

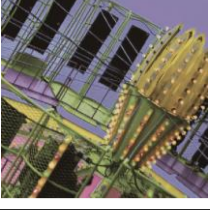







Medeshamstede Academy
Key Stage 4 Cycle B
Formal Pathway

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Topic (taught via Humanities)	Stargazers	Champion	Scream Machine	Maafa	Firedamp and Davy Lamp	Britain at War
Text	Of Mice and Men - John Steinbeck	The Hunger Games - Suzanne Collins <ul style="list-style-type: none"> Various myths and Legends e.g. The Black dog, The Boggart 	<ul style="list-style-type: none"> Various myths and Legends e.g. The Black dog, The Boggart 	Windrush Child- Benjamin Zephaniah	Pit Boy- Gordan Ottewell	<ul style="list-style-type: none"> Goodnight Mr Tom
English	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Plan their writing.	<ul style="list-style-type: none"> Plan their writing. Proofread for spelling and punctuation errors. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Develop extended writing and paragraphs 	<ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). Speaking and listening- Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas. 	<ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). Speaking and listening- Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas 	<ul style="list-style-type: none"> Explanations and inference, Comparing ideas and perspectives Plan, write, edit and proofread group discussions, individual presentations, evaluate ideas, express personal preference. 	<ul style="list-style-type: none"> Explanations and inference, Comparing ideas and perspectives Plan, write, edit and proofread Group discussions, individual presentations, evaluate ideas, express personal preference.
Communication and language	<ul style="list-style-type: none"> Consider and evaluate a range of different contributions and viewpoints Explore types of questions and their uses in different contexts Select and use appropriate registers for effective communication. Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views. 	<ul style="list-style-type: none"> Explore types of questions and their uses in different contexts Use a range of organisational and presentational devices effectively, adapting their text to suit the audience and purpose, selecting the appropriate form and using similar writing as models for their own 	<ul style="list-style-type: none"> Select and use appropriate registers for effective communication. Use a range of organisational and presentational devices effectively, adapting their text to suit the audience and purpose, selecting the appropriate form and using similar writing as models for their own 	<ul style="list-style-type: none"> Consider and evaluate a range of different contributions and viewpoints Explore types of questions and their uses in different contexts Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views. 	<ul style="list-style-type: none"> Consider and evaluate a range of different contributions and viewpoints Select and use appropriate registers for effective communication. Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views. 	<ul style="list-style-type: none"> Consider and evaluate a range of different contributions and viewpoints Use a range of organisational and presentational devices effectively, adapting their text to suit the audience and purpose, selecting the appropriate form and using similar writing as models for their own
Reading and Phonics Skills	Individual levels: <ul style="list-style-type: none"> Interventions Guided Reading Individual Readers, Comprehension & RfP 	Individual levels: <ul style="list-style-type: none"> Interventions Guided Reading Individual Readers, Comprehension & RfP 	Individual levels: <ul style="list-style-type: none"> Interventions Guided Reading Individual Readers, Comprehension & RfP 	Individual levels: <ul style="list-style-type: none"> Interventions Guided Reading Individual Readers, Comprehension & RfP 	Individual levels: <ul style="list-style-type: none"> Interventions Guided Reading Individual Readers, Comprehension & RfP 	Individual levels: <ul style="list-style-type: none"> Interventions Guided Reading Individual Readers, Comprehension & RfP
Mathematics Functional Maths; White Rose Maths	<ul style="list-style-type: none"> Number Data Shape Interventions Functional Maths using White Rose Maths at an appropriate individual level to support qualification pathway where appropriate	<ul style="list-style-type: none"> Number Data Shape Interventions Functional Maths using White Rose Maths at an appropriate individual level to support qualification pathway where appropriate	<ul style="list-style-type: none"> Number Data Shape Interventions Functional Maths using White Rose Maths at an appropriate individual level to support qualification pathway where appropriate	<ul style="list-style-type: none"> Number Data Shape Interventions Functional Maths using White Rose Maths at an appropriate individual level to support qualification pathway where appropriate	<ul style="list-style-type: none"> Number Data Shape Interventions Functional Maths using White Rose Maths at an appropriate individual level to support qualification pathway where appropriate	<ul style="list-style-type: none"> Number Data Shape Interventions Functional Maths using White Rose Maths at an appropriate individual level to support qualification pathway where appropriate
Science	<ul style="list-style-type: none"> Earth and space; Forces; Working scientifically; Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries	<ul style="list-style-type: none"> Human Machines - Investigating and reporting on how the body responds to a variety of different stimuli Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Identify scientific evidence that has been used to support or refute ideas or arguments. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. 	<ul style="list-style-type: none"> Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding. Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions. 	<ul style="list-style-type: none"> Biology. The Environment around us, Evolution, and Inheritance- Identify scientific evidence that has been used to support or refute ideas or arguments. Chemistry- For our World- Use test results to make predictions to set up further comparative and fair tests. 	<ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions. 	Light Theory; <ul style="list-style-type: none"> Light facts How light travels Light, sight and the human eye Visible light; Perceiving colour; Shadows; Reflections; Plane, concave and convex mirrors; Measuring light; Refraction Working scientifically – Identifying and classifying, Comparative tests, Pattern seeking, Research
Humanities (Geog/History)	Africa & Black History Month: <ul style="list-style-type: none"> The countries in the continent of Africa. A more detailed exploration of physical and political maps of Africa and developing individual research and presentation skills. 	The Middle East: <ul style="list-style-type: none"> How political are sporting events and sports team? Comparisons- Advantages and disadvantages of Middle Eastern influence and investment in sports teams. Climate maps. 	Democracy and Change (FBV and General Elections) <ul style="list-style-type: none"> Be free to express views or ideas. Be part of a system where everyone plays an equal part. Learn that all people and institutions are subject to and accountable for their actions and behaviour. To respect and tolerate the opinions or behaviour of others. 	Democracy and Change- How do I prepare for being able to vote? <ul style="list-style-type: none"> Be free to express views or ideas. Be part of a system where everyone plays an equal part. Learn that all people and institutions are subject to and accountable for their actions and behaviour. To respect and tolerate the opinions or behaviour of others 	Timelines; The Industrial Revolution; Mining disasters; Mining strikes <ul style="list-style-type: none"> Create an in-depth study of an aspect of British history beyond 1066. Frame historically valid questions about continuity and change and construct informed responses Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make 	First and Second World Wars <ul style="list-style-type: none"> Articulate and present a clear, chronological world history narrative within and across historical periods studied. Important events during the First World War include the First Battle of Ypres (1914), the Battle of the Somme (1916) and the United States joining the Allied Powers (1917). Articulate the significance of a historical person, event, discovery or invention in British history.



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					connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.	Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history;
PSHE/PD	Jigsaw: Being Me in My World. 'Who am I and how do I fit?'	Jigsaw: Celebrating Difference. Respect for similarity and difference. Anti-bullying and being unique	Jigsaw- Emotional Wellbeing. Mental Health and practical strategies to recognize and support good emotional wellbeing.	Jigsaw: Healthy Me-How Can substances impact on wellbeing?	Jigsaw: Relationships. Building positive, healthy relationships RSE	Jigsaw: Healthy Me, Being and Keeping safe and healthy RSE
Life Skills/ Food	Using the Microwave <ul style="list-style-type: none"> Using the microwave to make a hot food such as jacket potato with different fillings ,mug cakes, desserts 	Hot foods for Winter Food and Health: <ul style="list-style-type: none"> Cooking and Serving Make a selection of hot foods using different cooking methods. Compare the use of microwave, hob and oven. 	Dietary Requirements <ul style="list-style-type: none"> How to cater for people with dietary needs 	<ul style="list-style-type: none"> Learners will be developing a knowledge of healthy eating and of how to cook food to have a balanced diet. Learners will be developing a understanding of cooking on a budget Learner will be understanding meal planning 	<ul style="list-style-type: none"> Learners will be continuing looking at cooking on a budget Learners will be using the skills they have developed to create their own recipes using the design, make test and evaluated skills. 	<ul style="list-style-type: none"> Learners will investigate what we could make with a ration box an try out some recipes Learners will organise and plan an event for learners in the school to try food created from rations.
Creativity : Arts, Design and Technology	Still life, Natural Forms and Nature. Developing research skills on key artists (William Morris, Georgia O'Keefe and Karl Blossfeldt) How to produce power, design, create and evaluation skills.	<ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). 	<ul style="list-style-type: none"> Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Add depth to work by exploring different mediums / observational drawings / line / tone / shape and form 	Textiles in art: Including 3D art- Masks and pottery <ul style="list-style-type: none"> Improve their confidence of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). 	Art appreciation – Pitmen Painters; Sketching <ul style="list-style-type: none"> Learn about great artists, architects and designers in history. Describe and discuss how different artists and cultures have used a range of visual elements in their work. Review and revisit ideas and sketches to improve and develop ideas. Review and revisit ideas and sketches to improve and develop ideas.	(Bees, Beetles and Butterflies) <ul style="list-style-type: none"> Adapt and refine artwork in light of constructive feedback and reflection. Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. Gather, record and develop information from a range of sources to create a mood board, montage or annotated sketch to inform their thinking about a piece of art.
Physical Education	Dance – Stargazers – Dance with me <ul style="list-style-type: none"> To develop a range and quality of actions and whole-body movements using them to explore the world around them. 	Gymnastics – Champion <ul style="list-style-type: none"> Perform dances using a range of movement patterns Improvise and move with precision, control and fluency in response to a range of stimuli. Precision- movement is accurate and carefully performed. Control - balance and awareness of the space. Fluency -movements flow smoothly 	PE-Indoor activities e.g. yoga or Pilates – New Age Curling/Boccia <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. To use equipment to throw, catch, hit, kick, bounce and aim at targets. To watch each other playing and communicate on their own performance. 	Net and Wall Games – Return to Sender. <ul style="list-style-type: none"> Pupils should be more aware of others and how to relate to them in different activities and know how performance is effective. 	Outdoor Games – Invasion Games – Basketball - Team building in outdoor sports <ul style="list-style-type: none"> Apply a variety of rules and tactics to play competitive team games with some skill, coordination and control. To participate in activities that increase their heart rate. To be aware of the changes that happen to their bodies when they are active. 	Athletics – Going for Gold. <ul style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Use running, jumping, throwing and catching in isolation and in combination Develop and extend their range of athletic skills through travelling, running, jumping and throwing activities.
Outdoor Learning	Exploring the Outside Learning environment. <ul style="list-style-type: none"> Knowing what is needed in the leader's bag and packing for this. Identifying life living outdoors in the Outdoor Learning Environment. Understanding what creatures/animals/birds share the Outdoor School. 	Being an Outdoor Learning Champion <ul style="list-style-type: none"> Understanding and implementing ways to be "greener" within school and in The Outdoor learning environment. 	Being an Outdoor Learning Champion <ul style="list-style-type: none"> Following on from previous knowledge and understanding, further extending skills. 	Developing cooking skills from other lessons whilst in the Outdoor School environment, <ul style="list-style-type: none"> To be aware of the dangers of an open fire and to be able to treat it with respect. Knowing how to put out a fire and dispose of safely. Understanding how materials can be used to aid cooking activities in the Outdoor School. 	Developing cooking skills from other lessons whilst in the Outdoor School environment <ul style="list-style-type: none"> Extending knowledge from cooking skills from previous half term. What food/drink can they experiment with to use. 	Care for the Outdoors: <ul style="list-style-type: none"> Researching how to look after the Outdoor Learning area over the summer and implementing those ideas.
Computing	Introducing and analysing computing skills, using pre functional skills & processes. <ul style="list-style-type: none"> Different forms of communication Editing, formatting Office Apps (Word, PPT etc) Researching via Internet Using IT to support curriculum days- Poetry Day which included Manipulating text, images, , simple animation Including changing their style, size, colour, effect, shape, location or format. 	Consolidation of baseline skills. <ul style="list-style-type: none"> Entering, editing and formatting data. Presenting data for modelling processes Cyberbullying/Internet Safety Following instructions & processes (Sci Wk) Introducing/reviewing programming/coding Using IT to support curriculum days- Science Week, Antibullying week 	Internet Research <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Using IT to support curriculum days- which included Manipulating text, images. Game and Graphic Design Courses Self Paced Online Coding Projects 	ICT and Computing Careers <ul style="list-style-type: none"> Consolidation of ICT Skills Online Coding courses / Fundamentals of Programming Game and Graphic Design Courses Exam / Qualification preparation. 	Essential Digital Skills <ul style="list-style-type: none"> Creating and editing Being safe and responsible online. Applying computing skills to use new computing software. Exam / Qualification preparation. Game and Graphic Design Courses 	Essential Digital Skills <ul style="list-style-type: none"> Using devices and handling information Communicating Transacting Independent Coding / Creative Projects Game and Graphic Design Courses
Careers	Grow throughout life <ul style="list-style-type: none"> Recognising that people can be sources of help and indicating or asking for help when in need. Complete job profiles with symbols and moderate level of support. 	Explore possibilities- Researching the range of workplaces and what it is like to work there.	Managing a Career- Writing a job application. Write a job application for a classroom role and consider what you would look for in a successful candidate	Self Development- <ul style="list-style-type: none"> skills, qualities interests 	Career exploration; <ul style="list-style-type: none"> Apprenticeships, colleges job opportunities 	Work Experience and volunteering across the Academy and Local Community.