Kingswood Curriculum Map: 2023 / 2024

Each cell lists the content that will be covered in the academic year. Our newsletter at the end of each term (x6 p/a) informs parents and students of the particular content planned for the following term.

	Subject	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
English	English	Adventure Myths and Legends Shakespeare - 'The Tempest' 'Oliver Twist' - drama text Genre study – Detective fiction Creative/Narrative Writing Viewpoint Writing	'Animal Farm' by George Orwell The Art of Rhetoric Shakespeare - 'A Midsummer Night's Dream' 'Dracula' - drama text Genre study – dystopian fiction Family and Childhood – poetry and 19th century fiction Creative/Narrative Writing Viewpoint Writing	'Frankenstein' by Mary Shelley Genre study – the Gothic Shakespeare - 'Romeo and Juliet' Hidden Voices Prejudice and Discrimination 'Ghost Boys' by Jewell Parker Rhodes 'Of Mice and Men' by John Steinbeck Poetry of the Natural World Creative/Narrative Writing Viewpoint Writing	GCSE English Literature AQA 'An Inspector Calls' JB Priestley 'A Christmas Carol' Charles Dickens 'Macbeth' William Shakespeare Power and Conflict Poetry Anthology GCSE English Language AQA Paper 1 – Explorations in Creative Reading and Writing Paper 2 – Viewpoints and Perspectives	Revision of: GCSE English Literature AQA 'An Inspector Calls' JB Priestley 'A Christmas Carol' Charles Dickens 'Macbeth' William Shakespeare Power and Conflict Poetry Anthology GCSE English Language AQA Paper 1 – Explorations in Creative Reading and Writing Paper 2 – Viewpoints and Perspectives	Love through the Ages: 'Othello' William Shakespeare Pre 1900 Poetry Anthology 'The Great Gatsby' F Scott Fitzgerald Unseen Poetry NEA	Modern Times: 'A Streetcar Named Desire' Tennessee Williams 'The Handmaid's Tale' Margaret Atwood 'The Feminine Gospels' Carol Ann Duffy Unseen Prose NEA
Maths	Maths	Sequence Algebraic notation and equivalence place values and decimals Fractions and fraction of amount Directed numbers Lines and angles Construction of simple geometric shapes Sets and probability Prime numbers and number sense	Ratio and proportional reasoning Multiplying and dividing fractions Coordinates geometry Fraction Decimals and Percentages Representing data Equations and indices Sequences Standard index Form Angles in parallel lines and polygons Area of trapezia Line symmetry, reflective symmetry Data Handling cycle Measure of location	Straight line graphs Forming and solving equations 3D shapes and congruency Using percentage Maths and money Deduction Rotation and translation Pythagoras theorem Enlargement and similarity Ratio and proportionally problems Rates Probability Algebraic representation – Linear and non-linear graphs Graphical inequality (E)	**Foundation** Equations and inequalities Sequence Compound units Straight line review vectors Tree diagrams Angles in parallel lines Function and graphs Simultaneous equations Accuracy and rounding Percentage and reverse percentages Simple and compound interest GCSE statistic course Prime factor decomposition- LCM and HCF Geometric construction and calculations Similarity and simple congruency **Higher** Surds Sequence Pythagoras theorem Trigonometric ratios Transformation of 2D shapes Compound units Graphical solution to equations Further similar shapes and congruency Inequalities Processing and representing data Scatter graphs Circle theorem GCSE statistic course Transformation of graphs Functions	Bespoke topics for each group based on weaknesses identified in PPE QLAs Topics include the following: Number operations and integers Whole numbers theory Combining arithmetic operations Inverse operations Fraction Decimal and Percentages Ordering FDP Indices and surds Standard form Exact solution Approximations and estimation Bounds Ration and proportion Direct and inverse proportion Discrete growth and decay Algebraic expressions Algebraic formulae and equations Algebraic inequalities Language of functions Sequences Graphs of functions Parallel and perpendicular lines Transformation of curves (Higher) Interpreting graphs Geometry Statistics and probability	**PURE MATHS** -Algebra 1 -Polynomials & the binomial theorem -Trigonometry -Differentiation and Integration -Exponentials& logarithms **MECHANICS** -Vectors -Units & kinematics -Forces & Newton's laws **STATISTICS** -Collecting, representing & interpreting data -Probability & discrete random variables -Hypothesis Testing 1	**PURE MATHS** -Algebra 2 -Sequences -Trigonometric Identities -Differentiation 2 -Integration and differential equations -Numerical methods **MECHANICS** -Motion in 2 dimensions -Forces 2 **STATISTICS** -Probability and continuous random variables -Hypothesis testing 2
Science	Science	Boot Camp Organisms 1 & 2 & 3 & 4 Genes and Evolution 1 & 2 Matter 1 & 2 & 3 & 4 Earth and Space 1 & 2 Forces and Motion 1 & 2 & 3 & 4 Electricity and Magnetism 1 & 2 & 3 & 4	Organisms and the Environment 1 & 2 & 3 Organisms 3 & 4 Genes and Evolution 1 & 2 Reactions 1 & 2 Earth and Space 1, 2 & 4 Electricity and Magnetism 1 & 2 Energy 3 & 4 Forces and Motion 3 & 4	Key Concepts in Biology: Molecules, Cells, Organisms in the Environment, Respiration, Cycles, Genomes, Evolution. Key concepts in Chemistry: Atoms, Periodic Table & Elements, Atomic structure, Bonding, Chemical structures, Rates, Electrons and Reactions, Energy in Chemistry. Key Concepts in Physics: Models in physics, Cause and Effect, Fields, Forces and Motion, Mathematics of Physics.	Infection and Response Electricity in the Home Rates and Extent Cells Atomic Structure and Periodic Table Atomic Structure in physics Bioenergetics Quantitative Chemistry Structure and Bonding Chemistry of the atmosphere Using resources Inheritance, variation and evolution	Inheritance, variation and evolution Chemistry of the atmosphere Magnets and Electromagnets Homeostasis and response Waves Using resources	Biology, Chemistry and Physics: Module 1: PAGS Module 2: Foundations Module 3: Biology: Exchange and Transport Chemistry: Periodic table and energy Physics: Forces and motion Module 4: Biology: Biodiversity, evolution and disease Chemistry: Core organic chemistry Physics: Electrons, waves and photons Psychology: Social Influence Biopsychology Attachment Memory Psychopathology Research Methods Approaches Issues and Debates	Biology, Chemistry and Physics: Module 1: PAGS Module 5: Biology: Communication, Homeostasis and Energy Chemistry: Physical chemistry and transition elements Physics: Newtonian world and astrophysics Module 6: Biology: Genetics, evolution and ecosystems Chemistry: Organic chemistry and analysis Physics: Particles and medical physics Psychology: Research Methods Approaches Issues and Debates Relationships Schizophrenia Forensic Psychology

Humanities & MFL	French	Greetings and introductions Family School subjects Buying food and drink Weather Free time activities	Holidays Shopping for food Festivals Free-time (technology, cinema and TV)	Choc-attaque French speaking world Technology On holiday (transactional language)	Where I live Holidays School Current and future study and employment skills	Local, National and Global areas of interest Speaking skills Exam Plan Revision and consolidation	NA	NA
	Spanish	The Spanish speaking world All about me My free time School	House and Home Towns Holidays Technology Food and drink	All about me My favourite hobbies My free time Holidays Festivals and food in the Spanish speaking world	Town, home, neighbourhood Travel and Tourism School and college Current and future study Jobs and careers	Local, National and Global areas of interest Speaking skills Exam plan Revision and consolidation	NA	NA
	Geography	Wonders of the world Volcanoes and Earthquakes Human development Africa Rivers and Flooding Asia	Natural resources Coasts and Oceans UK Urbanisation Russia and the Middle East Weather and Climate	Climate Change South America Types of Industry Global development Soil and ecosystems Living world	Urban issues and Challenges Challenges of Natural Hazards Fieldwork skills Coasts and physical processes/landscapes	Physical landscapes in the UK Resource management: Food Revision	Water and Carbon cycles Population and the environment Changing places: Local study Fieldwork	Coastal systems Hazards Global systems and Global governance Revision
	History	What is History? Local study Vikings Medieval Realms Tudors Stuarts	British Empire Black People of the Americas Industrial Revolution The Great War	World War Two and the Homefront The Holocaust Migration through time Civil Rights in the USA Vietnam Medieval Medicine	Medicine Through Time: Medieval, Renaissance, Industrial and Modern periods. Historic Environment of the Western Front Weimar Germany	Weimar and Nazi Germany Elizabeth I revision American West Revision Medicine Revision	Italy 1896-1953 Early Tudors	Non Examined Assessment Civil Rights in the USA 1865-1992
	RS	World Religions: Christianity Judaism Islam Sikhism Buddhism Prejudice and Discrimination	Evil and Suffering Moral Issues World Views	Marriage and the family Responses to conflict Crime and Punishment	Islam: Peace and Conflict Living the Muslim Life Christianity: Religion and ethics Living the Christian Life Crime and Capital Punishment Matters of life and death	Christianity Matters of life and death Islam: Peace and Conflict Revision	NA	NA
	Sociology						Paper 1: Education with theory and methods (Terms 1-6) Paper 2: Term 1 - Perspectives Term 2-5- Health Term 6 - Research Methods	Paper 2: Beliefs in Society (Terms 1-4) Paper 3: Term 1-4 Crime and Deviance Term 5: Revision (both papers)
	Criminology						Unit 1 – Changing Awareness of Crime Unit 2 – Criminological Theories	Unit 3 – Crime Scene to Courtroom Unit 4 – Crime and Punishment
Vocational	Child Development				The expected development norms from one to five years for the following developmental areas Stages and types of play and how play benefits development Observe the development of a child aged one to five years Plan and evaluate play activities for a child aged one to five years for a chosen area of development Creating a safe environment in a childcare setting Choosing suitable equipment for a childcare setting Nutritional needs of children from birth to five years Pre-conception health and reproduction	The expected development norms from one to five years for the following developmental areas Stages and types of play and how play benefits development Observe the development of a child aged one to five years Plan and evaluate play activities for a child aged one to five years for a chosen area of development Pre-conception health and reproduction Antenatal care and preparation for birth Postnatal checks, postnatal care and the conditions for development Childhood illnesses and a child safe environment	N/A	N/A
	Enterprise / Marketing				Market research How to identify a customer profile Develop a product proposal Review whether a business proposal is financially viable Review the likely success of the business proposal Develop a brand identity to target a specific customer profile Create a promotional campaign for a brand and product Plan and pitch a proposal Review a brand proposal, promotional campaign and professional pitch	Characteristics, risk and reward for enterprise Market research to target a specific customer What makes a product financially viable Creating a marketing mix to support a product Factors to consider when starting up and running an enterprise	Unit 1: The business environment Unit 2: Working in business Unit 4: Customers and communication	Unit 8: Introduction to human resources Unit 16: Principles of project management

	Health and Social Care				Therapies and their benefits Creative activities and their benefits Plan a creative activity for individuals or groups in a health or social care setting Deliver a creative activity and evaluate your own performance Life stages Impacts of life events Sources of support	Life stages Impacts of life events Sources of support The rights of service users in health and social care settings Person-centred values Effective communication in health and social care settings Protecting service users and service providers in health and social care settings	Unit 4: Anatomy and physiology for health and social care. Unit 10: Nutrition for health Unit 9: Supporting people with learning disabilities. Unit 3 Health, safety and security in health and social care.	Unit 1 Building positive relationships in health and social care. Unit 2: Equality, diversity and rights in health and social care.
	IT	E safety and naming Convention Computers 1 cryptography HTML and CSS Block-based coding 3D Modelling	Computational thinking Algorithm Animation Computers 2 Cyber security Block based coding Coding principle with python Website development 1	Hardware and software Operating system Game design Coding with Python Application software: excel Web development 2 Introduction to augmented reality	Planning and designing the spreadsheet solution Creating the spreadsheet solution Testing the spreadsheet solution Evaluating the spreadsheet solution Augmented Reality (AR) Designing an Augmented Reality (AR) model prototype Creating an Augmented Reality (AR) model prototype Testing and reviewing	Augmented Reality (AR) Designing an Augmented Reality (AR) model prototype Creating an Augmented Reality (AR) model prototype Testing and reviewing Design tools Human Computer Interface (HCI) in everyday life Data and testing Data and testing Cyber-security and legislation Digital communications Internet of Everything (IoE)	Unit 1: Fundamentals of IT Unit 3: Cyber security Unit 2: Global information	Unit 8: Project management Unit 17: Internet of Everything
	Sport Science				Nutrients needed for a healthy, balanced nutrition plan Applying differing dietary requirements to varying types of sporting activity Applying differing dietary requirements to varying types of sporting activity Developing a balanced nutrition plan for a selected sporting activity How nutritional behaviours can be managed to improve sports performance Components of fitness applied in sport Principles of training in sport Evaluate own performance in planning and delivery of a fitness training programme	Nutrients needed for a healthy, balanced nutrition plan Applying differing dietary requirements to varying types of sporting activity Applying differing dietary requirements to varying types of sporting activity Developing a balanced nutrition plan for a selected sporting activity How nutritional behaviours can be managed to improve sports performance Different factors which influence the risk and severity of injury Warm up and cool down routines Different types and causes of sports injuries Reducing risk, treatment and rehabilitation of sports injuries and medical conditions Causes, symptoms and treatment of medical conditions	N/A	N/A
	Media	N/A	**N/A**	N/A	N/A	N/A	Unit 1: Media Products and Audiences Unit 2: Pre-production and planning Unit 21: Plan and deliver a pitch for a media product	Unit 21: Plan and deliver a pitch for a media product Unit 22: Scripting for Media Products Unit 22: Scripting for Media Products Unit 3: Create a Media Product Unit 20: Advertising Media
PE / Art / Performing Arts / Technology / Music/Technology	PE	All Rugby, Basketball, Football Fitness, OAA leadership, , Athletics, Cricket, Tennis, Rounders. Girls Netball, Badminton, Boys Handball , Trampolining.	All Rugby, Basketball, Football Fitness, Football Leadership , Badminton, Table tennis, Athletics, Cricket, Tennis, Rounders, Handball Girls Netball Boys Softball Dance is offered on rotation with Drama.	All Rugby, Basketball, Football Fitness, Football Leadership, Badminton, Table tennis, Athletics, Cricket, Tennis, Rounders, Handball Girls Netball Boys Softball Dance is offered on rotation with Drama.	All Rugby, Basketball, Football Fitness , Badminton, Table tennis, Athletics, Cricket, Tennis, Rounders, Handball For one lesson a week after Christmas pupils will choose sports from a range of sports : to include Dance as not available on rotation.	Pupils follow individual pathways where they choose sports on a half termly basis.	A level PE Sport Psychology – Skill Aquisition Exercise Physiology Historical and Social aspects of PE	A level PE Sport Psychology – Skill Aquisition Exercise Physiology Historical and Social aspects of PE
	Dance / Drama	In both Dance and Drama introduction to basic performance skills Dance Topic Nutcracker - Canon, performance, duets, motif and development Drama Topic one is Darkwood Manor – immersive theatre, developing characterisation and performance skills	The process drama method is used to develop a range of themes during the year. Topic one is Evacuees. The process of Dance is used to develop unison, canon, safe lifting, repetition, and formations. Topic two is London Riots and Conflict	The Drama SOW allows students to explore social issues and real life scenarios through the Social, historical and Cultural aspects within a playtext. This will also educate students on production elements. Blood Brothers (Drama) The Dance SOW allows students to explore the physical elements needed	Component 1 Examine practitioners' performance work and explore relationships Exploring a professional piece of work and analysing the production features and how they link to the theme set by the exam board Component 2	Component 1 Examine practitioners' performance work and explore relationships Exploring a professional piece of work and analysing the production features and how they link to the theme set by the exam board Component 3 (retake)	Unit 2: Understand, develop, apply and review acting styles and techniques. Unit 3: Group performance workshop	Unit 1: Investigating contextual factors that influence work of performing arts practitioners. Unit 27: Musical theatre techniques

		Topic Graffiti - Canon, performance, duets, motif and development. The process drama method is used to develop a range of themes during the year. Topic one is Darkwood Manor. The process drama method is used to develop a range of themes during the year. Topic three and four is Wacky Soap. Nutcracker – Choreography, professional repertoire, Appreciation, production elements.	The process of Dance is used to develop unison, canon, safe lifting, repetition, and formations. Topic two is Conflict. The process drama method is used to develop a range of themes during the year. Topic one is Evacuees. The process of Dance and Drama is used to develop a range of skills covered throughout the year. Topic three is the Slave trade.	to be professional dancer whilst developing knowledge of professional repertoire. Carman (Dance) This SOW allows students to explore the physical elements needed to be professional dancer. Parkour (Dance) Blood Brothers (Drama). The Drama SOW allows students to explore social issues and real life scenarios through the exploration of various Drama techniques. This will also educate students on production elements. Students use a script to explore social issues.Face- Drama Students who do not want to perform to explore production elements of Comp 3 Prep- Dance/ Drama/ Production	Explore the use of physical skills and interpretive skills Component 3 introduction: Understand how to respond to a brief, select and apply skills			
	Art / Textiles	**Topic:** Understanding the Formal Elements: Line, Value, Shape, Colour, Form, Pattern and Texture. Natural Forms Pattern and Colour, Printmaking, Portraits **Skills:** Drawing techniques/shading. Drawing, design and printmaking. Painting and Mixed media. **Artist link:** Georgia O'Keeffe, Yayoi Kusama, , Wultz,	**Topic:** Formal Elements: Line, Value, Shape, Colour, Form, Pattern and Texture Collage and Portraits. Imagination cross-cultural. Design elements. Illustration. Portraits and printmaking **Artist link:** Henri Matisse, Mexican Day of the Dead. Keith Haring Adrianne Hawthorne Luke Dixon **Skills:** Drawing, collage, painting, design and mixed-media exercises	**Topic:** Colour Theory. Mark making and Texture. Portrait. Hyrid/metamorphosis **Artist link:** Varied illustrators/artists **Skills:** Using texture, marks, and patterns to create portraits. Types of line, creating textures, collage, brush techniques, observational drawing, continuous line drawing. Vocabulary, painting, colour mixing, Tints and Shades understanding, labelling Colour wheel.	**GCSE Art & Design Practice** AQA **Topics:** What does Music look like? Body Adornment. Narrative, mythological monsters. **Artist links:** Kandinsky, and other artists Kate Welchart, Kandinsky, Ana Falcetta, Kazimir Malevich, Hilma Klint and Julie Mehretu **Skills:** Abstract Art understanding, Knowledge of Synaesthesia, mark making and expressive responses to music, shape, line, tone, colour responses. planning, developing, experimenting, refining using abstract art, colour and shape skills (responding to music and artists from the list independently) 3D skills, recycling, transformation, Carnival Trinidad. Storytelling, sequencing, flip books, gif, research, ethics and morals, folklore. Narrative, shadow puppets/theatre, character design, audience consideration	**GCSE Art and Design Practices AQA** Metamorphosis topic continued: **Skills:** 3D sculpture, refinement, recording and evaluating. Montage, research, collage, moodboards, designing, 3D sculpture using mod rock, card, paper, paints, other materials. Pupils work toward their final portfolios for the coursework on their own ideas and plans according to the exam board topics. They use and apply skills learnt across the key stages. They then prepare for the final exam (worth 60 %) again on their topics and showing their best skills to date.	**Unit 12: Fine Art Materials, Techniques and Processes & Unit 1: Visual Recording and Communication** Unit 1: Visual Recording and Communication (exam released Jan)	**Topic: Unit 3: Evolution and Transformation brief** **Artist link:** Varied (student choice) **Skills:** Research, planning, designing, experimenting, developing a body of work in response to a theme, analysing artists, evaluating, and writing extended formats.
	Food Technology	In Key stage 3 Food is a largely a practical lesson aa pupils cook for between 6-8 weeks. Aspects taught are: Health and safety in the kitchen. Cooking techniques and cook a variety of simple dishes.	In Key stage 3 Food is a largely a practical lesson aa pupils cook for between 6-8 weeks. Aspects taught are: Nutrition groups and food for life Cooking techniques and cook a variety of more complex dishes with a wider range of dishes form different contents. Both Savoury and Sweet dishes are taught.	In Key stage 3 Food is a largely a practical lesson aa pupils cook for between 6-8 weeks. Aspects taught are: Matching food with user groups and providers More complex cooking techniques are taught and cooking more complex dishes across the meal times i.e. staters, mains, deserts.	Coursework Practice and completion. Component 2. Food Related health and bacteria. Food safety legislations. Understanding the importance of nutrition Menu planning The skills and techniques of preparation, cooking and presentation of dishes Evaluating cooking skills.	Exam Preparation for Component 1. 1.1.1 Hospitality and catering providers 1.1.2 Working in the hospitality and catering industry 1.1.3 Working conditions in the hospitality and catering industry 1.1.4 Contributing factors to the success of hospitality and catering provision		
	Technology Groups rotate every 7-9 weeks to cover all the areas below	• **Food: See above.** • **First Aid:** Pupils follow a bespoke program developed for us teaching them basic first aid and cover: The role of a first aider, resuscitation, the recovery position, choking and defibrillators • **Textiles**: An Art Textiles based project with basic sewing machine and other key needle craft skills. • **Finance Skills** :Pupils are taught about real life finance skills and using an online program • **Engineering -** students follow the parameters of a client brief	• **Food:** See above • **First Aid:** Pupils follow a bespoke program developed for us teaching them basic first aid and cover: Wounds, bleeding, lifestyle and lung disease (COPD), life threatening emergencies and broken bones and head injuries. • **Textiles**: An Art Textiles based project with more comples sewing machine and other key needle work and evaluation skills. • **Finance Skills** : Pupils are taught about real life	**Food:** See above **Textiles**: An Art Textiles based project with some advanced sewing machine and other key skills. **Engineering -** students follow the parameters of a client brief to plan and build a model protype of a bus shelter following architecture and design principles. **Vocational Studies A –** Pupils look at nutrition and the promotion of a food product	N/A	N/A	N/A	N/A

		to plan and build a model protype of a bus shelter following architecture and design principles.	finance skills and using an online program • **Debating :** Pupils follow a reading program • **Engineering -** students follow the parameters of a client brief to plan and build a model protype of a bus shelter following architecture and design principles.	**Vocational Studies B.** Pupils look at marketing and packaging of a food project.				
	Music	Baseline assessment and ICT skills Ukulele skills. Audio Book/Quest for the Crystal Keyboard Skills and Instruments of the orchestra. Scales (1). Band Skills (1).	Ringtone, Chords, Ground Bass and beyond. Scales (2) and Waltz composition. TV Themes (or adverts) Blues Band Skills (2)	Film Music, Reggae, Video Games, Variations. Planning a music Event. Popular music through the decades				