 2	Spring 1
5	How do we know what happened in the past? What is History? The Stone Age and Maud Cunnington Stone Age Guernsey Local neolithic sites	Who were the Ancient Egyptians and why did they love the River Nile? Technology, culture and chronology Tutankhamun's discovery The River Nile and it's importance	Who had the greatest impact on Britain? Roman, Saxon and Norman Empires/ Invasion of Britain
6	How much did life improve in the Victorian Period? Who was Queen Victoria? What was life like? What were factories like? What was medicine like	Rights across the world Childrens LGBTQI+ Race End on Womens	How devastating was WWI? When was WWI and what caused it? What was life like in the Trenches?
7	How successful was the pursuit of knowledge and power? 1000-1200 Norman Conquest Golden Age of Islam	Who was more stable between 1000-1200: England or Iraq and why? Castles, Doomsday and Rebellions The Siege of Baghdad 1157	What role did religion play in Iraq and England? 1200s The Church in England Thomas Beckett Mongol Sacking of Baghdad Black Death across the world
8	How Golden was the Golden Age of Africa? The Benin Empire The Songhai Empire Trade Culture	Was India really the crowning jewel to the British Empire? Life Pre-British Empire The East India Company Positives and Negatives of British Rule	How significant was the Triangular Slave Trade? Causes of the Slave Trade The Middle Passage Life in the Americas
9	What caused WWI? Empires Alliances Archduke Franz Ferdinand Trench Warfare	Bad Leadership and a lot of death: is that how WWI should be remembered? WWI Weapons Battle of the Somme Life During WWI Treaty of Versailles	How extreme were politics in the 1920s/30s? Facism and Communism Soviet Russia Nazi Germany
10a	What changed in Warfare between 1919-1945? WWI, tanks, suibmarines and gas Spanish Civil War WWII, SOE, Blitzkreig and French Resistance	How much stayed the same between 1945-1999? Nuclear and Guerilla Warfare Conventional Conflicts: Falklands, Gulf War, Arab-Israeli conflicts, Afghanistan	How far do you agree: 'the last ten years saw the most change'?, 2000-2011 Terrorism and 9/11 Invasion of Iraq and Afghanistan Use of Drones
11a	How and why did the Cold War Start? 1943-1953 Communism v Capitalism The Conferences Division of Germany Berlin Crisis Korean War	How significant were the Three Crises? 1953-1972 Berlin Wall Cuba Czechoslovakia The Thaw	How and why did the conflict in Vietnam begin? 1945-64 Independence from France US Intervention Key Players in the conflict
10b	What are the key events/features of British History from 1066? Interpretations of the Monarchy Norman Conquest Significant Wars		What impact did the British Empire have? What was the Empire? British Empire across the Globe
11b	Guernsey Through the Ages: What has changed? Significant events and people Guernsey Census Comparing old photographs to today		How interconnected is the world? Research any country/region Research specific artefacts Link the country to the rest of the world

Curriculum

Spring 2	Summer 1	Summer 2
Comparison of the empires, invasions and their successes	Which Tudor monarch was the worst? Who were all of the Tudor monarchs? What was life like during the Tudor period? Rank each Tudor monarch Propaganda	Who has the right to rule? Divine Power, Acclimation Gunpowder plot Monarchs and religion (Protestants, Catholics and Puritans) Civil War Propaganda
Create a trench model What else was invented during WWI?	What was life like on Guernsey during WWII? When was WWII and what caused it? What happened: evacuation, rationing and occupation? What was life like abroad during WWII?	
How were England and Iraq run as countries in the 1300s? What is democracy? Politics in Iraq and England What were the Crusades? War of the Roses	The Tudors and the Ottomans - who were better rulers? Henry VIII Sultan Süleyman I Capture of Baghdad 153	Who was most successful in the pursuit of knowledge and power? Tudor Rulers The Ottoman Empire The Hunt for Gold
How revolutionary was the Industrial Revolution? Industrial Revolution Inventions Life during in the 18-19th Century	What is the legacy of the British Empire? US Independence The Partition Legacy Transport and Manufacture	How far do you agree: ‘Equality within the West has been fully reached”? The American Civil War Segregation and Terror Civil Rights Movement Womens Rights LGBTQIA
How significant were the events of WWII and which was the most significant? Causes of WWII Events of WWII Enigma Code Special Operations Executive	Why and how should the Holocaust be remembered? What was the Holocaust? Why the Jews? Persecution Final Solution	How far do you agree: “The world became a better and safer place after WWII”? Israel and Palestine Cold War Germany Berlin Wall
How successful was Weimar Germany? 1918-1933 Establishment of the Weimar Hyperinflation The Golden Years The Great Depression	How did the Nazi's get into power? 1920-1935 Establishment of the Nazi Party Munich Putsch Lean Years 1932 Elections Controlling Germany	How did Nazi Policies impact people and WWII? 1935-1945 Policies towards women and children Unemployment Persecution War and the Home Front Opposition and Resistance
What caused the conflict to end and how was it viewed? 1964-75 Operation Rolling Thunder The Tet Offensive Withdrawal of Troops Views on the War The Fall of Saigon	Revision and Exam Practise Revise all units Prepare for the exam	Course is complete
What impact did the British Empire have? Pros and Cons of the Empire	How much has Europe Changed since the 1800s? Moving Borders Significant European Leaders Interpretations of key events	
How interconnected is the world? Link the country to the rest of the world	How did minorities gain equal rights? Civil Rights Movement USA Women's Rights UK LGBTQIA+ Rights UK	Course complete

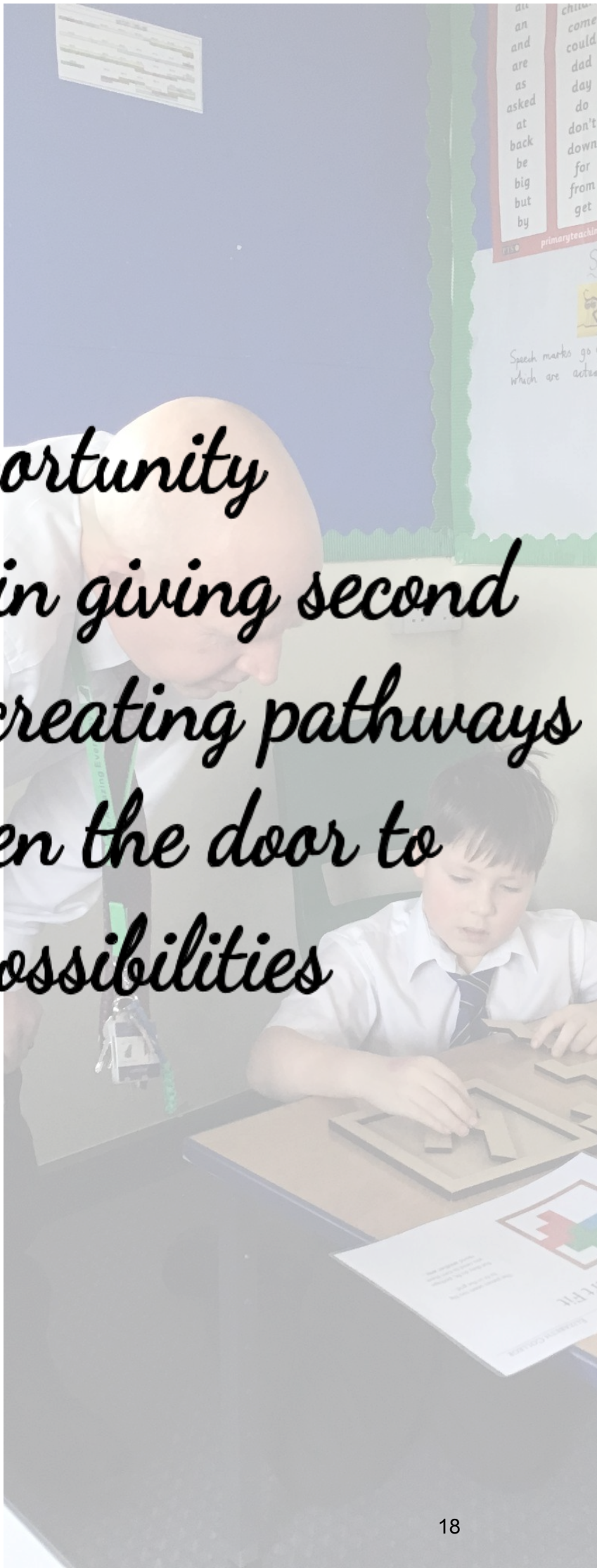


Geography

Year	Autumn 1	Autumn 2	Spring 1
5	Weather and Climate; Why Can't We Sunbathe in December? - Identify different types of weather - Know that weather changes across the world - Have a basic understanding of why weather differs across the world - tilting axis	Mapping and Map Skills; Where Are We? - Guernsey locational knowledge (Parish, SPP, landmarks, school) - Locate and identify other Channel Islands - Positional language - Key map features	Earth; Was Our World Ever Just One Land? - Land mass and oceans - Locational knowledge
6	Weather and Climate; Why Do People Prefer to Live in Guernsey Rather Than the Arctic? - Climate Zones	Mapping and Map Skills; Who Are Our Neighbours? - Locating world countries using maps, atlas, and online digital-tools - Locate national landmarks and major cities including local and further afield - Analyse environmental features of neighbouring countries	Earth; What's Going on Beneath Our Feet? - The Earth's structure; core, mantle, crust - Understand beneath the crust are tectonic plates and the consequence of plate movement - Understand what causes an Earthquake, Tsunami and Volcanic Eruption
7	Coasts; Is Britain Getting Smaller? - Water cycle - Coastal defences - Rising sea levels	Map Reading; How Do I Get There? - Recognise and use information to influence map reading skills - Use an 8 point compass to influence direction - Atlas reading skills	Natural Hazards; Do We Need Earthquake Proof Buildings in Guernsey? - Natural Hazards and Disasters - Tectonic plates - Continents and plate boundaries
8	Weather and Climate; How Do We Know the Climate Is Changing? - Effects of air pressure - Explore different climate types - Climate change	Mapping and Map Skills; Race Around the World - Explore a range of maps to represent different values - Recreate maps and services of route - Utilise a range of locational services such as GPS, Google Maps, and what3words	Natural Hazards; Explaining Hurricanes - Difference between storm force, hurricane and tropical storm - Locational Knowledge - Economic implications - Short and long term impacts on human and physical geography - Analysis and tracking of meteorologists tools (historic(al?) and recent data)
9	Weather and Climate - How can we predict the weather? - Drawing and reading climate graphs - Meteorologist tools - Analysis of effects on human and physical geography	Rivers - What is life like on the River Indus? - River formation - Trade	Biomes - Why can't I grow a cactus in my garden? - Understand what Biomes are - Factors that affect different biomes - Case Study: Thailand
10a	Population and Settlement - Dynamics, Structure and Migration - Population dynamics - Migration - Population structures	Population and Settlement - Population and Settlement - Density, Settlement and Urbanisation - Population density and distribution - Settlements - Urban Settlements - Urbanisation	Natural Environment - Earthquakes, Volcanoes, Rivers and Coasts - Earthquakes and Volcanoes - Rivers - Coasts
11a	Economic development - Development, Food Production, Energy and Water - Development - Food production - Energy	Economic development - Industry, Tourism and Environmental Risks of Economic Development - Industry - Tourism - Environmental Risks and Economic Development	**Revision**
10b	Developing a Personal Progression Plan (Unit A2) - Time management techniques	Developing a Personal Progression Plan (Unit A2) - Reviewing own skills against progression goal - Developing a personal progression plan (Page 25)	LBS5: Finding out about the Land Based Sector - Industries in the Land Based Sector
11b	LBS10: Using Workshop Tools in a Land Based Sector - Factors to consider when using power tools -Using tools for a task safely - Looking after tools safely		LBS9: Caring for and Keeping Plants Healthy - Factors to consider when carrying out routine care and maintenance tasks to ensure plants remain healthy

Curriculum

Spring 2	Summer 1	Summer 2
Space; Is It a Bird, Is It a Plane? - The Solar System	Globalisation; How Does Our Food Get to Our Plate? - Local farming, locally grown and local produce - Know the origins of staple foodstuffs - Experience in growing and producing	Development; How Is This 100% Recycled When It's Brand New? - UNICEF - Fairtrade - Natural and Manmade resources - Reduce, Reuse, Recycle - Sustainability
Oceans; Why Does Tracey Keep Finding Lego on the Beaches in Cornwall? - Ocean locations, currents and movement - Climate change effects on the Oceans - Globalisation	Population; Why Do More People Live in Lagos Than Yustruk? - Measuring population across time - Migration and settlement - Push and Pull factors	Development; Where Do Materials Come From? - Economic trade links from around the world (Globalisation) - Where does our food/clothes/resources come from?
Natural Hazards; Do We Need Earthquake Proof Buildings in Guernsey? - Natural Hazards and Disasters - Tectonic plates - Continents and plate boundaries	Population and Migration; Why Would You Want to Live Here? - Britain's culture changes throughout time - Factors of migration - Factors of settlement	Development and Resources; How Can I Save the World? - Carbon Footprint - Renewability and resources availability - Reduce, Reuse, Recycle Scheme
Natural Hazards; Explaining Hurricanes - Difference between storm force, hurricane and tropical storm - Locational Knowledge - Economic implications - Short and long term impacts on human and physical geography - Analysis and tracking of meteorologists tools (historic and recent data)	Globalisation and Seasonal Migration; Is Farming a "Real Job"? - Farming in the UK - Importance of local production and challenges of local growth - Seasonal migration	Development and Resources; How Do You Build a House From Cardboard? - Developed and Developing Countries Case Study - Sustainable development goals through Charity (UNICEF, Action for Children etc)
Biomes - Who killed the Krill? - Revisit what Biomes are and factors affecting them - Case Study - Antarctic	Population - Whats greater; the number of deaths or the number of births per day? - Population analysis and change over time - Birth and Death rates - Population management - Challenges to settlement	Development and Resources - Can I make my own clothes from scratch? - 4 Types of industry (primary, secondary, tertiary and quaternary) - Production of some materials and costings - Economical impacts to resources/lack of resource
Natural Environment - Weather, Climate and Natural Vegetation - Weather - Climate - Natural vegetation	Coursework Must be one piece up to 2000 words on one of the themes with a total of 60 marks weighing 27.5% of the total mark. AO1: Knowledge and Understanding AO2: Skills and Analysis; Observation and Collection of Data, Organisation and Presentation of Data, Analysis and Interpretation AO3: Judgement and Decision Making (Conclusion and Evaluation) Page 25 of Syllabus - https://www.cambridgeinternational.org/Images/414139-2020-2022-syllabus.pdf	
Revision	Exam in May	End of course
LBS5: Finding out about the Land Based Sector - Engagement in activities and develop practical skills	LBS18: Aquatic Environments - Health and safety when working in, near or over water - Different aquatic environments - Data collection - Characteristics of water - Common fish species and their requirements	
LBS9: Caring for and Keeping Plants Healthy - Practical skills in providing care and keeping plants healthy	Coursework completed	End of course



Opportunity

We believe in giving second chances and creating pathways which open the door to new possibilities



Growth

We empower all members of our community to reach their potential, to be the best that they can be.



Key Stage 2 & 3 Physical Education

Year	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	**Team Building** - Orienteering - Outdoor pursuits - Team building games - Problem solving - Physical puzzles	**HRF** - School gym - Circuit training (skill focus) - Obstacle courses - Swimming	**Coordination and Striking Games** - Short tennis - Badminton - Table tennis - Golf - Racketball	**Team Sports** - Football - Tag rugby - Indoor hockey - Invasion games	**Ball Games** - Basketball - Tchoukball - - Volleyball - Netball	**Base Games** - Rounders - Softball - Quick cricket - Kick ball	**Athletics & Outdoor Pursuits** - Sailing - Surfing - Athletics - Climbing - Orienteering
6	**HRF** - School gym - Fitness tests - Circuit training - Swimming (school pool		**Net/wall games** - Badminton - Racket ball - Table Tennis - Short Tennis	**Team Sports** - Football - Tag Rugby - Hockey - Invasion games	**Ball Games** - Basketball - Tchoukball - Volleyball - Netball	**Striking and Fielding** - Rounders - Softball - Quick cricket - Kick ball	**Athletic/Individual** - Swimming - Climbing - Athletics - Golf - Gym (fitness) - Boxing - Sailing - Archery
7	**HRF** - Baselines fitness testing: - Multi-stage fitness test - Cooper test - Sargent jump - Carido-vascular and weight training		**Net/wall games** - Badminton - Racket ball - Table Tennis - Tennis - Volleyball	**Team sports** - Football - Tag Rugby - Hockey	**Team Sports** -Basketball - Netball - Water polo	**Striking and Fielding** - Rounders - Softball - Cricket - Baseball	**Athletic/Individual** - Swimming - Gymnastics - Athletics - Climbing - Sea sports - Golf - Sailing
8	**HRF** - Baselines fitness testing: - Multi-stage fitness test	- Cooper test - Sargent jump - Ruler drop - Sit and Reach - Carido-vascular and resistance training	**Net/wall games** - Badminton - Table tennis - Tennis - Squash - Volleyball	**Team Sports** - Football - Rugby - Hockey	**Team Sports** - Basketball - Netball - Handball	**Striking and Fielding** - Rounders - - Softball - - Cricket - Baseball - Golf	**Athletic/Individual** - Swimming - Athletics - Sea sports - Sailing - Climbing
9	**HRF** - Baselines fitness testing: - Multi-stage fitness test - Cooper test	- Sargent jump - Ruler drop - Sit and Reach -Cardio-vascular - Weight training - Circuit training - Interval training	**Net/wall games** - Badminton - Squash - Table Tennis - Tennis - Volleyball - Padel Tennis	**Team Sports** - Football - Rugby - Hockey	**Team Sports** - Basketball - Netball - Handball - Ultimate frisbee	**Striking and Fielding** - Rounders - Softball - Cricket - Baseball - Golf	**Athletic/Individual** - Swimming - Athletics - Sea sports - Sailing - Climbing - Gymnastics

Key Stage 4 Physical Education

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10a iGCSE	**Team Sports** - Cricket - Basketball - Volleyball	**Racket Sports** - Badminton - Table Tennis - Squash	**Fitness and Games** - Gym (weight training) - Football - Netball	**Individual** - Gym (weight training) - Swimming - Tennis	**Striking and Individual Sports** - Golf - Rounders - Baseball - Softball - Cricket	**Sea and Individual Sports** - Surfing - Sailing - Track and field
	Skeletal and muscular system	**Respiratory system**	**Health, Fitness and Training**		**Skill acquisition and psychology**	
11a iGCSE	**Team Sports** - Cricket - Basketball - Volleyball	**Racket Sports** - Badminton - Table Tennis - Squash	**Fitness and Games** - Gym (weight training) - Football - Netball	**Individual** - Gym (weight training) - Swimming - Tennis	**Striking and Individual Sports** - Golf - Rounders - Baseball - Softball	
	Recap Skeletal and muscular system & Muscle Fibres & muscle pairs	**Energy Systems & Effects of exercise**	**Social, cultural and ethical influences**		**Revision sessions**	
10b Cam Tech	**Health Related Fitness** - Baseline fitness tests (all from year 9) - Fitness components & sport - Create a fitness program	**Individual Sports (winter)** - Table tennis - Gym/fitness - Squash	**Net/Wall** - Badminton - Padel tennis	**Team Sports** - Football - Rugby - Hockey - Volleyball	**<u>Individual (summer)</u>** - Golf - Surfing - Tennis	
	Structure and function of the skeletal system		**Structure and function of the muscular system**		**Structure and function of the cardiovascular system**	
11b Cam Tech	**Health Related Fitness** - Baseline fitness tests (all from year 9) - Fitness components & sport - Create a fitness program	**Individual Sports (winter)** - Table tennis - Gym/fitness - Squash	**Chosen Sport 1 (individual) Filming & Recap**	**Chosen Sport 2 (team) Filming & Recap**	**<u>Coursework Catchup</u>** - Students will need to complete any outstanding coursework before the deadline - outlined in the assessment plan. - During this period students will be asked to complete any resubmission of work from initial marking.	
	Know the rules, regulations and scoring systems of individual & team sports		**Demonstrate a range of skills, techniques and tactics in selected sports & Be able to review sports performance**			
10c BTEC Intro	**Individual Sports** - Padel Tennis - Table Tennis - Cricket	**Individual Sports** - Badminton - Squash - Gym (personal fitness)	**Team Sports** - Volleyball - Football - Netball - Hockey	**Team Sports or Water Safety** - Volleyball Basketball - Swimming/Survival	**Individual Sports** - Sailing - Tennis - Golf	**Individual Sports** - Athletics - Rounders - Softball
	Playing Sports	**How Exercise Affects the Body**	**Keeping Active and Healthy**		**Getting People Active**	
11c BTEC Intro	**Individual Sports** - Padel Tennis - Table Tennis - Cricket	**Individual Sports** - Badminton - Squash - Gym (personal fitness)	**Team Sports** - Football - Netball - Hockey	**Team Sports or Water Safety** - Volleyball Basketball - Swimming/Survival	**Individual Sports** - Sailing - Tennis - Golf	**Striking/Base Sports** - Baseball - Ultimate frisbee - Softball - Rounders
	Reviewing performance	**Researching a Topic**	**Coursework catchup**		**Course completed** At this stage students should have completed the course to certificate level. Assignments should have been submitted, marked (returned if necessary) and submitted to Pearsons. Practical PE will continue during this time for students health and well being.	



Art & Design

Year	Autumn 1	Autumn 2	Spring 1
5	**Line** Explore the formal element 'line' by completing a series of activities that experiment with ways of recording a line.	**Tone** Exploration of the formal element 'tone' by completing a series of activities that experiment with ways of applying a tonal range with graded pencils 2B.	**Colour** Investigate basic colour theory of primary and secondary colours. Learn about warm and cool colour schemes and apply solid flat colour.
6	**Line** Explore the formal element 'line' by completing a series of activities that experiment with ways of recording a line.	**Tone** Exploration of the formal element 'tone' by completing a series of activities that experiment with ways of applying a tonal range with graded pencils 2B.	**Colour** Investigate basic colour theory of primary, secondary and tertiary colours. Learn about warm and cool colour schemes and apply solid and tonal colour.
7	**Line** Explore the formal element 'line' by completing a series of activities that experiment with ways of recording a line.	**Tone** Exploration of the formal element 'tone' by completing a series of activities that experiment with ways of applying a tonal range with graded pencils 2B-6B.	**Colour** Investigate basic colour theory of primary, secondary and tertiary colours. Learn about warm and cool colour and how contrast and harmony influence colour schemes. Apply solid, tonal and blended colour.
8	**Project 8.1** Investigation of a theme. Explore different ways to present work and build skills in composition, journaling and arranging sourced media.	**Project 8.1** Experimentation of different media and specialisms. Explore the artistic toolkit by applying and handling various artistic materials. Produce a visual learning journey.	**Project 8.2** Investigation of a theme. Apply different ways to present work and build skills in composition, journaling and arranging sourced media.
9	**Project 9.1** Investigation of a theme. Develop different ways to present work and build skills in composition, journaling and arranging sourced media.	**Project 9.1** Experimentation of different media and specialisms. Explore the artistic toolkit by applying and handling various artistic materials. Produce a visual learning journey.	**Project 9.2** Investigation of a theme. Refine different ways to present work and build skills in composition, journaling and arranging sourced media.
10a ABC Lv1	**Foundations of Art and Design** Tools and Materials Media Exploration Health and Safety		**Research and Idea Development** Planning and Gathering Research Presenting Ideas Sketchbook Development
11a ABC Lv2	**Exploring Themes and Research** Selecting your own theme Recording Research Activities Presenting Results of Research		**Creative Exploration and Skill Development** Using Tools, Equipment, and Materials
10b GCSE	**Knowledge and Understanding** Make connections with the works of artists, crafts people and designers		**Application** Refine work by exploring ideas
11b GCSE	**Component 1 Coursework** Integrate the use of drawing and written annotation to fulfil the assessment objectives.		**Externally Set Assignment** Ability to refine ideas thoughtfully and experiment with different media and techniques.

Curriculum

Spring 2	Summer 1	Summer 2
Texture Explore the formal element 'texture' using various techniques and materials.	**Shape** Explore the formal element 'shape' by engaging in compositional placement activities. Learn the difference between shape categories.	**Technical Application** Create a small sketchbook whilst working to a brief. Investigate an artist and experiment handling different media.
Texture Explore the formal element 'texture' using various techniques and materials. Learn about the tactile nature of physical texture in comparison to visual texture.	**Shape** Explore the formal element 'shape' by engaging in compositional placement activities. Learn the difference between organic and geometric shapes.	**Technical Application** Create a small sketchbook whilst working to a brief. Investigate an artist and experiment handling different media.
Texture Explore the formal element 'texture' using various techniques and materials. Learn about the tactile nature of physical texture in comparison to visual texture.	**Shape** Explore the formal element 'shape' by engaging in compositional placement activities. Learn the difference between organic and geometric shape.	**Technical Application** Create a small sketchbook whilst working to a brief. Investigate an artist and experiment handling different media.
Project 8.2 Experimentation of different media and specialisms. Explore the artistic toolkit by applying and handling various artistic materials. Produce a visual learning journey.	**Sculpture** Three-dimensional construction or model making. Design a stand alone artefact or make connections to previous themes.	**Technical Application** Create a small sketchbook whilst working to a brief. Investigate an artist and experiment handling different media. Respond to the artist by creating a final piece.
Project 9.2 Experimentation of different media and specialisms. Explore the artistic toolkit by applying and handling various artistic materials. Produce a visual learning journey.	**Sculpture** Three-dimensional construction or model making. Design a stand alone artefact or make connections to previous themes.	**Technical Application** Create a small sketchbook whilst working to a brief. Investigate an artist and experiment handling different media. Respond to the artist by creating a final piece.
Research and Idea Development Sketchbook Development	**Project Work and Portfolio Development** Working to a Brief of your own interests Idea Development and Material Selection	
Creative Exploration and Skill Development Experimenting with Materials and Techniques Formal Elements	**Project Development and Evaluation** Evaluation and Portfolio	
Application Experimenting with different techniques and materials	**Analysis** Present a personal and meaningful response	
Externally Set Assignment Ability to refine ideas thoughtfully and experiment with different media and techniques.	**Controlled Time (10 hour exam)** Refine and present ideas through a personalised visual journey.	



Food Technology

Year	Autumn 1	Autumn 2	Spring 1
	Food Commodities Food preparation skills (Washing, Weighing, Mixing) Food Hygiene (PPE and effective hand washing)		
5	What is the Eatwell plate? Recognising Food groups Water and Hydration- why is it important? Kitchen routines Food Safety Example Recipes- Sandwiches, smoothies, Fruit kebabs	What is the Eatwell plate? Understanding Kitchen routines What are the main food groups? Getting to know the basic kitchen equipment Example Recipes-Muffins, Scones, Tomato Soup	What are Cereals?- Wheat, Oats and Barley Understanding Dairy- Milk, cheese, yoghurt and butter Eggs- Recognising the parts- separating an egg Example Recipes- Eggs, flapjacks, Potato skins
6	Eating well- 5 a day. Food for energy- how energy is measured (Kcal and KJ) The digestive system- the digestion process Example recipes- scones, muffins, veggie soup	What is a balanced diet? Hydration. Knife/key skills - The Bridge Hold; The Claw Grip; Grating; Peeling. Example recipes - smoothies, crudites and dips, kebabs	Seasonal cereals. Dairy products. Eggs- methods of cooking and purpose in recipes. Fish and meat (proteins) Example recipes- Eggs, flapjacks, potato skins
7	Kitchen knowledge - Health and hygiene Using the senses - sensory descriptors and vocabulary Example recipes- cheese sauce, thai curry, flat bread	The 8 tips for healthy eating- Portion control and 5 a day Energy and energy balance Comparing and evaluating Example recipes- Victoria sponge, sausage rolls, burgers	Starchy foods Comparisons - home cooking versus takeaway/restaurant Comparison - dairy and alternative products Example recipes- cheese sauce, chilli
8	Healthy Diet - Identifying main nutrients Hydration - Why it's important Energy - Sources, changes, balance and imbalance Example recipes - fruit scones, pasta bake7	Protein - Dietary recommendations Micro nutrients - Identify. Why are they important? Vitamins - A, D, B-group Carbohydrates - Dietary fibre Example recipes - Rogan Josh, pizza wheels	Protein - define complementation Gelatinisation - sauce making Young people - dietary needs, adaptation, Modification of recipes Example Recipes - Carrot cake, Frittata
9	Life stages - changes in dietary needs and main requirements Diet related health issues Food at festivals - nutrition, allergen and consumer information Example recipes - Risotto, sauces, pasta fiorentina	Energy balance - the consequences of imbalance Energy needs - how these change through life Protein - dietary recommendations and how this relates to a good diet Example recipes - cottage pie, samosas	Dietary needs - children and young people Pasta - Dried, fresh and sauces Cost - homemade v readymade Specific dietary needs - modify, label and cook Example dishes - savoury tart, apple cake
10a BTEC Lv 2	BTECNutritional needs through life - from pregnancy to old age Pregnancy and babies - foods to avoid and correct nutrition. Allergy triggers in babies and children Example recipes - poached eggs, squash soup, packed lunches	Tenderising and Marinating Raising agents - eggs, chemical, steam and biological Setting of mixtures through use of heat and egg protein Example recipes - Folded omelette, frittata, pizza	Level 2 Assessment- Planning a 2 course meal- Cooking for friends- Meal planning for assessment Cooking economically at home Passing on information about cooking meals at home
11a GCSE	Nutritional needs through life - pregnancy to old age Body mass index Compare nutrients breast/bottle feeding, foods to avoid in pregnancy Example recipes - french toast, cooked breakfast	Babies under 6 months old - food to avoid Babies and young children - allergy triggers Energy requirements - food for stages of life Example recipes - Caesar salad, lasagne, bread	Preparing a food investigation Planning a 2 course meal- Practical assessment Exam preparation and revision
10b BTEC Lv1	Nutritional needs - through the stages of life Body mass index Compare nutrients breast/bottle feeding, foods to avoid in pregnancy Example recipes - eggs, Leek and potato soup	Babies under 6 months old - food to avoid Babies and young children - allergy triggers Energy requirements - food for stages of life Example recipes - minestrone soup, focaccia	**Level 1** Assessment-Meal planning for assessment Demonstrating food hygiene Passing on information about cooking meals at home Reflecting on own learning through cooking
11b BTEC Lv 2	Nutritional needs - through the stages of life Body mass index Compare nutrients breast/bottle feeding, foods to avoid in pregnancy Example recipes - French toast, pasties	Babies under 6 months old - food to avoid Babies and young children - allergy triggers Energy requirements - food for stages of life Example recipes - warm salads, pasta dishes	**Level 2 Assessment-** Planning a 2 course meal- Cooking for friends- Meal planning for assessment Cooking economically at home Passing on information about cooking meals at home

Curriculum

Spring 2	Summer 1	Summer 2
Food Commodities Food preparation skills (Washing, Weighing, Mixing) Food Hygiene (PPE and effective hand washing)	Where Food Comes from \Food preparation skills (Washing, Weighing, Mixing) Food Hygiene (PPE and effective hand washing)	
Recognising Meat - 4 main meats eaten Fruit and vegetables- Over and under the soil Identify the uses for potatoes Preparing Rice Example Recipes- Wedges, kebabs and curry	Cereals- When they are planted and harvested Dairy- Milk, cheese, butter- Know where they come from Eggs- Know which poultry we eat eggs from Meat- Name the animals and parts where meat is eaten Example Recipes- Pancakes, Egg fried rice, BBQ Chicken wings	World food- Food produced in UK Potatoes- Planted and harvested How Rice is grown and harvested Example Recipes- vegetable rice, burger and chips, fishcakes
Fruit and veg and their countries of origin. How to grow potatoes. Types of rice. Key kitchen equipment. Example recipes- wedges, curry, chicken wings	Food origins Harvesting Fruit and Veg Farming and processing - Machinery and their uses Example recipes- Sticky rice, stir fry	Seasonality - farm to fork World Food Example recipes- pasta ragu, fish pie, bread making
Evaluate - dairy and alternative products - using food labels and sensory evaluation Food choices - meeting the dietary needs of vegetarians Modifying and writing recipes Example recipes - scones, quiche, bolognaise	Characteristics of proteins - beans, pulses, fish, eggs, meat Simple product analysis Making food appetising- seasoning, flavour, appearance, presentation Example recipes - bean casserole, profiteroles	Nutrition - requirements for teenagers Calculating Nutritional value - and origins of ingredients Example recipes - homemade ice cream, pretzels
Planning and creating - a healthy main meal for a leisure venue Food wastage - how to reduce this issue Marinades - how to enhance flavours Example recipes - Savoury rice, chilli	Protein - sources, functions and types (including eggs) Seasonality - reducing waste of fruits and vegetables Calcium, iron and sodium Example recipes - Omelettes, Quiche, stir fry	Bread making - the functions of ingredients Local and regionally sourced ingredients - benefits, drawbacks and availability Example recipes - Bread making, turkey burgers, fajitas
Festivals - planning and preparing, food hygiene, creating a menu and costings Food choice - recipe kits, meal options in super markets Practical plan - plan a recipe kit for a specific need Example recipes - Fried rice, pizza, pretzels and dips	Consumer Information - traceability, food certification, assurance schemes, and animal welfare Ingredients - characteristics and uses Example recipes - noodles, spring rolls,	Sources, types and functions - carbohydrates, fibres, minerals Vitamins and minerals - functions, sources and benefits across all age groups Example recipes - thai green curry, fruit smoothies
Level 2 Assessment-Planning a 2 course meal- Cooking for friends- Completing level 2 assessment Practical and theory	Macronutrients - Carbohydrates, protein and fats Present Information - protein and amino acids Present information - carbohydrates and fibres Example recipes - chops with herbs, apple pie, lamb kebabs	Present Information - Fats - types, and sources Alcohol - effects on the body, recommendations for consumption Hydration - daily intake, benefits Example recipes - Stir fry, sponge cake, roast meal
Completing a food investigation Practical assessment Completing the Exam	Macronutrients - Carbohydrates, protein and fats Present Information - protein and amino acids Present information - carbohydrates and fibres Example recipes - bread and butter pudding, barbeque food	Present Information - Fats - types, and sources Alcohol - effects on the body, recommendations for consumption Hydration - daily intake, benefits Research - chemical properties of ingredients Example recipes - Muffins, chicken
Level 1 Assessment-Planning a meal- Completing level 1 assessment Practical and theory	Macronutrients - Carbohydrates, protein and fats Present Information - protein and amino acids Present information - carbohydrates and fibres Example recipes - chicken bake, crumble	Present Information - Fats - types, and sources Alcohol - effects on the body, recommendations for consumption Hydration - daily intake, benefits Vitamins and minerals Example recipes - kebabs, chocolate brownies
Level 2 Assessment-Planning a 2 course meal- Cooking for friends- Completing level 2 assessment Practical and theory	Macronutrients - Carbohydrates, protein and fats Present Information - protein and amino acids Present information - carbohydrates and fibres Example recipes - pork bake, bread	Present Information - Fats - types, and sources Alcohol - effects on the body, recommendations for consumption Hydration - daily intake, benefits Vitamins and minerals Example recipes - gnocchi, summer pudding



RPSHE

Year	Autumn 1	Autumn 2	Spring 1
5	**Growing and Changing** **Individuality** Personal identity & qualities Mental wellbeing & change	**Families and Friendship** Managing friendship Peer influences Bullying	**Keeping ourselves safe & healthy** Understanding what is mental health Emotional support strategies Recognising poor mental health
6	**Physical health & mental wellbeing** What affects our health Physical & mental wellbeing The importance of a healthy diet	**Families and Friendship** Who is in a family? Characteristics of families Different relationships Seeking support	**Keeping safe** Personal safety, on roads, by water etc Regulations & choices Puberty & changes What is Christianity
7	**Transition and Safety** Transition to secondary school Personal safety Study skills Emergency First aid	**Families and Friendship** Self worth Resilience Friendships (Inc online) Relationship boundaries Stewardship in Christianity	**Health and Puberty** Healthy routines Influences on health Puberty Unwanted intimate contact
8	**Drugs & Alcohol** Alcohol & Drug misuse Peer pressure & substance misuse Risk taking behaviours in teens	**Families & Friendships** Families & parenting Healthy relationships Positive communication Conflict & Relationship changes Religious beliefs on relationships	**Emotional wellbeing** Mental health Emotional wellbeing Body image Coping strategies
9	**Healthy choices** Preventing STI's and support Substance misuse	**Identity & Inclusivity** Racism Religious discrimination Sexism Homophobia / Biphobia / Transphobia	**Wellbeing & Resilience** Substance misuse & addiction Social media influence Body image Healthy & unhealthy coping strategies
10	**Mental Health** Mental wellbeing and ill health Stigmas, safeguarding health The Teenage brain Managing change and life events	**Healthy Relationships** Sex expectations Pleasure & Challenges Impact of media Pornography	**Exploring Influence** Positive & Negative role models Media impact & gangs Peer influence & exit strategies Drugs & Alcohol impacting our decisions
11	**Personal Risk** Health & Safety - Informed choices Lifestyle & cancer risks Cancer self examination Cosmetic aesthetic risk awareness Emergency First Aid	**Families** Different families Parental responsibilities Fertility & Pregnancy Marriage / Forced marriage Changing relationships	**Lifestyle management** Self belief Aspirations & Goals Stress management Future opportunities

Curriculum

Spring 2	Summer 1	Summer 2
Positive Relationships Being respectful Acknowledging differences Recognising prejudice & discrimination Religious beliefs	Belonging to a Community The differences between rules & law What is a crime? Cultural & Religious traditions	Financial wellbeing The value of money Recognising financial priorities Understanding financial scams and risks
Families and Friendship Attraction to others Romantic relationships Respect in relationships Introducing consent	Belonging to a Community UNICEF Rights of the Child Christian values Climate change Recycling	Financial wellbeing Spending wisely Credit versus Debit Advertising pressure
Diversity Different Families Respecting differences Friendship values Impact of faith & belief	Belonging to a Community Government elections UK Parliament Guernsey States Voting Examining religions -Sikhism	Financial wellbeing Wants, needs & priorities Spending safely (Inc Online) Financial risk taking Responsible spending - Eg. Fairtrade
Identity and Relationships Gender identity Sexual orientation Consent "Sexting" Introduction to contraception	Belonging to a Community Guernsey citizenship The States of Guernsey States departments & deputies Voluntary sector on island	Financial wellbeing Different attitudes to money Financial decision making Borrowing money Salaries, earning and taxes
Intimate Relationships Consent Contraception & STI's Attitudes to pornography Coercive control Social pressure & Gangs	Citizenship Laws & Rules in society Guernsey justice Local politics Multiculturalism	Financial Goals & Employability Learning strengths & transferable skills Employment / career pathways Skills for work & enterprise Guernsey workplace s
Mental Health Mental wellbeing and ill health Stigmas Safeguarding health The Teenage brain Managing change and life events	Healthy Relationships Relationships Sex expectations Pleasure & Challenges Impact of media Pornography	Exploring Influence Positive & Negative role models Media impact & gangs Peer influence & exit strategies Drugs & Alcohol impacting our decisions
Personal Risk Health & Safety - Informed choices Lifestyle & cancer risks Cancer self examination Cosmetic aesthetic risk awareness Emergency First Aid	Families Different families Parental responsibilities Fertility & Pregnancy Marriage / Forced marriage Changing relationships	Lifestyle management Self belief Aspirations & Goals Stress management Future opportunities



Outdoor and Adventurous Activities

Year	Autumn 1	Autumn 2	Spring 1
5	**Sea swimming (Bathing pools)** JASS - Get Active - Stay Active (Sport) Familiarisation with open water Building confidence in open water	**Community projects** JASS - Me and My World Environmental and FUNdamental activities Identifying effects of litter Wildlife effects	**Bouldering** JASS - My Interests (Skill development) Hand and Feet positioning Figure of 8 Belaying
6	**Sea Swimming** JASS - Get Active - Stay Active (Sport) Open Water Swimming competency Water Rescue Safety awareness	**Community projects** JASS - Me and My World Effects of litter to the environment Supporting local community Source of the litter	**Climbing - NICAS L1 (Part 1)** JASS - My Interests (Skill development) Hand and Feet positioning Figure of 8 Belaying Technical Climbs
7	**Sea Swimming** JASS - Stay Active.Get Active (Sport) Open Water Swimming competency Water Rescue Safety awareness	**Community projects** JASS - Me and My World Effects on the wider community Setting up environmental projects Recycling litter	**Climbing - NICAS L1 (Part 2)** JASS - My Interests (Skill Development) Hand and Feet positioning Figure of 8 Belaying Technical Climbs
8	**Active** Sea swimming Open Water Swimming competency Water Rescue Safety awareness Active: NICAS L2 Hand and Feet positioning Figure of 8	**Community** Conservation projects Effects on the wider community Setting up environmental projects Recycling litter Sourcing materials Creating designs Foraging for materials	**Explore** Historical visits Castles/Forts WW2 Bunkers Military Batteries Adventurous activities Exploring the coastline
9	**Water Confidence - Skill Section** Water Rescue Rock Pooling Open Water Swimming Stand Up Paddleboarding (SUP) Kayaking Duke of Edinburgh (Bronze Award) Physical Section	**Physical Section** Individual Sport Team Sport Extreme Sport Duke of Edinburgh (Bronze or Silver Award) Physical & Skill Section"	**Land Based Activities - Volunteering Section** Helping people Working with the environment or animals Coaching, teaching and leadership Community action & raising awareness Helping a charity or community organisation Duke of Edinburgh (Bronze Award) Skill & Volunteering Section
10	**Water Confidence - Skill Section** Water Rescue Rock Pooling Open Water Swimming Stand Up Paddleboarding (SUP) Kayaking Duke of Edinburgh (Bronze Award) Physical Section	**Physical Section** Individual Sport Team Sport Extreme Sport Duke of Edinburgh (Bronze or Silver Award) Physical & Skill Section	**Land Based Activities - Volunteering Section** Helping people Working with the environment or animals Coaching, teaching and leadership Community action & raising awareness Helping a charity or community organisation Duke of Edinburgh (Bronze Award) Skill & Volunteering Section
11	**Water Confidence - Skill Section** Powerboating Level 1 and Level 2 Play a Musical Instrument Games and Recreation Duke of Edinburgh (Bronze or Silver Award) Physical Section	**Physical Section** Individual Sport Team Sport Extreme Sport Duke of Edinburgh (Bronze or Silver Award) Physical & Skill Section	**Volunteering Section** Helping people Working with the environment or animals Coaching, teaching and leadership Community action & raising awareness Helping a charity or community organisation

Curriculum

Spring 2	Summer 1	Summer 2
Teamwork and Leadership JASS - Adventure Cooperation and Teamwork skills Map Orientation and grid navigation Route planning Trust, observational and listening skills	**Forestry and Woodland Activities** JASS - Adventure Nature trails Bug hunts Team den building Tree swings Nature art	**Intro to sailing (Part 1)** JASS - Get Active.Stay Active (Physical Activity) Safety equipment familiarisation Boat control Wind direction and sails Knots and how to tie them
Teamwork and Leadership JASS - Adventure Being inclusive and understanding roles in a group Reflection and critical thinking skills Develop navigation skills Map orientation	**Forestry and Woodland Activities** JASS - Adventure Learning to use tools and developing fine motor skills Developing den building skills Creating ornaments Bird boxes Nature art	**Intro to sailing (Part 2)** JASS - Get Active.Stay Active (Physical Activity) Further understanding of safety equipment Greater boat control as a captain and crew Wind direction and sails Knots and how to fasten boats and equipment
Teamwork and Leadership JASS - Adventure Collaborating and sharing ideas Problem solving as a team Critical thinking Identifying key locations and points Map orientation	**Forestry and Woodland Activities** Jass - Adventure Wood carving and whittling Survival shelters Adventure course Fire pit and safety	**Sailing RYA level 1 award** Jass - Get Active.Stay Active (Physical Activity) Steering, tacking and going about Speed control and stopping Steering when being towed Helping others when in difficulty
Explore Forestry activities Den Building Camouflage Landscape Change Woodland conservation Calculating Tree Growth Survival skills	**Active** Water based activities Paddleboarding Surfing Snorkelling Coasteering	**Discovery** Powerboating Creative activities Powerboating Creative activities Kite Building
Skill Section Powerboating Level 1 Indoor Climbing (NICAS Level 1/2) Duke of Edinburgh (Bronze Award) & Plan & Navigation Section Navigation, Reading Maps, Plotting Routes, Timings & Pacing Identifying key landmarks	**Prepare for the Expedition** Navigation and route planning Practical map skills Compass skills Campcraft, equipment and hygiene Food and cooking Duke of Edinburgh (Bronze Award) Expedition Section	**Expedition Section** Unaccompanied, self-reliant expedition Practice expedition Qualifying expedition Duke of Edinburgh (Bronze Award) Expedition Section
Plan & Navigation Section Navigation Reading Maps Plotting Routes Timings & Pacing Identifying key landmarks	**Prepare for the Expedition** Navigation and route planning Practical map skills Compass skills Campcraft, equipment and hygiene Food and cooking Duke of Edinburgh (Bronze Award) Expedition Section	**Expedition Section** Unaccompanied, self-reliant expedition Practice expedition Qualifying expedition Duke of Edinburgh (Bronze Award) Expedition Section
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