



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

NB THIS IS A WORKING DOCUMENT THAT IS UPDATED IN LINE WITH CURRICULUM UPDATES TO SUBJECT PROGRESSION MODELS.

Subject curriculum map: English

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	Novel Study: Animal Farm + Narrative Writing		Play Study: Frankenstein: Descriptive Writing		Poetry Study: The History of Storytelling + Viewpoint Writing	
Y8	Novel Study: The Woman in Black/Lord of the Flies + Descriptive Writing		Play Study: Macbeth + Narrative Writing		Poetry Study: War + Viewpoint Writing	
Y9	<u>English:</u> Modern Short Stories + Narrative and Descriptive Writing <u>Literature:</u> 19th Century Study: A Christmas Carol		<u>English:</u> 19th Century Fiction + Viewpoint Writing___ <u>Literature:</u> Modern Text Study: An Inspector Calls		<u>English:</u> 20th and 21st Century Non-Fiction + Spoken Language <u>Literature:</u> Shakespeare Study: Romeo and Juliet	
Y10	<u>English:</u> Paper One Skills Study <u>Literature:</u> 19th Century Study: A Christmas Carol + Family Love + Relationships		<u>English:</u> Paper Two Skills Study <u>Literature:</u> Modern Text Study: An Inspector Calls + Dysfunctional Love + Relationships		<u>English:</u> Spoken Language Study and Walking Talking Mock <u>Literature:</u> Shakespeare Study: Romeo and Juliet + Romantic Love + Relationships	
Y11	<u>English:</u> Paper One <u>Literature:</u> Unseen Poetry and Love and Relationships	<u>English:</u> Paper Two <u>Literature:</u> A Christmas Carol	<u>English:</u> Paper One <u>Literature:</u> An Inspector Calls	<u>English:</u> Paper Two <u>Literature:</u> Romeo and Juliet	<u>English:</u> Revision <u>Literature:</u> Revision	
Y12	<u>Language:</u> Introduction to Linguistics	<u>Language:</u> Children’s Language Development	<u>Language:</u> Language Diversity	<u>Language:</u> Language Change	<u>Language:</u> Linguistic Analysis	<u>Language:</u> Language Investigation and



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	<u>Literature:</u> An Introduction to A Level Literature: Academic Writing and Unseen Poetry	<u>Literature:</u> The Great Gatsby Othello	<u>Literature:</u> Pre-1900 Poetry Othello	<u>Literature:</u> Non-Exam Assessment	<u>Literature:</u> The Handmaid's Tale A Streetcar Named Desire	Original Writing (NEA) <u>Literature:</u> The Handmaid's Tale A Streetcar Named Desire
Y13	<u>Language:</u> Language Investigation and Original Writing (NEA) <u>Literature:</u> The Handmaid's Tale A Streetcar Named Desire	<u>Language:</u> World English Ethnicity <u>Literature:</u> Feminine Gospels	<u>Language:</u> Revision <u>Literature:</u> Unseen Extracts Comparison of texts	<u>Language:</u> Revision <u>Literature:</u> Revision of Paper One	<u>Language:</u> Revision <u>Literature:</u> Revision	<u>Language:</u> Exams <u>Literature:</u> Exams



Subject curriculum map: Maths

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	Place value; Add and subtract: Estimating: Perimeter: Multiply and divide	Factors, Multiples, Primes: Area triangle and rectangle; Averages end of term exams	Negative numbers; Statistics 1	Number: Fractions 1: Coordinates Basic skills end of term exams	Properties of shapes: Basic skills	Algebra introduction; Sequences Basic skills end of year exams
Y8	Revise and improve: NUMBER – fractions 2 Basic skills	NUMBER – Percentages Basic skills end of term exams	Algebra Basic skills	GEOMETRY Basic skills end of term exams	Ratio, proportion & rates of change : Statistics Basic skills	Geometry – 3D shapes Basic skills end of year exams
Y9	Circle Factorise Ratio Area linear equations Proportion Basic skills	Sequences Probability Re arranging Solve equations Pythagoras rule Fractions Sampling Basic skills end of term exams	Angles Scatter diagrams Simultaneous Equations Probability Basic skills	Scale drawing Plans Transformations Primes Trigonometry Basic skills end of term exams	Approximations Loci Compound units Decimals Percentage change Basic skills	Volume Surface area Quadratic graphs Problem solving Basic skills end of year exams
Y10	Powers and roots linear equations Quadratic Equations Percentage Congruence Algebra	Angles Grouped data analysis Expand brackets end of term exams	HCF LCM Pythagoras and Trigonometry Inverse proportion Quadratic sequences Product rule	Error intervals Probability Loci end of term exams	Vectors Arcs and sectors Scale drawings	Transformations Ratio and algebra end of year exams



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Y11	Trigonometry graphs Exponential growth linear and reciprocal graphs inverse proportion Quadratics vectors	Inequalities Trigonometry and pythagoras surds Circular functions inverse and composite functions Cumulative frequency and histograms Simultaneous equations end of term exams	Rate of change, area under a graph Sine and cosine rule Transformations Iteration Algebraic fractions Circle theorem Similarity Conditional probability Bounds MOCKS	Geometrical problems Geometric progressions		
Y12	algebra manipulation, graphs, binomial, statistics, circle	logs, differentiation, proof kinematics end of term exams	differentiation, kinematics, forces mocks	integration forces, statistics, trigonometry data presentation	data analysis trigonometry catch up exams	differentiation points of inflection, convex and concave end of year exams
Y13	integration transformation, binomial, trigonometry, ;	parametric, kinematics, statistics end of term exams	partial fractions numerical methods moments mocks	differential equations, statistics moments probability	<u>Revision and exams</u>	
Y12 FM	complex numbers matrices momentum circular motion, work/energy/ power	algebra functions discrete random variables poisson	proof hyperbolic functions continuous random variables functions mocks	hyperbolic functions intervals chi squared vectors polar coordinates loci	polar coordinates loci calculus differential equations	differential equations loci numerical methods end of year exam



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Y13 FM	complex numbers matrices circular motion, work/energy/ power	drv's and expectation algebra functions vectors	calculus centres of mass and moments mocks	hyperbolic functions differential equations momentum and collisions chi test exponential	differential equations proof inference confidence intervals Revision and exams	
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Subject curriculum map: Science Biology

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	Cells	Cells	Life Processes	Life Processes	Active Lifestyles	Active Lifestyles
Y8	Reproduction and Inheritance in humans	Reproduction and Inheritance in humans	Adaptation and Competition	Adaptation and Competition	Feeding Relationships	Feeding Relationships
Y9	<u>Combined Trilogy</u> B1. Cell Structure and cell transport <u>Triple</u> B1. Cell Structure and cell transport	<u>Combined Trilogy</u> B2. Cell Division <u>Triple</u> B2. Cell Division	<u>Combined Trilogy</u> B3. Organisation and the Digestive system <u>Triple</u> B3. Organisation and the Digestive system	<u>Combined Trilogy</u> B4. Organising in Plants and Animals B9. Respiration <u>Triple</u> B4. Organising in Plants and Animals B9. Respiration	<u>Combined Trilogy</u> B5. Communicable Diseases <u>Triple</u> B5. Communicable Diseases	<u>Combined Trilogy</u> B6. Preventing and Treating disease B7. Non- communicable Diseases <u>Triple</u> B6. Preventing and Treating disease B7. Non- communicable Diseases
Y10	<u>Combined Trilogy</u> B7. Non-communicable Diseases <u>Triple</u> B7. Non-communicable Diseases	<u>Combined Trilogy</u> B8. Photosynthesis B17. Organising an Ecosystem <u>Triple</u> B8. Photosynthesis B17. Organising an Ecosystem	<u>Combined Trilogy</u> B16 Adaptation, Interdependence and Competition <u>Triple</u> B16 Adaptation, Interdependence and Competition	<u>Combined Trilogy</u> B18. Biodiversity <u>Triple</u> B18. Biodiversity	<u>Combined Trilogy</u> B10 The Nervous systems <u>Triple</u> B10 The Nervous systems B11a Hormones	<u>Combined Trilogy</u> B11 Hormones <u>Triple</u> B11b Hormones B12 Homeostasis



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Y11	<u>Combined Trilogy</u> B13. Reproduction <u>Triple</u> B13. Reproduction B16. Adaptation	<u>Combined Trilogy</u> B14. Variation and Evolution B15. Genetics and Evolution <u>Triple</u> B14. Variation and Evolution B15. Genetics and Evolution	<u>Combined Trilogy</u> B18. Biodiversity <u>Triple</u> B16 Adaptation, Interdependence and Competition B18. Biodiversity	<u>Combined Trilogy</u> Exam techniques, maths skills, practical skills and revision <u>Triple</u> Exam techniques, maths skills, practical skills and revision	<u>Combined Trilogy</u> revision <u>Triple</u> revision	<u>Combined Trilogy</u> <u>Triple</u>
Y12	1. Biological Molecules 3. Cells	4. Transport 6. Exchange	2. Nucleic acids 7. Mass transport	8. DNA, genes and protein synthesis 5. Cell recognition	9. Genetic diversity Maths skills	10. Biodiversity Population investigations
Y13	11. Photosynthesis 19. Populations in ecosystems	12. Respiration 13. Energy and ecosystems 17. Inherited change 18. Populations and Evolution	14. response to stimuli 20. control of gene expression	15. Nervous control and coordination 16. Homeostasis 21. Recombinant DNA technology	Exam techniques, maths skills, practical skills and revision	



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Subject curriculum map: Science - Chemistry

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	Particles and Behaviour	Particles and Behaviour	Separation Techniques	Atoms Compounds and the Periodic Table	Atoms Compounds and the Periodic Table	Acids and Alkalis
Y8	The Periodic Table	The Periodic Table	Separation Techniques	Separation Techniques	Metals and Acids	The Earth
Y9	<u>Combined Trilogy</u> Atomic structure & the periodic table <u>Triple</u> Atomic structure & the periodic table	<u>Combined Trilogy</u> Atomic structure & the periodic table <u>Triple</u> Atomic structure & the periodic table	<u>Combined Trilogy</u> Atomic structure & the periodic table <u>Triple</u> Structure, bonding & properties	<u>Combined Trilogy</u> Structure, Bonding & Properties <u>Triple</u> Structure, Bonding & Properties	<u>Combined Trilogy</u> Structure, Bonding & Properties <u>Triple</u> Chemical changes (not inc Electrolysis)	<u>Combined Trilogy</u> Structure, Bonding & Properties <u>Triple</u> Chemical changes (not inc Electrolysis)
Y10	<u>Combined Trilogy</u> Chemical changes <u>Triple</u> Chemical changes (Electrolysis) Quantitative chemistry	<u>Combined Trilogy</u> Chemical changes <u>Triple</u> Quantitative chemistry	<u>Combined Trilogy</u> Quantitative chemistry <u>Triple</u> Energy changes	<u>Combined Trilogy</u> Energy changes Rate & extent of chemical change <u>Triple</u> Rate & extent of chemical change	<u>Combined Trilogy</u> Rate & extent of chemical change <u>Triple</u> Rate & extent of chemical change Chemical analysis	<u>Combined Trilogy</u> Chemical analysis <u>Triple</u> Chemical analysis
Y11	<u>Combined Trilogy</u> Organic chemistry <u>Triple</u> Organic chemistry	<u>Combined Trilogy</u> Using our resources <u>Triple</u> organic reactions	<u>Combined Trilogy</u> Using our resources <u>Triple</u> Using our resources	<u>Combined Trilogy</u> Revision Assessment practice <u>Triple</u> Revision Assessment practice	<u>Combined Trilogy</u> Revision Assessment practice <u>Triple</u> Revision Assessment practice	



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Y12	Atomic structure Bonding Amounts of substance	Energetics Intro to organic Alkanes	Kinetics Equilibria Haloalkanes	Redox Periodicity Alkenes Alcohols	Groups 2 & 7 Organic analysis Revision & assessment practice	Formal assessment Thermodynamics Optical isomerism Aldehydes & Ketones
Y13	Thermodynamics Rate equations Carboxylic acids Aromatics	Equilibrium constant Electrochemistry Amines Polymers	Formal assessment Acids & Bases Amino acids & polymers Organic synthesis	Transition metals Redox titrations NMR Spectroscopy	Inorganic ions in solution Chromatography Revision & assessment practice	

Subject curriculum map: Science - Physics Triple 19/20

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	Energy	Energy	Energy & Forces	Transferring energy	Transferring energy	Space
Y8	Electricity and magnetism	Electricity and magnetism	Energy	Energy	Motion	Pressure
Y9	<u>Energy stores</u>	<u>Energy transfers</u>	<u>Heating / Energy resources</u>	<u>Static electricity</u> <u>Circuits</u>	<u>Circuits</u> <u>Electricity in the home</u>	<u>Electricity in the home</u>
Y10	<u>Electricity in the home</u>	<u>Molecules and matter</u>	<u>Radioactivity</u>	<u>Forces in balance</u>	<u>Motion</u>	<u>Pressure</u>
Y11	<u>Waves & Electromagnetic waves</u>	<u>Light</u>	<u>Electromagnetism</u>	<u>Space</u>		



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

					<u>Required Practicals</u>	
Y12	Particles Mechanics	Particles Motion	Electrons Newton's Laws	Waves Momentum	Electricity Work/ Materials	Electricity Materials
Y13	Thermal Circular motion	Gravitation /SHM	Electric fields Nuclear physics	Capacitance/ Alternating currents and transformers	Magnetic fields Astrophysics	

Subject curriculum map: Science - Physics Trilogy 19/20

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	Energy	Energy	Energy & Forces	Transferring energy	Transferring energy	Space
Y8	Electricity and magnetism	Electricity and magnetism	Energy	Energy	Motion	Pressure
Y9	<u>Energy stores/ Dissipation</u>	<u>Energy transfers &Heating</u>	<u>Heating / Energy resources</u>	<u>Energy resources</u>	<u>Static</u>	<u>electricity Circuits</u>
Y10	<u>Electricity in the home</u>	<u>Molecules and matter</u>	<u>Radioactivity</u>	<u>Forces in balance</u>	<u>Forces & Motion</u>	<u>Motion & Pressure</u>
Y11	<u>Pressure & Waves</u>	<u>Electromagneti c waves</u>	<u>Electromagnetism</u>			



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

					<u>Required Practicals</u>	
Y12	Particles Mechanics	Particles Motion	Electrons Newton's Laws	Waves Momentum	Electricity Work/ Materials	Electricity Materials
Y13	Thermal Circular motion	Gravitation/ SHM	Electric fields Nuclear physics	Capacitance/ Alternating currents and transformers	Magnetic fields Astrophysics	

Subject curriculum map: Religious education

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	Who is God?	Who is Jesus?	The Kingdom of God	Catholic Identity	People of God	Hinduism
Y8	Creation	Covenant	Eucharist	Paschal Mystery	Mission of the Church	Islam
Y9	<u>Origins & Meaning</u> Key Questions Could life on earth exist due to blind chance? Is there any purpose to human life? Can you be a Catholic Christian and an Evolutionary Scientist? If God created all life, do humans ever have the right to take it away? Is human life sacred? Why should we care about planet earth?		Good & Evil If God is good, why is there veil and suffering in the world? Is evil and suffering the price we must pay for having human free will? Can suffering ever be good for us? Did God become human in Jesus? Is it wrong to use statues in worship? How can three be one and one be three? How should we respond to the existence of evil and suffering in the world?		Life & Death Is there life after death? Is it possible to die well? Do people have a right to choose how and when to die? Are heaven and hell real? Can a loving God allow hell? Does God judge us on how we treat others? Can music help people to pray? Is praying simply repeating well-known prayers? Should funeral be sad?	



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	<p>Is the Bible really the 'word of God'?</p> <p>Is there any point in inter-faith dialogue?</p> <p>Who is 'my neighbour'?</p>	<p>Why is Jesus important to Christians?</p> <p>What should guide our moral behaviour?</p> <p>Can people really be cured of their suffering at Lourdes?</p>	<p>Is there any point in praying for the dead?</p>
Y10	<p>Sin & Forgiveness</p> <p>Is 'sin' just a religious word for 'crime'?</p> <p>Can or should people always forgive?</p> <p>Is the death penalty sometime the right type of punishment?</p> <p>How can Jesus save?</p> <p>Would a loving God send someone to hell?</p> <p>What is the Body of Christ? Can anyone be part of it?</p> <p>How can church buildings reflect Catholic belief? What are the sacraments? Why do we need them? Does the bread and wine really become the body and blood of Jesus?</p> <p>Should missionary work be allowed in a secular multi-faith society?</p>		<p>Judaism Beliefs</p> <p>What is God like?</p> <p>What do Jews believe about the Messiah?</p> <p>Why are Abraham and Moses important to many Jews today?</p> <p>Do Jews have free will?</p> <p>Why is life so special?</p> <p>What do Jews believe about the afterlife?</p> <p>Do all Jews celebrate Shabbat in the same way?</p>
Y11	<p>Judaism Practices</p> <p>Which is more important: the home or the synagogue?</p> <p>Is keeping Kosher still important for Jews today?</p> <p>Why does a Jewish burial happen as soon as possible after death?</p> <p>What does Pesach celebrate?</p>	<p>Revision</p>	<p>Revision</p>
Y12	<p>Natural Law</p> <p>Situation Ethics</p> <p>Kantian Ethics</p> <p>Utilitarianism</p> <p>Euthanasia</p> <p>Business Ethics</p>	<p>Augustine's teaching on human Nature</p> <p>Death and Afterlife</p> <p>Knowledge of God's existence</p> <p>The person of Jesus</p> <p>Christian moral principles</p> <p>Christian moral action</p>	<p>Ancient philosophical influences</p> <p>Soul, mind and Body</p> <p>Arguments based on observation</p> <p>Arguments based on reason</p> <p>Religious experience</p> <p>The problem of evil</p>
Y13	<p>Meta Ethical Theories</p> <p>Conscience</p>	<p>Gender and Theology</p> <p>The challenge of secularism</p>	<p>Revision</p>



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Sexual Ethics Religion Pluralism and theology Religion pluralism and society Gender and society	Liberation theology and Marx The nature and attributes of God Religious Language: negative, analogical or symbolic Religious language: twentieth-century perspectives and philosophical comparisons	
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Subject curriculum map: PSHE (citizenship, sex and relationships, careers etc)

Year 7

1. Settling in / Safety – Fire, In the home, On the street, Internet
2. Bullying / Abuse BV
3. The environment/Stewardship/Volunteering/Charities BV

Year 8

1. Self Esteem, mental health, healthy eating, First aid BV
2. Right and wrong/Human Rights/Children’s rights/Democracy BV
3. SRE

Year 9

1. DATE
2. Diversity/Prejudice/tolerance BV
3. Personal finance/budgeting/gambling

Year 10

1. Careers



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

2. Financial Awareness – taxation and benefits/entrepreneurship

3. The Law/Justice/ASBO's/Prison BV

Year 11

1. Careers

Democracy/politics/the EU BV

NB CURRENTLY UNDER REVIEW TO BE ADDED OCTOBER 2019

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7						
Y8						
Y9						
Y10						
Y11						
Y12						
Y13						

Subject curriculum map: PE and BTEC Sport

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	PE1 Baseline PE2 Baseline PE3 Baseline	PE1 Football PE2 Table Tennis PE3 Gymnastics	PE1 Table Tennis PE2 Football PE3 Dance PE4 Gymnastics	PE1 Rugby PE2 Rugby PE3 Netball PE4 Dance	PE1 Rounders PE2 Rounders PE3 Rounders	PE1 Athletics PE2 Athletics PE3 Athletics



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	PE4 Baseline	PE4 Netball			PE4 Rounders	PE4 Athletics
Y8	PE1 Table Tennis PE2 Basketball PE3 Netball/Fo otball PE4 Football/N	PE1 Football PE2 Table Tennis PE3 Gymnastics PE4 Dance	PE1 Rugby PE2 Football PE3 Dance PE4 Gymnastics	PE1 Basketball PE2 Rugby PE3 Netball/Fo otball PE4 Football/N otball	PE1 Rounders PE2 Rounders PE3 Rounders PE4 Rounders	PE1 Athletics PE2 Athletics PE3 Athletics PE4 Athletics
Y9	PE1 Table Tennis PE2 Basketball PE3 Netball/Fo otball PE4 Football/N otball	PE1 Football PE2 Table Tennis PE3 Gymnastics PE4 Dance	PE1 Rugby PE2 Football PE3 Dance PE4 Gymnastics	PE1 Basketball PE2 Rugby PE3 Netball/Fo otball PE4 Football/N otball	PE1 Rounders PE2 Rounders PE3 Rounders PE4 Rounders	PE1 Athletics PE2 Athletics PE3 Athletics PE4 Athletics
Y9 BTEC Tech Award in Sport , Activ ity	A1 The Body Systems	A2 Physiologic al Impact of Engagem ent in Sport and	B1 Common Sporting Injuries B2 Causes of Common	B3 Manageme nt and Rehabilitati on of Common	C1 Different Types of Technology in Sport and Activity	C2 The Benefits of Technology on Improving Body Systems



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<p>and Fitne ss</p>		<p>Activity on the Body Systems</p>	<p>Sporting Injuries</p>	<p>Sporting Injuries</p>	<p>C2 The Benefits of Technology on Improving Body Systems for Sport and Activity</p>	<p>for Sport and Activity C3 Limitations of Technology to Sport and Activity</p>
<p>Y10</p>	<p>A1 Interpretin g Fitness Data in Relation to Sport and Activity A2 Methods of Training for Sport and Activity</p>	<p>A3 The FITT Principles and Principles of Training A4 Understan ding Fitness Programm es</p>	<p>B1 Macronutri ents B2 Micronutri ents</p>	<p>B3 Hydration B4 Improving Nutrition for Sport and Activity</p>	<p>C1 The Impact of Motivation on Participatio n in Sport and Activity C2 The Impact Self-Confid ence can have on Participatio n in Sport and Activity</p>	<p>C3 The Impact of Anxiety on Participatio n in Sport and Activity</p>



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<p>Y11</p>	<p>A1 Attributes of a Leader A2 The Benefits of Participation in Sport and Activity Sessions</p>	<p>B1 Target Groups B2 Types of Sessions</p>	<p>B3 Session Plan C1 Methods of Delivery</p>	<p>C1 Methods of Delivery C2 Methods of Reviewing</p>	<p>C2 Methods of Reviewing</p>	
<p>Y11 BTEC First Award in Sport</p>	<p>Unit 4 – The Sports Performer in Action: Learning aim, A: -Your body responding and adapting to exercise.</p>	<p>Unit 4 – The Sports Performer in Action: Learning aim B: -Energy for sports performance.</p>	<p>Unit 5 – Training for Personal Fitness: Learning aim, A, B, C: -My personal training programme. Get fit quick! -Exercise adherence. -Maintaining a training diary.</p>	<p>Unit 5 – Training for Personal Fitness: Learning aim, A, B, C: -My personal training programme. Get fit quick! -Maintaining a training diary</p>	<p>Unit 5 – Training for Personal Fitness: Learning aim, A, B, C: -My personal training programme. Get fit quick! -Maintaining a training diary</p>	



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Y12 BTEC Extended Certificate in Sport	Unit 1 The Skeletal System The Muscular System Unit 2 -Exercise and Physical Activity. -Balanced Dietary guidelines. -Negative Lifestyle factors	Unit 1 The Muscular System The Cardiovascular System Unit 2 -Lifestyle modification techniques -Health screening testing -Hydration	Unit 1 The Cardiovascular System Unit 1 The Respiratory System Unit 2 -Ergogenic aids -Components of fitness -Components of a balanced diet	Unit 1 The Respiratory System The Energy System Unit 2 -Training methods. -training programme design. -Periodisation.	Unit 1 The Energy System Unit 2 Preparation for External Assessment	Unit 3 LA A: Understand the career and job opportunities in the sports industry Unit 5 LA A: -Investigating and implementing fitness testing
Y13	Unit 3 LA A: Understand the career and job opportunities in the sports industry	Unit 3 LA B: Explore own skills using a skills audit to inform a career development action plan	Unit 3 LA B: Explore own skills using a skills audit to inform a career development action plan	Unit 3 LA C: Undertake a recruitment activity to demonstrate the processes that can lead to a		



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	<p>Unit 5 LA A: -Investigating and implementing fitness testing</p>	<p>Unit 5 LA A: -Investigating and implementing fitness testing</p>	<p>LA C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</p> <p>Unit 5 LA B: -Fitness Testing Practical Assessments and Implementing fitness test practices.</p>	<p>successful job offer in a selected career pathway</p> <p>Unit 5 LA B: -Fitness Testing Practical Assessments and Implementing fitness test practices.</p>		
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Subject curriculum map: Computer science / I-media

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
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Y7	Health and Safety E-Safety Baseline Assessment	Input Process Output Binary Numbers Storage Technology Investigation Project eg Driverless Cars	Graphic Design Photoshop	Scratch Programming Combine increasingly complex instructions to create programming projects	Kodu Programming Combine increasingly complex instructions to create programming projects	Storytelling with Comic Life
Y8	Computer Networks How the internet works	Search engines How they work	Technology Investigation Project	Scratch Programming	Graphic Design	Web Design and HTML
Y9	<u>Creative iMedia</u> <u>Unit R082:</u> <u>Creating Digital Graphics</u> <u>Investigation</u>	Creative iMedia Unit R082: Creating Digital Graphics Planning/design	Creative iMedia Unit R082: Creating Digital Graphics Creating Product	Creative iMedia Unit R082: Creating Digital Graphics Evaluation	Creative iMedia Unit R085: Creating a multipage website Investigation	Creative iMedia Unit R085: Creating a multipage website Design
Y10	Creative iMedia Unit R085: Creating a	Creative iMedia Unit R085: Creating a	Creative iMedia Unit TBA	Creative iMedia Unit TBA	Creative iMedia Unit TBA Planning	Creative iMedia Unit TBA



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	<p>multipage website</p> <p>Creating Product</p>	<p>multipage website</p> <p>Evaluation</p>	<p>Investigation</p>	<p>Investigation</p>		<p>Creation of product</p>
Y11	<p>Creative iMedia</p> <p>Unit TBA</p> <p>Evaluation</p>	<p>Unit R081: Pre-production skills</p> <p>Exam Revision</p>	<p>Unit R081: Pre-production skills</p> <p>Exam Revision</p>	<p>Unit R081: Pre-production skills</p> <p>Exam Revision</p>	<p>Completion/improvements of coursework</p> <p>Exam Revision</p>	<p>Completion/improvements of coursework</p> <p>Exam Revision</p>
Y12	<p>Unit 3 Project</p>	<p>Unit 1 Components of a computer</p> <p>Unit 3 Project</p>	<p>Unit 2 Systems software</p> <p>Unit 3 Software development</p> <p>Unit 3 Project</p>	<p>Unit 2 Systems software</p> <p>Unit 4 Exchanging data</p> <p>Unit 3 Project</p>	<p>Unit 5 Networks</p> <p>Unit 3 Project</p>	<p>Unit 6 Data types</p> <p>Unit 7 Data structures</p>
Y13	<p>Unit 8 Boolean algebra</p> <p>Unit 10 Computati</p>	<p>Unit 11 Programming techniques</p> <p>Unit 12 Algorithms</p>	<p>Unit 3 Project</p> <p>Exam Prep – Past papers</p>	<p>Exam Prep – Past papers</p>	<p>Exam Prep – Past papers</p>	



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Subject curriculum map: Geography

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	<p>Around the world</p> <p>An introductory topic underpinned by the 4 key skills of map work, use of data, investigation</p>	<p>Map Skills</p> <p>An in-depth study of OS maps and atlases where pupils are encouraged to use a range of mapping tools effectively. This also includes 21st century mapping</p>	<p>Into Africa</p> <p>An investigation into 21st Century Africa through studying the social, economic and political issues facing this colourful continent.</p>	<p>Ethical Geography- The Geography of Food</p> <p>Exploring the ways our actions can affect those in</p>	<p>Weather & Climate</p> <p>We explore the ways in which the weather can impact our lives with the use of case studies to explore extreme</p>	<p>Rainforests</p> <p>An in-depth study of the eco-system of the Amazon Rainforest and the conflicts that are arising as a result of the development there.</p>



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	and extended writing as we explore the continents and oceans of the world.	through GIS.		other countries through the study of the food industry.	weather events. Local fieldwork features as we investigate microclimate.	
Y8	<p>Fire</p> <p>Pupils explore the structure of our planet by investigating the key tectonic processes which cause the world's most violent volcanoes</p>	<p>Ice</p> <p>We delve into the Earth's past to consider how climate has changed both in the UK and globally. Case studies feature heavily as we investigate how glaciers have carved the landscape we see today.</p>	<p>Coasts</p> <p>An in- depth study of key coastal processes and the impact this can have on a coastline through the creation of distinctive coastal landforms and features. UK case studies feature heavily to highlight the need to protect coastal areas.</p>	<p>Coasts</p> <p>An in- depth study of key coastal processes and the impact this can have on a coastline through the creation of distinctive coastal landforms and features. UK case studies feature heavily to highlight the need to protect coastal areas.</p>	<p>Impossible Places</p> <p>This topic explores how human activity can create or change places which can be considered 'impossible'. Pupils consider what makes a place 'real' and are invited to question their own sense of place in the wider world.</p>	<p>The BRIC Countries</p> <p>Pupils study the world's superpowers; Brazil, Russia, India and China and commentate on their rise to global dominance through their scope of social, economic and political activity.</p>
Y9	<p>The Living World</p> <p>Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</p> <p>Tropical rainforest ecosystems have a range of distinctive characteristics.</p> <p>Deforestation has economic and</p>	<p>The Living World</p> <p>Tropical rainforests need to be managed to be sustainable</p> <p>Hot desert ecosystems have a range of distinctive characteristics.</p> <p>Development of hot desert environments creates opportunities and challenges.</p>	<p>Resource Management</p> <p>Food, water and energy are fundamental to human development.</p> <p>The changing demand and provision of resources in the UK create opportunities and challenges.</p> <p>Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.</p>	<p>Resource Management</p> <p>Different strategies can be used to increase energy supply.</p> <p>Challenge of Natural Hazards</p> <p>Natural hazards pose major risks to people and property</p> <p>Earthquakes and volcanic eruptions are the result</p>	<p>Challenge of Natural Hazards</p> <p>Global atmospheric circulation helps to determine patterns of weather and climate.</p> <p>Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.</p> <p>Tropical storms have</p>	<p>Challenge of Natural Hazards</p> <p>The UK is affected by a number of weather hazards.</p> <p>Extreme weather events in the UK have impacts on human activity.</p> <p>Climate change is the result of natural and human factors, and has a range of effects.</p> <p>Managing climate change</p>



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	environmental impacts.	Areas on the fringe of hot deserts are at risk of desertification.		of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard.	significant effects on people and the environment.	involves both mitigation (reducing causes) and adaptation (responding to change).
Y10	<p>The Changing Economic World</p> <p>There are global variations in economic development and quality of life.</p> <p>Various strategies exist for reducing the global development gap.</p> <p>Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.</p>	<p>The Changing Economic World</p> <p>Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p>	<p>The Living World</p> <p>Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</p> <p>Tropical rainforest ecosystems have a range of distinctive characteristics.</p> <p>Deforestation has economic and environmental impacts.</p>	<p>The Living World</p> <p>Tropical rainforests need to be managed to be sustainable</p> <p>Hot desert ecosystems have a range of distinctive characteristics.</p> <p>Development of hot desert environments creates opportunities and challenges.</p> <p>Areas on the fringe of hot deserts are at risk of desertification.</p>	<p>Challenge of Natural Hazards</p> <p>Natural hazards pose major risks to people and property</p> <p>Earthquakes and volcanic eruptions are the result of physical processes.</p> <p>The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.</p> <p>Management can reduce the effects of a tectonic hazard.</p>	<p>Challenge of Natural Hazards</p> <p>Global atmospheric circulation helps to determine patterns of weather and climate.</p> <p>Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.</p> <p>Tropical storms have significant effects on people and the environment.</p> <p>The UK is affected by a number of weather hazards.</p> <p>Extreme weather events in the UK have impacts on human activity.</p>
Y11	<p>The Changing Economic World</p> <p>There are global variations in economic development and quality of life.</p>	<p>The Changing Economic World</p> <p>Major changes in the economy of the UK have affected, and will continue to affect,</p>	<p>Resource Management</p> <p>Food, water and energy are fundamental to human development.</p> <p>The changing demand and</p>	<p>Finish Resource Management</p> <p>Different strategies can be used to increase energy supply.</p>	<p>Revision</p>	<p>Revision</p>



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	<p>Various strategies exist for reducing the global development gap.</p> <p>Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.</p> <p>Fieldwork Investigation</p>	<p>employment patterns and regional growth.</p>	<p>provision of resources in the UK create opportunities and challenges.</p> <p>Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.</p> <p>Fieldwork Investigation 2</p>	<p>Issue Evaluation</p> <p>Pre – release</p> <p>Geographical skill</p>		
Y12	<p>Human</p> <p>Changing Places Meanings and representations of place</p> <p>Physical</p> <p>Coasts Natural Systems and their processes.</p>	<p>Human</p> <p>Changing Places Meanings and representations of place</p> <p>Physical</p> <p>Coasts Natural Systems and their processes.</p>	<p>Human</p> <p>Changing Places Meanings and representations of place</p> <p>Physical</p> <p>Coasts Natural Systems and their processes.</p>	<p>Human</p> <p>Changing Places Meanings and representations of place</p> <p>Physical</p> <p>Coasts Natural Systems and their processes.</p>	<p>Human</p> <p>Population and the Environment Relationship between people & the environment.</p> <p>Physical</p> <p>Hazards Concept of hazard in a geographical context</p> <p>Hazards Concept of hazard in a geographical context</p>	<p>Human</p> <p>Population and the Environment Relationship between people & the environment.</p> <p>Physical</p> <p>Hazards Concept of hazard in a geographical context</p> <p>Launch of the NEA</p>
Y13	Human	Human	Human	Human	Revision	N/A



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Y13 Tourism	Unit 1	Unit 1	Unit 1	Unit 1	Unit 1	Unit 1
	The UK Tourism Product	The UK Tourism Product	The UK Tourism Product	The UK Tourism Product	The UK Tourism Product	The UK Tourism Product
	Unit 2	Unit 2	Unit 2	Unit 2	Unit 2	Unit 2
	Worldwide Tourism Destination	Worldwide Tourism Destination	Worldwide Tourism Destination	Worldwide Tourism Destination	Worldwide Tourism Destination	Worldwide Tourism Destination

Subject curriculum map: History

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	What is History? Skills	What is History?	Medieval Realms - Battle of Hastings, Power and Monarchy 1066- 1215	Medieval Realms - Monarchy and Power 1215 - 1500	Making of the UK- Reformation to Tudors.	Making of the UK- The Stuarts: James I, Charles and the Civil War, Cromwell
Y8	Industrial Britain - Living	Power and the People - the Vote	The Twentieth Century World- The Great War.	The Twentieth Century World- Inter	Twentieth Century World - The Holocaust/ Road to War	Twentieth Century World- WWII



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	Conditions and Work			War and Nazi Germany		
Y9	Medicine Through Time 1250 - 1500	Medicine Through Time 1500- 1750	Medicine Through Time 1750- 1900	Medicine Through Time Modern Medicine	Medicine Through Time- Historic Environment: The Western Front	Medicine Through Time- Historic Environment: The Western Front
Y10	Elizabethan England: Problems, Religious divisions, rebellion and threats from abroad	Elizabethan England: England in the Age of Exploration - settlement and colonies, poverty, theatre, education	The Cold War- Introduction and Origins of the Cold War- Post War Conferences, Truman doctrine, Marshall plan, Berlin Blockade	The Cold War- Crises- Hungary, Cuban Missile Crisis, Berlin Wall	The Cold War- Czechoslovakia, Detente,	The Cold War- Second Cold War -Afghanistan and the Collapse of Superpowers/Warsaw Pact
Y11	The USA a land Divided - Intro and America in age of Segregation	The USA a land Divided - The early Civil Rights Movement	The USA a land Divided - The 1960s	Vietnam - Origins and The Early war - 1965	Vietnam- the End of the War-Reasons for withdrawal and the Process.	Revision/exam
Y12	Stuart Britain James I	James I, Charles I	Charles I and Origins of the Civil War	The Civil War/ Execution of the King	Cromwell and the Commonwealth	Restoration Popular Culture and the European Witch craze - Introduction and Popular Culture
Y13	Popular Culture and The Witchcraze- Thematic aspects of Witchcraze	Popular Culture and The Witchcraze- Thematic aspects of Witchcraze	Popular Culture and The Witchcraze- Case Study 1. Germany	Popular Culture and The Witchcraze- Case Study 2: Matthew Hopkins and the English Witch hunt	Popular Culture and The Witchcraze- Case Study 1.Salem	Revision/exam



Subject curriculum map: Modern Foreign Languages

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	<p><u>French</u> Making an auto-portrait.</p> <p><u>Spanish</u> Making an auto-portrait.</p> <p>Creating and describing animals.</p>	<p><u>French</u> Describing others.</p> <p><u>Spanish</u> Analysing your leisure time.</p>	<p><u>French</u> Analysing a school day.</p> <p><u>Spanish</u> Analysing your leisure time.</p> <p>Analysing a school day.</p>	<p><u>French</u> Analysing a school day.</p> <p><u>Spanish</u> Analysing a school day.</p>	<p><u>French</u> Analysing your leisure time.</p> <p><u>Spanish</u> Describing your family.</p>	<p><u>French</u> Describing your town.</p> <p>Evaluating activities in a town.</p> <p><u>Spanish</u> Describing your house and home life.</p>
Y8	<p><u>French</u> Evaluating relationships to various media and leisure activities.</p> <p><u>Spanish</u> Describing past holidays.</p>	<p><u>French</u> The study of Paris and tourist activities.</p> <p>Introducing the past tense.</p> <p><u>Spanish</u> Evaluating relationships to various media and leisure activities.</p>	<p><u>French</u> Unravelling the concept of identity.</p> <p><u>Spanish</u> Food and meals.</p> <p>Role-plays in a restaurant.</p>	<p><u>French</u> Introducing the near future.</p> <p><u>Spanish</u> Organising a party.</p> <p>Introducing the near future.</p>	<p><u>French</u> Describing home life, including food and routine.</p> <p><u>Spanish</u> Organising a date out.</p> <p>Introducing clothes.</p>	<p><u>French</u> Talent and ambition.</p> <p><u>Spanish</u> Role-plays in a clothes shop.</p> <p>Looking ahead to future holidays.</p>
Y9	<p><u>French/Spanish</u> Description of family and friends.</p>	<p><u>French/Spanish</u> Contrasting marriage and partnership.</p>	<p><u>French/Spanish</u> Evaluation of your relationship to mobile technology.</p>	<p><u>French/Spanish</u> Evaluation of your relationships to</p>	<p><u>French/Spanish</u> Description of meals and role-plays</p>	<p><u>French/Spanish</u> French or Spanish customs and festivals.</p>



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	<p>Evaluation of the relationships with family and friends.</p> <p>Role-play and photo card content related friends and family.</p>	<p>Evaluation of future status.</p> <p>Social media.</p> <p>Role-play and photo card content related to marriage.</p>	<p>Role-play and photo card content related to technology.</p>	<p>music, cinema and TV.</p> <p>Role-play and photo card content related to concerts/cinema /theatre.</p>	<p>content related to eating out.</p> <p>Describing sport practice.</p> <p>Role-play and photo card content related to sport.</p>	<p>Role-play and photo card content related to festivals.</p>
Y10	<p><u>French/Spanish</u> Description of your house, home and where you live and home routine.</p> <p>Role-play content and photo-card related to home.</p>	<p><u>French/Spanish</u> Charity and voluntary work.</p> <p>Study of a French/Spanish charity.</p> <p>Role-play and photo card content related to charities.</p>	<p><u>French/Spanish</u> Healthy and unhealthy living.</p> <p>Role-play and photo card content related to healthy choices.</p>	<p><u>French/Spanish</u> The environment in your town, region and on a global scale.</p> <p>Photo card and role-play content related to the environment</p>	<p><u>French/Spanish</u> Poverty and homelessness, both here and on a global scale.</p>	<p><u>French/Spanish</u> Contrast of past, present and future holidays.</p> <p>Role-play and photo card content related to holidays.</p>
Y11	<p><u>French/Spanish</u> Description of school subjects and school life. Evaluation of uniform and school rules. Contrast French/Spanish /British educational system.</p>	<p><u>French/Spanish</u> Advantages of university versus apprentice and work. Choices of career.</p> <p>Role-play contents and photo cards related to careers.</p>	<p><u>French/Spanish</u> Preparation for GCSE examinations.</p>	<p><u>French/Spanish</u> Preparation for GCSE examinations.</p>		



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	Role-play content and photo-cards related to education.					
Y12	<p><u>French</u> Describe and discuss trends in marriage and other forms of partnership.</p> <p>Consider and discuss the merits and problems of different family structures.</p> <p>Consider relationships between the generations and discuss problems that can arise.</p> <p>AS grammar content.</p> <p><u>Spanish</u> Describe the various types of 21st century Spanish family and how these differ from the</p>	<p><u>French</u> Describe and discuss how technology has transformed everyday life.</p> <p>Consider and discuss the dangers of digital technology.</p> <p>Consider the different users of digital technology and discuss possible future developments.</p> <p>AS grammar content.</p> <p><u>Spanish</u> Discuss the positive and/or negative influence of the internet.</p> <p>Discuss the positive and/or</p>	<p><u>French</u> Examine the voluntary sector in France and the range of work volunteers provide.</p> <p>Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help.</p> <p>Look at the benefits of voluntary work.</p> <p>AS grammar content.</p> <p><u>Spanish</u> Discuss women in the world of work. Study the role of women at home.</p> <p>Discuss male chauvinism. Look</p>	<p><u>French</u> Understand the heritage and heritage preservation on a regional and national scale.</p> <p>Consider the ways in which some of the country's most famous heritage sites market themselves.</p> <p>Comprehend how heritage impacts upon and is guided by culture in society.</p> <p>AS grammar content.</p> <p><u>Spanish</u> Discuss the positive and/or negative influence</p>	<p><u>French</u> Consider the popularity of contemporary Francophone music and its diversity of genre and style.</p> <p>Consider who listens to contemporary Francophone music, how often and by what means.</p> <p>Consider and discuss the threats to contemporary Francophone music and how it might be safeguarded.</p> <p><u>Spanish</u> Describe and discuss Spanish customs and traditions.</p>	<p><u>French</u> Personal research project.</p> <p><u>Spanish</u> Understand civilisations that contributed to the cultural heritage of Spain.</p> <p>Discuss the pre-Columbian heritage of Latin America.</p> <p>Discuss Spanish and Latin American artists and the role of architecture in Spain.</p> <p>Understand the diversity of Hispanic music and dance.</p> <p>AS grammar and content.</p>



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	<p>family model of the past.</p> <p>Understand trends in the family and how modern and traditional values differ.</p> <p>Understanding the situation regarding divorce.</p> <p>Understand the religious history of Spain.</p> <p>Discuss changes in the influence of the church.</p> <p>AS grammar content.</p>	<p>negative effect of smartphones.</p> <p>Consider the type of influence social networks have on society.</p> <p>AS grammar content.</p>	<p>at the role of feminism.</p> <p>Understand and talk about changes to LGBT rights.</p> <p>Discuss gay marriage in Spain and the Hispanic world.</p> <p>AS grammar content.</p> <p>Study the film <i>El Laberinto del Fauno</i> by Guillermo del Toro.</p>	<p>singers and musicians have on people.</p> <p>Discuss the positive and/or negative effect TV and cinema stars have in our society.</p> <p>Consider the type of influence fashion models have on young people.</p> <p>AS grammar content.</p>	<p>Discuss similarities and differences in the gastronomy of Spain.</p> <p>Consider the languages that are spoken in Spain and the issues surrounding them.</p> <p>AS grammar content.</p>	
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<p>Y13</p>	<p><u>French</u> Study of the novel <i>Kiffe Kiffe Demain</i>.</p> <p><u>Spanish</u> Study of the novel <i>La casa de Bernarda Alba</i> by Federico Garcia Lorca.</p> <p>Discuss the positive and negative aspects of immigration.</p> <p>Learn more about immigration in the Spanish speaking world.</p> <p>Discuss what problems illegal immigrants might face.</p>	<p><u>French</u> Study of the novel <i>Kiffe Kiffe Demain</i>.</p> <p>Consider the issue of immigration and multiculturalism in French society as described in the novel.</p> <p><u>Spanish</u></p> <p>Understand and describe the different ways in which cultures integrate in Hispanic society.</p> <p>Understand and describe the issues surrounding the integration of different cultures within the sphere of education.</p> <p>Understand and describe the coexistence of various religions in the Hispanic world.</p>	<p><u>French</u> Study of the film <i>La Haine</i>.</p> <p>Consider the issue of <i>les banlieues</i> and multiculturalism in French society as explored in the film.</p> <p><u>Spanish</u></p> <p>Discuss the importance of politics in young people's lives. Understand why their attitude to politics is changing.</p> <p>Discuss the unemployment situation amongst young people nowadays and how it is affecting them.</p> <p>Describe and discuss the type of society young people in the Hispanic world want to live in.</p>	<p><u>French</u> Essay writing.</p> <p>Examination techniques.</p> <p>Preparation for A Level speaking examination.</p> <p><u>Spanish</u></p> <p>Understand the impact of the civil war. Discuss life under Franco's dictatorship.</p> <p>Describe and discuss the changes from monarchy and republic to dictatorship. Describe the transition from dictatorship to monarchy.</p> <p>Discuss dictatorships in Latin America, particularly in Panama, Chile and Argentina.</p>	<p><u>French</u> Preparation for A Level examinations.</p> <p>Past paper practice.</p> <p>Personal research project.</p> <p><u>Spanish</u></p> <p>Consider and discuss how effective protests and strikes are.</p> <p>Describe and discuss the power of trade unions.</p> <p>Consider and discuss the 15-M Movement in Spain and the Mothers of the Plaza de Mayo in Argentina.</p> <p>Preparation for A Level examinations.</p>	
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THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

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Subject curriculum map: Art

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	<p>“Rainforests’ Knowledge: Visual literacy and contextual knowledge of Henri Rousseau, Eva Jospin and climate change</p> <p>Skills: Visual recording show line, tone, texture, colour, shape using pencil, pencil crayon and painting of rainforest stimulus</p> <p>Artists/ contextual references: Eva Jospin, Cy Twombly, Henri Rousseau</p> <p>Stimulus: A different visual analysis stimulus each lesson (first 6 weeks), then jungle plants</p> <p>Outcome: Rainforest painting showing a range of skills</p>	<p>“Rainforests’ Knowledge: Visual literacy and contextual knowledge of Henri Rousseau, Eva Jospin and climate change</p> <p>Skills: Visual recording show line, tone, texture, colour, shape using pencil, pencil crayon and painting of rainforest stimulus</p> <p>Artists/ contextual references: Eva Jospin, Cy Twombly, Henri Rousseau</p> <p>Stimulus: A different visual analysis stimulus each lesson (first 6 weeks), then jungle plants</p> <p>Outcome: Rainforest painting showing a range of skills</p>	<p>“Rainforests’ Knowledge: Visual literacy and contextual knowledge of Henri Rousseau, Eva Jospin and climate change</p> <p>Skills: Visual recording show line, tone, texture, colour, shape using pencil, pencil crayon and painting of rainforest stimulus</p> <p>Artists/ contextual references: Eva Jospin, Cy Twombly, Henri Rousseau</p> <p>Stimulus: A different visual analysis stimulus each lesson (first 6 weeks), then jungle plants</p> <p>Outcome: Rainforest painting showing a range of skills</p>	<p>‘Characters’ Knowledge: Visual literacy and contextual knowledge of Jon Burgerman, African masks and cultural representation.</p> <p>Skills: Contextual understanding/ analysis, drawing for different purposes, mono-printing, developing a personal idea, clay skills; wedge, hand-form, score and slip, pinch and pull, engraving. Painting with acrylics, flat-painting, dry-brushing, graduated painting</p> <p>Artists/ contextual references: Jon Burgerman, Picasso, African masks</p> <p>Stimulus: Contemporary</p>	<p>‘Characters’ Knowledge: Visual literacy and contextual knowledge of Jon Burgerman, African masks and cultural representation.</p> <p>Skills: Contextual understanding/ analysis, drawing for different purposes, mono-printing, developing a personal idea, clay skills; wedge, hand-form, score and slip, pinch and pull, engraving. Painting with acrylics, flat-painting, dry-brushing, graduated painting</p> <p>Artists/ contextual references: Jon Burgerman, Picasso, African masks</p>	<p>‘Characters’ Knowledge: Visual literacy and contextual knowledge of Jon Burgerman, African masks and cultural representation.</p> <p>Skills: Contextual understanding/ analysis, drawing for different purposes, mono-printing, developing a personal idea, clay skills; wedge, hand-form, score and slip, pinch and pull, engraving. Painting with acrylics, flat-painting, dry-brushing, graduated painting</p> <p>Artists/ contextual references: Jon Burgerman, Picasso, African masks</p> <p>Stimulus: Contemporary urban Artwork by Jon</p>



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				<p>urban Artwork by Jon Burgerman, videos of Burgerman working, debate about art versus graffiti</p> <p>Outcome: Ceramic character and range of work on masks</p>	<p>Stimulus: Contemporary urban Artwork by Jon Burgerman, videos of Burgerman working, debate about art versus graffiti</p> <p>Outcome: Ceramic character and range of work on masks</p>	<p>Burgerman, videos of Burgerman working, debate about art versus graffiti</p> <p>Outcome: Ceramic character and range of work on masks</p>
Y8	<p>‘Natural Forms and pattern’ Knowledge: Visual literacy and contextual knowledge of pattern in the natural and human-made world</p> <p>Skills: Sketching techniques, contour drawing, contextual understanding, developing a personal idea, creating a personal inspiration page, developing a personal idea. Clay skills; as Y7</p>	<p>‘Natural Forms and pattern’ Knowledge: Visual literacy and contextual knowledge of pattern in the natural and human-made world</p> <p>Skills: Sketching techniques, contour drawing, contextual understanding, developing a personal idea, creating a personal inspiration page, developing a personal idea. Clay skills; as Y7</p>	<p>‘Natural Forms and pattern’ Knowledge: Visual literacy and contextual knowledge of pattern in the natural and human-made world</p> <p>Skills: Sketching techniques, contour drawing, contextual understanding, developing a personal idea, creating a personal inspiration page, developing a personal idea. Clay skills; as Y7 +refining, intaglio and relief</p>	<p>‘The Jabberwocky’ Knowledge: Visual literacy and contextual knowledge of development and intention behind illustrations and visual interpretation of text.</p> <p>Skills: Contextual understanding, transcriptions, imaginative drawing, 3D modelling using wire and mixed media</p>	<p>‘The Jabberwocky’ Knowledge: Visual literacy and contextual knowledge of development and intention behind illustrations and visual interpretation of text.</p> <p>Skills: Contextual understanding, transcriptions, imaginative drawing, 3D modelling using wire and mixed media</p>	<p>‘The Jabberwocky’ Knowledge: Visual literacy and contextual knowledge of development and intention behind illustrations and visual interpretation of text.</p> <p>Skills: Contextual understanding, transcriptions, imaginative drawing, 3D modelling using wire and mixed media</p> <p>Artists/ contextual references: Tim</p>



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

	<p>+refining, intaglio and relief textures, glazing techniques, pattern using dot work</p> <p>Artists/ contextual references: Aboriginal artists, Peter Randall Page, Yoychiro Kowagucchi,</p> <p>Stimulus: Growth (in the broadest sense), Fibonacci, Aboriginal artefacts</p> <p>Outcome: Ceramic model</p>	<p>+refining, intaglio and relief textures, glazing techniques, pattern using dot work</p> <p>Artists/ contextual references: Aboriginal artists, Peter Randall Page, Yoychiro Kowagucchi,</p> <p>Stimulus: Growth (in the broadest sense), Fibonacci, Aboriginal artefacts</p> <p>Outcome: Ceramic model</p>	<p>textures, glazing techniques, pattern using dot work</p> <p>Artists/ contextual references: Aboriginal artists, Peter Randall Page, Yoychiro Kowagucchi,</p> <p>Stimulus: Growth (in the broadest sense), Fibonacci, Aboriginal artefacts</p> <p>Outcome: Ceramic model</p>	<p>Artists/ contextual references: Tim Burton, Samantha Bryan, Peter Rush, Quentin Blake, Beatrix Potter (+others)</p> <p>Stimulus: Roald Dahl poem, Concept drawings, 'The Corspe Bride', personal choice of source material</p> <p>Outcome: Mixed-media 'Jabberwocky' built around a wire armature OR finished illustration</p>	<p>Artists/ contextual references: Tim Burton, Samantha Bryan, Peter Rush, Quentin Blake, Beatrix Potter (+others)</p> <p>Stimulus: Roald Dahl poem, Concept drawings, 'The Corspe Bride', personal choice of source material</p> <p>Outcome: Mixed-media 'Jabberwocky' built around a wire armature OR finished illustration</p>	<p>Burton, Samantha Bryan, Peter Rush, Quentin Blake, Beatrix Potter (+others)</p> <p>Stimulus: Roald Dahl poem, Concept drawings, 'The Corspe Bride', personal choice of source material</p> <p>Outcome: Mixed-media 'Jabberwocky' built around a wire armature OR finished illustration</p>
Y9	<p><u>Skills Induction 'Landscapes' Knowledge: Visual literacy and contextual knowledge of conventions in landscape representations.</u></p> <p><u>Skills: 2D recording skills in paint and pencil techniques</u></p>	<p>Skills Induction 'Landscapes' Knowledge: Visual literacy and contextual knowledge of conventions in landscape representations.</p> <p>Skills: 2D recording skills in paint and pencil techniques</p>	<p>Skills Induction 'Landscapes' Knowledge: Visual literacy and contextual knowledge of conventions in landscape representations.</p> <p>Skills: 2D recording skills in paint and pencil techniques</p>	<p>'Avatars' Knowledge: Visual literacy and contextual knowledge of the term and use of the term Avatar, representations of the self in Hinduism, Chinese birth years, and Native American spirit animals</p>	<p>'Avatars' Knowledge: Visual literacy and contextual knowledge of the term and use of the term Avatar, representations of the self in Hinduism, Chinese birth years, and Native American spirit animals</p>	<p>'Avatars' Knowledge: Visual literacy and contextual knowledge of the term and use of the term Avatar, representations of the self in Hinduism, Chinese birth years, and Native American spirit animals</p>



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

	<p><u>Artists/ contextual references: 2D artists (paint and pencil)</u></p> <p><u>Stimulus: Artists' work</u></p> <p><u>Outcome: Series of 4 A3 pages exploring techniques used by 2D artists. Ceramic Landscape tile.</u></p>	<p>Artists/ contextual references: 2D artists (paint and pencil)</p> <p>Stimulus: Artists' work</p> <p>Outcome: Series of 4 A3 pages exploring techniques used by 2D artists. Ceramic Landscape tile.</p>	<p>Artists/ contextual references: 2D artists (paint and pencil)</p> <p>Stimulus: Artists' work</p> <p>Outcome: Series of 4 A3 pages exploring techniques used by 2D artists. Ceramic Landscape tile.</p>	<p>Skills: Contextual understanding, observational drawing, 2D recording skills, painting, development of a personal idea, ceramic skills; hand-building around a form</p> <p>Artists/ contextual references: Jordu Schell, Daniel Lee, Native American totems, Heather Knight, Kate McDowell/ Picasso Braque</p> <p>Stimulus: A personal choice of animal to represent the self</p> <p>Outcome: Complete GCSE project covering all 4 AOs with a final outcome of a hand-built ceramic model.</p>	<p>Skills: Contextual understanding, observational drawing, 2D recording skills, painting, development of a personal idea, ceramic skills; hand-building around a form</p> <p>Artists/ contextual references: Jordu Schell, Daniel Lee, Native American totems, Heather Knight, Kate McDowell/ Picasso Braque</p> <p>Stimulus: A personal choice of animal to represent the self</p> <p>Outcome: Complete GCSE project covering all 4 AOs with a final outcome of a hand-built ceramic model.</p>	<p>Skills: Contextual understanding, observational drawing, 2D recording skills, painting, development of a personal idea, ceramic skills; hand-building around a form</p> <p>Artists/ contextual references: Jordu Schell, Daniel Lee, Native American totems, Heather Knight, Kate McDowell/ Picasso Braque</p> <p>Stimulus: A personal choice of animal to represent the self</p> <p>Outcome: Complete GCSE project covering all 4 AOs with a final outcome of a hand-built ceramic model.</p>
Y10	'Avatars'	'Avatars'	Independent Project	Independent Project	Independent Project	Independent Project



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

	<p>Knowledge: Visual literacy and contextual knowledge of the term and use of the term Avatar, representations of the self in Hinduism, Chinese birth years, and Native American spirit animals</p> <p>Skills: Contextual understanding, observational drawing, 2D recording skills, painting, development of a personal idea, ceramic skills; hand-building around a form</p> <p>Artists/ contextual references: Jordu Schell, Daniel Lee, Native American totems, Heather Knight, Kate McDowell/ Picasso Braque</p> <p>Stimulus: A personal choice of animal to represent the self</p>	<p>Knowledge: Visual literacy and contextual knowledge of the term and use of the term Avatar, representations of the self in Hinduism, Chinese birth years, and Native American spirit animals</p> <p>Skills: Contextual understanding, observational drawing, 2D recording skills, painting, development of a personal idea, ceramic skills; hand-building around a form</p> <p>Artists/ contextual references: Jordu Schell, Daniel Lee, Native American totems, Heather Knight, Kate McDowell/ Picasso Braque</p> <p>Stimulus: A personal choice of animal to represent the self</p>				
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THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

	Outcome: Complete GCSE project covering all 4 AOs with a final outcome of a hand-built ceramic model.	Outcome: Complete GCSE project covering all 4 AOs with a final outcome of a hand-built ceramic model.				
Y11	Independent Project	Independent Project	Controlled Assessment Jan-April	Controlled Assessment Jan-April	Controlled Assessment Jan-April	N/A
Y12	Portfolio (6 weeks) Natural forms	Unit 1 Unit 1 Personal Study	Unit 1 Unit 1 Personal Study	Unit 1 Unit 1 Personal Study		Unit 1 Unit 1 Personal Study
Y13	Unit 1 Unit 1 Personal Study	Unit 1 Unit 1 Personal Study	Controlled Assessment	Controlled Assessment	Controlled Assessment	N/A



Subject curriculum map: Photography

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	N/A	N/A	n/a	N/A	N/A	N/A
Y8	N/A	N/A	N/A	N/A	N/A	N/A
Y9	<p>Skills Induction Focal Points</p> <p>ISO</p> <p>Shutter speed</p> <p>Aperture Rule of thirds (composition)</p> <p>Skills: Recording skills using cameras and other light manipulating equipment.</p> <p>Wrong, Eggs, Faces, Cabbage Leaf, Photo Safari, Formal Elements</p> <p>Artists/ contextual references: 2D artists (paint and pencil)</p> <p>Stimulus: Artists' work</p>	<p>Skills Induction Focal Points</p> <p>ISO</p> <p>Shutter speed</p> <p>Aperture Rule of thirds (composition)</p> <p>Skills: Recording skills using cameras and other light manipulating equipment.</p> <p>Wrong, Eggs, Faces, Cabbage Leaf, Photo Safari, Formal Elements</p> <p>Artists/ contextual references: 2D artists (paint and pencil)</p> <p>Stimulus: Artists' work</p> <p>Outcome: Series of 4 A3 pages exploring</p>	<p>'Wrong' Visual literacy and contextual knowledge of conventions in traditional photography in comparison to subverting convention</p> <p>Skills: Composition, photoshop</p> <p>Artists/ contextual references: John Batho, Uta Barth, Meatyard</p> <p>Outcome: Set of edited photos presented in book.</p>	<p>'Lighting' Visual literacy and contextual knowledge of Photographic effects and lighting conditions</p> <p>Skills: Studio lighting, camera settings, editing</p> <p>Artists/ contextual references: Edward Western</p> <p>Outcome: Large printed photographic outcome</p>	<p>'Lighting' Visual literacy and contextual knowledge of Photographic effects and lighting conditions</p> <p>Skills: Studio lighting, camera settings, editing</p> <p>Artists/ contextual references: Edward Western</p> <p>Outcome: Large printed photographic outcome</p>	<p>'Absurd' Visual literacy and contextual knowledge of Photographic visual illusions</p> <p>Skills: Composition, forced perspective, editing, cutouts.</p> <p>Artists/ contextual references: Michael Hughes, Lee Miller</p> <p>Outcome: 3D response presented as a stitched photobook</p>



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

	Outcome: Series of 4 A3 pages exploring techniques used by photographers	techniques used by photographers				
Y10	<p>'Absurd'</p> <p>Visual literacy and contextual knowledge of Photographic visual illusions</p> <p>Skills: Composition, forced perspective, editing, cutouts.</p> <p>Artists/ contextual references: Michael Hughes, Lee Miller</p> <p>Outcome: 3D response presented as a stitched photobook</p>	<p>Street Photography</p> <p>Visual literacy and contextual knowledge of consent and candidness in photography and placement within an urban setting</p> <p>Skills: Contextual understanding, development of a personal idea, double exposure</p> <p>Artists/ contextual references: Saul Leiter, Bruce Gilden</p> <p>Stimulus: Street Photographers/ candid moments</p> <p>Outcome: Large photographic pieces presented on mount board</p>	<p>Street Photography</p> <p>Visual literacy and contextual knowledge of consent and candidness in photography and placement within an urban setting</p> <p>Skills: Contextual understanding, development of a personal idea, double exposure</p> <p>Artists/ contextual references: Saul Leiter, Bruce Gilden</p> <p>Stimulus: Street Photographers/ candid moments</p> <p>Outcome: Large photographic pieces presented on mount board</p>	<p>Street Photography</p> <p>Visual literacy and contextual knowledge of consent and candidness in photography and placement within an urban setting</p> <p>Skills: Contextual understanding, development of a personal idea, double exposure</p> <p>Artists/ contextual references: Saul Leiter, Bruce Gilden</p> <p>Stimulus: Street Photographers/ candid moments</p> <p>Outcome: Large photographic pieces presented on mount board</p>	<p>Independent Project 1 (Reflections/ Fragments)</p>	<p>Independent Project 1 (Reflections/ Fragments)</p>
Y11	'Independent project 2'	'Independent project 2'	Controlled Assessment Jan-April	Controlled Assessment Jan-April	Controlled Assessment Jan-April	N/A



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

Y12	Camera skills 'Non still life' 6 weeks	Abstraction 6 weeks	Documentary 6 weeks	Personal project from previous exam paper 6 weeks	Personal project from previous exam paper 6 weeks	Unit 1: Personal Study
Y13	Unit 1: Personal Study	Unit 1: Personal Study	Controlled Assessment Feb-April	Controlled Assessment Feb-April	Controlled Assessment Feb-April	N/A



Subject curriculum map: Technology

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	<p>Electronics (Keyring torch project): Task Analysis, H&S hazard identification Components, Circuits, Component Symbols, Power supplies Practical Task, Circuit Design on Circuit wizard</p>		<p>Electronics Specifications, Acrylic properties Practical Task, 2D Design, Design Creativity, Countersinking & Tapping Practical Task, Product Disassembly Duo Practical Task, Assembly planning, Final Construction, Evaluation</p>		<p>Electronics Advanced learning task (on assessed) Introduction to resistors, Colour codes, Transistors, Circuit wizard (recap and beyond) PCB Etching and drilling, PCB population, Soldering,</p>	
	<p>Assistant Materials:- Task Analysis, Product Analysis, Isometric Projection, 3D Communication skills.</p>		<p>Assistant Materials:- Introduction to materials. Wood, Metal, Plastic. Extended Learning (on school web site) Task: Further Materials and Tools and Equipment. Steel bending acrylic (practical task) H&S poster</p>		<p>Assistant Materials:- Extended Learning (on school web site) Task: Sustainability Students follow litter picker Instruction plans independently. Practical skills:- Sanding, cutting off, Use of bench hook, steel rod bending</p>	
	<p>Food:- Equipment Hygiene Safety</p>		<p>Food:- Weighing and Measuring Portion Control</p>		<p>Food:- Methods of cooking Healthy Eating</p>	



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

<p>Y8</p>	<p>Electronics: (Door bell project) Analysis of brief, Analysis of existing products, Specification, Researching components, Circuit Wizard software, PCBs and bread boards, PCB preparation, PCB Population</p>	<p>Ordering, 2D Design, Circuit Testing, Vacuum forming, Case Construction and Assembly, Evaluation of design & make task, Evaluation of end product include elements from initial Analysis and Specification</p>	<p>Light project: (Non assessed task) Existing Product ideas page, 2D Design from photo to Bitmapping, Case construction, Finish quality: sanding, sanding sealer, Circuit diagram reading, independent circuit construction, 2D design independent working.</p>
	<p>Assistant Materials:- (Clock project) Task Analysis, Product analysis, Researching Images for inspiration, specification, 6 Initial Ideas, Development of chosen design.</p>	<p>Detailed drawing of Final Design, inc measurements, Production of accurate cardboard template, Detailed planning of making process, inc tools/ equipment, Safety equipment, time management. Production of the clock (making), Evaluation.</p>	<p>Advanced learning task – non assessed. 3D Printing. Mug project. Introduction to Photo shop – practising designing an animal mug. Research into target market for the mug. Design Ideas with colour on paper – drawing skills. Final design on paper with justification, final production on photo shop. Making of mug design.</p>
<p>Food:- Healthy Eating Methods of cooking</p>	<p>Food: Practical skill building Food commodities</p>	<p>Food: Food provenance Ingredients</p>	



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

<p>Y9</p>	<p>sign & Technology (electronics) Electronic Systems: Systems, IPO, Components and Symbols, investigation R, Multimeter, Graphical data, Programmable Controllers, Programming, Flow Diagrams, (If, high, low, bit, sound) Subroutines. End of module test.</p>	<p>sign & Technology (electronics) Energy storage and generation: Fossil Fuels, Geothermal, Wave Hydroelectric, Tidal, solar, Wind and Biomass. Mechanical systems: Types of motion and symbols, Levers, Linkages, lazy tongs, gear Wheels & Ratio calculations, Pulley Systems, V belt and speed Calculations,</p>	<p>sign & Technology (electronics) Paper & card: Paper and card types, Metals: Ferrous and non-ferrous Properties and applications. Practical task in mild steel (bottle opener)</p>	<p>sign & Technology (electronics) Modern and Smart materials. Composites and Technical Textiles Thermofforming polymers, Thermosetting Polymers, Polymer Properties</p>	<p>sign & Technology (electronics) Sensors: light-dependent Resistors (LDRs), thermistor Moisture sensor Piezoelectric sensor Control devices and Components: Input Devices</p>	<p>sign & Technology (electronics) Sources and Sinks, physical Characteristics, Working Properties, Eco Social Footprint</p>
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THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

<p>sign & Technology (Res Mat)</p> <p>Energy storage and generation: Fossil Fuels, geothermal, Wave, piezoelectric, Tidal, solar, wind and Biomass.</p> <p>Mechanical systems: Types of motion and symbols, Levers, wedges, lazy tongs, gear wheels & Ratio calculations, Pulley systems, V belt and speed calculations,</p>	<p>sign & Technology (Res Mat)</p> <p>Electronic Systems: Systems, IPO, components and symbols, investigation LDR, Multimeter, graphical data, programmable controllers, Programming, Flow diagrams, (If, high, low, wait, sound) routines. End of module test.</p>	<p>sign & Technology (Res Mat)</p> <p>Modern and Smart materials. Composites and Technical Textiles</p>	<p>sign & Technology (Res Mat)</p> <p>paper & card: Paper and card types, <u>metals: Ferrous and non-ferrous properties and applications. Practical work in mild steel (bottle opener)</u></p>	<p>sign & Technology (Res Mat)</p>	<p>sign & Technology (Res Mat)</p>
<p>Food Preparation and Nutrition:</p> <p>Hygiene and safety</p> <p>Equipment</p> <p>Temperature control</p> <p>High risk food</p>	<p>Food Preparation and nutrition:</p> <p>Well guide recap</p>	<p>Food Preparation and nutrition:</p> <p>Presentation unit</p> <p>Basic nutrition – macronutrients (carbohydrates and protein),</p>	<p>Food Preparation and nutrition:</p> <p>Macronutrients (vitamins and minerals), fibre (NSP), water</p>	<p>Food Preparation and Nutrition:</p> <p>Commodities: Milk and Dairy</p> <p>Commodities: Eggs</p>	<p>Food Preparation and Nutrition:</p> <p>Commodities: Meat, Poultry, Fish and Alternatives</p>



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

	<p>spitality: <u>derstanding the</u> <u>vironment in which the</u> <u>spitality and catering</u> <u>providers operate</u></p>	<p>spitality: <u>derstanding the environment in</u> <u>hich the hospitality and catering</u> <u>providers operate</u></p>	<p>spitality: <u>derstand how hospitality and</u> <u>catering provisions operate</u></p>	<p>spitality: <u>derstand how hospitality and</u> <u>catering provisions operate</u></p>	<p>spitality: <u>derstand how hospitality</u> <u>and catering provisions meet</u> <u>alth and safety</u> <u>uirements</u></p>	<p>spitality: <u>derstand how</u> <u>spitality and</u> <u>catering</u> <u>provisions meet</u> <u>alth and</u> <u>ety</u> <u>uirements</u></p>
0	<p>od preparation and trition:</p> <p>ommodities: Fruits and getables</p> <p>rganic foods od miles asonality</p>	<p>od preparation and nutrition:</p> <p>acronutrients – fat, carbohydrates, protein</p> <p>ommodities: Fats</p>	<p>od preparation and nutrition:</p> <p>acronutrients – vitamins and minerals</p> <p>eservation and spoilage</p>	<p>od preparation and nutrition:</p> <p>od provenance</p> <p>pecial diets and health issues</p>	<p>od preparation and trition:</p> <p>ople foods and cereal products</p>	<p>od eparation and trition:</p> <p>actice NEA 2</p>
	<p>spitality: ow how food can use ill health</p>	<p>spitality: ow how food can cause ill health</p>	<p>spitality: able to propose a hospitality and catering provision to meet specific uirements</p>	<p>spitality: able to propose a hospitality and catering provision to meet specific uirements</p>	<p>spitality: vision</p> <p>ummer GCSE written Exam</p>	<p>spitality: urseswork eparation – trition and enu planning</p>



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

	<p>sign & Technology (electronics) roduction to ursework structure, estigation, mponents research, alysis, user needs, estigation</p>	<p>sign & Technology (electronics) <u>A: User needs, Target Market, Product Disassembly, Specification,</u></p>	<p>sign & Technology (electronics) <u>A Initial Ideas electronics investigated and Development</u></p>	<p>sign & Technology (electronics) <u>A System diagrams, Circuit Designs</u></p>	<p>sign & Technology (electronics) A PCB design</p>	<p>sign & Technology (electronics) <u>A Instruction of product electronics PCB</u></p>
	<p>sign & Technology (Res Mat) roduction to ursework structure, investigation, aterials research, alysis, user needs, estigation</p>	<p>sign & Technology (Res Mat) <u>A: User needs, Target Market, search construction materials, ecification,</u></p>	<p>sign & Technology (Res Mat) <u>A Initial Ideas sketches, velopment of design proposal</u></p>	<p>sign & Technology (Res Mat) <u>A Initial Ideas sketches, velopment of design proposal</u></p>	<p>sign & Technology (Res Mat) <u>A Ideas sketches, velopment of design proposal, Modelling, 2D design</u></p>	<p>sign & Technology (Res Mat) <u>A Instruction of product use</u></p>
Y11	<p><u>od Preparation and Nutrition:</u> A 1 Practical A 2 Practical</p>	<p><u>od Preparation and Nutrition:</u> A 2 Practical</p>	<p><u>od Preparation and Nutrition:</u> A 2 Practical</p>	<p><u>od Preparation and Nutrition:</u> vision for final examination (50%)</p>	<p><u>od Preparation and Nutrition:</u> vision for final examination (50%)</p>	<p><u>od Preparation and Nutrition:</u> vision for final examination (50%)</p>



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

	spitality: <u>ursework</u>	spitality: <u>ursework</u>	spitality: <u>ursework</u>	spitality: <u>ursework</u> <u>actical examination</u>	spitality: <u>vision for final examination</u> <u>takes only</u>	spitality: <u>vision for</u> <u>al</u> <u>amination</u> <u>takes only</u>
	sign & Technology (electronics) A Construction of end product Case	sign & Technology (electronics) A Construction of end product	sign & Technology (electronics) A Construction of end product	sign & Technology (electronics) A: Testing and evaluation vision	sign & Technology (electronics) vision	sign & Technology (electronics) D
	sign & Technology (Res Mat) <u>A Construction of end product</u>	sign & Technology (Res Mat) <u>A Construction of end product</u>	sign & Technology (Res Mat) <u>A Construction of end product</u>	sign & Technology (Res Mat) <u>A: Testing and evaluation</u> <u>vision</u>	sign & Technology (Res Mat) <u>vision</u>	sign & Technology (Res Mat) D
2	Product Design Materials and their applications, performance characteristics. A Prep: Design methods and Processes	Materials and their Applications, performance characteristics. A Prep: Design theory, Task analysis	Manufacturing processes: Forming, enhancement and finishing techniques. A: Context study, Exploration of design options. Set Context & Brief	Industrial practice, Product development, H&S, Sustainable design. A: Design Brief & Spec.	Design Processes. NEA: assembly, practical experimentation, visits, surveys and interviews, focus groups, primary and secondary research. Investigation material thoroughly analysed and initial concepts generated and modelled.	Selecting appropriate tools, equipment and processes. A: Design concepts. development of design proposals, ideas from concepts and evaluation



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

						Ideas. User feedback.
3	Product Design Performance characteristics of materials A Modelling	vision A Construction of end product	vision A Construction of end product	<u>A: Testing and evaluation</u> vision	vision	



Subject curriculum map: Drama

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	<p>Developing skills in rehearsal, performance and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>Developing skills in rehearsal, performance and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>Developing skills in rehearsal, performance and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>Developing skills in rehearsal, performance and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>Developing skills in rehearsal, performance and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>Developing skills in rehearsal, performance and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>
Y8	<p>Developing skills in rehearsal,</p>	<p>Developing skills in rehearsal,</p>	<p>Developing skills in rehearsal, performance</p>	<p>Developing skills in rehearsal, performance</p>	<p>Developing skills in rehearsal, performance</p>	<p>Developing skills in rehearsal, performance</p>



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

	<p>performance and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>performance and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>	<p>and evaluation through a range of practical and group tasks.</p> <p>All students should have worked in a range of groups to develop original material and/or interpret script using a selection of theatrical techniques. They will perform and evaluate their work and the work of others.</p> <p>They will build their confidence and skills from the previous half term.</p>
Y9	<p><u>Drama</u> Developing performance skills practically. Using written work as an ongoing review of skills, strengths and weaknesses and to</p>	<p><u>Drama</u> Developing performance skills practically. Using written work as an ongoing review of skills, strengths and weaknesses and to</p>	<p><u>Drama</u> Applying performance skills developed last half term to performance. Prepare, rehearse and perform a devised piece based on 'Citizenship' and a scripted piece</p>	<p><u>Drama</u> Researching, exploring and developing performance work for a group piece aimed at a key stage 3 audience.</p>	<p><u>Drama</u> Developing performance skills practically. Using written work as an ongoing review of skills, strengths and weaknesses and to set</p>	<p><u>Drama</u> Developing performance skills practically. Using written work as an ongoing review of skills, strengths and weaknesses and to set</p>



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

	<p>set targets for future improvements</p> <p><u>Performing Arts</u></p> <p>Introduction to lighting and sound - knowledge and understanding of set up and control.</p>	<p>set targets for future improvements.</p> <p><u>Performing Arts</u></p> <p>Introduction to lighting and sound - knowledge and understanding of set up and control.</p> <p><i>Component 1 Exploring the Performing Arts</i> Examining professional practitioners' work - watching live performance, learning about the process and analysis. First two works seen and studied.</p>	<p>based on 'Exploring Comedy.'</p> <p><u>Performing Arts</u></p> <p><i>Component 1 Exploring the Performing Arts</i> Examining professional practitioners' work - watching live performance, learning about the process and analysis. Third work seen and studied.</p>	<p>Rehearsal and development of piece.</p> <p>Research, character development and a working diary produced to support practical work.</p> <p><u>Performing Arts</u></p> <p><i>Component 1 Exploring the Performing Arts</i> Examining professional practitioners' work - watching live performance, learning about the process and analysis. Assignment 1 - produce report on three professional works.</p>	<p>targets for future improvements.</p> <p>Begin study of live theatre and work to prepare for writing about it.</p> <p>Exploring knowledge and understanding required for section A of written paper.</p> <p><u>Performing Arts</u></p> <p><i>Component 1 Exploring the Performing Arts</i> Examining professional practitioners' work - watching live performance, learning about the process and analysis. Assignment 1 - produce report on three professional works. Design for three professional works.</p>	<p>targets for future improvements.</p> <p>Begin study of live theatre and work to prepare for writing about it.</p> <p>Exploring knowledge and understanding required for section A of written paper.</p> <p><u>Performing Arts</u></p> <p><i>Component 2 Developing Skills and Techniques in the Performing Arts</i> Developing skills in lighting and/or sound focusing on set up, control and design.</p>
Y10	<u>Drama</u>	<u>Drama Component 1</u>	<u>Drama Component 1</u>	<u>Drama Component 1</u>	<u>Drama Component 1</u>	<u>Drama Component 1</u>



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	<p>Developing performance skills through a selection of practical activities.</p> <p><u>Component 1</u> Studying set text – ‘Blood Brothers’ through a range of practical tasks, including performance of selected key scenes.</p> <p>Answering examination style questions on Blood Brothers.</p> <p><u>Performing Arts</u></p> <p><i>Component 2</i> <i>Developing Skills and Techniques in the Performing Arts</i> Developing skills in lighting and/or sound focusing on set up, control and design. Choose lighting or sound for assessment.</p>	<p>Studying set text – ‘Blood Brothers’ through a range of practical tasks, including performance of selected key scenes.</p> <p>Answering examination style questions on Blood Brothers.</p> <p><u>Component 3</u></p> <p>Continuing to develop performance skills through a selection of practical activities.</p> <p>Working on ‘Absurd, Black and Comic’ scripts in pairs to simulate longer term projects used for scripted assessment.</p> <p><u>Performing Arts</u></p> <p><i>Component 2</i></p>	<p>Written reflections on the practical activities to develop skills in writing about Drama.</p> <p><u>Component 2</u></p> <p>Continuing to develop performance skills through a selection of practical activities.</p> <p>Working on a longer project in groups to develop original work from a stimulus to simulate longer term projects used for devised assessment.</p> <p><u>Performing Arts</u></p> <p><i>Component 2</i> <i>Developing Skills and Techniques in the Performing Arts</i> Developing skills in lighting and/or sound focusing on set up, control and design.</p>	<p>Written reflections on the practical activities to develop skills in writing about Drama.</p> <p><u>Component 3</u></p> <p>Continuing to develop performance skills through a selection of practical activities.</p> <p>Working on a text as a class and in groups to develop interpretative skills and simulate longer term projects used for scripted assessment.</p> <p><u>Performing Arts</u></p> <p><i>Component 2</i> <i>Developing Skills and Techniques in the Performing Arts</i> Developing skills in lighting and/or sound focusing on set up, control and design.</p> <p>Assignment 2</p>	<p>Written reflections on the practical activities to develop skills in writing about Drama.</p> <p><u>Component 2</u></p> <p>Continuing to develop performance skills through a selection of practical activities.</p> <p>Working on a longer project in groups to develop original work from a stimulus to simulate longer term projects used for devised assessment.</p> <p><u>Performing Arts</u></p> <p><i>Component 2</i> <i>Developing Skills and Techniques in the Performing Arts</i> Developing skills in lighting and/or sound focusing on set up, control and design.</p>	<p>Written reflections on the practical activities to develop skills in writing about Drama.</p> <p><u>Component 2</u></p> <p>Continuing to develop performance skills through a selection of practical activities.</p> <p>Workshop focused scheme to develop students’ higher level thinking skills and their ability to devise creative and original work.</p> <p><u>Performing Arts</u></p> <p><i>Component 2</i> <i>Developing Skills and Techniques in the Performing Arts</i> Developing skills in lighting and/or sound focusing on set up, control and design.</p> <p>Assignment 2</p>
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		<p><i>Developing Skills and Techniques in the Performing Arts</i> Developing skills in lighting and/or sound focusing on set up, control and design. Begin developing design ideas for existing script.</p>	<p>Assignment 2 Develop design skills and design lighting or sound for existing script.</p> <p>Journal to review development and contribution.</p>	<p>Develop design skills and design lighting or sound for existing script.</p> <p>Journal to review development and contribution.</p>	<p>Assignment 2 Develop design skills and design lighting or sound for existing script. Present design ideas.</p> <p>Journal to review development and contribution.</p>	<p>Develop design skills and design lighting or sound for existing script. Control lighting or sound for a performance.</p> <p>Journal to review development and contribution.</p>
Y11	<p><u>Drama Component 2</u></p> <p>Brief induction to Year 11.</p> <p>Working in a group to create, explore, rehearse and develop a devised piece of Drama for component 2 practical examination.</p> <p>Component 1</p> <p>Answering examination style</p>	<p><u>Drama Component 2</u></p> <p>Practical examination of devised piece in November.</p> <p>Working in a group to create, explore, rehearse and develop a devised piece of Drama for component 2 practical examination.</p> <p>Producing devising log NEA to support process of development of work</p>	<p><u>Drama Component 3</u></p> <p>Working in a group to interpret, rehearse and develop a scripted piece of Drama for practical examination.</p> <p>Improving devising log.</p> <p><u>Component 1</u></p> <p>Revision on Blood Brothers and live theatre seen.</p> <p><u>Performing Arts</u></p> <p><i>Component 3</i></p>	<p><u>Drama Component 3</u></p> <p>Working in a group to interpret, rehearse and develop a scripted piece of Drama for practical examination.</p> <p>Improving devising log.</p> <p>Practical examination of scripted extracts to external examiner.</p> <p><u>Performing Arts</u></p> <p><i>Component 3</i> <i>Responding to a brief</i></p>	<p><u>Drama Component 1</u></p> <p>Final preparation for written element of course.</p> <p>Students working to refine and develop their answers to prepare for written examination.</p> <p>Exam technique and revision skills.</p> <p><u>Performing Arts</u></p> <p><i>Component 3</i> <i>Responding to a brief</i></p>	<p>Study leave</p>



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	<p>questions based on Blood Brothers.</p> <p>Homework booklet to continue preparation for written examination.</p> <p><u>Performing Arts</u></p> <p>Complete journal/written work for component 2.</p> <p><i>Component 3 Responding to a brief</i> Running through design process for mock/sample brief.</p>	<p><u>Performing Arts</u></p> <p><i>Component 3 Responding to a brief</i> Running through design process for mock/sample brief.</p>	<p><i>Responding to a brief</i> Creating a design for lighting or sound to respond to an externally set brief. Developing design ideas. Milestone entries.</p>	<p>Creating a design for lighting or sound to respond to an externally set brief. Developing design ideas. Milestone entries.</p>	<p>Creating a design for lighting or sound to respond to an externally set brief. Pitch final idea for assessment. Milestone evaluation.</p>	
Y12	<p><u>Drama and Theatre Component 1</u></p> <p>Reading and exploring practically the set text 'Antigone.'</p> <p>Background work on the context the play was written in and</p>	<p><u>Drama and Theatre Component 1</u></p> <p>Reading and exploring practically the set text 'Antigone.'</p> <p>Performance of sections of the text.</p>	<p><u>Drama and Theatre Component 3</u></p> <p>Working in a group to interpret, rehearse and perform two scripted pieces of drama, influenced by selected theatre practitioners for the practical examination in April.</p>	<p><u>Drama and Theatre Component 3</u></p> <p>Working in a group to interpret, rehearse and perform two scripted pieces of drama, influenced by selected theatre practitioners for the practical examination in April.</p>	<p><u>Drama and Theatre Component 1</u></p> <p>Revision and further exploration of set text 'Antigone' for examination. Developing knowledge, understanding and application of practical ideas in essays.</p>	<p><u>Drama and Theatre Component 1</u></p> <p>Reading and exploring practically the set text 'Our Country's God.'</p> <p>Performance of sections of the text. Design ideas for the text.</p>



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	<p>the conventions and terminology required in Ancient Greek Theatre.</p> <p>Performance of, and design ideas for, sections of the text.</p> <p>Development of skills in writing about live theatre, including taking notes during a performance and the useful development of those notes for use in examination preparation.</p> <p>One live production seen in school.</p> <p><u>Component 2</u></p> <p>Development of practical performance skills, attuned to the demands of A Level performance standards, through a selection of practical</p>	<p>Design ideas for the text.</p> <p>Working on essay technique to write about performance/product ion ideas in an examination context.</p> <p>Development of skills in writing about live theatre, including taking notes during a performance and the useful development of those notes for use in examination preparation.</p> <p>One live production seen in school.</p> <p><u>Component 2</u></p> <p>Development of practical performance skills, attuned to the demands of A Level performance standards, through a selection of practical</p>	<p>Produce reflective report to document this process.</p> <p><u>Component 1</u></p> <p>Development of skills in writing about live theatre, including taking notes during a performance and the useful development of those notes for use in examination preparation.</p> <p>At least one theatre trip to see a live production.</p> <p><u>Performing Arts</u></p> <p><u>Unit 2: Developing Skills and Techniques for Live Performance</u></p> <p>Learn about the role of an actor, including vocational experience at local theatre. Produce a report into the role of an actor and a range of</p>	<p>Produce reflective report to document this process.</p> <p>Perform final pieces in April.</p> <p><u>Performing Arts</u></p> <p><u>Unit 2: Developing Skills and Techniques for Live Performance</u></p> <p>Workshop sessions in second style of performance.</p> <p>Working in a group to interpret, rehearse and perform a script in the second style of performance.</p> <p>Production of actor's journal to document process and monitor skills development.</p> <p>Performance in second style of performance and production of evaluation.</p>	<p>Working on essay technique in preparation for examination. Reading and exploring practically the set text 'Our Country's Good.'</p> <p>Performance of, and design ideas for, sections of the text.</p> <p>Working on essay technique to write about performance/production ideas in an examination context.</p> <p><u>Performing Arts</u></p> <p><u>Unit 1: Investigating Practitioners' Work</u></p> <p>Preparation period exploring chosen practitioners and live theatre linked to exam board set theme.</p> <p>Preparation of notes for examination.</p>	<p>Working on essay technique to write about performance/production ideas in an examination context.</p> <p>Developing knowledge, understanding and application of practical ideas in essays. Working on essay technique in preparation for examination.</p> <p><u>Component 2</u></p> <p>Exploration of a range of stimuli for use in devising original work for component 2 practical examination.</p> <p><u>Performing Arts</u></p> <p><u>Unit 21: Improvisation</u></p> <p>Study theoretically and practically three practitioners and their approach to the improvisation process.</p>
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	<p>workshops and performance tasks.</p> <p>Exploration of a selection of influential theatre practitioners and how their ideas may be applied to practical work.</p> <p><u>Performing Arts Induction Unit</u></p> <p>Working as a performing arts company, students plan and organise the Year 6 open evening.</p> <p>Produce a written portfolio to document this process and receive formative feedback to support with future portfolios.</p> <p><u>Unit 2: Developing Skills and Techniques for Live Performance</u></p>	<p>workshops and performance tasks.</p> <p>Exploration of a selection of influential theatre practitioners and how their ideas may be applied to practical work.</p> <p><u>Performing Arts</u></p> <p><u>Unit 2: Developing Skills and Techniques for Live Performance</u></p> <p>Learn about the role of an actor, including vocational experience at local theatre.</p> <p>Produce a report into the role of an actor and a range of progression routes, including skills required.</p> <p>Workshop sessions in first style of performance.</p>	<p>progression routes, including skills required.</p> <p>Workshop sessions in second style of performance.</p> <p>Working in a group to interpret, rehearse and perform a script in the second style of performance.</p> <p>Production of actor's journal to document process and monitor skills development.</p> <p><u>Production Arts</u></p> <p><u>Unit 66 - Stage Lighting Operations</u></p> <p>Unit knowledge and understanding through practical application.</p> <p>Know how to use a portfolio of reference material; be able to rig equipment safely; understand the use of colour in a performance context; be able to focus</p>	<p><u>Unit 1: Investigating Practitioners' Work</u></p> <p>Practical sessions exploring work of influential practitioners in preparation for examination.</p> <p><u>Production Arts</u></p> <p><u>Unit 65 - Technical Stage Operations</u></p> <p>Knowledge and understanding -</p> <p>Know the technical skills used in the production process; be able to apply the appropriate technical skills during the production process; be able to perform as a technical operative</p> <p>Act as technical operative for live performance.</p>	<p>Examination in May.</p> <p><u>Production Arts</u></p> <p><u>Unit 65 - Technical Stage Operations</u></p> <p>Knowledge and understanding -</p> <p>Know the technical skills used in the production process; be able to apply the appropriate technical skills during the production process; be able to perform as a technical operative</p> <p>Act as technical operative for live performance.</p>	<p>Workshop sessions on improvisation.</p> <p><u>Production Arts</u></p> <p>Complete all evidence for Units 65, 66 and 69.</p> <p>Resubmission opportunity for all units.</p>
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	<p>Learn about the role of an actor, including vocational experience at local theatre. Produce a report into the role of an actor and a range of progression routes, including skills required.</p> <p>Workshop sessions in first style of performance.</p> <p>Working in a group to interpret, rehearse and perform a script in the first style of performance.</p> <p>Production of actor's journal to document process and monitor skills development.</p> <p><u>Production Arts Induction Unit</u></p> <p>Working as a performing arts company, students</p>	<p>Working in a group to interpret, rehearse and perform a script in the first style of performance.</p> <p>Production of actor's journal to document process and monitor skills development.</p> <p>Performance in first style of performance and production of evaluation.</p> <p><u>Production Arts</u></p> <p><u>Unit 66 - Stage Lighting Operations</u></p> <p>Unit knowledge and understanding through practical application.</p> <p>Know how to use a portfolio of reference material; be able to rig equipment safely; understand the use of colour in a performance context; be able to focus and</p>	<p>and control luminaires; be able to operate lighting controls.</p> <p>Culminating in final lighting performance for assessment.</p> <p><u>Unit 69 - Stage Sound Operations</u></p> <p>Unit knowledge and understanding through practical application.</p> <p>Be able to evaluate the acoustic properties of a performance venue; be able to demonstrate skills in recording techniques and associated technology; be able to provide sound for performance.</p> <p>Culminating in final sound performance for assessment.</p>			
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	<p>plan and organise the Year 6 open evening.</p> <p>Produce a written portfolio to document this process and receive formative feedback to support with future portfolios.</p> <p>Introduction to lighting and sound - learning the basics of systems and set up.</p>	<p>control luminaires; be able to operate lighting controls.</p> <p><u>Unit 69 - Stage Sound Operations</u></p> <p>Unit knowledge and understanding through practical application.</p> <p>Be able to evaluate the acoustic properties of a performance venue; be able to demonstrate skills in recording techniques and associated technology; be able to provide sound for performance.</p>				
<p>Y13</p>	<p><u>Drama and Theatre Component 2</u></p> <p>Working in a group to create, rehearse and perform an original</p>	<p><u>Drama and Theatre Component 2</u></p> <p>Working in a group to create, rehearse and perform an original</p>	<p><u>Drama and Theatre Component 3</u></p> <p>Working in a group to create, rehearse and perform a scripted piece,</p>	<p><u>Drama and Theatre Component 1</u></p> <p>Reading and exploring practically the set texts.</p>	<p><u>Drama and Theatre Component 1</u></p> <p>Revision and further exploration of set texts for examination.</p>	<p>Study leave</p>



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	<p>piece of drama, in a particular dramatic style for the practical examination. Possible technical/design options offered.</p> <p>Produce working notebook to document this process.</p> <p><u>Performing Arts</u> <u>Unit 21:</u> <u>Improvisation</u></p> <p>Working on final improvised performance for assessment. Working in a group to create and then perform a practical piece of original theatre using the improvisation techniques studied in previous half term.</p> <p>Working on journal to support this process and evaluate</p>	<p>piece of drama, in a particular dramatic style for the practical examination. Possible technical/design options offered.</p> <p>Produce working notebook to document this process.</p> <p>Perform final examination piece.</p> <p><u>Component 3</u></p> <p>Working in a group to create, rehearse and perform a scripted piece, in a particular dramatic style for the practical examination.</p> <p>Produce reflective report to document this process.</p> <p><u>Performing Arts</u> <u>Unit 1: Investigating Practitioners' Work</u></p>	<p>in a particular dramatic style for the practical examination. Possible technical/design options offered.</p> <p>Produce reflective report to document this process.</p> <p>Perform final examination piece.</p> <p><u>Performing Arts</u> <u>Unit 1: Investigating Practitioners' Work</u></p> <p>Opportunity to resit this unit. Examination in January.</p> <p><u>Unit 3: Group Performance Workshop</u></p> <p>Working on final practical examination externally set by exam board in groups to create an original piece of drama for the final examination</p>	<p>Performance and design of sections of the text.</p> <p>Working on essay technique to write about performance/production ideas in an examination context.</p> <p>Development of skills in writing about live theatre, including taking notes during a performance and the useful development of those notes for use in examination preparation.</p> <p><u>Performing Arts</u> <u>Unit 3: Group Performance Workshop</u></p> <p>Working on final practical examination externally set by exam board in groups to create an original piece of drama for the final examination performance based on the given stimulus.</p>	<p>Developing knowledge, understanding and application of practical ideas in essays. Working on essay technique in preparation for examination.</p> <p><u>Performing Arts</u> <u>Unit 3: Group Performance Workshop</u></p> <p>Working on final practical examination externally set by exam board in groups to create an original piece of drama for the final examination performance based on the given stimulus.</p> <p>Preparation for a series of milestone rehearsal examinations documenting the process.</p> <p>Milestone 3 examination.</p>	
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	<p>development of skills.</p> <p><u>Production Arts</u></p> <p><u>Unit 67 - Stage Lighting Design</u></p> <p>Take on the role of a lighting designer throughout the process and performance of a piece of live theatre. Develop design skills, design ideas and work as a designer through rehearsal and performance. Documentation and journal produced to support development.</p>	<p>Opportunity to resit this unit.</p> <p>Preparation period exploring chosen practitioners and live theatre linked to exam board set theme.</p> <p>Preparation of notes for examination.</p> <p>Examination in January.</p> <p><u>Production Arts</u></p> <p><u>Unit 67 - Stage Lighting Design</u></p> <p>Take on the role of a lighting designer throughout the process and performance of a piece of live theatre. Develop design skills, design ideas and work as a designer</p>	<p>performance based on the given stimulus.</p> <p>Preparation for a series of milestone rehearsal examinations documenting the process.</p> <p>Milestone 1 examination.</p> <p><u>Production Arts</u></p> <p><u>Unit 70 - Stage Sound Design</u></p> <p>Take on the role of a sound designer throughout the process and performance of a piece of live theatre. Develop design skills, design ideas and work as a designer through rehearsal and performance. Documentation and journal produced to support development.</p>	<p>Preparation for a series of milestone rehearsal examinations documenting the process.</p> <p>Milestone 2 examination.</p> <p><u>Production Arts</u></p> <p><u>Unit 2 - Production Arts Workshop</u></p> <p>Develop design ideas as a lighting or sound designer and controller for two productions, at least one for an existing script. Pitch and perform for assessment.</p>	<p>Perform practical examination piece.</p> <p>Evaluate final practical piece in a milestone examination session. Milestone 4 examination.</p> <p><u>Production Arts</u></p> <p><u>Unit 2 - Production Arts Workshop</u></p> <p>Develop design ideas as a lighting or sound designer and controller for two productions, at least one for an existing script. Pitch and perform for assessment.</p>	
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		<p>through rehearsal and performance. Documentation and journal produced to support development.</p> <p><u>Unit 70 - Stage Sound Design</u></p> <p>Take on the role of a sound designer throughout the process and performance of a piece of live theatre. Develop design skills, design ideas and work as a designer through rehearsal and performance. Documentation and journal produced to support development.</p>				
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Subject curriculum map: Music

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7	Baseline Testing and Rhythm	Rhythm	Musical Elements	Pitch and Notation	African Drumming	African Drumming
Y8	Samba	Samba	Blues	Blues	Exploring Chords	Exploring Chords
Y9	Musical Theory, Rhythm Composition and Musical Elements (Muffins)	Musical Theory, Rhythm Composition using 'Sibelius' software and Musical Elements (Muffins)	Pitch Notation, Area of Study (AoS) 1-Musical Forms and Devices and key signatures. Use of major and minor keys	Pitch Notation, Area of Study (AoS) 1-Musical Forms and Devices and key signatures. Use of major and minor keys	Chord types and inversions. AoS 2. Music for Ensembles	AoS 2- Music for Ensembles Modulation and harmonic analysis.
Y10	Mozart 'Eine Kleine' Minuet (Set Work 1) analysis and AoS 4- Popular Music	Mozart 'Eine Kleine' Minuet (Set Work 1) analysis and AoS 4- Popular Music	Mozart 'Eine Kleine' Trio (Set Work 1) analysis and AoS 4 including Rainbow 'Since Youv'e Been Gone'	Mozart 'Eine Kleine' Trio (Set Work 1) analysis and AoS 4 including Rainbow 'Since Youv'e Been Gone' (Set Work 2) analysis	AoS 3- Film Music and Composition exercises using Chords and Melody	AoS 3- Film Music and Composition exercises using Chords and Melody



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			(Set Work 2) analysis			
Y11	Composition exercises Decorating Melodies and adding Accompaniments and Bass Lines AoS 2- Music for Ensembles	Composition Coursework Brief 1 and Performance. AoS 3- Film Music	Composition Coursework Brief 1 and Performance AoS 3- Film Music	Revision/ Practice Questions and Composition Coursework Brief 2 and Performance	Revision/ Practice Questions and Composition Coursework Brief 2 and Performance	-
Y12	Musical Theory and Sonata Form Analysis	Haydn Symphony No. 104 Movement 1 analysis and appraisal	Haydn Symphony No. 104 Movement 2 and 3 analysis and appraisal	Haydn Symphony No. 104 Movement 4 analysis and appraisal. Mendelssohn Symphony No. 4	General Symphony Aural and Composition Exercises	General Symphony Aural and Composition Exercises
Y13	Composition Coursework Brief 1 and C20 Set Work 1	Composition Coursework Brief 1 and C20 Set Work 2	Composition Coursework Brief 1, C20 Schools of Composition and Performance Preparation	Composition Coursework Brief 2, Music Theatre and Performance Preparation	Revision/ Practice Questions Composition Coursework Brief 2,	-



Subject curriculum map: Business GCSE and Business OCR L3

	Term 1.1 Sept - Oct	Term 1.2 Oct-Dec	Term 2.1 Jan-Feb	Term 2.2 Feb - March	Term 3.1 April- May	Term 3.2 June - July
Y7						
Y8						
Y9	1.1 Purpose and nature of Business Key vocab Seneca Revision 1.1	1.2 Business Ownership. 1.3 Business aims and objectives Key Vocab Seneca revision of all topics	1.4 Stakeholders 1.6 Business Planning Key Vocab Seneca revision of all topics	1.5 Location 1.7 Expanding a Business Key Vocab Seneca revision of all topics	3.1 Production processes 3.2 The role of procurement Key Vocab Seneca revision of all topics	3.3 The concept of quality Y9 Revision Key Vocab Seneca revision of all topics
Y10	4.1 Organisational Structures 4.2 Recruitment Key Vocab Seneca revision of all topics	4.3 Motivating employees 4.4 Training Key Vocab Seneca revision of all topics	3.4 Good customer Service 5.1 Identifying and understanding customers Key Vocab Seneca revision of all topics	5.2 Segmentation. 5.3 Market Research (Start Marketing Mix) Key Vocab Seneca revision of all topics	5.4 Marketing Mix 2.1 Technology Key Vocab Seneca revision of all topics	2.2 Ethical & Environmental Revision Y9 topics Revision Y10 topics Key Vocab Seneca revision of all topics



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

<p>Y11</p>	<p>2.3 The economic Climate</p> <p>2.4 Globalisation</p> <p>Key Vocab Seneca revision of all topics</p>	<p>2.5 Legislation</p> <p>2.6 competitive environment</p> <p>Key Vocab Seneca revision of all topics</p>	<p>6.1 Sources of finance</p> <p>6.2 cash flow</p> <p>Key Vocab Seneca revision of all topics</p>	<p>6.3 Financial terms and calculations</p> <p>6.4 Analysing financial performance</p> <p>Key Vocab Seneca revision of all topics</p>	<p>Revision for ALL topics</p>	<p></p>
<p>Y12</p>	<p>Unit 1 - Exam</p> <p>L01 - Different types of Businesses & objectives</p> <p>L05 - Stakeholders</p> <p>L03-Organisational Structures</p> <p>L02 - Functional areas</p> <p>Revision of ALL topics</p>	<p>L04 - Financial Information</p> <p>L06 - External influences</p> <p>L07 - Business Planning</p> <p>L08 SWOT analysis</p> <p>Revision of ALL topics Exam January</p>	<p>Unit 4 Coursework</p> <p>L01 - Understanding Customers</p> <p>Complete updates and meet P1, P2, P3, M1 & D1</p>	<p>L03 - Building a rapport with customers</p> <p>L02 - Customer Communication</p> <p>Complete updates and meet P4, P5, M2, P6, P7 & M3.</p>	<p>L04 - Convey messages for businesses purposes.</p> <p>Complete All updates and meet P8, P9, M4, D2</p>	<p>L05 - Data Protection</p> <p>Ensure all updates are complete and ALL work for unit 4 is meeting the criteria.</p>
<p>Y13</p>	<p>UNIT 2 Exam</p> <p>Unit 5 Coursework</p> <p>L01- Protocols</p> <p>The role of marketing</p>	<p>L03 - Market research</p> <p>L04- Prioritise</p> <p>L04 - Validity of market research</p>	<p>Unit 8 - Coursework</p> <p>Unit 5 - complete ALL Updates and meet all criteria.</p>	<p>L03 - Motivational methods</p> <p>L04 - Monitoring & managing performance</p>	<p>L05 - Confidentiality</p> <p>Update and meet P9 & P10.</p>	<p></p>



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

	L02 - Business Meetings Constraints on marketing	L05 - Communication with stakeholders Revise ALL topics for unit 2, Exam January.	Moderation for unit 4 & 5 (Feb half term)	Update and meet P5, P6, P7, P8, M2, M3, D2		
	L03 - Business Documents Revise ALL topics Update and meet P1, P2, P3, P4 & M1.		L01 - HR planning L02 - Training and development Update and meet P1, P2, P3, P4, M1 & D1.			

Subject curriculum map: Enterprise and Marketing

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7						
Y8						
Y9	L05 - Factors affecting starting a business Key Vocab Retrieval	L01 - Understanding how to target a market Key Vocab Retrieval	L02 - Understand what makes a product or service financially viable Key Vocab Retrieval	L04 - Customer retention Key Vocab Retrieval	L03 - Understand product development Key Vocab Retrieval	L06 - Functional areas Key Vocab Retrieval
Y10	L01 - 1.1 Identify potential customers and build a customer profile. Key Vocab Retrieval	L02 - Carry out market research Key Vocab Retrieval	L03 - Product proposal design Key Vocab Retrieval	L04- Review whether business proposal is viable. Key Vocab Retrieval	Complete coursework for unit R065	Revision and retrieval for Exam R064



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

Y11	L01 - 1: Be able to develop a brand identity and promotional plan to target a customer profile	L02: Be able to plan a pitch for a proposal	L03: Be able to pitch a proposal to an audience	L04: Be able to review the strengths and weaknesses of a proposal and pitch	Coursework improvements and updates to meet target grade.
Y12					
Y13					

Subject curriculum map: Health and Social Care

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y9	Introduction to H&SC: Life Stages and PIES	Introduction to H&SC: Independent Project	Unit R022: Communicating and working with individuals in health, social care and early years settings- Task 1	Unit R022: Communicating and working with individuals in health, social care and early years settings- Task 2	Unit R022: Communicating and working with individuals in health, social care and early years settings- Task 3	Unit R022: Communicating and working with individuals in health, social care and early years settings- Task 4
Y10	Unit R023: Understanding body systems and disorders	Unit R023: Understanding body systems and disorders	Unit R023: Understanding body systems and disorders	Unit R031: Using basic first aid procedures	Unit R031: Using basic first aid procedures	Unit R031: Using basic first aid procedures



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

Y11	Component 3: Health and Wellbeing AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing AO2 Interpret health indicators	Component 3 Health and Wellbeing AO3 Design a person-centred health and wellbeing improvement plan AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans	Revision of all topics and needs-based assessment practice Component 2: Learning Aim 2 Demonstrate care values and review own practice	Component 2: Learning Aim 2 Demonstrate care values and review own practice		



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

<p>Y12</p>	<p>Unit 1: Building positive relationships in HSC</p> <p>Types of communication</p> <p>Models of communication</p> <p>Types of relationships</p> <p>Unit 2: Equality and diversity in HSC</p> <p>What is equality and diversity?</p> <p>Importance of best practice</p>	<p>Unit 1: Building positive relationships in HSC</p> <p>factors affecting communication</p> <p>person centred care</p> <p>Unit 2: Equality and diversity in HSC</p> <p>Discrimination</p> <p>Route of redress legislation promoting equality and diversity</p>	<p>Unit 1 Building positive relationships in HSC</p> <p>Roe plays evidencing effective communication</p> <p>Unit 3: Health, safety and security in HSC</p> <p>Types of hazards legislation</p>	<p>Unit 1 Building positive relationships in HSC</p> <p>The importance of reflective practice</p> <p>Unit 3: Health, safety and security in HSC</p> <p>PPE</p> <p>First Aid and response to emergencies</p>	<p>Unit 1: Building positive relationships in HSC</p> <p>Completion of unit 1 ready for external moderation</p> <p>Revision of all topics and needs-based assessment practice</p>	<p>Unit 10: Nutrition for health</p> <p>Dietary guidelines</p> <p>Functions of the components of a balanced diet</p> <p>Unit 4: A&P</p> <p>Cardiovascular system,</p>
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THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

Y13	Unit 10: Nutrition for health Planning a diet plan for individuals with particular needs Factors affecting dietary intake Unit 4: A&P Respiratory system Digestive system	Unit 10: Nutrition for health Analyses the sustainability of a diet plan Effects of poor nutrition on holistic health and well-being Unit 4: A&P Musculoskeletal system Control and regulatory system	Unit 17: Mental Health Issues Types of mental illness Impact on holistic health and well-being legislation Unit 4: A&P Control and regulatory system	Unit 17: Mental Health Issues Treatments and support Analysis of impact of treatment and support Professional support Unit 4: A&P Sensory system	Revision of all topics and needs-based assessment practice	
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Subject curriculum map: Psychology

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7						
Y8						
Y9	Research methods/data handling Social Influence	Research methods/data handling Social Influence	Research methods/data handling Social Influence Language, thought and communication	Research methods/data handling Language, thought and communication	Research methods/data handling Language, thought and communication Memory	Research methods/data handling Memory
Y10	Research methods/data handling Memory Perception	Research methods/data handling Perception	Research methods/data handling Perception	Research methods/data handling	Research methods/data handling Development	Development
Y11	Brain and neuropsychology Research methods/data handling	Revision of Brain and neuropsychology Psychological problems	Psychological problems Research methods/data handling	Psychological problems Research methods/data handling	Revision of all topics and needs-based assessment practice	Revision of all topics and needs-based assessment practice
Y12	Unit 2 Research methods/scientific processes Unit 1 Memory	Unit 1 Social Influence Unit 1 Attachment Unit 2 Research methods/scientific processes	Unit 1 Social Influence Unit 1 Psychopathology Unit 2 Research methods/data	Unit 2 Approaches Unit 3 Issues and debates Unit 1 Psychopathology	Unit 2 Biopsychology Unit 2 Research methods/data handling/scientific processes/inferential statistics	Unit 2 Biopsychology Unit 3 schizophrenia Unit 2 Research methods/data handling/scientific processes



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

			handling/scientific processes	Unit 2 Research methods/data handling/scientific processes	Essay writing project- Psychological analysis of the film Megamind	
Y13	Unit 2 Research methods/data handling/scientific processes/inferential statistics Unit 3 schizophrenia Unit 2 Biopsychology Unit 2 approaches	Unit 2 Research methods/data handling/scientific processes Unit 3 Issues and debates Unit 3 Relationships	Unit 3 Issues and debates Unit 3 forensic psychology Unit 2 Research methods/data handling/scientific processes	Unit 3 forensic psychology Unit 2 Research methods/data handling/scientific processes	Revision and needs-based assessment	

Subject curriculum map: Media

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7						
Y8						
Y9						
Y10						
Y11						
Y12						
Y13						



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

Subject curriculum map: Economics

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7						
Y8						
Y9						
Y10						
Y11						
Y12	Micro: Economic problem & methodology Price determination in a competitive market	Micro: Competitive & concentrated markets Market mechanism, market failure & government intervention	Macro: Measurement of macroeconomic performance How the macro-economy works	Macro: Economic performance	Macro: Macroeconomic policy	Macro: Financial markets Micro: Individual economic decision making



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

	Production costs & revenues					
Y13	Macro: International Economics (incl. EU)	Macro: Economic growth & development Perfect competition & concentrated markets	Micro: Labour market Market failure Revision	Micro: Revision	Micro/Macro: Revision	



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

Subject curriculum map: Criminology

	Term 1.1	Term 1.2	Term. 2.1	Term 2.2	Term 3.1	Term 3.2
Y7						
Y8						
Y9						
Y10						
Y11						
Y12	Unit 1: Changing awareness of crime	Unit 1: Changing awareness of crime Preparation for controlled assessment	Controlled assessment – Unit 1 Unit 2: Criminological theories	Unit 2: criminological theories	Unit 2: criminological theories Revision and needs-based assessment Unit 2 exam	Unit 3: Crime scene to courtroom Independent research and study task to introduce unit 3



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

Y1 3	Unit 3: Crime scene to courtroom	Unit 3: Crime scene to courtroom Preparation for controlled assessment	Controlled assessment - Unit 3 Unit 4: Crime and Punishment	Unit 4: Crime and punishment	Unit 4: Crime and punishment Revision and needs based assessment Unit 4 exam	
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THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

Subject curriculum map: EPQ

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y12	Starting the Project	Managing the project	Using Sources	Collecting Primary data	Constructing Logical Arguments	Writing and presenting the project
Y13	Students work on project	Students work on project	Evaluating the project	How to give an oral presentation	Presentations	



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

Film Studies



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

<p>Y12</p>	<p>Core Study Areas: Key Elements</p> <p>Aesthetics</p> <p>Representations</p> <p>Contexts</p> <p>Global Film</p>	<p>Core Study Areas: Key Elements</p> <p>Aesthetics</p> <p>Representations</p> <p>Contexts</p> <p>Specialist Study Area/s: Critical Debates Filmmaker's Theories</p> <p>Documentary</p>	<p>Core Study Areas: Key Elements</p> <p>Aesthetics</p> <p>Representations</p> <p>Contexts</p> <p>Specialist Study Area/s: Auteur</p> <p>Hollywood Cinema:1930 - 1990</p>	<p>Core Study Areas: Key Elements</p> <p>Aesthetics</p> <p>Representations</p> <p>Contexts</p> <p>Specialist Study Area/s: Ideology Spectatorship</p> <p>American film since 2005</p>	<p>Core Study Areas: Key Elements</p> <p>Aesthetics</p> <p>Representations</p> <p>Contexts</p> <p>Specialist Study Area/s: Ideology Spectatorship</p> <p>American film since 2005</p>	<p>Core Study Areas: Key Elements</p> <p>Aesthetics</p> <p>Representations</p> <p>Contexts</p> <p>Production</p>
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THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

Y13	Core Study Areas: Key Elements Aesthetics Representations Contexts Specialist Study Area/s: Ideology Narrative British Film since 1995	Core Study Areas: Key Elements Aesthetics Representations Contexts Specialist Study Area/s: Ideology Narrative British Film since 1995	Core Study Areas: Key Elements Aesthetics Representations Contexts Specialist Study Area/s: Critical Debates Silent Cinema	Core Study Areas: Key Elements Aesthetics Representations Contexts Specialist Study Area/s: Auteur Narrative Experimental Cinema	Revision & needs based assessment	
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THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

Y12 Politics (British)

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7						
Y8						
Y9						
Y10						



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

Y11						
Y12	Unit 1: The nature and sources of the British Constitution Devolution Unit 2: The nature and sources of the US Constitution	Unit 1: The structure and role of Parliament Unit 2: Legislative Branch	Unit 1: The Prime Minister and cabinet Unit 2: The Supreme Court of the United States	Unit 1: The judiciary Unit 2: President	Unit 1: Democracy and participation Unit 2: Electoral Process and Direct Democracy Political Parties	Unit 1: Elections and referendums Unit 2: Direct Democracy Political Parties



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

Y13	Unit 1: Political Parties Unit 2: Political Parties	Unit 3: Conservatism Socialism	Unit 3: Conservatism Socialism Liberalism Feminism	Unit 3: Liberalism Feminism	Revision	
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Subject curriculum map: Sociology

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7						
Y8						
Y9						
Y10						
Y11						
Y12	Paper 2 Families and Household s	Paper 2 Families and Household s	Paper 1 Education Paper 1 and paper 3 Research	Paper 1 Education Paper 1 and paper 3 Research	Independe nt learning project on the media	Paper 2 The Media



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

	Paper 1 and paper 3 Research methods	Paper 1 and paper 3 Research methods	methods with Methods in context	methods with Methods in context	Paper 2 The Media	
Y13	Paper 3 Crime and Deviance Paper 1 and Paper 3 Theory and methods	Paper 3 Crime and Deviance Paper 1 and Paper 3 Theory and methods	Paper 3 Crime and Deviance Paper 1 and Paper 3 Theory and methods	Paper 3 Crime and Deviance Paper 1 and Paper 3 Theory and methods	Revision and needs-based assessment	

Subject curriculum map: Criminology

	Term 1.1	Term 1.2	Term. 2.1	Term 2.2	Term 3.1	Term 3.2
Y12	Unit 1: Changing awareness of crime	Unit 1: Changing awareness of crime Preparation for controlled assessment	Controlled assessment – Unit 1 Unit 2: Criminological theories	Unit 2: criminological theories	Unit 2: criminological theories Revision and needs-based assessment Unit 2 exam	Unit 3: Crime scene to courtroom Independent research and study task to



THE MCAULEY CATHOLIC HIGH SCHOOL : 7 YEAR CURRICULUM MAP

						introduce unit 3
Y13	Unit 3: Crime scene to courtroom	Unit 3: Crime scene to courtroom Preparation for controlled assessment	Controlled assessment - Unit 3 Unit 4: Crime and Punishment	Unit 4: Crime and punishment	Unit 4: Crime and punishment Revision and needs based assessment Unit 4 exam	

Subject curriculum map: Travel and Tourism

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Y7						
Y8						
Y9						
Y10						
Y11						

