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

		Gluteal, Quadriceps, Hamstring, HT4 Bones Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	Muscles Bicep, triceps, abdominals, Gluteal, Quadriceps, Hamstring, HT4 Bones Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	Bones Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	Quadriceps, Hamstring, HT4 Bones Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	endurance, speed, strength, power, flexibility, Agility, balance, Co-ordination, reaction time	endurance, speed, strength, power, flexibility, Agility, balance, Co- ordination, reaction time	flexibility, Agility, balance, Co- ordination, reaction time		
Literacy Skills Developed (Writing/Oracy/Tier 2)	Oracy What does this look like in PE? Use it in a sentence Tenses of the words									
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	PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity. PE Students are asked to reflect on their actions 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. Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school. PE Understand and accepting that the decision of the officials should be respected and understanding the application of rules and laws in sport PE Students working with and playing competitive inter school fixtures against with students from different cultures. PE Pupils willing to volunteer their time to attend a range of extra-curricular sporting opportunities.									

Year 8

Topic	Gymnastics/ Dance	<u>Football</u>	<u>Netball</u>	<u>Badminton</u>	<u>Handball</u>	<u>Athletics</u>	<u>Cricket</u>	Basketball
	Gymnastics Year 8	Passing with non-	Shoulder pass	Net shots	One handed	<u>Track</u>	Overarm	Dribbling
	Transitions	dominant foot			catch	100m	bowling	
	Dance elements		Ball control	Drop shot		200m		Man marking
	Steps	Shooting with non-			Blocking	300/400m	One handed	
	Tumbling lines	dominant foot	Shooting	Smash		800m	catch	Jump shot
					Shooting			
End Points	Dance Year 8 – Street	Tackling	One handed	Drive		<u>Field</u>	Batting	Rebounding
(Knowledge and	Transitions		catch		Dribbling with	Long jump		
Skills)	Use of levels	Dribbling to beat an			both hands	High jump	Pick up and	
	Dynamics	opponent				Triple jump	throw	
	Mirroring							
						<u>Throws</u>		
						Shot put		
						Discus		
						Javelin		
	Head, Heart, Hands	Head, Heart, Hands	Head, Heart,	Head, Heart, Hands	Head, Heart,	Head, Heart,	Head, Heart,	Head, Heart,
What is assessed			Hands		Hands	Hands	Hands	Hands

	T		T .			1		1				
	Gymnastics – Organisation	Communication	Teamwork	Resilience	Leadership	Perseverance	Responsibility	Respect				
	Dance – Confidence	HT1&2	HT1&2	HT1&2	HT1&2	HT5 – Warm	HT5 – Warm	HT5 – Warm up/Cool				
	HT1&2	Reciprocal Reader Words:	Reciprocal Reader	Reciprocal Reader	Reciprocal Reader	up/Cool down	up/Cool down	down				
	Reciprocal Reader Words:	·	Words: Passing,	Words: Passing,	Words: Passing,	Benefits of a warm	Benefits of a	Benefits of a warm				
	Passing, Dribbling, Tackling,	Passing, Dribbling, Tackling,	0.	Dribbling, Tackling,	<u>.</u>	up, benefits of cool		up, benefits of cool				
	J. J. J.	Marking, Shooting,	Dribbling, Tackling,	G. G.	Dribbling, Tackling,	' '	warm up, benefits					
	Marking, Shooting, Attacking,	Attacking, Defending,	Marking, Shooting,	Marking, Shooting,	Marking, Shooting,	down	of cool down	down				
	Defending, Intercepting,	Intercepting, Space,	Attacking,	Attacking, Defending,	Attacking,	UTC	LITC	UTC				
	Space, Court/Pitch, Formation, Tactics, Technique	Court/Pitch, Formation, Tactics, Technique	Defending,	Intercepting, Space, Court/Pitch, Formation,	Defending,	<u>HT6</u>	<u>HT6</u>	<u>HT6</u>				
	Formation, factics, rechnique	ractics, rechnique	Intercepting, Space, Court/Pitch,		Intercepting, Space, Court/Pitch,	Components of	Components of	Components of				
		HT3 - Muscles	Formation, Tactics,	Tactics, Technique	Formation, Tactics,	fitness	fitness	fitness				
			i i	LIT2 Museles	1	iitiless	iitiless	11111622				
// a \ / a a a la l a		Bicep, Triceps, Abdominals,	Technique	HT3 - Muscles	Technique	Muscular	Muscular	Muscular endurance,				
Key Vocabulary		Gluteal, Quadriceps,	UT2 Museles	Bicep, Triceps,	LIT2 Museles	endurance,	endurance,	cardiovascular				
		Hamstring	HT3 - Muscles	Abdominals, Gluteal,	HT3 - Muscles	cardiovascular	cardiovascular	endurance, speed,				
		LITA Donos	Bicep, Triceps,	Quadriceps, Hamstring	Bicep, Triceps,			1				
		HT4 – Bones	Abdominals,	LITA Dance	Abdominals,	endurance, speed,	endurance,	strength, power,				
		Cranium, Clavicle, Ribs,	Gluteal, Quadriceps,	HT4 – Bones	Gluteal, Quadriceps,	strength, power,	speed, strength,	flexibility, Agility,				
		Vertebrae, Humerus, Radius,	Hamstring	Cranium, Clavicle, Ribs, Vertebrae, Humerus,	Hamstring	flexibility, Agility,	power, flexibility,	balance, Co-				
		Ulna, Femur, Patella	LIT4 Donos	, , ,	LITA Donos	balance, Co-	Agility, balance,	ordination, reaction				
			<u>HT4 – Bones</u> Cranium, Clavicle,	Radius, Ulna, Femur, Patella	<u>HT4 – Bones</u> Cranium, Clavicle,	ordination, reaction	Co-ordination,	time				
			Ribs, Vertebrae,	Patella	Ribs, Vertebrae,	time	reaction time					
			Humerus, Radius,		Humerus, Radius,							
			Ulna, Femur, Patella		Ulna, Femur, Patella							
			Ollia, i elliui, ratella		Ollia, Felliul, Fatella							
				Oracy								
Literacy Skills				What does this look like in								
Developed				Can you use it in a senten	ce?							
(Writing/Oracy/Tier				Tenses of the words								
2)												
	PE teacher, Physio therapist, Personal trainer, Sports performer/Athlete, Sports coach/ instructor, Sports development, sports lawyer, Sports Journalist, Sports commentator, Sports analyst, Sports broadcast											
Career Links	presenter, Physio therapist, Personal trainer, Sports performer/Athlete, Sports coach/ Instructor, Sports development, sports lawyer, Sports Journalist, Sports commentator, Sports analyst, Sports presenter, Sports Physiologist, Leisure operations and management, Sports Photographer, Sports marketing/ PR and communications, Strength and conditioning coach, Sports development,											
(Employability	presenter, sperts solentist, sp	50.15 p, 50.10B.50, 20.50.10 ope. 01.	iono ana management, e	Sports Agent.	a.neeg, . n and ee		ia corraitioning codeil,	oponio developinent)				
Skills, Career				opo. to / ige								
Opportunities)												
	PE Students becoming aware	e of different cultural attitude	es towards aspects of	sport and physical activit	ïy.							
	PE Students are asked to ref				•							
	Listening to and acting on th											
SMSC Links	PE Students developing their		so of fair play and nos	itivo coorting bobavious								
SIVISC LITIKS		-		itive sporting benaviour.								
		the rules of sport and the de										
		s rules and that so does norn	•									
	PE Working in a variety of di	fferent groups towards a con	nmon goal.									

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

Year 9

Topic	Gymnastics/Dance	Football	Netball	Badminton	Handball	Athletics	Cricket	Basketball
End Points (Knowledge and Skills)	Gymnastics Take off and landing Flight Cartwheels Round off Dance – Battle off 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	Communication	Teamwork	Resilience	Leadership	Perseverance	Responsibility	Respect
	<u>HT1</u>	<u>нт1</u> Passing	<u>нт1</u> Passing	<u>нт1</u> Passing	<u>нт1</u> Passing Dribbling	<u>HT5</u>	Cool down	<u>HT5</u>

	Passing Dribbling Tackling Marking Shooting Attacking Defending Intercepting Space Court/Pitch Formation	Dribbling Tackling Marking Shooting Attacking Defending Intercepting Space Court/Pitch Formation Tactics	Dribbling Tackling Marking Shooting Attacking Defending Intercepting Space Court/Pitch Formation Tactics	Dribbling Tackling Marking Shooting Attacking Defending Intercepting Space Court/Pitch Formation Tactics	Tackling Marking Shooting Attacking Defending Intercepting Space Court/Pitch Formation Tactics Technique	Warm up and cool down Benefits of a warm up, benefits of a cool down, HT6 Components of fitness Muscular endurance, cardiovascular	Benefits of a warm up, benefits of a cool down, HT6 Components of fitness Muscular endurancec	Warm up and cool down Benefits of a warm up, benefits of a cool down, HT6 Components of fitness Muscular endurance, cardiovascular	
	Tactics Technique Muscles Bicep, triceps, abdominals, Gluteal, Quadriceps, Hamstring,	Muscles Bicep, triceps, abdominals, Gluteal, Quadriceps, Hamstring,	Technique Muscles Bicep, triceps, abdominals, Gluteal, Quadriceps, Hamstring,	Technique Muscles Bicep, triceps, abdominals, Gluteal, Quadriceps, Hamstring,	Muscles Bicep, triceps, abdominals, Gluteal, Quadriceps, Hamstring,	endurance, speed, strength, power, flexibility, Agility, balance, Co- ordination, reaction time		endurance, speed, strength, power, flexibility, Agility, balance, Co-ordination reaction time	
	HT2 Bones Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	HT2 Bones Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	HTZ Bones Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	HT2 Bones Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	HT2 Bones Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella				
Literacy Skills Developed (Writing/Oracy/Tier 2)	Tenses of the words								
Career Links (Employability Skills, Career Opportunities)									

PE Participating in a variety of individual, team and partner pe Understand and accepting that the decision of the official	sion of officials. society. on goal. ifluence, sharing, co-operation, leadership and motivating sports. Pupils to be given the opportunity to represent their school. Is should be respected and understanding the application of rules and laws in sport
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PE Students working with and playing competitive inter scho PE Pupils willing to volunteer their time to attend a range of	•

Year 10/11

Topic	Nutrition	Mental Health	Careers (players, Science, other)	Alternative sports	First aid	Disability sport	Major events	Sedentary lifestyle	
End Points (Knowledge and Skills)	What is Nutrition? What is a balanced diet? The making up of a balanced diet- Carbohydrates, fats, protein, water, minerals, fibre and fruit and veg.	What is mental health? How does sport help? Mindfulness How to find a sporting hobby? Social benefits Coaching to improve mental health	Players: Football, Netball, Handball, Badminton, Cricket and Athletics Science: Physiotherapist, personal trainer, sports analyst, Nutritionist, sports enhancement, Biomechanics. Other: Teacher, sports coach, sports photographer, referee/ umpire, player agent, gym manager	Ultimate frisbee, dodgeball, kinball, kabaddi, shove tide, cheese rolling	What is first aid? Basic first aid CPR	Boccia, wheelchair basketball, blind football, seated volleyball, powerchair football, inclusive dance	Olympics, Euros, World cup (all sports), Wimbledon, Ashes and masters	What is a sedentary lifestyle? Behaviours of a sedentary lifestyle, risks of a sedentary lifestyle, solutions of a sedentary lifestyle, solutions of a sedentary lifestyle, guided hours, how does nutrition help?	
What is assessed		Head, Heart, Hand. Definition, the why and practically applied.							
Key Vocabulary	Eat well guide Portion sizes 8 tips for healthy living Carbohydrates, energy drinks, protein, amino acids, fats, water, minerals, fibre and fruit and veg	Psychological Mental Well-being Social Benefits Emotional Stress	Pay Income Contracts Job specification Taxes	Adventure Cultural Diverse	First aid Responder Emergency Cardiopulmonary Resuscitation Bleeding Fracture Sprain Concussion Bandage Defibrillator Pulse	Accessible Diverse	Country Competition	Sedentary lifestyle Risks Solutions Guided hours Nutrition	
Literacy Skills Developed (Writing/Oracy/Tier 2)				Oracy What does this look Can you use it in a Tenses of the v	sentence?				

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.
	PE Use of imagination and creativity in composition of dance, sequences and tactics.
	PE Students are asked to reflect on their actions and how this may affect others in their team.
	Listening to and acting on the feedback of others
	PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity.
SMSC Links	PE Students developing their moral stance through a sense of fair play and positive sporting behaviour.
SIVISC LITIKS	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.
	Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating
	PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school.

Sports Leaders Qualification

		Learning outcome					Learning
	Learning outcome	2 – Know how	Learning outcome	Learning outcome 4	Learning outcome 1	Learning outcome 2	outcome 3 – Be
	1 – Know the skills	leadership skills	3 – Be able to	 Understand the 	 Be able to plan 	 Be able to assist in 	able to review
Topic	and behaviours	and behaviours can	develop own	roles and	appropriate	leading appropriate	their role in the
'	needed to lead		leadership skills	responsibilities of a	sport/physical	sport/physical	leading of
	others	be used in a range of situations	leadership skills	sports leader	activities	activities	sport/physical
		OI SILUALIONS					activities

End Points (Knowledge and Skills)	1.1 Outline why the identified skills will be necessary for a sports leader 1.2 Outline the effect that behaviours can have on leadership skills	2.1 Outline how the identified skills and behaviours might be used in different areas of life	3.1 Audit own leadership skills 3.2 Create an action plan for developing leadership skills 3.3 Reflect on the development of own leadership skills against an action plan	4.1 Outline the responsibilities of the roles that a sports leader might take on	1.1 Plan sport/physical activities	2.1 Use effective communication skills when assisting in the leading of sport/physical activities 2.2 Use effective organisational strategies when assisting in the leading of sport/physical activities 2.3 Use effective motivation methods when assisting in the leading of sport/physical activities 2.4 Adapt an activity in line with the needs of the participant(s) 2.5 Lead sport/physical activities Task 2.1 Plan, assist	3.1 Review own role in leading sport/physical activities
What is assessed	skills and behaviours	leadership skills and behaviours in	on the leadership task	leadership skills and behaviours in other environments	in leading and review	in leading and review	assist in leading and review

		other environments			sport/physical activities	sport/physical activities	sport/physical activities
						Task 2.2 Leadership Log	
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)		t presenter, Sports Scientist, Sp	orts phycologist, Leisure opera	nstructor, Sports development, s ations and management, Sports I n, Sports development, Sports Ag	Photographer, Sports marketing		
SMSC Links							

Btec Dance

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

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

					Stimulus	Vigorous
	Sexuality	Sexuality	Sexuality	Sexuality	Flow	Determination
	Society	Society	Society	Society	Accent	
	Vaudeville	Vaudeville	Vaudeville	Vaudeville	Cues	
	Burlesque	Burlesque	Burlesque	Burlesque	Processes	
	Feminism	Feminism	Feminism	Feminism		
	Admiration	Admiration	Admiration	Admiration		
	Manipulation	Manipulation	Manipulation	Manipulation		
	Dance theatre	Dance theatre	Dance theatre	Dance theatre		
	Soldiers	Soldiers	Soldiers	Soldiers		
	War	War	War	War		
	Army	Army	Army	Army		
	Injury	Injury	Injury	Injury		
	Sexual Tension	Sexual Tension	Sexual Tension	Sexual Tension		
	Drills	Drills	Drills	Drills		
	Helicopter	Helicopter	Helicopter	Helicopter		
	Patrol	Patrol	Patrol	Patrol		
	Afghanistan	Afghanistan	Afghanistan	Afghanistan		
	Sense of heroism	Sense of heroism	Sense of heroism	Sense of heroism		
	Literacy words	Literacy words	Literacy words	Literacy words		
	Space	Form	Rehearsal	Aesthetic		
	Time	Body awareness	Stage	Theme		
	Relationships	Scene	Intention	Narrative		
	Focus	Strength	Influence	Style		
	Dynamics	Weakness	Enhance	, Highlight		
How is it assessed?		Practice component 1	Start completing	Component 1		Practice component 3
		assessment	component 1	completed – 30% of		assessment
				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	Employab	ility skills - Teamwork, Le	eadership, Resilience, Co	mmunication skills, Prob	olem Solving, Creativity, Or	ganisation
(Employability Skills, Career Opportunities)	Career opportunitie	· · · · · · · · · · · · · · · · · · ·	er, Stage manager, Actor r, Dance pratictioner, Co		er, Drama teacher, Sound [·] oadcaster	technician, Costume
SMSC Links	Dance students are asked to Listening to and acting on th Dance students have to be reduced by Dance students becoming as Dance students developing to Dance following and respect Dance students learn a varied Working in a variety of differ Developing personal qualities.	reflect on their actions and ho e feedback of others eflect of their performances we ware of different cultural attitutheir moral stance through wo ing other students opinions or ty of different styles of dance tent groups towards a common s such as communication and	ides towards aspects of sport a rking as a group and being fair n choreography and creativity to and about different choreogra	eir team. and physical activity. to everyone within the group towards the activity phers which celebrates differe on, leadership and motivating	ent cultures and diversity.	

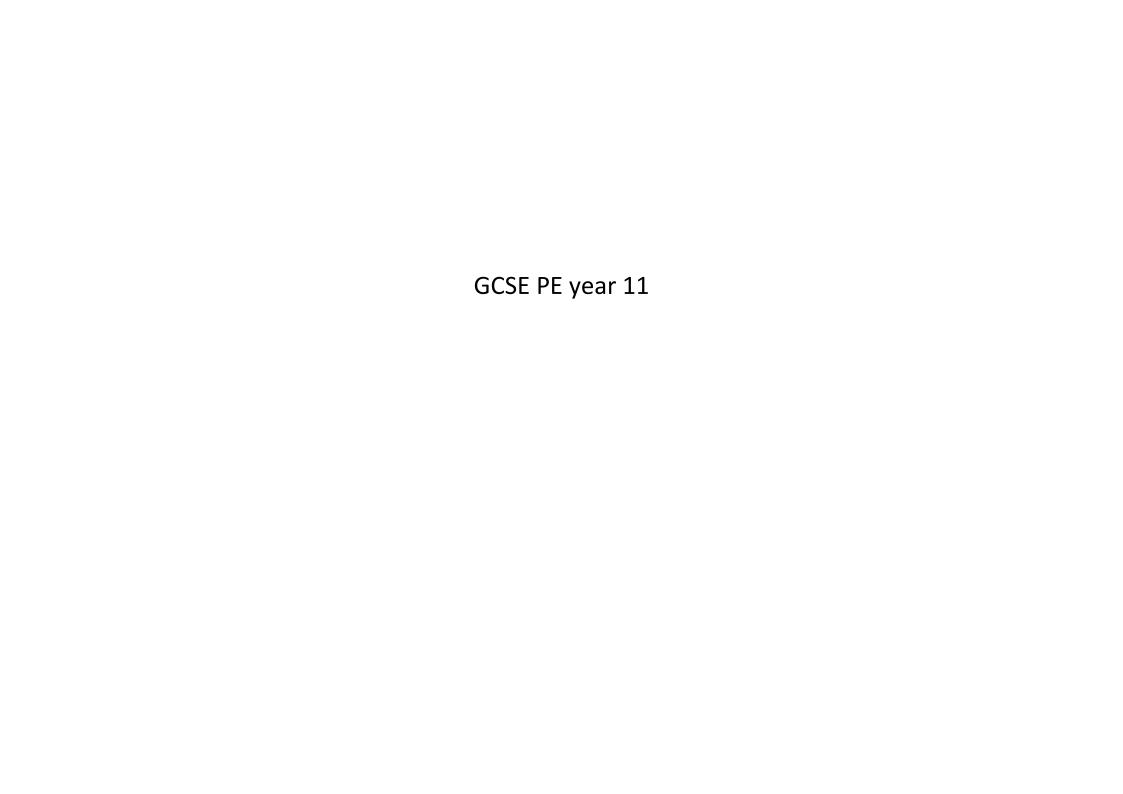
Year 2 (Year 11)	Unit 2 Learning Aim: A Practical workshops in dance related to the 'theme' Learning Aim: B Rehearsal process, review of own development and evaluation of performance skills	Unit 2 Component 2 controlled assessment write up Deadline close to Christmas	Unit 3 Introduce Unit 3 Exploration of choreographic devices and different themes Introduce the external stimulus set by Pearson Late Jan/Early Fed	Unit 3 Exploration of the theme through different choreographic devices and preparing for practical controlled assessment 8 hours practical controlled assessment	Unit 3 Finishing 8 hours practical controlled assessment 3 hours of written controlled assessment in computer room	Left for Y11 EXAMS
Key Vocabulary	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	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	target audience performance space planning managing resources style creative intentions Brief Stimulus Selection Application Development Interpretative skills Physical skills Collaborative skills Vehement Formidable Climax	target audience performance space planning managing resources style creative intentions Brief Stimulus Selection Application Development Interpretative skills Physical skills Collaborative skills	target audience performance space planning managing resources style creative intentions Brief Stimulus Selection Application Development Interpretative skills Physical skills Collaborative skills	

	Literacy words Embellish Vigorous Determination	Literacy words _ 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)		s – Dancer, Choreograph		r, Producer, Dance teac	blem Solving, Creativity, Orgoner, Drama teacher, Sound roadcaster	
SMSC Links	Dance students are asked to Listening to and acting on the Dance students have to be repaired by the Dance students becoming a Dance students developing to Dance following and respect Dance students learn a variet Working in a variety of difference Developing personal qualities Participating in a variety of the Developing personal qualities of the Developing the Developing personal qualities of the Developing the Develop	reflect on their actions and he feedback of others eflect of their performances ware of different cultural attitude in their moral stance through woring other students opinions outy of different styles of dance rent groups towards a common such as communication and eams/groups and pupils to be	udes towards aspects of sport rking as a group and being fail n choreography and creativity and about different choreograngoal. influence, sharing, co-operat given the opportunity to repr	and physical activity. To everyone within the groutowards the activity aphers which celebrates diffetion, leadership and motivatinesent their school and perfor	rent cultures and diversity.	ng part of the audience

GCSE PE year 10

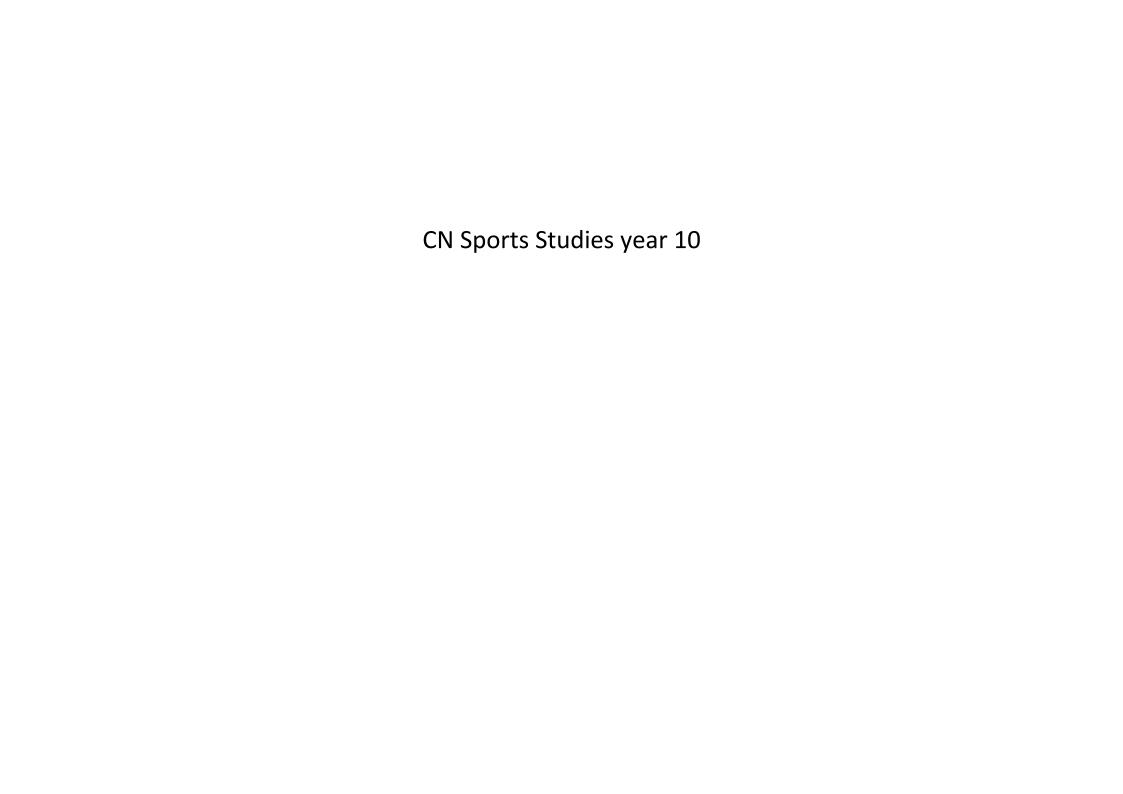
Half	1174	LITA	шта	1174	LITE	LITC	
term	HT1	HT2	HT3	HT4	HT5	HT6	
End Points (Knowledge and Skills)	Structure and Function of the Skeletal System	Components of fitness Applying principles of training	Characteristics of a skillful movement Goal setting Mental Preparation Types of feedback Physical Activity and sport in the UK	Commercialisation of sport Ethics in Sport Violence in sport	AEP- Coursework	AEP- Coursework	
	Football/ Trampolining	Fitness testing/ Handball	Badminton			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	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	Overload				
	Fatigue	Progression				
	Hypertrophy	Reversibility				
	Lactic Acid	Specificity				
	Muscle Fibre types	Warm up				
	Muscle Fibre types	Cool down				
	The use of the key year hulan.		their coursework Moving from a	and the explanation of a key to	I rm to then putting that into a senten	o and using the tier 2 words to
Literacy Skills Developed (Writing/Oracy/Tier 2)	The use of the key vocabulary	9.	9	acy and the explanation of a key tel		e and using the tier 2 words to
Career Links (Employability Skills, Career Opportunities)		•	st, personal trainer, spor		em Solving, Creativity, Organics enhancement, teacher,	
SMSC Links		Enco Promotes Build I Introdu Explores	purages self-reflection through per Promotes appreciation of lives commitment, determination Mo Teaches fair play, sportsman Explores ethical issues sucurages understanding of right and Social teamwork, cooperation, and commiss leadership skills and the ability incourages volunteering, coaching Cult ces students to a wide range of specific impact of national and international	tual Development formance evaluation and personal, the human body and its capabilities and learning to overcome personal ral Development ship, and respect for rules and officinas doping, cheating, and inclusion wrong in competitive and recreational Development munication through group activities of work with others from different by and roles within sport that supportural Development corts and physical activities from difficional sporting events (like the Olymot cultures view physical activity ar	. I challenges. als anal contexts. s and team sports. backgrounds. t others. ferent cultures. mpics) on society.	



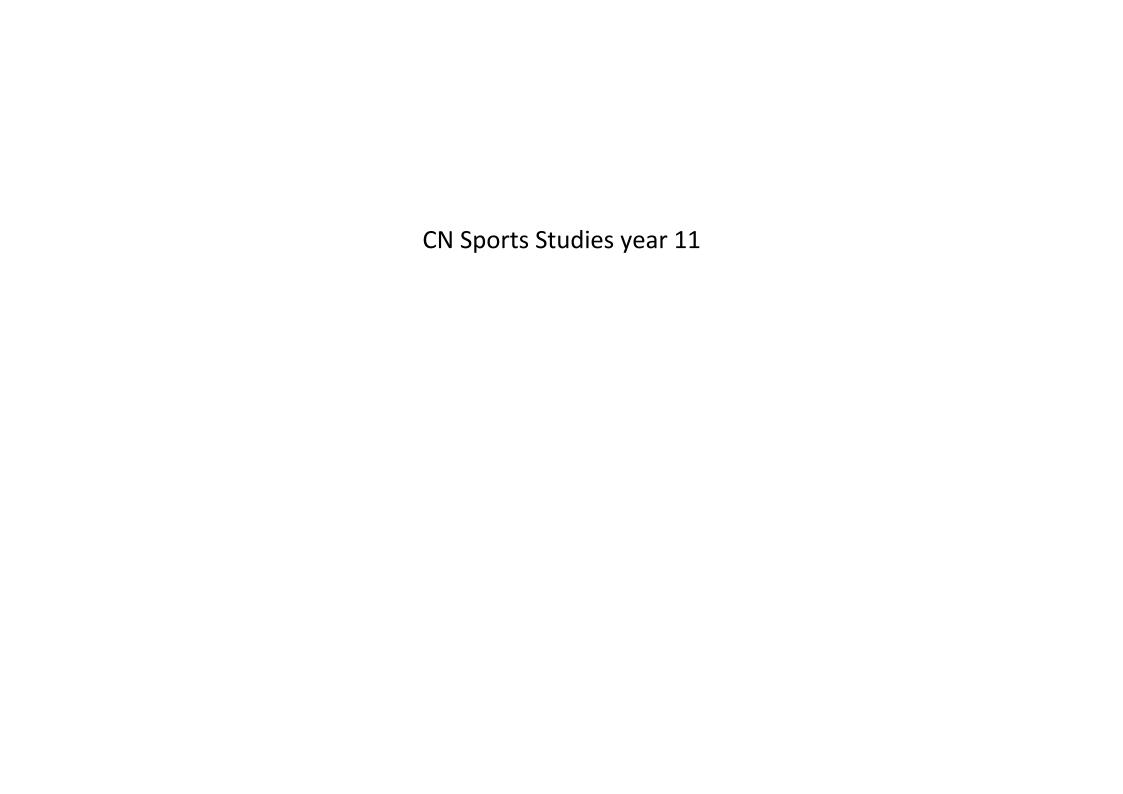
Half	HT1	HT2	НТ3	HT4	HT5	HT6	
term							
End Points (Knowledge and Skills)	Structure and function of the Cardiovascular and Respiratory System. Effects of exercise on body systems (short and long-term). Trampolining	Socio-cultural factors affecting participation. Preventing injury in physical activity. 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 Mock exams	Teacher assessment End of topic exam/ assessment Practical and Coursework	Teacher assessment Mock exams	<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	MARKS IN Key words relevant to specific areas being revised.	Practical Moderation 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 e	their coursework. Moving from ora nhance and make sense of the cour			e and using the tier 2 words to	

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.
	 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. 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.
SMSC Links	 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.
	 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.



Half term	HT1	HT2	НТ3	HT4	HT5	НТ6
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	21st of Feb Input for R187	Teacher assessment	Teacher assessment Topic 3 coursework write up	R187- Assessed	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	Appropriate Venue Equipment Timing Supervision Contingency Plan Sports Activity Session Safety Considerations Organising Risk Assessment Equipment Emergency Procedures	Provisions Outdoor Adventurous Activities Locally Nationally Equipment Clothing Safety Technology Communication Information Terrain Climate	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	Leading Safe Practise Timing Adaptability Reliability Positioning Enthusiasm Confidence Creativity Reviewing Improvements Leadership
	Participating Contribution Drills Progressive Practise Fixed Variable	Basic First Aid Introduction Conclusion Injuries Meet the Needs Warm up	Health & Safety Location		Plan	Development

	Whole	Cool Down				
	Part	Development				
	Video Analysis	Plan				
	Ability					
Literacy Skills Developed (Writing/Oracy/Tier 2)	The use of the key vocabulary	in answering questions and writing e		cy and the explanation of a key term sework or answer to exam question		e and using the tier 2 words to
Career Links (Employability Skills, Career Opportunities)		ability skills - Teamwork, L s – Players, physiotherapis	st, personal trainer, sports		•	
SMSC Links		Enco Promotes Build E Introdu Explores	purages self-reflection through perf Promotes appreciation of the promotes appreciation of the promotes appreciation of the promotes appreciation, and the promotes are such that are su	al Development ormance evaluation and personal go the human body and its capabilities, and learning to overcome personal co al Development tip, and respect for rules and officials as doping, cheating, and inclusion. The overlopment and revelopment annication through group activities at work with others from different bar and roles within sport that support and Development trist and physical activities from different bar and sporting events (like the Olymp d cultures view physical activity and	hallenges. s. al contexts. and team sports. ckgrounds. others. rent cultures. pics) on society.	



Half	HT1	HT2	НТ3	HT4	HT5	НТ6
term	піт	пі	піз	П14	піэ	пю
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	R185 Assessment Teacher assessment for R184	Teacher assessment	Teacher assessment	<u>R184 Exam</u>	
	User Groups Gender Ethnic Groups Retired People Families Carers Disabilities	Team Spirit Fair Play Citizenship Tolerance and Respect Inclusion National Pride Excellence	Regular and Recurring Sporting Event One-off Sporting Event Scheduling Major Sporting Event Bidding Infrastructure Investment	National Governing Bodies Performance Pathway Technology Accuracy of officiating Technical analysis Affordability Unequal access	Exam Revision	
Key Vocabulary	Economically disadvantaged Disposable Income Activity Provision Promotion Environment Climate Provision of facilities Social Acceptability	Olympics and Paralympics Creed Symbol Values Initiatives Campaigns Etiquette Sporting behaviour	Commercial Social Infrastructure Social Cohesion National Morale Direct Tourism Indirect Tourism	Spectator experience		
	Emerging Sports	Sportsmanship	Relegation Terrorism			

		Gamesmanship	Legacy								
		Performance enhancing drugs	Debt								
		Whereabouts Rule	Scandals								
		Testing Methods	Scandals								
		Sanctions									
		WADA									
		Sample Collection									
		Sumple Concedion									
	The use of the key year hylany	in analysesing appetions and positions	their sourcewark Maying from era	ay and the evaluation of a key term	to then putting that into a contone	a and using the tier 2 words to					
Literacy Skills Developed (Writing/Oracy/Tier 2)	The use of the key vocabulary	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	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. 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. 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. 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.										

CoDA Curriculum

Child Development and Care in Early Years



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

Student	s 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.
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
A04	appropriate processes, working practices and documentation.
	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
<u> </u>	and documentation relevant to the vocational sector.

NCFE Health and Social care will encourage and enable students to:

- 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:

		A01	Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding
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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.	l
۸04	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	ľ
AU4	appropriate processes, working practices and documentation.	l
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	l
AUS	and documentation relevant to the vocational sector.	ľ

Child Development and Care Year 10

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

		2.5 Support strategies	during play activities		5.2.3 Health and safety procedure 5.2.4 Equality and inclusion procedure 5.2.5 Safeguarding procedure 5.2.6 Confidentiality procedure		settings 7.4 Specialist roles outside the early years settings	methods of observation 8.1.5 Sharing observations	
What is assessed									
Key Vocabulary	Holistic Development Physical Gross fine Cognitive Memory Recognising Social Emotional Attachment Regulation Language Communication Vocabulary	Nature Nurture Biological Environmental Lifestyle Transitions Expected Unexpected	Play Creative Physical Imaginative Sensory Resources Activities Planned	Provision Statutory Voluntary Funded Private Government Variation Cost Accessibility Location barriers	Legislation Policy Procedure Act Governs Informs	Expectations Practitioner Appearance Timekeeping Management Role	Roles Responsibilities Specialised Special Education expectations	Objective Subjective Formal Informal Summative Formative Recording Evaluating planning	Observe Assess Plan Implement review
a Literacy Skills Developed (Writing/Or acy)	- Key vocabular y - Presentat ion skills	- Key vocabular y - Presentat ion skills	- Key vocabular y - Presentat ion skills	- Key vocabular y - Presentat ion skills	- Key vocabular y - Presentat ion skills	- Key vocabular y - Presentat ion skills	- Key vocabular y - Presentat ion skills	- Key vocabular y - Presentat ion skills	- Key vocabular y - Presentat ion skills

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	•	•	•	•	•	•	•	•	•
	resourcefulnes	resourcefulnes	resourcefulnes	resourcefulnes	resourcefulnes	resourcefulnes	resourcefulnes	resourcefulnes	resourcefulnes
	S	S	S	S	S	S	S	S	S
	problem	problem	problem	problem	problem	• problem	problem	• problem	• problem
	solving	solving	solving	solving	solving	solving	solving	solving	solving
	planning	planning	planning	planning	planning	planning	planning	planning	planning
	evaluation	evaluation	evaluation	evaluation	evaluation	evaluation	evaluation	evaluation	evaluation
Career	reflection	reflection	reflection	reflection	reflection	reflection	reflection	reflection	reflection
Links	•	•	•	•	•	•	•	•	•
(Employabil ity Skills,	interpersonal	interpersonal	interpersonal	interpersonal	interpersonal	interpersonal	interpersonal	interpersonal	interpersonal
Career	skills	skills	skills	skills	skills	skills	skills	skills	skills
Opportuniti	 professional 	 professional 	 professional 	 professional 	 professional 	 professional 	 professional 	 professional 	 professional
es)	behaviours	behaviours	behaviours	behaviours	behaviours	behaviours	behaviours	behaviours	behaviours
	 respect and 	respect and	 respect and 	respect and	 respect and 	 respect and 	respect and	 respect and 	 respect and
	appreciation of	appreciation of	appreciation of	appreciation of	appreciation of	appreciation of	appreciation of	appreciation of	appreciation of
	others	others	others	others	others	others	others	others	others
	 an ability to 	an ability to	an ability to	an ability to	an ability to	 an ability to 	an ability to	an ability to	• an ability to
	reflect upon	reflect upon	reflect upon	reflect upon	reflect upon	reflect upon	reflect upon	reflect upon	reflect upon
	their preferred	their preferred	their preferred	their preferred	their preferred	their preferred	their preferred	their preferred	their preferred
	learning style	learning	learning	learning	learning	learning	learning	learning	learning
	and identify								
	relevant study								
	skills								
	Underst	Underst	Underst	Underst	Underst	Underst	Underst	Underst	Underst
	anding Individu	anding Individu	anding Individu	anding Individu	anding Individu	anding Individu	anding Individu	anding Individu	anding Individu
	al	al	al	al	al	al	al	al	al
SMSC Links	Needs.	Needs.	Needs.	Needs.	Needs.	Needs.	Needs.	Needs.	Needs.
Sivio Carrido	• Promoti	 Promoti 	• Promoti	• Promoti	• Promoti	• Promoti	 Promoti 	• Promoti	• Promoti
	ng Empath	ng Empathy	ng Empathy	ng Empathy	ng Empathy	ng Empathy	ng Empathy	ng Empathy	ng Empathy
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	Respect.	Respect.	Respect.	Respect.	Respect.	Respect.	Respect.	Respect.	Respect.

•	Facilitati																
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	Identity																
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	Beliefs.		Beliefs														
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	Critical																
	Thinking																
	and																
	Moral																
	Reasoni																
	ng.		ng														

Child care and early years - Year 11

	Task one.	Task two.	Task three.	Task four.	Task five.	Task six.	
Topic	3 hours	3 hours	3 hours	3 hours	1 hour	1 hour	
	12 marks	20 marks	24 marks	20 marks	8 marks	8 marks	

	Internal Assessment					
	AO1 – 4 marks	AO5 – 8 marks				
	AO2 – 4 marks	AO2 – 8 marks	AO2 – 4 marks	AO2 – 4 marks	AO4 – 4 marks	Knowledge:
	AO3 – 4 marks	Knowledge:	9. Planning in early years			
	Knowledge:	AO4 – 4 mark	AO4 – 12 marks	AO4 – 8 marks	5. Legislation, policies and	childcare
	2. Factors that influence the	Knowledge:	Knowledge:	Knowledge:	procedures in the early	55
	child's development	1. Child development 2.	1. Child development 2.	1. Child development 3.	years	
	3. Care routines, play and	Factors that influence the	Factors that influence the	Care routines, play and	,	
End Points	activities to support the	child's development	child's development	activities to support the		
(Knowledge and	child	3. Care routines, play and	3. Care routines, play and	child		
Skills)	4. Early years provision	activities to support the	activities to support the	5. Legislation, policies and		
J	za, years provision	child	child	procedures in the early		
		7. Roles and responsibilities	5. Legislation, policies and	years		
		within early years settings	procedures in the early	6. Expectations of the early		
		8. The importance of	years	years practitioner		
		observations in early years	7. Roles and responsibilities	7. Roles and responsibilities		
		childcare	within early years settings	within early years settings		
		9. planning in early years	9. Planning in early years	The same carry years comings		
		childcare	childcare			
	Internal assessment					
What is	IV in dept					
assessed	External Moderator					
	Biological	Routines	Biological	Development	Legislation	Observe
	Environmental	Roles	Environmental	Routine	Policy	Assess
	Routines	Responsibilities	Routines	Legislation	Procedure	Implement
	Practitioner	Planning	Transitions	Policy	Follow	Review
	Support	Play	Support	Procedure	Adhere	Formative
	Transitions	Sensory	Development	Follow	Law	Summative
Key Vocabulary	Expected	Physical	Roles	Practitioner	practitioner	partnership
Rey Vocabulary	Unexpected	Creative	Responsibilities	Legal		
	Provision	Imaginative	Practitioner	Risk		
	Settings	Observation	Cycle	Roles		
		Formal	Observe	Responsibilities		
		Informal	Assess			
		Subjective	plan			
		objective				
	 Key vocabulary 	 Key vocabulary 	 Key vocabulary 	- Key vocabulary	- Key vocabulary	 Key vocabulary
	 Presentation skills 					
Literacy Skills						
Developed (Writing/Oracy)	 Planning skills 	- Planning skills	 Planning skills 			

	decision making					
	• observation	observation				
	• resourcefulness	resourcefulness				
	problem solving	problem solving	problem solving		problem solving	
	,		,	problem solving		problem solving
	• planning					
Career Links	• evaluation					
(Employability	• reflection					
Skills, Career	interpersonal skills	 interpersonal skills 	interpersonal skills			
Opportunities)	 professional behaviours 					
Орроганист	 respect and appreciation 					
	of others					
	 an ability to reflect upon 					
	their preferred learning					
	style and identify relevant					
	study skills					
	 Understanding 					
	Individual Needs.					
	 Promoting 					
	Empathy and					
	Respect.	Respect.	Respect.	Respect.	Respect.	Respect.
	Facilitating	Facilitating	Facilitating	Facilitating	Facilitating	 Facilitating
	Positive	Positive	Positive	Positive	Positive	Positive
SMSC Links	Relationships.	Relationships.	Relationships.	Relationships.	Relationships.	Relationships.
	Nurturing Self-					
	Identity and					
	Beliefs.	Beliefs.	Beliefs.	Beliefs.	Beliefs.	Beliefs.
	Delicis.	Delicis.	Delicis.	Delicis.	Delicis.	Delicis.
	Dunanting Cultical Thinking	Duamantina Cuitinal Thinkina	Dunamenting Cultical Thinking	Duamantina Cuitinal Thinkina	Duamantina Cultical Thinking	Duamatica Cuitical Thicking
	Promoting Critical Thinking					
	and Moral Reasoning.					

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

Student	s 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
	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
AU4	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
AUS	and documentation relevant to the vocational sector.

NCFE Health and Social care will encourage and enable students to:

- 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:

	, , , , , , , , , , , , , , , , , , ,
A01	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.
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
A04	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.

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 individua	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 Responsibilies 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

	Function		inform	Holistic	support			
	ranction		IIIIOIIII	Development	зиррогі			
				Physical				
				Cognitive				
				Social				
				Emotional				
				transitions				
a	- Key							
Literacy Skills	vocabulary							
Developed	- Presentati							
(Writing/Orac	on skills							
, ,,	OH SKIIIS							
у)								
	decision making •							
	observation							
	resourcefulness	• resourcefulness •						
	problem solving							
	planning							
	evaluation	evaluation	evaluation	evaluation	 evaluation 	 evaluation 	 evaluation 	 evaluation
	reflection	 reflection 						
Career Links	 interpersonal skills 							
(Employability	 professional 							
Skills, Career	behaviours							
Opportunities)	 respect and 	respect and	 respect and 	respect and	respect and	 respect and 	 respect and 	 respect and
	appreciation of							
	others							
	 an ability to reflect 							
	upon their preferred							
	learning style and							
	identify relevant	identify						
	study skill							
	 Fostering 							
	Empathy and							
	Compassion:							
	 Promoting 							
SMSC Links	Respect for							
	Diversity:							
	 Encouraging 							
	Social							
	Responsibility:							

•	Building														
	Positive														
	Relationships:														
•	Promoting														
	Ethical														
	Decision-														
	Making														
•	Enhancing														
	Personal Well-														
	being:														

Health and Social Care Year 11

	Task one	Task two	Task 3a	Task 3b	Task 4	Task 5
Topic	4 hours	1 hour	3 hours	2 hours	2 hours	1 hour
	24 marks	12 marks	16 marks	12 marks	12 marks	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

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 Internal assessment Internal assessment IV in dept IV in dept IV in dept External Moderator External Moderator External Moderator External Moderator Services Policy Provision Services Policy Duty of care Plan Plan Assess Health and social care 8. The planning cycle Internal assessment Internal assessment Internal assessment Internal assessment IV in dept IV in dept IV in dept External Moderator External Moderator External Moderator External Moderator External Moderator External Moderator Services Policy Duty of care Policies Legislation Development Assess Evaluation Procedure Plan Assess Review Key Vocabulary Regists Risk Review	dept floderator ess ment ew
individual 6. How health and social care services are accessed 7. Partnership working in health and social care 8. The planning cycle Internal assessment Internal assessment IV in dept I	dept floderator ess ment iew
individual 6. How health and social care services are accessed 7. Partnership working in health and social care 8. The planning cycle Internal assessment Internal assessment IV in dept External Moderator	dept loderator ess ment iew
6. How health and social care services are accessed 7. Partnership working in health and social care 8. The planning cycle Internal assessment Internal assessment IV in dept I	dept floderator ess ment ew
care services are accessed 7. Partnership working in health and social care 8. The planning cycle Internal assessment What is assessed IV in dept External Moderator Frovision Services Policy Legislation Procedure Care Ahere Confidentiality Assess IV in Rept Frought of the planning cycle Internal assessment IV in dept IV in dept IV in dept IV in dept External Moderator External Mo	dept floderator ess ment ew
7. Partnership working in health and social care 8. The planning cycle Internal assessment Internal assessment IV in dept IV in dep	dept floderator ess ment ew
health and social care 8. The planning cycle Internal assessment Internal assessment IV in dept IV	dept floderator ess ment ew
8. The planning cycle Internal assessment Iv in dept Iv in dept	dept floderator ess ment ew
Internal assessment Intern	dept floderator ess ment iew
What is assessed IV in dept External Moderator Exte	dept floderator ess ment ew
External Moderator External Mode	loderator ess ment iew
Provision Legislation Independence Legislation Development Asset Services Policy Duty of care Policies Life Implei Legislation Procedure Dignity Procedure Stages Revi Care Ahere Confidentiality Law Assess Evaluate Plan Safeguarding Practitioner Implement Assets Rights Risk Review	ess ment ew
Services Policy Duty of care Policies Life Implei Legislation Procedure Dignity Procedure Stages Revi Care Ahere Confidentiality Law Assess Evaluation Plan Safeguarding Practitioner Implement Rights Rights Review	ment iew
Legislation Procedure Dignity Procedure Stages Revious Care Ahere Confidentiality Law Assess Evaluation Plan Safeguarding Practitioner Implement Assess Rights Risk Review	iew
Care Ahere Confidentiality Law Assess Evalua Plan Safeguarding Practitioner Implement Assess Rights Risk Review	ation
Assess Rights Risk Review	l
Key Vocabulary Assess Rights Risk Review	
respect assessment Roles	
Review Needs Jon	
Duty of care Individual Practice	
Access Practitioner Values	
partnership Roles Continued	
	y vocabulary
	entation skills
Developed - Planning skills -	anning skills
(Writing/Oracy)	
decision making ● decision ma	naking •
observation observation observation observation observation observation observation	ration
• resourcefulness • problem • reso	ess • problem
solving solving solving solving solving solving solving	ing
• planning	nning
• evaluation • eva	uation
Career Links • reflection • reflection • reflection • reflection • reflection • reflection	ction
(Employability Skills Green • interpersonal skills	sonal skills
Skills, Career Opportunities) • professional behaviours	
• respect and appreciation • respect and appreci	
of others of others of others of others of others of others	hers
• an ability to reflect upon	reflect upon
their preferred learning their preferred learn	
style and identify relevant style	-
study skill study	

	• Fostering Empathy and Compassion: • Promoting Respect for	 Fostering Empathy and Compassion: Promoting Respect for 	 Fostering Empathy and Compassion: Promoting Respect for 	 Fostering Empathy and Compassion: Promoting Respect for Fostering Empathy and Compassion: Promoting Respect for Fostering Empathy and Compassion: Promoting Respect for
	Diversity:	Diversity:	Diversity:	Diversity: Diversity: Diversity:
	 Encouraging Social Responsibility: 	 Encouraging Social Responsibility: 	 Encouraging Social Responsibility: 	• Encouraging Social • Encouraging Social • Encouraging Social Responsibility: • Encouraging Social Responsibility:
SMSC Links	Building Positive Relationships:	 Building Positive Relationships: 	 Building Positive Relationships: 	• Building Positive Relationships: • Building Positive Relationships: • Building Positive Relationships:
	 Promoting Ethical Decision-Making 	 Promoting Ethical Decision-Making 	 Promoting Ethical Decision-Making 	 Promoting Ethical Decision-Making Promoting Ethical Decision-Making Promoting Ethical Decision-Making
	 Enhancing Personal Well-being: 	 Enhancing Personal Well-being: 	 Enhancing Personal Well-being: 	• Enhancing Personal Well-being: • Enhancing Personal Well-being: • Enhancing Personal Well-being: