

CoDA Curriculum

(Physical Education, Child Development and Care in
Early Years
and Health and social care)

Why Study PE?

At Key Stage 3 students will follow the national curriculum:

PE Curriculum Intent Yr 7 -9

The CoDA PE department thrives on the understanding that we are developing the whole student, not just their practical ability. We feel that developing the whole student will therefore improve their life chances. The CoDA PE KS3 curriculum is based around 3 areas: Head, Heart and Hand. We have used the GCSE PE Specification to inform these areas. The head strand looks at the child's cognitive learning and how key terms and physical understanding helps them in PE. The Heart strand looks at their life skills. We want to build well rounded students who flourish in different areas. This is why we have linked a different life skill to each sport. The last strand is the Hand strand. This is the typical skills based assessment where we look at 9 sports across the year for 4 weeks. They get 6 lessons of content and 2 lessons for their assessment. We work through core and advanced skills in lessons to then finally make an assessment of where we think practically they are at. We feel that through the 3 strands we can develop and enhance the whole student and leave them feeling like they can excel in more than one area in PE. However, our main focus is delivering fun and engaging lessons to help encourage a safe environment for all students to learn.

Each scheme of learning is aimed to encourage students to have a love for sport and physical activity. They will develop a range of skills, in a range of sports as well as a cognitive understanding of sport. Alongside this a better understanding of what life skills they will need for everyday life and how to overcome challenges. Students will be taught using a range of teaching styles to encourage them to learn in different ways. The PE curriculum will encourage independent and collaborative learners who develop a passion for PE.

Personal Development

- Build confidence, self-esteem and emotional wellbeing
- Develop and practice leadership skills
- Develop the capacity to be creative and reflective
- Work as part of a group or team, building trust and developing skills to solve problems, either individually or as a group
- Develop skills required for cooperation and collaboration

- Learn to play and perform several different skills and sports.
- Create an understanding of how life skills can be developed to create better people and sports players.
- Some students to perform for the Academy in the city.

At Key Stage 4 students will follow the specifications:

Board, Level, Subject

PE Curriculum Intent Yr 10 – 11

KS4 CORE PE

The CoDA PE department has a passion for lifelong participation in sport but also students having a deeper understanding of the careers, mental health benefits and diversity within sport. We therefore designed our curriculum around this focus. We have created a curriculum that has 10 rotations throughout the year. Each rotation has a different focus: Nutrition, Mental health, careers (players, science and other), major events and sedentary lifestyle. We also have created the curriculum so that every student can finish year 10 with a first aid qualification. Along side these focused rotations the students get the opportunity to experience 20 different sports and activities. These are: Football, Tag rugby, netball, trampolining, fitness, badminton, ultimate frisbee, dodgeball, kinball, kabaddi, shrove tide games, cheese rolling, Boccia, Blind football, seated volleyball, orienteering, cricket, rounders, tennis and athletics.

Along side the core curriculum we have a small number of students who are completing a Sports Leadership Qualification.

This scheme of learning is aimed to encourage students to have a better understanding of the wider world and prepare them for what life skills they will need for everyday life to overcome challenges. Students will also get the opportunity to experience different sports to try and encourage them to lead of a life of participation in what ever element they choose.

KS4 impact:

- Develop a love for Physical Activity and sports
- Encourage students to carry on with lifelong participation in sport
- Develop further students understanding of their body

Year 7

Topic	<u>Gymnastics/ Dance</u>	<u>Football</u>	<u>Netball</u>	<u>Badminton</u>	<u>Handball</u>	<u>Athletics</u>	<u>Cricket</u>	<u>Basketball</u>
End Points (Knowledge and Skills)	<u>Gym Year 7</u> Balances Rolls Jumps Twists <u>Dance Year 7- Haka</u> Formations/ changing formations Unison/ timing Repetition Canon	<u>Year 7</u> Passing with dominant foot Dribbling with both feet Shooting with dominant foot Formations Man Marking	<u>Year 7</u> Chest pass Bounce pass Footwork Dodging Man marking	<u>Year 7</u> Underarm serve (short) Underarm serve (long) Ready position Overhead clear Underarm clear	<u>Year 7</u> 1 handed passes Dribbling with dominant hand Dodging Man Marking	<u>Year 7</u> 100m 200m 300m/400m 800m Long Jump Triple Jump High jump Shot put Discus Javelin	<u>Year 7</u> Underarm throw Over arm throw 2 handed catch Long barrier	<u>Year 7</u> Overhead pass Bounce pass Chest pass Pivoting Set shot Lay up
What is assessed	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand
Key Vocabulary	Organisation Confidence <u>HT1</u> Muscles Bicep, triceps, abdominals, Gluteal, Quadriceps, Hamstring, <u>HT2</u> Bones Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella <u>HT3</u> CV system Arteries, Capillaries, Veins, Heart rate, stroke volume, <u>HT4</u> Respiratory system diaphragm and intercostals, gaseous exchange, aerobic and anaerobic exercise	Communication <u>HT1 & 2</u> Reciprocal Reader Words Passing, Dribbling, Tackling, Man Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formations, Tactics, Technique <u>HT3</u> Muscles Bicep, triceps, abdominals,	Team work <u>HT1 & 2</u> Reciprocal Reader Words Passing, Dribbling, Tackling, Man Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formations, Tactics, Technique <u>HT3</u>	Resilience <u>HT1 & 2</u> Reciprocal Reader Words Passing, Dribbling, Tackling, Man Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formations, Tactics, Technique <u>HT3</u> Muscles Bicep, triceps, abdominals, Gluteal, Quadriceps, Hamstring, <u>HT4</u>	Leadership <u>HT1 & 2</u> Reciprocal Reader Words Passing, Dribbling, Tackling, Man Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formations, Tactics, Technique <u>HT3</u> Muscles Bicep, triceps, abdominals, Gluteal,	Perseverance <u>HT5</u> Warm up and cool down Benefits of a warm up, benefits of a cool down, <u>HT6</u> Components of fitness Muscular endurance, cardiovascular	Responsibility <u>HT5</u> Warm up and cool down Benefits of a warm up, benefits of a cool down, <u>HT6</u> Components of fitness Muscular endurance, cardiovascular	Respect <u>HT5</u> Warm up and cool down Benefits of a warm up, benefits of a cool down, <u>HT6</u> Components of fitness Muscular endurance, cardiovascular endurance, speed, strength, power,

Year 8

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Key Vocabulary	<p>Gymnastics – Organisation Dance – Confidence</p> <p><u>HT1&2</u> Reciprocal Reader Words: Passing, Dribbling, Tackling, Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formation, Tactics, Technique</p>	<p>Communication</p> <p><u>HT1&2</u> Reciprocal Reader Words: Passing, Dribbling, Tackling, Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formation, Tactics, Technique</p> <p><u>HT3 - Muscles</u> Bicep, Triceps, Abdominals, Gluteal, Quadriceps, Hamstring</p> <p><u>HT4 – Bones</u> Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella</p>	<p>Teamwork</p> <p><u>HT1&2</u> Reciprocal Reader Words: Passing, Dribbling, Tackling, Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formation, Tactics, Technique</p> <p><u>HT3 - Muscles</u> Bicep, Triceps, Abdominals, Gluteal, Quadriceps, Hamstring</p> <p><u>HT4 – Bones</u> Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella</p>	<p>Resilience</p> <p><u>HT1&2</u> Reciprocal Reader Words: Passing, Dribbling, Tackling, Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formation, Tactics, Technique</p> <p><u>HT3 - Muscles</u> Bicep, Triceps, Abdominals, Gluteal, Quadriceps, Hamstring</p> <p><u>HT4 – Bones</u> Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella</p>	<p>Leadership</p> <p><u>HT1&2</u> Reciprocal Reader Words: Passing, Dribbling, Tackling, Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formation, Tactics, Technique</p> <p><u>HT3 - Muscles</u> Bicep, Triceps, Abdominals, Gluteal, Quadriceps, Hamstring</p> <p><u>HT4 – Bones</u> Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella</p>	<p>Perseverance</p> <p><u>HT5 – Warm up/Cool down</u> Benefits of a warm up, benefits of cool down</p> <p><u>HT6</u> Components of fitness</p> <p>Muscular endurance, cardiovascular endurance, speed, strength, power, flexibility, Agility, balance, Co-ordination, reaction time</p>	<p>Responsibility</p> <p><u>HT5 – Warm up/Cool down</u> Benefits of a warm up, benefits of cool down</p> <p><u>HT6</u> Components of fitness</p> <p>Muscular endurance, cardiovascular endurance, speed, strength, power, flexibility, Agility, balance, Co-ordination, reaction time</p>	<p>Respect</p> <p><u>HT5 – Warm up/Cool down</u> Benefits of a warm up, benefits of cool down</p> <p><u>HT6</u> Components of fitness</p> <p>Muscular endurance, cardiovascular endurance, speed, strength, power, flexibility, Agility, balance, Co-ordination, reaction time</p>
Literacy Skills Developed (Writing/Oracy/Tier 2)	<p>Oracy</p> <p>What does this look like in PE? Can you use it in a sentence? Tenses of the words</p>							
Career Links (Employability Skills, Career Opportunities)	<p>PE teacher, Physio therapist, Personal trainer, Sports performer/Athlete, Sports coach/ instructor, Sports development, sports lawyer, Sports Journalist, Sports commentator, Sports analyst, Sports broadcast presenter, Sports Scientist, Sports phycologist, Leisure operations and management, Sports Photographer, Sports marketing/ PR and communications, Strength and conditioning coach, Sports development, Sports Agent.</p>							
SMSC Links	<p>PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity. PE Students are asked to reflect on their ctions and how this may affect others in their team. Listening to and acting on the feedback of others PE Students developing their moral stance through a sense of fair play and positive sporting behaviour. PE Following and respecting the rules of sport and the decision of officials. Understanding that sport has rules and that so does normal society. PE Working in a variety of different groups towards a common goal.</p>							

	<p>Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating</p> <p>PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school.</p> <p>PE Understand and accepting that the decision of the officials should be respected and understanding the application of rules and laws in sport</p> <p>PE Students working with and playing competitive inter school fixtures against with students from different cultures.</p> <p>PE Pupils willing to volunteer their time to attend a range of extra-curricular sporting opportunities</p>		
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Year 9

Topic	Gymnastics/Dance	Football	Netball	Badminton	Handball	Athletics	Cricket	Basketball
End Points (Knowledge and Skills)	<u>Gymnastics</u> Take off and landing Flight Cartwheels Round off <u>Dance – Battle off</u> Transition sequences Retrograde Question and answer Contrasting dynamics	Volley's Ball control (all parts of the body) Keeping possession of the ball Jockeying	Rebounds Area Marking Catching on the run Shooting with split landing	Flick serve Backhand underarm clear Backhand overarm clear	Fake passes Area marking Positions Attacking and defending	100m 200m 300m/400m 800m Long Jump Triple Jump High jump Shot put Discus Javelin	Line and length bowling Attacking batting Defensive batting Wicket keeping	Fake and drive Cutting Area Marking Non dominant hand shooting
What is assessed	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand
Key Vocabulary	Organisation Confidence <u>HT1</u>	Communication <u>HT1</u> Passing	Teamwork <u>HT1</u> Passing	Resilience <u>HT1</u> Passing	Leadership <u>HT1</u> Passing Dribbling	Perseverance <u>HT5</u>	Responsibility Cool down	Respect <u>HT5</u>

SMSC Links	<p>PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity.</p> <p>PE Students are asked to reflect on their actions and how this may affect others in their team.</p> <p>Listening to and acting on the feedback of others</p> <p>PE Students developing their moral stance through a sense of fair play and positive sporting behaviour.</p> <p>PE Following and respecting the rules of sport and the decision of officials.</p> <p>Understanding that sport has rules and that so does normal society.</p> <p>PE Working in a variety of different groups towards a common goal.</p> <p>Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating</p> <p>PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school.</p> <p>PE Understand and accepting that the decision of the officials should be respected and understanding the application of rules and laws in sport</p> <p>PE Students working with and playing competitive inter school fixtures against with students from different cultures.</p> <p>PE Pupils willing to volunteer their time to attend a range of extra-curricular sporting opportunities</p>
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Year 10/11

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Career Links (Employability Skills, Career Opportunities)	PE teacher, Physio therapist, Personal trainer, Sports performer/Athlete, Sports coach/ instructor, Sports development, sports lawyer, Sports Journalist, Sports commentator, Sports analyst, Sports broadcast presenter, Sports Scientist, Sports phycologist, Leisure operations and management, Sports Photographer, Sports marketing/ PR and communications, Strength and conditioning coach, Sports development, Sports Agent.
SMSC Links	<p>PE Use of imagination and creativity in composition of dance, sequences and tactics.</p> <p>PE Students are asked to reflect on their actions and how this may affect others in their team.</p> <p>Listening to and acting on the feedback of others</p> <p>PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity.</p> <p>PE Students developing their moral stance through a sense of fair play and positive sporting behaviour.</p> <p>PE Following and respecting the rules of sport and the decision of officials.</p> <p>Understanding that sport has rules and that so does normal society.</p> <p>PE Working in a variety of different groups towards a common goal.</p> <p>Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating</p> <p>PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school.</p>

Sports Leaders Qualification

Topic	Learning outcome 1 – Know the skills and behaviours needed to lead others	Learning outcome 2 – Know how leadership skills and behaviours can be used in a range of situations	Learning outcome 3 – Be able to develop own leadership skills	Learning outcome 4 – Understand the roles and responsibilities of a sports leader	Learning outcome 1 – Be able to plan appropriate sport/physical activities	Learning outcome 2 – Be able to assist in leading appropriate sport/physical activities	Learning outcome 3 – Be able to review their role in the leading of sport/physical activities
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End Points (Knowledge and Skills)	<p>1.1 Outline why the identified skills will be necessary for a sports leader</p> <p>1.2 Outline the effect that behaviours can have on leadership skills</p>	<p>2.1 Outline how the identified skills and behaviours might be used in different areas of life</p>	<p>3.1 Audit own leadership skills</p> <p>3.2 Create an action plan for developing leadership skills</p> <p>3.3 Reflect on the development of own leadership skills against an action plan</p>	<p>4.1 Outline the responsibilities of the roles that a sports leader might take on</p>	<p>1.1 Plan sport/physical activities</p>	<p>2.1 Use effective communication skills when assisting in the leading of sport/physical activities</p> <p>2.2 Use effective organisational strategies when assisting in the leading of sport/physical activities</p> <p>2.3 Use effective motivation methods when assisting in the leading of sport/physical activities</p> <p>2.4 Adapt an activity in line with the needs of the participant(s)</p> <p>2.5 Lead sport/physical activities</p>	<p>3.1 Review own role in leading sport/physical activities</p>
What is assessed	Task 1.1 Leadership skills and behaviours	Task 1.2 Using leadership skills and behaviours in	Task 1.3 Reflecting on the leadership task	Task 1.2 Using leadership skills and behaviours in other environments	Task 2.1 Plan, assist in leading and review	Task 2.1 Plan, assist in leading and review	Task 2.1 Plan, assist in leading and review

		other environments			sport/physical activities	sport/physical activities Task 2.2 Leadership Log	sport/physical activities
Key Vocabulary	communication, self-belief, teamwork, self-management, problem solving			referee/umpire, safety officer, scorer, timekeeper, coach, manager/organiser.		verbal and non-verbal communication	
Literacy Skills Developed (Writing/Oracy/Tier 2)							
Career Links (Employability Skills, Career Opportunities)	PE teacher, Physio therapist, Personal trainer, Sports performer/Athlete, Sports coach/ instructor, Sports development, sports lawyer, Sports Journalist, Sports commentator, Sports analyst, Sports broadcast presenter, Sports Scientist, Sports phycologist, Leisure operations and management, Sports Photographer, Sports marketing/ PR and communications, Strength and conditioning coach, Sports development, Sports Agent.						
SMSC Links							

Btec Dance

Year	HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
Year 1 (Year 10)	<u>Unit 1</u> Introduce the course Learning Aim: A Roles and responsibilities of choreographer, dancer, costume designer, Learning Aim: A Introduce Unit 1 1 st Choreographer - Bob Fosse 'All That Jazz' Theory and practical lessons Learning Aim: A 2nd Choreographer – Rosie Kay '5 Soldiers' Theory and practical lessons Learning Aim: B -Processes used in development, rehearsal and performance -Techniques and approaches in performance -Creative and performance process	<u>Unit 1</u> Learning Aim: A Introduce Unit 1 1 st Choreographer - Bob Fosse 'All That Jazz' Theory and practical lessons Learning Aim: A 2nd Choreographer – Rosie Kay '5 Soldiers' Theory and practical lessons Learning Aim: B -Processes used in development, rehearsal and performance -Techniques and approaches in performance -Creative and performance process	<u>Unit 1</u> Learning Aim: A Introduce Unit 1 1 st Choreographer - Bob Fosse 'All That Jazz' Theory and practical lessons Learning Aim: A 2nd Choreographer – Rosie Kay '5 Soldiers' Theory and practical lessons Learning Aim: B -Processes used in development, rehearsal and performance -Techniques and approaches in performance -Creative and performance process Component 1 controlled assessment	<u>Unit 1</u> Component 1 controlled assessment write up Deadline close to Easter	<u>Unit 2</u> -Introduce physical and interpretive skills -Practical workshops to help for unit 2 <u>Unit 3</u> -Using different stimulus to create dance work e.g Poem, music, props -Exploration of choreographic devices and different themes	<u>Practise Unit 3</u> Create a dance based on a theme and do a practise controlled assessment (8 hours)

Key Vocabulary	Unison Repetition Timing Repetition Canon Dynamics Retrograde Use of levels Transition sequence Mirroring Question and answer Contrasting Dynamics Fragmentation Chicago Jazz Violence Criminal Celebrities Changing Viewpoints	Unison Repetition Timing Repetition Canon Dynamics Retrograde Use of levels Transition sequence Mirroring Question and answer Contrasting Dynamics Fragmentation Chicago Jazz Violence Criminal Celebrities Changing Viewpoints	Unison Repetition Timing Repetition Canon Dynamics Retrograde Use of levels Transition sequence Mirroring Question and answer Contrasting Dynamics Fragmentation Chicago Jazz Violence Criminal Celebrities Changing Viewpoints	Unison Repetition Timing Repetition Canon Dynamics Retrograde Use of levels Transition sequence Mirroring Question and answer Contrasting Dynamics Fragmentation Chicago Jazz Violence Criminal Celebrities Changing Viewpoints	Balance Strength Posture Flexibility Expression Facial expression Use of space Focus Co-ordination Energy Projection Stage presence Movement memory Gesture Use of posture Musicality Emphasis Alignment Cardiovascular endurance <u>Literacy words</u>	target audience performance space planning managing resources style creative intentions Brief Stimulus Selection Application Development Interpretative skills Physical skills Collaborative skills <u>Literacy words</u> Appreciation Extension Execution Embellish

	Sexuality Society Vaudeville Burlesque Feminism Admiration Manipulation Dance theatre Soldiers War Army Injury Sexual Tension Drills Helicopter Patrol Afghanistan Sense of heroism <u>Literacy words</u> Space Time Relationships Focus Dynamics	Sexuality Society Vaudeville Burlesque Feminism Admiration Manipulation Dance theatre Soldiers War Army Injury Sexual Tension Drills Helicopter Patrol Afghanistan Sense of heroism <u>Literacy words</u> Form Body awareness Scene Strength Weakness	Sexuality Society Vaudeville Burlesque Feminism Admiration Manipulation Dance theatre Soldiers War Army Injury Sexual Tension Drills Helicopter Patrol Afghanistan Sense of heroism <u>Literacy words</u> Rehearsal Stage Intention Influence Enhance	Sexuality Society Vaudeville Burlesque Feminism Admiration Manipulation Dance theatre Soldiers War Army Injury Sexual Tension Drills Helicopter Patrol Afghanistan Sense of heroism <u>Literacy words</u> Aesthetic Theme Narrative Style Highlight	Stimulus Flow Accent Cues Processes	Vigorous Determination
How is it assessed?		Practice component 1 assessment	Start completing component 1	Component 1 completed – 30% of course		Practice component 3 assessment

Literacy Skills Developed (Writing/Oracy/Tier 2)	Space, Time, Relationships, Focus, Dynamics, Form, Body awareness	Spatial awareness, scene, strength, weakness, rehearsal, stage	Intention (choreographic), influence, enhance, aesthetic, theme, narrative	Style, highlight, stimulus/stimuli, flow, accent, cues	Processes, appreciation, extension, execution, embellish, vigorous	Determination, proficient, adequate, conspicuous, Vehement (powerful), formidable (impressive), climax
Career Links (Employability Skills, Career Opportunities)	Employability skills - Teamwork, Leadership, Resilience , Communication skills, Problem Solving, Creativity, Organisation Career opportunities – Dancer, Choreographer, Stage manager, Actor, Producer, Dance teacher, Drama teacher, Sound technician, Costume designer, Dance practitioner, Community arts worker, Broadcaster					
SMSC Links	<p>Dance students use of imagination and creativity in composition of dance, sequences and tactics.</p> <p>Dance students are asked to reflect on their actions and how this may affect others in their team.</p> <p>Listening to and acting on the feedback of others</p> <p>Dance students have to be reflect of their performances within their evaluations</p> <p>Dance students becoming aware of different cultural attitudes towards aspects of sport and physical activity.</p> <p>Dance students developing their moral stance through working as a group and being fair to everyone within the group.</p> <p>Dance following and respecting other students opinions on choreography and creativity towards the activity</p> <p>Dance students learn a variety of different styles of dance and about different choreographers which celebrates different cultures and diversity.</p> <p>Working in a variety of different groups towards a common goal.</p> <p>Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating</p> <p>Participating in a variety of teams/groups and pupils to be given the opportunity to represent their school and perform in front of an audience.</p>					

<p>Year 2 (Year 11)</p>	<p><u>Unit 2</u> Learning Aim: A Practical workshops in dance related to the 'theme'</p> <p>Learning Aim: B Rehearsal process, review of own development and evaluation of performance skills</p>	<p><u>Unit 2</u> Component 2 controlled assessment write up</p> <p>Deadline close to Christmas</p>	<p><u>Unit 3</u> Introduce Unit 3 Exploration of choreographic devices and different themes</p> <p>Introduce the external stimulus set by Pearson Late Jan/Early Fed</p>	<p><u>Unit 3</u> Exploration of the theme through different choreographic devices and preparing for practical controlled assessment</p> <p>8 hours practical controlled assessment</p>	<p><u>Unit 3</u> Finishing 8 hours practical controlled assessment</p> <p>3 hours of written controlled assessment in computer room</p>	<p>Left for Y11 EXAMS</p>
<p>Key Vocabulary</p>	<p>Balance Strength Posture Flexibility Expression Facial expression Use of space Focus</p> <p>Co-ordination Energy Projection Stage presence Movement memory Gesture Use of posture</p> <p>Musicality Emphasis</p> <p>Alignment Cardiovascular endurance</p>	<p>Balance Strength Posture Flexibility Expression Facial expression Use of space Focus</p> <p>Co-ordination Energy Projection Stage presence Movement memory Gesture Use of posture</p> <p>Musicality Emphasis Alignment Cardiovascular endurance</p>	<p>target audience performance space planning managing resources style creative intentions Brief Stimulus Selection Application Development Interpretative skills Physical skills Collaborative skills</p> <p><u>Literacy words</u> Vehement Formidable Climax</p>	<p>target audience performance space planning managing resources style creative intentions Brief Stimulus Selection Application Development Interpretative skills Physical skills Collaborative skills</p>	<p>target audience performance space planning managing resources style creative intentions Brief Stimulus Selection Application Development Interpretative skills Physical skills Collaborative skills</p>	

	<u>Literacy words</u> Embellish Vigorous Determination	<u>Literacy words</u> _ Proficient Adequate Conspicuous				
How is it assessed?	Started completing component 2	Component 2 completed – 30% of the course	Start completing component 3	Component 3 taking place	Component 3 completed – 40% of the course	
Literacy Skills Developed (Writing/Oracy/Tier 2)	Space, Time, Relationships, Focus, Dynamics, Form, Body awareness	Spatial awareness, scene, strength, weakness, rehearsal, stage	Intention (choreographic), influence, enhance, aesthetic, theme, narrative	Style, highlight, stimulus/stimuli, flow, accent, cues	Processes, appreciation, extension, execution, embellish, vigorous	Determination, proficient, adequate, conspicuous, Vehement (powerful), formidable (impressive), climax
Career Links (Employability Skills, Career Opportunities)	Employability skills - Teamwork, Leadership, Resilience , Communication skills, Problem Solving, Creativity, Organisation Career opportunities – Dancer, Choreographer, Stage manager, Actor, Producer, Dance teacher, Drama teacher, Sound technician, Costume designer, Dance practitioner, Community arts worker, Broadcaster					
SMSC Links	<p>Dance students use of imagination and creativity in composition of dance, sequences and tactics.</p> <p>Dance students are asked to reflect on their actions and how this may affect others in their team.</p> <p>Listening to and acting on the feedback of others</p> <p>Dance students have to be reflect of their performances within their evaluations</p> <p>Dance students becoming aware of different cultural attitudes towards aspects of sport and physical activity.</p> <p>Dance students developing their moral stance through working as a group and being fair to everyone within the group.</p> <p>Dance following and respecting other students opinions on choreography and creativity towards the activity</p> <p>Dance students learn a variety of different styles of dance and about different choreographers which celebrates different cultures and diversity.</p> <p>Working in a variety of different groups towards a common goal.</p> <p>Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating</p> <p>Participating in a variety of teams/groups and pupils to be given the opportunity to represent their school and perform in front of an audience.</p> <p>Dance students experience a trip within Y11 which allows them the opportunity to visit a theatre and watch a show and engage in British values by being part of the audience community.</p>					

GCSE PE year 10

Half term	HT1	HT2	HT3	HT4	HT5	HT6
End Points (Knowledge and Skills)	Structure and Function of the Skeletal System Football/ Trampolining	Components of fitness Applying principles of training Fitness testing/ Handball	Characteristics of a skillful movement Goal setting Mental Preparation Types of feedback Physical Activity and sport in the UK Badminton	Commercialisation of sport Ethics in Sport Violence in sport	AEP- Coursework	AEP- Coursework Athletics
What is assessed?	Teacher assessment End of topic exam/ assessment	Teacher assessment End of topic exam/ assessment	Teacher assessment End of topic exam/ assessment	Teacher assessment End of topic exam/ assessment	Teacher assessment End of topic exam/ assessment	Teacher assessment Mock exams
Key Vocabulary	Abduction Adduction Circumduction Extension Flexion Flexibility Ligament Cartilage Rotation Synovial Joint Tendon Articulating bones Agonist Antagonist Antagonistic pair	Agility Cardiovascular endurance Flexibility Speed Balance Strength Muscular endurance Power Co-ordination Reaction time Continuous training Cool Down Fartlek training FITT Interval training	Aesthetic Efficient Co-ordination Fluent Pre-determined SMART Principle Imagery Mental rehearsal Extrinsic Intrinsic Visual Verbal Mechanical Manual Trends	Golden Triangle Sponsorship Media Finance Sportsmanship Gamesmanship Deviance		

	Fixator Fatigue Hypertrophy Lactic Acid Muscle Fibre types	Overload Progression Reversibility Specificity Warm up Cool down				
Literacy Skills Developed (Writing/Oracy/Tier 2)	The use of the key vocabulary in answering questions and writing their coursework. Moving from oracy and the explanation of a key term to then putting that into a sentence and using the tier 2 words to enhance and make sense of the coursework or answer to exam questions.					
Career Links (Employability Skills, Career Opportunities)	Employability skills - Teamwork, Leadership, Resilience , Communication skills, Problem Solving, Creativity, Organisation Career opportunities – Players, physiotherapist, personal trainer, sports analyst, nutritionist, sports enhancement, teacher, sports coach, sports photographer, referee/ umpire and player agent.					
SMSC Links	<p>♦ Spiritual Development Encourages self-reflection through performance evaluation and personal goal setting. Promotes appreciation of the human body and its capabilities. Involves commitment, determination, and learning to overcome personal challenges.</p> <p>♦ Moral Development Teaches fair play, sportsmanship, and respect for rules and officials. Explores ethical issues such as doping, cheating, and inclusion. Encourages understanding of right and wrong in competitive and recreational contexts.</p> <p>♦ Social Development Promotes teamwork, cooperation, and communication through group activities and team sports. Builds leadership skills and the ability to work with others from different backgrounds. Encourages volunteering, coaching, and roles within sport that support others.</p> <p>♦ Cultural Development Introduces students to a wide range of sports and physical activities from different cultures. Explores the impact of national and international sporting events (like the Olympics) on society. Highlights how different societies and cultures view physical activity and health.</p>					

GCSE PE year 11

Half term	HT1	HT2	HT3	HT4	HT5	HT6
End Points (Knowledge and Skills)	Structure and function of the Cardiovascular and Respiratory System. Effects of exercise on body systems (short and long-term). Trampolining	Socio-cultural factors affecting participation. Preventing injury in physical activity. Health, fitness and well-being Football/Netball recap	Revision for Paper 1 & 2 (Preparing of revision resources, exam style question revision, past papers) Badminton recap	Revision for Paper 1 & 2 (Preparing of revision resources, exam style question revision, past papers) Handball recap	Revision for Paper 1 & 2 (Preparing of revision resources, exam style question revision, past papers)	Revision for Paper 2 (Preparing of revision resources, exam style question revision, past papers)
What is assessed?	Teacher assessment End of topic exam/ assessment	Teacher assessment <u>Mock exams</u>	Teacher assessment End of topic exam/ assessment <u>Practical and Coursework MARKS IN</u>	Teacher assessment <u>Mock exams</u> <u>Practical Moderation</u>	<u>EXAMS</u>	<u>EXAMS</u>
Key Vocabulary	Age, Gender, Ethnicity, Religion, Culture, Family, Education, Disability, Disposable income, Discrimination, Environment, Role models, media coverage, opportunity/access. Personal Protective Equipment, Hazards, warm up, cool down, correct clothing/footwear Obesity, Coronary Heart Disease, Fitness, Posture, Diabetes, self-esteem, self-confidence, stress, anxiety, body image	Heart, arteries, capillaries, veins, aorta, vena cava, atrium, ventricles, pulmonary, systemic, oxygenated blood, deoxygenated blood. Heart Rate, Stroke Volume, Cardiac Output, Tidal Volume, Minute Ventilation, Respiratory Rate	Key words relevant to specific areas being revised.	Key words relevant to specific areas being revised.	Key words relevant to specific areas being revised.	Key words relevant to specific areas being revised.
Literacy Skills Developed (Writing/Oracy/Tier 2)	The use of the key vocabulary in answering questions and writing their coursework. Moving from oracy and the explanation of a key term to then putting that into a sentence and using the tier 2 words to enhance and make sense of the coursework or answer to exam questions.					

Career Links (Employability Skills, Career Opportunities)	Employability skills - Teamwork, Leadership, Resilience , Communication skills, Problem Solving, Creativity, Organisation Career opportunities – Players, physiotherapist, personal trainer, sports analyst, nutritionist, sports enhancement, teacher, sports coach, sports photographer, referee/ umpire and player agent.
SMSC Links	<p>♦ Spiritual Development Encourages self-reflection through performance evaluation and personal goal setting. Promotes appreciation of the human body and its capabilities. Involves commitment, determination, and learning to overcome personal challenges.</p> <p>♦ Moral Development Teaches fair play, sportsmanship, and respect for rules and officials. Explores ethical issues such as doping, cheating, and inclusion. Encourages understanding of right and wrong in competitive and recreational contexts.</p> <p>♦ Social Development Promotes teamwork, cooperation, and communication through group activities and team sports. Builds leadership skills and the ability to work with others from different backgrounds. Encourages volunteering, coaching, and roles within sport that support others.</p> <p>♦ Cultural Development Introduces students to a wide range of sports and physical activities from different cultures. Explores the impact of national and international sporting events (like the Olympics) on society. Highlights how different societies and cultures view physical activity and health.</p>

CN Sports Studies year 10

Half term	HT1	HT2	HT3	HT4	HT5	HT6
End Points (Knowledge and Skills)	R185 Topic 1 and 2 Practical performance Practice methods	R185 Topic 1 and 3 Practical performance Organising a sports session	R187 Topic 1 and 2 OAA provisions Technology in OAA R185 Topic 1- Practical	R187- 4 weeks Topic 3 and 4 Emergency procedures Evaluation	R187 Assessment R185 Topic 1 and 3 Practical Organising a sports session	R185 Topic 4 and 5 Leading a session Evaluating/ reviewing session
What is assessed?	Teacher assessment	<u>21st of Feb Input for R187</u>	Teacher assessment	Teacher assessment Topic 3 coursework write up	<u>R187- Assessed</u>	Teacher assessment Assessment of topic 4 and 5
Key Vocabulary	Skills Compositional Ideas Techniques Sporting Activity Strategies Weaknesses Tactics Strengths Key Components Practise Methods Decision Making Performance Participating Contribution Drills Progressive Practise Fixed Variable	Appropriate Venue Equipment Timing Supervision Contingency Plan Sports Activity Session Safety Considerations Organising Risk Assessment Equipment Emergency Procedures Basic First Aid Introduction Conclusion Injuries Meet the Needs Warm up	Provisions Outdoor Adventurous Activities Locally Nationally Equipment Clothing Safety Technology Communication Information Terrain Climate Health & Safety Location	First Aid Rescue Evaluation Mental Benefits Physical Benefits Social Benefits	Appropriate Venue Equipment Timing Supervision Contingency Plan Sports Activity Session Safety Considerations Organising Risk Assessment Equipment Emergency Procedures Basic First Aid Introduction Conclusion Meet the needs Injuries Warm up Cool Down Development Plan	Leading Safe Practise Timing Adaptability Reliability Positioning Enthusiasm Confidence Creativity Reviewing Improvements Leadership Development

	Whole Part Video Analysis Ability	Cool Down Development Plan				
Literacy Skills Developed (Writing/Oracy/Tier 2)	The use of the key vocabulary in answering questions and writing their coursework. Moving from oracy and the explanation of a key term to then putting that into a sentence and using the tier 2 words to enhance and make sense of the coursework or answer to exam questions.					
Career Links (Employability Skills, Career Opportunities)	Employability skills - Teamwork, Leadership, Resilience , Communication skills, Problem Solving, Creativity, Organisation Career opportunities – Players, physiotherapist, personal trainer, sports analyst, nutritionist, sports enhancement, teacher, sports coach, sports photographer, referee/ umpire and player agent.					
SMSC Links	<p>♦ Spiritual Development Encourages self-reflection through performance evaluation and personal goal setting. Promotes appreciation of the human body and its capabilities. Involves commitment, determination, and learning to overcome personal challenges.</p> <p>♦ Moral Development Teaches fair play, sportsmanship, and respect for rules and officials. Explores ethical issues such as doping, cheating, and inclusion. Encourages understanding of right and wrong in competitive and recreational contexts.</p> <p>♦ Social Development Promotes teamwork, cooperation, and communication through group activities and team sports. Builds leadership skills and the ability to work with others from different backgrounds. Encourages volunteering, coaching, and roles within sport that support others.</p> <p>♦ Cultural Development Introduces students to a wide range of sports and physical activities from different cultures. Explores the impact of national and international sporting events (like the Olympics) on society. Highlights how different societies and cultures view physical activity and health.</p>					

CN Sports Studies year 11

Half term	HT1	HT2	HT3	HT4	HT5	HT6
End Points (Knowledge and Skills)	R184 Topic 1 Issues which affect participation in Sport R185 Topic 1 + 5 Practical Performance Evaluation	R184 Topic 2 The role of sport in promoting values R185 Topic 1	R184 Topic 3 The implications of hosting a major sporting event for a city or country	R184 Topic 4 The role of National Governing Bodies play in the development of their sport Topic 5 The use of technology in sport	R184 Exam Revision	School Leavers
What is assessed?	Teacher assessment for R184	<u>R185 Assessment</u> Teacher assessment for R184	Teacher assessment	Teacher assessment	<u>R184 Exam</u>	
Key Vocabulary	User Groups Gender Ethnic Groups Retired People Families Carers Disabilities Economically disadvantaged Disposable Income Activity Provision Promotion Environment Climate Provision of facilities Social Acceptability Emerging Sports	Team Spirit Fair Play Citizenship Tolerance and Respect Inclusion National Pride Excellence Olympics and Paralympics Creed Symbol Values Initiatives Campaigns Etiquette Sporting behaviour Sportsmanship	Regular and Recurring Sporting Event One-off Sporting Event Scheduling Major Sporting Event Bidding Infrastructure Investment Commercial Social Infrastructure Social Cohesion National Morale Direct Tourism Indirect Tourism Relegation Terrorism	National Governing Bodies Performance Pathway Technology Accuracy of officiating Technical analysis Affordability Unequal access Spectator experience	Exam Revision	

		<p>Gamesmanship</p> <p>Performance enhancing drugs</p> <p>Whereabouts Rule</p> <p>Testing Methods</p> <p>Sanctions</p> <p>WADA</p> <p>Sample Collection</p>	<p>Legacy</p> <p>Debt</p> <p>Scandals</p>			
Literacy Skills Developed (Writing/Oracy/Tier 2)	The use of the key vocabulary in answering questions and writing their coursework. Moving from oracy and the explanation of a key term to then putting that into a sentence and using the tier 2 words to enhance and make sense of the coursework or answer to exam questions.					
Career Links (Employability Skills, Career Opportunities)	<p>Employability skills - Teamwork, Leadership, Resilience , Communication skills, Problem Solving, Creativity, Organisation</p> <p>Career opportunities – Players, physiotherapist, personal trainer, sports analyst, nutritionist, sports enhancement, teacher, sports coach, sports photographer, referee/ umpire and player agent.</p>					
SMSC Links	<p>♦ Spiritual Development</p> <p>Encourages self-reflection through performance evaluation and personal goal setting.</p> <p>Promotes appreciation of the human body and its capabilities.</p> <p>Involves commitment, determination, and learning to overcome personal challenges.</p> <p>♦ Moral Development</p> <p>Teaches fair play, sportsmanship, and respect for rules and officials.</p> <p>Explores ethical issues such as doping, cheating, and inclusion.</p> <p>Encourages understanding of right and wrong in competitive and recreational contexts.</p> <p>♦ Social Development</p> <p>Promotes teamwork, cooperation, and communication through group activities and team sports.</p> <p>Builds leadership skills and the ability to work with others from different backgrounds.</p> <p>Encourages volunteering, coaching, and roles within sport that support others.</p> <p>♦ Cultural Development</p> <p>Introduces students to a wide range of sports and physical activities from different cultures.</p> <p>Explores the impact of national and international sporting events (like the Olympics) on society.</p> <p>Highlights how different societies and cultures view physical activity and health.</p>					

CoDA Curriculum

Child Development and Care in Early Years



CITY OF DERBY
ACADEMY

Improving the life chances of all students

Curriculum intent.

- Child care is part of our Vocational department at City of Derby Academy and is delivered through the NCFE qualification. Students are able to get from a L1P up to a L2D in this subject and it is assessed through 50% coursework and 50% exam. Students gain understanding of the childcare vocation including, nursery teaching, the Early Years Foundation framework and how children aged 0-5 develop. There are 9 different content areas which include a large amount of practical activities such as sensory walks, play carousels and a day with 'CODA nursery'. Students are also able to take the CODA babies home for a night to experience looking after a baby. We believe that our child care curriculum can be an opportunity for students to choose a subject with career potential. Many of our students have used the qualification to do level 3 at college. We aim that the knowledge and skills the students acquire through this creditable course
- encourages them to fulfill the wider career potential and are able to experience the childcare vocation in the classroom.

At Key Stage 4 students will follow the specifications:

NCFE level ½ Cache

Students will be taught and assessed on their ability to:	
AO1	Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations
AO3	Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.
AO4	Demonstrate the application of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to demonstrate the essential skills relevant to the vocational sector by applying the appropriate processes, working practices and documentation.
AO5	Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices and documentation relevant to the vocational sector.
NCFE Health and Social care will encourage and enable students to:	
<ul style="list-style-type: none"> - holistic child development • factors that influence a child's development • care routines and activities to support a child • regulation, policies and procedures in the early years • expectations of an early years practitioner • roles and responsibilities within early years settings • the importance of observations in early years childcare • the purpose of planning in early years childcare 	
Students will be taught and assessed on their ability to:	
AO1	Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations

A03	Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.
A04	Demonstrate the application of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to demonstrate the essential skills relevant to the vocational sector by applying the appropriate processes, working practices and documentation.
A05	Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices and documentation relevant to the vocational sector.

Child Development and Care Year 10

Topic	CA1 – child development	CA2 – factors that influence child development	CA3 – care routines, play and activities to support.	CA4 – early years provision	CA5 – legislation policies and procedures	CA6 – expectations of early years practitioner	CA7 – roles and responsibilities within early years.	CA8 – importance of observations	CA9 – Planning cycle
End Points (Knowledge and Skills)	1.1 Aspects of holistic development 1.1.1 Physical 1.1.2 Cognitive 1.1.3 Communication and language 1.1.4 Social and emotional	2.1 Nature and nurture 2.2 Biological and environmental factors 2.3 Effects of biological and environmental factors 2.4 Transitions 2.4.1 Types of transition 2.4.2 The impact of transitions on the child's development	3.1 Basic care needs 3.2 Basic care routines and play activities to support the child's development 3.2.1 Basic care routines 3.2.2 Play activities 3.3 The role of the early years practitioner	4.1 Types of early years provision 4.2 The purpose of early years provision 4.3 Types of early years settings 4.4 Variation in early years provision	5.1 Regulatory authority 5.2 Legislation and frameworks which underpin policy and procedure 5.2.1 Legislation, framework, policy and procedure definitions 5.2.2 Legislation	6.1 Appearance 6.2 Behaviour 6.3 Attendance and timekeeping	7.1 Early years practitioner roles 7.2 Partnership working in the early years 7.2.1 How partnership working benefits the child, family and early years practitioner 7.3 Specialist roles within the early years	8.1 Observation and recording methods 8.1.1 How observations support child development 8.1.2 Objective and subjective observation 8.1.3 Components of recording observations 8.1.4 Different	9.1 The purpose of a child-centred approach 9.2 The purpose of the planning cycle 9.3 The planning cycle

Career Links (Employability Skills, Career Opportunities)	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skills 	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning 	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning 	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning 	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning 	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning 	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning 	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning 	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning
SMSC Links	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. 	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. 	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. 	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. 	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. 	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. 	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. 	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. 	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect.

	<ul style="list-style-type: none"> Facilitating Positive Relationships. Nurturing Self-Identity and Beliefs. Promoting Critical Thinking and Moral Reasoning. 	<ul style="list-style-type: none"> Facilitating Positive Relationships. Nurturing Self-Identity and Beliefs. Promoting Critical Thinking and Moral Reasoning. 	<ul style="list-style-type: none"> Facilitating Positive Relationships. Nurturing Self-Identity and Beliefs. Promoting Critical Thinking and Moral Reasoning. 	<ul style="list-style-type: none"> Facilitating Positive Relationships. Nurturing Self-Identity and Beliefs. Promoting Critical Thinking and Moral Reasoning. 	<ul style="list-style-type: none"> Facilitating Positive Relationships. Nurturing Self-Identity and Beliefs. Promoting Critical Thinking and Moral Reasoning. 	<ul style="list-style-type: none"> Facilitating Positive Relationships. Nurturing Self-Identity and Beliefs. Promoting Critical Thinking and Moral Reasoning. 	<ul style="list-style-type: none"> Facilitating Positive Relationships. Nurturing Self-Identity and Beliefs. Promoting Critical Thinking and Moral Reasoning. 	<ul style="list-style-type: none"> Facilitating Positive Relationships. Nurturing Self-Identity and Beliefs. Promoting Critical Thinking and Moral Reasoning. 	<ul style="list-style-type: none"> Facilitating Positive Relationships. Nurturing Self-Identity and Beliefs. Promoting Critical Thinking and Moral Reasoning.
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Child care and early years - Year 11

Topic	Task one. 3 hours 12 marks	Task two. 3 hours 20 marks	Task three. 3 hours 24 marks	Task four. 3 hours 20 marks	Task five. 1 hour 8 marks	Task six. 1 hour 8 marks
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Career Links (Employability Skills, Career Opportunities)	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving <ul style="list-style-type: none"> • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skills 	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving <ul style="list-style-type: none"> • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skills 	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving <ul style="list-style-type: none"> • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skills 	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving <ul style="list-style-type: none"> • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skills 	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving <ul style="list-style-type: none"> • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skills 	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving <ul style="list-style-type: none"> • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skills
SMSC Links	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. • Facilitating Positive Relationships. • Nurturing Self-Identity and Beliefs. <p>Promoting Critical Thinking and Moral Reasoning.</p>	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. • Facilitating Positive Relationships. • Nurturing Self-Identity and Beliefs. <p>Promoting Critical Thinking and Moral Reasoning.</p>	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. • Facilitating Positive Relationships. • Nurturing Self-Identity and Beliefs. <p>Promoting Critical Thinking and Moral Reasoning.</p>	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. • Facilitating Positive Relationships. • Nurturing Self-Identity and Beliefs. <p>Promoting Critical Thinking and Moral Reasoning.</p>	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. • Facilitating Positive Relationships. • Nurturing Self-Identity and Beliefs. <p>Promoting Critical Thinking and Moral Reasoning.</p>	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. • Facilitating Positive Relationships. • Nurturing Self-Identity and Beliefs. <p>Promoting Critical Thinking and Moral Reasoning.</p>

CoDA Curriculum

Health and Social Care



Improving the life chances of all students

Curriculum intent.

- Health and social care is part of our Vocational department at City of Derby Academy and is delivered through the NCFE qualification. Students are able to get from a L1P up to a L2D in this subject and it is assessed through 50% coursework and 50% exam. Students are able to gain a wealth of knowledge on the health and social care field whilst learning 8 different content areas ranging from practitioner roles to the care needs of individuals. We believe that health and social care is an ideal choice for some students at GCSE as a stepping stone to potential future careers, students also gain valuable experiences including first aid and role play scenarios. We aim that the knowledge and skills the students acquire through this creditable course encourages them to fulfill wider career potential and are able to experience the health and social care vocation in the classroom.

At Key Stage 4 students will follow the specifications:

NCFE level ½ Cache

Students will be taught and assessed on their ability to:	
AO1	Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations
AO3	Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.
AO4	Demonstrate the application of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to demonstrate the essential skills relevant to the vocational sector by applying the appropriate processes, working practices and documentation.
AO5	Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices and documentation relevant to the vocational sector.
NCFE Health and Social care will encourage and enable students to:	
<ul style="list-style-type: none"> • health and social care provision and services • the variety of job roles in the health and social care sector and care values that underpin professional practice • the importance of legislation, policies and procedures in health and social care and how they relate to a practitioner working in health and social care settings • human development across the life span • care needs of the individual • how the individual accesses health and social care services • how the individual's needs are met through partnership working with other professionals • the care planning cycle to meet the needs and preferences of the individual 	
Students will be taught and assessed on their ability to:	
AO1	Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations
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AO5	Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices and documentation relevant to the vocational sector.

Health and Social Care Year 10

Topic	CA1 – health and social care provision	CA2 – practitioner roles	CA3 – legislation policies and procedures	CA4 – human development across the life stages	CA5 – care needs of the individual	CA6 – accessing health and social care services	CA7 – partnership working within health and social care	CA8 – the care planning cycle
End Points (Knowledge and Skills)	Health and social care provision: 1.1.1 Types of health and social care provision 1.1.2 Purpose of health and social care provision 1.1.3 Functions of healthcare services 1.1.4 Functions of social care services	2.1 Practitioner roles in health and social care 2.2 The 6 Cs and care values underpinning practice 2.3 Continuing professional development	3.1 Legislation, policies, procedures: 3.1.1 The terms ‘legislation’, ‘policy’ and ‘procedure’ 3.1.2 The relationship between legislation, policy and procedure 3.1.3 Legislation governing health and social care services 3.2 Policies and procedures in health and social care: 3.2.1 Key policies and procedures 3.3 The role of regulatory and inspection bodies 3.4 Roles and responsibilities of the practitioner	4.1 The life stages of human development 4.2 Areas of human development 4.3 Nature and nurture 4.4 Factors which may impact human development 4.5 Transitions 4.6 Transitions experienced by the individual 4.7 The impact of transitions and biological and environmental factors 4.8 The role of the practitioner when preparing and supporting the individual for transition	5.1 Holistic needs of the individual 5.2 Conditions and disabilities that require health and social care support 5.3 How conditions and disabilities may impact on care needs 5.4 Care values in practice	6.1 Types of referral used to access health and social care services 6.2 Barriers to access health and social care services for the individual	7.1 Partnership working 7.2 How partnership working meets the needs and preferences of the individual 7.3 Potential barriers to partnership working and strategies to overcome barriers	8.1 The purpose and impact of person-centred practice 8.2 A care plan 8.3 Care planning cycle
What is assessed								
Key Vocabulary	Provision Setting Statutory Private Funding Voluntary	Practitioner Role Responsibilities Duties Guidance Values	Legislation Policy Procedure Governs Rules Guidance	Infancy Childhood Adolescence Early adulthood Middle adulthood Late adulthood	Hierarchy Self esteem Physiological Safety Socialisation Self actualisation	Accessing Barriers overcome	Partnership Barriers Communication management	Assess Implement Review

[illegible]

	<ul style="list-style-type: none"> • Building Positive Relationships: • Promoting Ethical Decision-Making • Enhancing Personal Well-being: 	<ul style="list-style-type: none"> • Building Positive Relationships: • Promoting Ethical Decision-Making • Enhancing Personal Well-being: 	<ul style="list-style-type: none"> • Building Positive Relationships: • Promoting Ethical Decision-Making • Enhancing Personal Well-being: 	<ul style="list-style-type: none"> • Building Positive Relationships: • Promoting Ethical Decision-Making • Enhancing Personal Well-being: 	<ul style="list-style-type: none"> • Building Positive Relationships: • Promoting Ethical Decision-Making • Enhancing Personal Well-being: 	<ul style="list-style-type: none"> • Building Positive Relationships: • Promoting Ethical Decision-Making • Enhancing Personal Well-being: 	<ul style="list-style-type: none"> • Building Positive Relationships: • Promoting Ethical Decision-Making • Enhancing Personal Well-being: 	<ul style="list-style-type: none"> • Building Positive Relationships: • Promoting Ethical Decision-Making • Enhancing Personal Well-being:
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Health and Social Care Year 11

Topic	Task one 4 hours 24 marks	Task two 1 hour 12 marks	Task 3a 3 hours 16 marks	Task 3b 2 hours 12 marks	Task 4 2 hours 12 marks	Task 5 1 hour 8 marks
End Points (Knowledge and Skills)	Internal assessment AO1 - 4 marks AO2 - 4 marks AO3 - 4 marks AO4 - 12 marks Knowledge: 1. Health and social care provision and services 2. Job roles in health and social care and the care values that underpin professional practice 3. Legislation, policies and procedures in health and social care 4. Human	Internal assessment AO1 - 4 marks AO2 - 4 marks AO3 - 4 marks Knowledge: 3. Legislation, policies and procedures in health and social care	Internal assessment AO1 - 4 marks AO2 - 4 marks AO4 - 8 marks Knowledge: 2. Job roles in health and social care and the care values that underpin professional practice 4. Human development across the life span 5. The care needs of the individual	Internal assessment AO1 - 4 marks AO2 - 4 marks AO4 - 4 marks Knowledge: 3. Legislation, policies and procedures in health and social care	Internal assessment AO2 - 4 marks AO3 - 4 marks AO4 - 4 marks Knowledge: 1. Health and social care provision and services 2. Job roles in health and social care and the care values that underpin professional practice 4. Human development across the life span 5. The care needs of the individual	Internal assessment AO5 - 8 marks Knowledge: 8. The planning cycle

	development across the life span 5. The care needs of the individual 6. How health and social care services are accessed 7. Partnership working in health and social care 8. The planning cycle				7. Partnership working in health and social care 8. The planning cycle	
What is assessed	Internal assessment IV in dept External Moderator	Internal assessment IV in dept External Moderator	Internal assessment IV in dept External Moderator	Internal assessment IV in dept External Moderator	Internal assessment IV in dept External Moderator	Internal assessment IV in dept External Moderator
Key Vocabulary	Provision Services Legislation Care Plan Assess Implement Review Duty of care Access partnership	Legislation Policy Procedure Ahere	Independence Duty of care Dignity Confidentiality Safeguarding Rights Respect Needs Individual Practitioner Roles	Legislation Policies Procedure Law Practitioner Risk assessment	Development Life Stages Assess Implement Review Roles Jon Practice Values Continued	Assess Implement Review Evaluation
Literacy Skills Developed (Writing/Oracy)	- Key vocabulary - Presentation skills - Planning skills	- Key vocabulary - Presentation skills - Planning skills	- Key vocabulary - Presentation skills - Planning skills	- Key vocabulary - Presentation skills - Planning skills	- Key vocabulary - Presentation skills - Planning skills	- Key vocabulary - Presentation skills - Planning skills
Career Links (Employability Skills, Career Opportunities)	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skill	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skill	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skill	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skill	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skill	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skill

SMSC Links	<ul style="list-style-type: none"> • Fostering Empathy and Compassion: • Promoting Respect for Diversity: • Encouraging Social Responsibility: • Building Positive Relationships: • Promoting Ethical Decision-Making • Enhancing Personal Well-being: 	<ul style="list-style-type: none"> • Fostering Empathy and Compassion: • Promoting Respect for Diversity: • Encouraging Social Responsibility: • Building Positive Relationships: • Promoting Ethical Decision-Making • Enhancing Personal Well-being: 	<ul style="list-style-type: none"> • Fostering Empathy and Compassion: • Promoting Respect for Diversity: • Encouraging Social Responsibility: • Building Positive Relationships: • Promoting Ethical Decision-Making • Enhancing Personal Well-being: 	<ul style="list-style-type: none"> • Fostering Empathy and Compassion: • Promoting Respect for Diversity: • Encouraging Social Responsibility: • Building Positive Relationships: • Promoting Ethical Decision-Making • Enhancing Personal Well-being: 	<ul style="list-style-type: none"> • Fostering Empathy and Compassion: • Promoting Respect for Diversity: • Encouraging Social Responsibility: • Building Positive Relationships: • Promoting Ethical Decision-Making • Enhancing Personal Well-being: 	<ul style="list-style-type: none"> • Fostering Empathy and Compassion: • Promoting Respect for Diversity: • Encouraging Social Responsibility: • Building Positive Relationships: • Promoting Ethical Decision-Making • Enhancing Personal Well-being:
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