

Woodfield School KS4 Curriculum 2018-19



Overview of KS4 Curriculum

Woodfield School is a company limited by guarantee (company number 8905350, registered in England and Wales) that has its registered office at Woodfield School, Glenwood Avenue, Kingsbury, London, NW9 7LY



	Autumn Term	Spring Term	Summer Term
English	<p>"The World of Work"</p> <p>This term focuses on work-related activities which seek to expose pupils to the world of work. Pupils complete activities in preparation of coursework and or externally set work by AQA for accreditation at the end of year 11. They also visit workplaces to get a firsthand look at the running of different organisations. The unit of work is designed to develop pupils' reading, writing, speaking and listening abilities, whilst at the same time promoting a positive attitude to learning. The term will also include an in depth study of synthetic phonics provided by the Read, Write, Inc. (RWI) Phonics Programme.</p>	<p>"Text & Themes"</p> <p>Pupils will engage with a selection of texts, based on a particular theme. These texts will be written and visual, fiction or non-fiction. Throughout the term, pupils will take part in discussions about the common theme as represented in each text. It is expected that pupils will to make personal and individual responses to the theme. Pupils will complete work in preparation for coursework teacher guidance and practical activities. They will continue to work on developing our reading, writing and speaking and listening skills.</p>	<p>"Play time!"</p> <p>This term pupils will experience a play and read materials from and about the play. They will participate in a range of speaking and listening activities related to drama for example plotline, costume, staging, character trait and set. Activities aim to build teamwork, comprehension, and enhance confidence, especially in oral expression. Pupils will participate in discussions, at times, responding individually to the play. They will be expected to make comments about the play and respond in writing. Pupils will work on externally set activities for the completion of the AQA Entry Level Certificate course.</p>
Maths	<p>"Numbers"</p> <p>Mathematical concepts, knowledge and skills selected from a two-year course in OCR Mathematics at Entry level or the ASDAN Personal Progress Mathematics units. This will include: improving my understanding of the number system and calculations', improving my understanding of data handling, and improving my problem solving skills. There is a special emphasis on Number work and mental maths.</p>	<p>"Time, Shapes and Fractions"</p> <p>Each term, mathematical concepts, knowledge and skills selected from the National Numeracy Strategy Teaching Programme level 2 are studied. In the spring term, this will include: improving understanding of the number system and calculations' and increasing "mental maths" skills, improving measuring skills and increasing understanding of symmetry and data handling. There will be a special focus on Time, Shapes and Fractions.</p>	<p>"The World of Data"</p> <p>Mathematical concepts, knowledge and skills selected from the National Numeracy Strategy Teaching Programme level 2. This will include pupils: improving their understanding of the number system and calculations' and increasing their "mental maths" skills, improving practical skills in handling data (creating and interpreting different kinds of charts) and developing more understanding of sequences, patterns and ordinal numbers. There will be a special focus on Pictograms and Charts.</p>
Science	<p>"Changes in Humans and Plants"</p> <p>In this unit, students will explore: keeping the body conditions constant; hormones; the nervous system; and changes in plant growth. Students will</p>	<p>"Drugs & Bacteria"</p> <p>In this topic, students will explore: the general effects of the four major drug types on the human body; how reaction times are affected by drugs; the</p>	<p>"High Energy"</p> <p>In this unit of work pupils: are introduced to the concept of <i>energy</i> in the context of fuels as convenient and therefore valuable sources; consider the</p>

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PSHE	<p>undertake some practical work to make observations and draw simple conclusions using appropriate scientific, technical and mathematical language, conventions and symbols. Where appropriate, students will use ICT to present experimental work and spreadsheets to tabulate data and produce graphs.</p>	<p>implications of drug misuse; the spread of infectious diseases by pathogens; measures to reduce the spread of infectious diseases; and the use of antibiotics to control infection. Students are expected to undertake some practical work to make observations and draw simple conclusions using appropriate scientific, technical and mathematical language, conventions and symbols.</p>	<p>nature and origin of fossil fuels and renewable sources of energy and how their use has implications for the environment; consolidate and extend their ideas about energy resources for living things - food for people and sunlight for plants; link the energy resources to the role of the Sun as the ultimate source of most of the Earth's energy resources. In addition they will: learn about the structure and function of the human skeleton; the different types of joints; and how our muscles work. In scientific enquiry pupils: recognise hazards and take safety precautions and decide what variables are relevant and how to control these to make fair comparisons.</p>
	<p style="text-align: center;">"Britain"</p> <p>Pupils will explore the topics of: Britain- A diverse society, Anti-Bullying, Healthy Friendships and Relationships In this unit pupils consider their identities and the different national, cultural, religious, regional and ethnic identities and communities to which they belong. The focus of this unit is on respect for diversity in our society. They will also explore issues relating to in Anti-Bullying and participate in whole school anti-bullying activities. In the second half of the term the focus will be on Healthy friendships and Relationships.</p>	<p style="text-align: center;">"Personal Safety"</p> <p>This term pupils are learning about personal safety in the home and community. They will be taught how to identify risks and how to deal with these when out and about in the community. They will demonstrate that they can travel safely and independently to an unfamiliar destination using public transport. They will also learn about safety rules for use in the home and be able to demonstrate safe practices when carrying out household activities. In the second half of the term pupils will learn about how and where technology is used in the home and community. They will be taught skills needed to safely use a variety of technology in the home and community and to be able to demonstrate what to do if the technology equipment being used is faulty.</p>	<p style="text-align: center;">"Work & Leisure"</p> <p>Pupils will explore and assess their strengths in relation to personality, work and leisure. They will learn how to keep healthy and what influences their attitude to health, including the media. They will explore the different sources of income, identify key items of expenditure and also prepare a budget an addition to identifying appropriate ways of saving surplus money. Pupils will be encouraged to reflect on and summarise their achievements about the roles, rights and responsibilities they will have post-16, and what learning needs and opportunities will be available to them.</p>

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<p>Design Technology (Textiles)</p> <p>Food Technology</p> <p>Music</p>	<p>"Textiles Skills"</p> <p>This qualification encourages and enables learners to actively engage in the processes of Design and Technology, in order to develop skills as effective and increasingly independent learners. During the course the pupils will gain a basic working knowledge of a range of practical processes, which are commonly used in the design, modelling and manufacture of products. They will develop their skills in working with a range of textile processes such as appliqué, batik and tie and dye.</p>	<p>"Dyeing"</p> <p>They will develop their skills in working with a range of textile processes such as appliqué, batik and tie and dye. This is a group project where all of the students will work as a team to create a display for the school which will be based on a theme that they have chosen together. This display will celebrate the range of skills and textile processes they have developed over the course of the year.</p>	<p>business is a success. They will sell the products they have made to staff at the school.</p> <p>"Enterprise"</p> <p>Students will learn through discussion and practice, the different roles within a business. They will work as a group to create a company. As a team they will choose the company name, logo and design the products through carrying out research. Students will identify a role that they want to take and work as a team in order to ensure that their business is a success. They will sell the products they have made to staff at the school.</p>
	<p>"Home Cooking Skills"</p> <p>In this module pupils will be able to plan, select and prepare ingredients for the various dishes. Pupil will be developing their cooking skills, enabling them to follow recipes independently. Pupils will be able to maintain and implement food safety and hygiene practices throughout the module. This module will also enable pupils to express their creativity through presentation of the meals they prepared. Throughout the module pupils will learn how to economise and work within a budget when planning their meals.</p>	<p>"Home Cooking Skills continued"</p> <p>Pupils will continue working towards successfully completing the WJEC Entry Pathways award/certificate. In this module of work pupils will be given the opportunities to acquire the knowledge and skills required to prepare, cook and serve a range of dishes.</p>	<p>"Enterprise"</p> <p>Students will learn through discussion and practice, the different roles within a business. They will work as a group to create a company. As a team they will choose the company name, logo and design the products through carrying out research. Students will identify a role that they want to take and work as a team in order to ensure that their business is a success. They will sell the products they have made to staff at the school.</p>
	<p>"Exploring Rounds"</p> <p>This term pupils will develop their ability to sing and play music in two (or more) parts. They will explore the effects of two or more pitched notes sounding together – harmony. Pupils will</p>	<p>"Orchestral Music"</p> <p>In this unit students explore Orchestral music of the Baroque, Classical, Romantic and Modern periods. They will listen to, learn, compose and perform pieces from this genre with a variety of</p>	<p>"Performing Together"</p> <p>This term pupils will have the opportunity to take part in a class performance, building upon the ideas and skills of the previous years' work in Music.</p>

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	<p>experiment with clusters of pitched notes and discover which combinations are 'comfortable' (concord), and which 'clash' (discord). They will sing rounds and experiment with melodic ostinati to provide accompaniments and explore playing drones and single note accompaniments.</p>	<p>instruments, and make heavy use of ICT resources to learn about performance, recording and composition. Students will learn to recognise a wide range of instruments and sounds. Students will record and synthesise their own Orchestral songs. Students will perform songs for their classmates, and for the wider school.</p> <p>Through this unit students will learn about the following Concepts of Music:</p> <ul style="list-style-type: none"> · Structure · Pitch · Duration · Texture · Dynamics <p>By focussing on the instrumental phases of western art movements, this unit provides an important building block of their later education in music.</p>	
Drama	<p>"Spywatch"</p> <p>Pupils will continue to play drama games to develop their social, language, mnemonic and imaginative skills. They will re-enact scenes from the <i>Spywatch</i> series and carry out various drama activities associated with the plot. There will be a greater emphasis on paired working and generation of ideas.</p>	<p>"Romeo & Juliet"</p> <p>Pupils will continue to play drama games to develop their social, language, mnemonic and imaginative skills. They will re-enact scenes from the play <i>Romeo and Juliet</i> and carry out various drama activities associated with the play. There will be a greater emphasis on paired and group working.</p>	<p>"Romeo & Juliet"</p> <p>Pupils will learn to use movement to explore and communicate ideas, issues, feelings and thoughts. They will focus on creating characters and narrative through movement and gesture. The starting point for creating and performing dance will be the text "<i>Romeo and Juliet</i>" which I studied in English last term. "<i>West Side Story</i>" will also be studied.</p>
Dance	<p>"Extending Dance"</p> <p>In Dance pupils will improve the consistency, quality and use of their skills, including the ability to stay in time with others and the music. They will learn a short directed dance sequence. They will then work in small groups to extend this sequence and</p>	<p>"Folk Dances"</p> <p>Pupils will learn about Folk dances from different cultures around the world including; traditional English country dancing, South American Capoeira and Japanese Kabuki dance. They will learn the history and significance of these dances and they will watch and perform</p>	<p>"From Story to Dance"</p> <p>The topic for this term is "<i>From Story to Dance</i>". Pupils will learn to use movement to explore and communicate ideas, issues, feelings and thoughts. They will focus on creating characters and narrative through movement and gesture. The starting point for creating</p>

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Vocational Education	PE	create their own dance for performance in front of an audience.	their own interpretations of them.	and performing a dance will be the text "Romeo and Juliet" which they studied in English last term. With reference to this work, pupils will also create some dance scenes from "West Side Story".
		<p>"Football & Basketball"</p> <p>Pupils will learn the basic skills and rules associated with Football and Basketball. Pupils will demonstrate their skills through individual and group based drills. They will take these skills and knowledge into a game and performance situation. An emphasis will be placed on co-operative play and the development of social skills.</p>	<p>"Football, Basketball & Hockey"</p> <p>Pupils will learn the basic skills and rules associated with Football, Basketball and Hockey. Pupils will demonstrate their skills through individual and group based drills. They will take these skills and knowledge into a game situation. An emphasis will be placed on co-operative play and the development of social skills.</p>	<p>"Cricket and Athletics"</p> <p>Pupils will develop their basic skills and learn more about the rules associated with Cricket and Athletics. Pupils will demonstrate their skills through individual and group based drills. They will take these skills and knowledge into a game situation. An emphasis will be placed on cooperative play and the development of social skills.</p>
	Art	<p>"Painting and Drawing"</p> <p>This project will further develop understanding and skills the pupils have previously gained. It builds upon their knowledge of materials, artist and approaches to thematic ways of working. Pupils use a wide range of materials to create different pieces of two dimensional works based on an artist work. These will include; oil and chalk pastels, water colours drawing inks and use computer programs. Pupils will look at the work of Contemporary Artists to develop skills and approaches which include the use of mixed media.</p>	<p>"Print"</p> <p>This project will further develop the understanding and skills that the pupils have previously gained. It enables pupils to acquire the skills and knowledge required to explore and develop outcomes in the discipline of Printmaking. Pupils will create a Lino print and monoprint of a skull.</p>	<p>"Sculpture"</p> <p>In this unit of work, pupils will investigate different approaches, techniques and materials when learning about sculpture. They will develop drawings, paintings of Gargoyles. The student will use their research to make a sculpture of a Gargoyle using a range of materials.</p>
	<p>"Improving my Skills"</p> <p>Pupils have the opportunity to take part in one of five courses offering units from the AQA Unit Award Scheme. Over the two years of KS4, pupils will be able to undertake two or the five courses described.</p> <p>The courses, (and AQA units offered) are:</p>	<p>Gardening</p> <p>Introduction to Gardening (87168) Gardening (83504) Planting Bulbs in Pots (76055) Growing Plants from Seeds (70876) Using Plants in Pots & Baskets (73738) Creating a Floral hanging (76985)</p> <p>Health & Social Care</p> <p>Basic First Aid (70303)</p>	<p>Independent Living</p> <p>Cleaning Surfaces (90286) Changing Bed Linen (82183) Ironing a Shirt (87693) Using a Cafe (76640) Using a Post Office (77931) Planning & Making a Shopping Trip (93761)</p> <p>Cooking from Around the World</p>	

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Sport	Hair & Beauty Salon Hairdressing (70206) Blow Drying & Straightening Hair (90530) Beauty Therapy (90167) Manicure Procedures (71530) Shampooing & Rinsing Hair (71528) Styling Long & Short Hair (90531)	Introduction to First Aid (72683) Jobs in Health & Social Care (ST432) Health Matters (84151) Healthy Lifestyle (76362) Health & Hygiene: Promoting Good Health (71423)	Cooking a dish from China (79107) Cooking a dish from Sweden (79116) Cooking a dish from France (79118) Cooking a dish from the USA (79119) Cooking a dish from Morocco (79120) Cooking & Nutrition: Caribbean Food (88349)
	Pupils can either undertake Swimming, Keeping Fit or the Duke of Edinburgh Award Scheme . Pupils can either devote the year to the Duke of Edinburgh Award Scheme, or a mix of other opportunities. Canoeing on the Welsh Harp is available in Summer Term. Swimming is supervised by a trained Swimming coach and is at the Copthall Sports Centre(?) Keeping Fit initially involves completing a supervised fitness circuit which covers basic strengthening and cardiovascular exercises. The Duke of Edinburgh Award Scheme involves undertaking a personal programme of activities in four sections Volunteering, Physical, Skills & Expedition.		