

Eton Dorney School Curriculum Framework 2019-2020

Secondary

Year: 8 - 11

Transition		Induction			
Anger Management Healthy Lifestyles Peer on peer relationships Personal Space Resilience School Handbook Sleeping		Bullying E- Safety (Sexting, cyber bullying), CSE, Prevent, FGM Familiarisation to a learning environment Introduction to Road Safety (where appropriate) Introduction to Living in the Community Jigsaw Mindfulness Relationships Teambuilding			
Assessment					
Assessments	Forskills English Maths ICT	Forskills diagnostic English Maths ICT	WRAT 4 WRIT Dyslexia screening (where appropriate) Handwriting	Learning styles assessment Behaviour assessment Boxall Assessments/Profiles	Rising Starts English Maths Science GPS
Curriculum					
English	AQA English Functional Skills Level 1 & 2 (Reading, writing, S&L) / GCSE Core National Curriculum Pathway		AQA Functional Skills English Entry level 1- Level 2 Accredited AQA Step up units AQA Functional Skills Level 1 and Level 2 Accredited AQA Step up units: Writing composition skills AQA GCSE English Language and English Literature		
Maths	Functional Skill Maths / GCSE National Curriculum pathway		AQA Functional Skills Maths Entry level 1 – Level 2 Accredited AQA Step up units AQA Functional Skills Level 1 and Level 2 Personal budgeting and managing money AQA GCSE Maths		
ICT	National Curriculum pathway Computer Science Online Essentials Spreadsheets Word Processing		ECDL Basic Module		
Science	Biology – Human Body Biology – Evolution and Inheritance Chemistry – Elements, Mixtures and Compounds Chemistry – In Our World Physics – Energy, Forces, Structure of Matter Physics – Electricity, Magnetism & Waves		AQA Entry Level Certificate in Science		

Citizenship	Local community Human Rights and Responsibilities Race and Discrimination Laws Economy Business and Enterprise Government, elections and voting Global issues Local democracy	Accredited Units: Living in the Community Introduction to understanding young people, law and order Introduction to understanding diversity in society Introduction to aspects of citizenship Introduction to understanding an Enterprise project	
SMSC	British Values	Votes for Schools: Spiritual: Personal values& beliefs Spiritual: Experiencing wonder & fascination Spiritual: Understanding human feelings/ emotions Spiritual – Using imagination and creativity Moral – Developing, expressing personal views Moral – Investigating moral/ethical issues Moral – Moral codes/ models of moral virtue Moral – Recognising right/wrong & apply Moral – Understanding consequences of actions Social – Developing qualities & social skills Social – Participating, resolving conflict Social – Understanding how communities function Cultural – Understanding, respecting diversity Prevent strategy – HM Government 2007- Current Promoting fundamental British values – November 2014	
Wellbeing	Jigsaw	Assertiveness Our attitudes and values Roles in society Prejudice and discrimination Bullying Inclusion and exclusion How different we are When things go right (race) When things go right – (race) social injustice and inequality Discrimination in school Making a positive contribution to the community Being the change, you want to see in the world Diversity across the world at my age Attitudes and influences The power of positive language Discrimination Prejudice and stereotyping Equality: what does it mean to me? Equality in the workplace Equality in society Equality in relationships Equality in health All about Me Meditation	

History / Culture	Myths, legends and folklore Explorers and their journeys World War 1 and 2 Local History Cultural Awareness & Religions	A Calendar of Culture is followed across the provision Accredited OCNLR Progression qualification units: Discover Local History – Entry Level Certificate 3 Know about past history in own local area. Be able to get historical information from different sources Be able to create a record of findings	
PSHE	Healthy Lifestyles Drug and alcohol misuse Teamwork skills Parenting Sex education Anti-bullying Mental Health Financial Capability	Introduction to working with others (in a team) Introduction to improving own learning and performance Introduction to problem solving Planning and carrying out a piece of research Communication through discussion (group) Planning and giving an oral presentation	
Sports	Sports and Fitness Teamwork Skills Sports – crossing the borders	Sports Leaders Awards Indoor team games Participating in Leisure activities Introduction to teamwork skills Taking part in Sport	
Music (Optional subject)	Vocational option – OCNLR Progression include option – (optional subject) Piano lesson, guitar, drumming, singing and keyboard lessons	Accredited OCNLR Progression qualification unit: <u>Introduction to theory of music</u> Be able to note a simple piece of music Know about scales Know about musical features <u>Music skills for solo Performance</u> Know basic technical skills on an instrument. Be able to play music in different moods/styles Be able to play music competently <u>Developing sound and audio production skills</u> Understand health and safety measures relating to sound and audio production Be able to follow health and safety measures relating to sound and audio production Know about equipment for sound and audio production Be able to use equipment to record and store sound Be able to develop ideas for production Be able to review own development of ideas for production	

<p>Expressive Arts and Design</p>	<p>Design Technology</p> <p>Various Art embedded within curriculum subjects</p> <p>ASDAN</p>	<p>BTEC Level 1&2 Art</p> <p>GCSE Art</p> <p>DT includes:</p> <p>Go-kart building</p> <p>Boat building</p> <p>Building bird boxes</p> <p>Art subjects include:</p> <p>Introduction to clothing design</p> <p>Egyptian hieroglyphics</p> <p>Chinese lanterns</p> <p>Textiles</p>	
<p>Technology (food)</p>	<p>Food technology</p> <p>BTEC Level 1 Food Hygiene Qualification</p>	<p>BTEC Home Cooking Skills – Level 1</p> <p>Pearson BTEC Level 1 Award in Home Cooking Skills (QCF)</p> <p>Select and prepare ingredients for a recipe</p> <p>Be able to use cooking skills to make homecooked food that does not use pre-prepared, ready cooked food</p> <p>Use cooking skills when following a recipe</p> <p>Demonstrate food safety and hygiene throughout the preparation and cooking process</p> <p>Reflect on own learning about the value of gaining cooking skills</p> <p>Identify ways to pass on information about home cooking</p>	
<p>Vocational</p>	<p>Work Experience</p> <p>College day release</p> <p>AQA Animal Care Unit Award Schemes</p>	<p>BTEC Employability Skills</p> <p>Understanding a Work experience placement</p> <p>Introduction to career preparation</p> <p>Prepare for interview</p> <p><u>Level 1</u></p> <p><u>Introduction to Animal Care</u></p> <p>Identify at least two key areas of the animal care industry</p> <p>Identify at least three local animal care services and facilities</p> <p>Use at least two key elements of effective communication when working as part of a team</p> <p>Describe two leisure activities popular with visitors to public spaces or parks that involve caring for animals</p> <p>Identify four specified work-related tasks associated with the running of an animal care establishment, eg feeding the animals,</p>	

		<p>cleaning the animals' housing, grooming the animals, taking the animals for walks or exercise</p> <p>Identify at least two careers available in the animal care industry and be aware of at least one local college that runs animal care courses</p> <p>Present at least two pieces of information about animal care to a teacher</p> <p>Identify at least two examples of current health and safety legislation and outline one responsibility for each that applies to working with animals</p> <p>Identify who to report accidents, incidents or problems to in own area of animal care work and why this is necessary</p> <p>Give at least three examples of specific hazards in own area of animal care work</p> <p>Identify at least one other person who might be affected by the hazards</p> <p>Listening to and watching a demonstration of animal care.</p> <p><u>Pre-entry level</u></p> <p><u>Animal Care with Support</u></p> <p>Caring for animals on a farm</p> <p>Handle at least three animals safely</p> <p>Describe own experience of holding the animals</p> <p>Prepare the feed for at least one animal</p> <p>Fill a haynet for horses</p> <p>Clean out at least one of the animals</p> <p>Give instructions on how to Clean out one of the animals</p> <p>Observe and describe at least two types of animal behaviour</p> <p>Draw a plan of the farm</p> <p>Compile a weekly timetable for the farm</p> <p>Ask a member of farm staff, least two questions and record the answer given to each question</p> <p>Groom an animal</p>	
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	<p>Duke of Edinburgh Award Bronze Award</p>	<p>Name at least four parts of a farm animal</p> <p>The different food that horses eat throughout the day</p> <p>The formal names for the males, females and babies of at least six different animals.</p>	
Qualification Expectation			
<p>AQA Functional Skills in English ELC AQA Functional Skills in Maths ELC Step up AQA Functional Skills in English Level 1 and Level 2 AQA Functional Skills in Maths Level 1 and Level 2 ECDL Pearson BTEC Level 1 Award in Home Cooking Skills (QCF)AQA – GCSE English AQA- GCSE Maths</p>	<p>It is expected that each learner will achieve some form of qualification or certification whilst on their vocational placement</p>		