Learning Journeys

A curriculum is a framework for setting out the aims of a programme of education.

Our Learning Journeys, sometimes referred to as Curriculum Maps, show the units of work studied throughout each of our programmes and how they combine to build knowledge, skills and understanding over the year.

It is provided to help students and families track what is learnt, when it is learnt and how learning progresses throughout students time at Ansford Academy

ANSFORD ACADEMY
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Mathematics Learning Journey

Autum Term

WK	YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11	
1	Algebraic Thinking	Transition tests	Proportional Reasoning	Ratio and scale	Reasoning with Algebra	Straight line graphs	Similarity	Congruence, similarity and enlargement	Graphs	Gradients and lines
2		Sequences				Forming and solving equations				Nonlinear graphs
3										
4		Understand and use algebraic notation		Multiplicative change				Trigonometry (including Pythagoras)		
5										Using graphs
6										
7		Equality and equivalence		Multiplying and dividing fractions		Testing conjectures				
OCTOBER HALF TERM										
8	Place Value and Proportion	Place value, ordering integers and decimals	Representation	Working in Cartesian plane	Constructing in 2D and 3D Shapes	Three dimensional shapes	Developing Algebra	Representing solutions of equations and inequalities	Algebra	Expanding and factorising
9										Changing the subject
10										
11		Fraction, decimal and percentage equivalence		Representing data		Constructions and congruency		Simultaneous equations		Functions
12										
13				Tables and probability						
14	End of Term Assessment		End of Term Assessment		End of Term Assessment		End of Term Assessment		**Year 11 Trial Exams**	
CHRISTMAS BREAK										

ANSFORD ACADEMY
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Mathematics Learning Journey

Spring Term

WK	YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11	
15	Applications of Number	Solving problems with addition and subtraction	Algebraic Techniques	Brackets, equations and inequalities	Reasoning with Number	Numbers	Geometry	Angles and bearings	Reasoning	Multiplicative reasoning
16										
17		Solving problems with multiplication and division		Sequences		Using percentages		Working with circles		Geometric reasoning
18										
19		Fractions and percentages of amounts		Indices		Maths and money		Vectors		Algebraic reasoning
20										
FEBRUARY HALF TERM										
21	Directed number	Operations and equations with directed numbers	Developing Number	Fractions and percentages	Reasoning with Geometry	Deduction	Proportion and Proportional Change	Ratio and fractions	Construction	Transforming and constructing
22										
23				Standard index form		Rotation and translation		Percentages and interest		Listing and describing
24	Fractional thinking	Addition and subtraction with fractions								
25				Number sense		Pythagoras' theorem		Probability		Show that...
26	End of Term Assessment		End of Term Assessment		End of Term Assessment		End of Term Assessment		**2nd set of exam papers (Easter Revision)**	
EASTER BREAK										

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Mathematics Learning Journey

Summer Term

WK	YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11
27	Lines and Angles	Constructing, measuring and using geometric notation	Developing Geometry	Angles in parallel lines and polygons	Reasoning with Proportion	Enlargement and similarity	Dealing with Data	Collecting, representing and interpreting data	**Revision (Paper 1 Exam Non-Calculator before May Half Term)**
28									
29									
30		Developing geometric reasoning		Area of trapezia and circles		Solving ratio and proportion problems		Non-calculator methods	
31									
32									
MAY HALF TERM									
33	Reasoning with Number	Developing number sense	Reasoning with Data	Line symmetry and reflection	Representations	Rates	Using Number	Types of number and sequences	**Year 11 Study Leave Paper 2 and Paper 3 Exams**
34				The data handling cycle				***Year 10 Exam Fortnight**	
35		Sets and probability				Probability			
36								**Year 10 Work Experience Week**	
37		Prime numbers and proof		Measure of location		Algebraic representation		Indices and roots	
38									
39	*End of Year Exams		*End of Year Exams		*End of Year Exams			Manipulating expressions	

*Week is subject to change

English Learning Journey

Careers in English

- Teaching
- Publishing
- Interpreter
- Marketing
- Journalist
- Writer
- Linguist
- Language psychologist
- Lexicographer
- Social Media Manager

English Vision

We believe that all students deserve the opportunity to connect with the world around them by engaging with a variety of viewpoints and cultural contexts. We want to enable students to appreciate and enjoy literature, to critique both fiction and non-fiction texts, and to communicate effectively.

Our curriculum nurtures curiosity and emotional development: we want our students to thrive and to be the best possible humans they can be. Through the material they encounter, students will learn about the lives of others and build their own sense of individuality.

Key Stage 3

- Learn key vocabulary and structures
- Be able to convey a viewpoint and justify it
- Be able to understand social and historical context
- Be able to explore imaginative thought and express through writing.
- Be able to communicate effectively
- Understand cultures in the wider world

Key Stage 4

- Follow the AQA GCSE course
- Develop speaking, listening, reading and writing abilities
- Have a good understanding of writer's craft and comment on its impact
- Understand more about the context of a piece of writing

YEAR 11

GCSEs

Quad 3 Literature Paper 2 mock prep

Quad 2 Lit & Lang P1 prep and unseen poetry

Quad 1 Language Paper 2 prep and Macbeth

Quad 3 Revision of texts. Practice of skills

Quad 2 Revision. Developing analysis. Making comparisons

Quad 1 Non-fiction skills. Developing analysis. Considering writer's craft. Linking context

Quad 4 Non-fiction writing and modern text

Continue lifelong participation

The further pursuit of lifelong participation

YEAR 10

Quad 1 Fiction reading and A Christmas Carol

Quad 2 Fiction writing and A Christmas Carol

Quad 3 Non-fiction reading and Power and Conflict poetry

Quad 1 Developing analysis. Considering writer's craft. Linking context

Quad 2 Developing analysis. Considering writer's craft. Linking context. Refining creative writing

Quad 3 Developing analysis. Considering writer's craft. Linking context

Quad 4 Developing analysis. Considering writer's craft. Linking context. Refining non-fiction writing

GCSEs

Quad 4 Non-Fiction Writing and Oracy

Quad 3 Romeo and Juliet

Quad 2 WW1: Writing from the Trenches

Quad 1 The Hate U Give

Refining skills, vocabulary and structures

YEAR 9

Quad 4 Developing non-fiction writing skills. Analysis of non-fiction

Quad 3 Analysis skills, study of form and British Heritage

Quad 2 Analysis skills, British heritage. Developing creative writing skills

Quad 1 Developing analysis and linking contexts

Quad 1 Stone Cold

Quad 2 The female presence in Gothic literature

Quad 3 Culture and Identity Poetry

Quad 4 A Midsummer Night's Dream

Developing and embedding skills

YEAR 8

Quad 1 Analysis skills, considering others. Writing for purpose

Quad 2 Genre study, developing reading and writing skills

Quad 3 Analysis skills, considering contexts and cultures

Quad 4 Analysis skills, considering contexts and British heritage

Quad 4 Dragon's Den

Quad 3 Poetry through the ages

Quad 2 Science Fiction reading and writing

Quad 1 Wolf Hollow

Introducing genre, form and skills

YEAR 7

Quad 4 Developing speaking and listening skills. Introducing students to non-fiction

Quad 3 Developing awareness of form, structure and cultural heritage

Quad 2 Developing writing skills

Quad 1 Developing analytical skills

Extra curricular opportunities

Theatre trips

Speaking competitions

Writing competitions

'Learning together to lead our lives'

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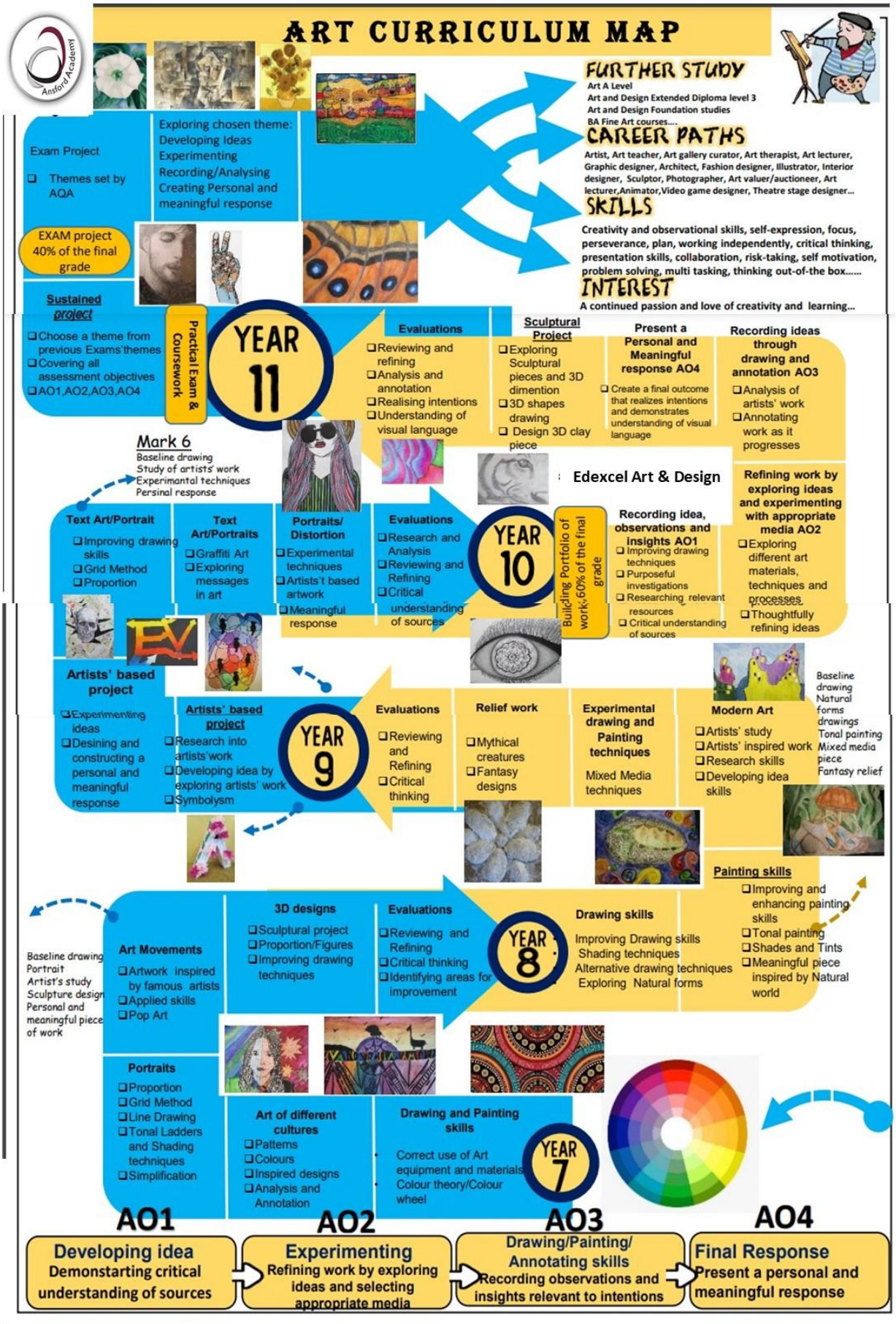
Science Learning Journey

Colour highlights how key ideas of science are reviewed and developed across the 5 years of learning

Term	7	8	9	10	11
1	**7A Cells, tissues, organs and systems** Map organs. Microscopy. Heart dissection. EOMT	**8A Food and nutrition** Testing foods, modelling absorption EOMT	**9A Genetics and evolution** Jess' super hero genes. EOMT	**B2 Organisation** RP Enzymes, RP Food tests EOMT	**B5 Homeostasis and response** RP Reaction time, RP Plant responses (S only) EOMT
	7E Mixtures and separation Separation techniques EOMT	**8E Combustion** Investigating making oxides. EOMT	**9E Making materials** Thermal decomposition of limestone EOMT	**C2 Bonding, structure, and the properties of matter** EOMT	**C6 The rate and extent of chemical change** RP Rates of reaction EOMT
2	**7I Energy** Investigating the energy in food and fuels EOMT	**8I Fluids** Measuring Density EOMT	**9I Forces and motion** Relative speed, Moments and machines EOMT	**P2 Electricity** RP Resistance, RP I-V characteristics EOMT	**P5 Forces** RP Force and Extension EOMT
	7B Sexual reproduction in animals EOMT	**8B Plants and their reproduction** Quadrats. seed dispersal / pollination types, microscopy EOMT	**9B Plant growth** Photosynthesis and respiration EOMT	**B3 Infection and response** EOMT	**P5 Forces** RP Acceleration EOMT
3	**7F Acids and alkalis** Indicators & Neutralisation reactions EOMT	**8F Periodic table** Physical and chemical change, alkali metal reactions. EOMT	**9F Reactivity** Displacement and extracting metals EOMT	**C3 Quantitative chemistry** RP Titration (S only) EOMT	**B6 Inheritance, variation and evolution** EOMT
	7J Current electricity Investigating circuits EOMT	**8J Light** Investigating reflection, refraction, and lenses EOMT	**9J Force fields and electromagnets** Van de Graff generator, the motor effect. EOMT	**P3 Particle model of matter** RP Density EOMT	**C7 Organic chemistry** EOMT
4	**7C Muscles and bones** Observing a heart & lung dissection EOMT	**8C Breathing and respiration** Model lung, whoosh bottle demo, investigating respiration EOMT	**Skills Unit** Tbc Open AfL task tbc	**B4 Bioenergetics** RP Photosynthesis EOMT	**C8 Chemical analysis** RP Chromatography, RP Identifying Ions (S only) EOMT
	7G Particle model Properties of solid, liquids and gases EOMT	**8G Metals and their uses** Reactions of metals with oxygen, water and acid. EOMT	**B1 Cell biology** RP Microscopy, RP Osmosis, RP Microbiology (S only) EOMT	**C4 Chemical changes** RP Electrolysis , RP Neutralisation (S only) EOMT	**P6 Waves** RP Waves, RP Radiation and absorption, RP Light (S only) EOMT
5	**7K Forces** Investigating forces, springs extensions, friction and pressure EOMT	**8K Energy transfers** Insulation investigation. EOMT	**C1 Atomic structure and the periodic table** RP Making salts EOMT	**P4 Atomic structure** EOMT	**C9 Chemistry of the atmosphere** EOMT
	7D Ecosystems (variation section) Measuring variation EOMT	**8D Unicellular organisms** The action of yeast bread and beer making. EOMT	**P1 Energy** RP Specific heat capacity, RP Thermal Insulation (S only) EOMT	**C5 Energy changes** RP Temperature changes EOMT	**C10 Using resources** RP Water purification EOMT
6	**7H Atoms, elements and molecules** Testing compounds. EOMT	**8H Rocks** Investigating rock texture, grain size, weathering, erosion, and formation. EOMT	**P8 Space physics (S only topic)** EOMT	**B7 Ecology** RP Field investigations, RP Decay (S only) EOMT	**P7 Magnetism and electromagnetism** EOMT
	7L Sound Investigating sounds and hearing EOMT	**8L Earth and Space** Investigating fields, weight and gravity EOMT			

Art Learning Journey



Music Learning Journey

Careers in Music

- Teaching
- Music therapist
- Orchestral player
- Choral singer
- Band member
- Musical theatre
- Composer
- Editor
- Journalist
- Tour/venue manager
- Licensing operator

Music Vision

To offer a broad and balanced curriculum which aims to meet the needs of all students to engage them in the different areas of the musical world.
To allow students to develop their creativity and confidence whilst mastering skills and learning to work to continually improve their work.

Key Stage 3

*Reading and writing musical notation
*Composing
*Performing
*Presenting
* Listening and appraising

Key Stage 4

*Perform as a soloists and as part of an ensemble at Grade 4 or above

*Compose music both to a brief and freely

*Be able to appraise and analyse musical features of 8 set works
*Know the conventions of a variety of styles and genres of music
*Transcribe musical pitch and rhythm by ear
*Analyse unfamiliar music

YEAR 11

GCSEs

edexcel

Progress into further education in Music

Final Music exam

Complete a solo and ensemble performance recital

Finish and record 2 compositions

Continue lifelong participation

YEAR 10

The further pursuit of lifelong participation

GCSEs

Begin on the Edexcel Music GCSE course

Further develop music as a stress relief and to provide personal enjoyment

Participate in external music opportunities e.g. county groups

Specialise in an instrument at grade 4 or above

YEAR 9

Refining skills, knowledge and concepts

Wider appreciation of the place of music within society

Confident analysis of music

Present information about musicians or bands that students love

Develop knowledge of worldwide cultural uses of music

Larger ensemble performances

Research skills

Presentation skills

Composing more extended pieces

Composing in different styles

Use of improvisation

Exploring new instruments

YEAR 8

Developing and embedding skills

More detailed use of Musical terminology

New extra curricular clubs

First school show opportunity

Making music together

Understanding that music is enjoyed differently by all

History of Music and genres

EXPECTATIONS

YEAR 7

Learning to love Music

Rehearsing and perfecting performances

How to read and write music

How to use keyboards

Introduction to melody and rhythm games

Practical music and activities

School Show

Choir

Awards evening

School celebration events

Somerset Music events

Musical Workshop events

Band

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Drama Learning Journey

Year 7

TOPIC (Term 1) Life as an actor
Skills- Students will explore a variety of performance skills as well as learn new dramatic techniques.

TOPIC (Term 2) Transformations
Skills- Students will explore theatre history from the Greeks to modern day

TOPIC (Term 3) Festivals
Skills- Students will explore contrasting genres and plot development.

Year 8

TOPIC (Term 1) Inspiration and innovation
Skills- Students respond and devise dramas based on variety of stimuli

TOPIC (Term 2) Chances for the modern world
Skills- Students to learn Brechtian techniques in creating dramas with meaning.

TOPIC (Term 3) Our World
Skills- Students learn to structure a Live Review based on recorded theatre.

Year 9

TOPIC (Term 1) Society
Skills- Students will explore naturalistic and abstract techniques to convey contrast.

TOPIC (Term 2) Perceptions
Skills- Students infer information and meaning about characters through scripts.

TOPIC (Term 3) Stage and Screen
Skills- Students compare and contrast skills needed for stage and screen.

Year 10

TOPIC (Term 1) Intro to GCSE
Skills- Students take part in workshops to build knowledge and skills in the subject.

TOPIC (Term 2) Mock Devising Unit and Presenting and Performing Unit
Skills- Students experience the process of non-exam components of the course.

TOPIC (Term 3) Real Devising Unit
Skills- Students select and devise from 10 stimuli while completing a written portfolio.

Year 11

TOPIC (Term 1) Intro to Blood Brothers and Live Review
Skills- Students study for their set text exam and prepare to write a Live Review.

TOPIC (Term 2) Presenting and Performing Unit
Skills- Students rehearse and perform two extracts from a script to an examiner while completing a pro-forma

TOPIC (Term 3) Revision for Unit 3 Exam
Skills- Student revise for their set text exam and Live Review.

Design Technology Learning Journey

Problem Solved!

Careers in DT

- Teaching
- Industrial Designer
- Paten examiner
- Civil engineer
- Graphic designer
- Interior designer
- Fashion designer
- Mechanical engineer
- Architect
- Jewelry designer

DT Vision

To offer a broad and balanced curriculum which aims to meet the needs of all students to engage them in the different areas of the Design world.
To allow students to develop their creativity and confidence whilst mastering skills and learning to work to continually improve their work.

Key Stage 3

Design - identify and solve their own design problems and understand how to reformulate problems given to them
Make - select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
Evaluate - test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
Technical knowledge - understand and use the properties of materials and the performance of structural elements to achieve functioning solutions

Key Stage 4

Component 1: Design and Technology in the 21st Century Written examination: 2 hours 50% of qualification
. Component 2: Design and make task Non-exam assessment: approximately 35 hours 50% of qualification

YEAR 11

Progress into further education in DT

Continue lifelong DT

Final DT exam

GCSEs

Problem solving

Personal project – product design.

YEAR 10

Begin on the Eduqas Product design GCSE course

Wood making skills

Theory in DT

Metal skills

Plastic making skills.

Construction

Designing in the 21st century

GCSEs

Sanding skills and other workshop machines. .

Making using woods.

Making using plastics

Product designing - Clocks

Refining skills, knowledge and concepts

YEAR 9

Structured Pattern machine sewing – bucket hats

Batik and dying skills.

Pattern cutting

Tie dye techniques

Stenciling techniques

Sewing machine skills

Product designing – Tote bags

Developing and embedding skills

YEAR 8

Bird boxes

Measuring skills

Pillar drill

Different types of joints and joining skills.

Artist and design links., decorating skills.

Different types of saws for different jobs.

Different types of woods. Where they come from, what they're used for..

Reuse, recycle. Melting plastics.

H&S in the workshop

Learning to love DT & Textiles

YEAR 7

Learning about – key terms: needle, thread, stitches, buttons, pattern cutting.

Creating hand sewn ugly dolls.

What is a specification and moodboards.

Introduction to Textiles and H&S in a workshop

Practical DT and activities

LEONARDO

EXPECTATIONS

CAD-CAM

MFL Learning Journey

Careers in MFL

- Teaching
- Translator
- Interpreter
- Travel agent
- Journalist
- International salesperson
- Academic researcher
- Political risk analysist
- International development worker

MFL Vision

We believe that all students deserve the opportunity to widen their knowledge and horizons through learning a second language and the culture of the target language countries.

Key Stage 3

- Learn key vocabulary and structures
- Be able to give opinions
- Be able to justify opinions
- Be able to understand the parts of a sentence and how they work together
- Understand the 3 time frames and be able to use them
- Speak, listen, read and write in a second language
- Understand key cultural traditions of the target language countries

Key Stage 4

- Follow the Edexcel GCSE course
- Develop speaking, listening, reading and writing abilities
- Have a good understanding of the grammar and how to use it
- Understand more about the cultural traditions of the target language country.

edexcel

Continue lifelong participation

GCSEs

Wider strategies for understanding written and spoken texts

Speaking more fluently and spontaneously

Writing extended essays

YEAR 11

Theme 5 The wider world/ global issues

Theme 4 World of Work

Theme 2 Local area and holidays

Theme 3 School and education

Theme 1 Daily life, family and traditions

YEAR 10

The further pursuit of lifelong participation

Building on cultural awareness

Presenting spoken work

Understanding longer texts

Using 3 tenses

GCSEs

Refining skills, vocabulary and structures

YEAR 9

Making option choices

FCSE Speaking and Listening

environment

Education and jobs

Healthy lifestyles and clothes

Starting to use future ideas

Understanding and using past tense

Justifying opinions

Referring to others

YEAR 8

Developing and embedding skills

Television and media

My local area

Pocket money and chores

Food and drink

holidays

Language choice

Spelling bee

Phonics/ different accents

Understanding cognates and near cognates

Importance of learning a language

EXPECTATIONS

YEAR 7

Learning the importance of MFL

French My home

French School

French introductions

Spanish My free time

Spanish My home

Spanish my family

Spanish introductions

Extra curricular opportunities

Trips to France/ Spain

Spanish/ French films

Language Festival

Speaking class

French/ Spanish food tasting

'Learning together to lead our lives'

P.E Learning Journey

Careers in Sport

- Teaching
- Sports scientist
- Physiotherapist
- Sports coach
- Sports development officer
- Personal trainer
- Sports psychologist
- Sports analyst
- Sports journalist
- Sports masseuse

PE Vision

To offer a broad and balanced curriculum which aims to meet the needs of all students to engage them in healthy, active lifestyles. This is achieved through the roles of player, official, leader and competitive opportunities, with the aim of promoting lifelong participation in physical activity and sport.

Key Stage 3

* Use a range of tactics & strategies.
* Develop technique & improve performance.
- Participate in OAA activities.
- Analyse performance & demonstrate improvement.
- Participate in competitive sport outside of school.

Key Stage 4

- Participate in 4 hours of curriculum PE a fortnight.
- *Year 10 split into competitive/recreational/practice groups. With choices of activities
- * Year 11 follow an options program
- GCSE PE and Sports Studies Cambridge National are offered as exam based options.

.

Progress into further education in Physical Education/Sport

Final assessments for exam Sport qualifications

Opportunity to showcase practical performance in GCSE/Sports Studies

Increased access to leisure centre facilities

Continued fitness development

edexcel

GCSEs

YEAR 11

Continue lifelong participation

OCR

Further develop sport as a stress relief and to provide personal enjoyment

Students choose options of sporting activities

Final Sports Day & inter-form competitions

Begin on the Cambridge National/GCSE pathway

Staff and students choose pathway options: competitive/recreational/practice

Further Opportunities to experience new activities through links with the community sports centre

Student agency; students take ownership of their PE lessons.

YEAR 10

The further pursuit of lifelong participation

Develop officiating skills

Focus on wellbeing, positivity and appreciation of healthy body and mind.

Refine leadership skills amongst peers & with local primary students

Continued monitoring of learning journey

Refine invasion game skills and concepts through a broad range of sports

Develop a thirst for theoretical application of sporting knowledge

Enhance tactical approach to sport

GCSEs

Making option choices

BTEC

Refining skills, knowledge and concepts

YEAR 9

Refine movement and aesthetic skills

Monitor fitness improvements through testing.

Enhance practical ability in a broad and differentiated range of activities

Development of leadership skills amongst peers & with local primary students

Developing key movement skills; jumping, turning.

Developing game specific invasion game skills

Develop awareness of healthy living.

YEAR 8

Developing and embedding skills

Sports Day

Development of fitness components and their importance to healthy living.

Development of key PE skills; communication, problem solving

Embedding self assessment and continued improvement through the PE learning journey.

Introduction to external competitions and events

Development of basic skills, jump, roll, travel.

Assessment of current fitness levels to develop understanding

EXPECTATIONS

YEAR 7

Learning to love P.E

Introduction to self assessment & mapping learning journey using 'I can' booklets

Introduction to key invasion game principles

Introduction to inter-form & sports day

Introduction to extra curricular activities

Development of key PE skills; team work, communication, leadership, problem solving

Annual: Expectations Routines Safeguarding

Practical sports and activities

Athletics
Badminton
Basketball
Cricket
Rounders
Team building
Hockey
Dodgeball
Football
HRF
Benchball
Rugby
Handball
Gymnastics
Table Tennis
Tennis
Leadership
Trampolining
Netball
Ultimate Frisbee
Invasion games
PE theory
Climbing
Extra-curricular & competitive opportunities
Annual ski trip

'Learning together to lead our lives'

ANSFORD ACADEMY
LEARNING TOGETHER TO LEAD OUR LIVES

Computing Learning Journey

TERM	WEEK	YEAR 7	YEAR 8	YEAR 9	YEAR 10 CS	YEAR 10 CIM	YEAR 11 CS	YEAR 11 CIM
AUTUMN TERM 1	1	DIGITAL LITERACY: Transition Test	CYBER SECURITY: Network Security	VECTOR GRAPHICS: Vector Images	SYSTEMS ARCHITECTURE: Computer Hardware	R094 VISUAL IDENTITY & DIGITAL GRAPHICS THEORY: Visual Identity	ETHICAL, LEGAL, CULTURAL & ENVIRONMENTAL IMPACTS OF TECHNOLOGY: Ethical & Cultural Issues	R099 DIGITAL GAMES THEORY: Game Objectives
	2	OS & Software Applications	Malicious Software	Basic Illustrator Tools	Computational Thinking	Components of Visual Identity	Environmental Issues	Hardware & Peripherals
	3	Word Processing	Malicious Activity	Advanced Illustrator Tools	The CPU	Target Audience & Market	Legal Issues	Game Editors & Game Engines
	4	Spreadsheets	Cyber Crime	Working To A Brief	Flowcharts	Digital Graphic Conventions	**Technology Issues Assessment**	Game Concepts
	5	The Internet & WWW	**Cyber Land Assessment**	Creating Graphics	MEMORY & STORAGE: **Systems Architecture Assessment**	Graphic Design Elements	PROGRAMMING LANGUAGES & THE IDE: Programming Languages	Game Mechanics
	6	Online Safety	Raster Images	**Illustrator Assessment**	Pseudocode	Pre-Production Documents	The IDE	Game Planning
	7	**Digital Literacy Assessment**	Basic Photoshop	Getting Loopy	Primary Storage	Technical Specifications	**Languages & IDE Assessment**	Game Design Documents
OCTOBER HALF TERM								
AUTUMN TERM 2	8	VISUAL PROGRAMMING: Scratch Introduction	RASTER GRAPHICS: File Types & Compression	TURTLE: Getting Funky	MEMORY & STORAGE: Variables & Data Types	R094 VISUAL IDENTITY & DIGITAL GRAPHICS PRACTICAL: Photoshop Skills	BOOLEAN LOGIC: Logic Gates & Truth Tables	R099 DIGITAL GAMES PRACTICAL: Asset Creation & Management
	9	Selection	Advanced Photoshop	Value Added	PROGRAMMING FUNDAMENTALS: Binary & Hexadecimal Numbers	Photoshop Skills	Combining Gates & Logic Statements	Game Creation Software
	10	Iteration	Creating Raster Graphics	PYTHON II: Text Based Games	Sequencing & Selection	Illustrator Skills	**Boolean Logic Assessment**	Game Creation Software
	11	Variables	**Photoshop Assessment**	Defining Locations	Data Representation	Illustrator Skills	EXAM PRACTICE: Long Answer Questions	Exporting Games
	12	Game Design	WEB DESIGN: HTML Intro	Making The Map	Iteration	Exporting Files	Programming Questions	Testing
	13	Debugging	Web Design	Testing 1 2 3	**Memory & Storage Assessment**	Client Requirements	**YEAR 11 MOCK EXAM 1**	Improving
	14	Testing	CSS Intro	Testing 1 2 3	Casting	Analysing A Brief	**YEAR 11 MOCK EXAM 2**	Further Developments
CHRISTMAS HOLIDAYS								
SPRING TERM 1	15	**Assessment & Evaluation**	WEB DESIGN: Website Content	Adding Objects	COMPUTER NETWORKS, COMMUNICATIONS & PROTOCOLS: Hardware & Types of Network	R094 NON EXAMINED ASSESSMENT: Visual Identity & Digital Graphics NEA	PAPER 1 REVISION: Systems Architecture	R099 NON EXAMINED ASSESSMENT: Digital Games NEA
	16	COMPUTER HARDWARE: Computer Systems	Website Navigation	**Python Code Assessment**	File Handling		Memory & Storage	
	17	Inputs & Outputs	Website Development	SPREADSHEETS: Spreadsheets Recap	Network Protocols		Computer Networks, Communication & Protocols	
	18	Computer Components	**Website Assessment**	Live Events	Data Structures		Network Security	
	19	The CPU	Binary Logic	Merchandise	PROGRAMMING FUNDAMENTALS: The Internet		Systems Software	
	20	Memory	Logic Gates	Data Visualisation	**Networks Assessment**		Ethical, Legal, Cultural & Environmental Impacts of Technology	
FEBRUARY HALF TERM								

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LEARNING TOGETHER TO LEAD OUR LIVES

Computing Learning Journey

TERM	WEEK	YEAR 7	YEAR 8	YEAR 9	YEAR 10 CS	YEAR 10 CIM	YEAR 11 CS	YEAR 11 CIM
SPRING TERM 2	21	Storage	BINARY II: Binary & Images	Stock Control	NETWORK THREATS: Network Threats	R093 CREATIVE iMEDIA IN THE MEDIA INDUSTRY: Media Industry Sectors & Products	PAPER 2 REVISION: Algorithms	R093 REVISION: The Media Industry
	22	**Hardware Assessment**	Binary & Sound	Spreadsheets Assessment	PRODUCING ROBUST PROGRAMS: Code Maintainability	Job Roles In The Media Industry	Programming Fundamentals	Product Design
	23	BINARY I: Binary Number System	**Binary II Assessment**	DIGITAL MEDIA: Digital Media Industry	Threat Prevention	Product Design Purpose	Producing Robust Programs	Pre-Production Planning
	24	Binary Conversion	VISUAL PROGRAMMING II: Computational Thinking	Project Planning	Validation & Defensive Design	Media Codes	Boolean Logic	Legislation
	25	Binary Addition & Binary Shifts	Collision Detection	Video Production	**Network Security Assessment**	Distribution Platforms	Programming Languages & The IDE	Distribution Platforms
	26	**Binary Assessment**	Variables	Video Editing & FX	Testing & Test Data	File Formats	Long Answer Practice	File Formats
EASTER HOLIDAYS								
SUMMER TERM 1	27	PYTHON I: Python Intro	VISUAL PROGRAMMING II: NPC & Enemies	DIGITAL MEDIA: Audio Production	SYSTEMS SOFTWARE: Operating Systems	R093 CREATIVE iMEDIA IN THE MEDIA INDUSTRY: Client Requirements	SPECIALISED TOPIC REVISION: Specialised Topics	R093 REVISION: Specialised Topics
	28	Data Types	Collectables & Inventory	Audio Editing & FX	ALGORITHMS: Syntax & Logic Errors	Audience Demographics & Segmentation	Specialised Topics	Specialised Topics
	29	Text Based Iteration	Testing & Evaluation	Final Touches	Utility Software	Primary & Secondary Research	Specialised Topics	Specialised Topics
	30	**REVISION WEEK**	**Peer Assessment**	**Critics Review**	Trace Tables	Idea Generation	Specialised Topics	Specialised Topics
	31	**EXAM WEEK**	**REVISION WEEK**	**REVISION WEEK I**	**Systems Software Assessment**	Planning Documents	EXAM: **GCSE EXAM PAPER 1**	Exam Practice
	32	Text Based Selection	**EXAM WEEK**	**REVISION WEEK II**	Searching & Sorting Algorithms	Legal Issues	**GCSE EXAM PAPER 2**	Exam Practice
MAY HALF TERM								
SUMMER TERM 2	33	PYTHON I: Creating A Program	PYTHON II: Python Refresh	**EXAM WEEK**	REVISION: Exam Technique	MOCK EXAM: Exam Technique	**STUDY LEAVE**	**STUDY LEAVE**
	34	The IDE & Error Correction	Madlibs	NETWORKS: LAN & WAN	PRODUCING ROBUST PROGRAMS: **YEAR 10 MOCK EXAM 1**	**YEAR 10 MOCK EXAM 1**		
	35	**Python Assessment**	Guess A Number	Network Hardware	**YEAR 10 MOCK EXAM 2**	**YEAR 10 MOCK EXAM 2**		
	36	MICROPYTHON: Microbits Introductions	Rock, Paper, Scissors	The Internet & DNS	Exam Review	Exam Review		
	37	Movement	20 Questions	ALGORITHMS: Computational Thinking II	Practical Programming Project	R099 PREP: Types of Games		
	38	Sound	Python Challenge	Searching Algorithms	Practical Programming Project	Characteristics of Games		
	39	**Microbit Challenge**	**Python Testing**	Sorting Algorithms	Practical Programming Project	Conventions of Games		

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RE Learning Journey

Yr 7

Themed Curriculum

- Theme 1: Why are people religious?: animism, polytheism and monotheism
- Theme 2: Rites of passage: births, deaths and marriages
- Theme 3: Festivals: why we celebrate, key religious festivals

Yr 8

Abrahamic religions

- Islam: Submission to the will of Allah, Iman - faith
- Christianity: Salvation, God, Incarnation, Agape
- Judaism: God and the covenant, the Torah
- Introduction to Worldviews

Yr 9

Dharmic religions

- Moral issues: Sanctity of life, abortion and euthanasia
- Hinduism: Dharma, deity and Atman
- Buddhism: The Buddha, Dharma and Sangha
- Sikhism: Guru

Yr 10

AQA A GCSE

- Muslim Practices: worship, duties and festivals
- Muslim Beliefs and Teachings: key beliefs, authority
- Christian Practices: Worship and festivals, role of Church in local and worldwide community
- Christian Beliefs and Teachings: key beliefs, Jesus Christ and salvation

Yr 11

AQA A GCSE

- Them B: Religion and Life: origins and value of the universe, origin and value of human life
- Theme D: Religion, Peace and Conflict: religion, violence, terrorism and war, religion and belief in 21st Century conflict
- Theme E: Religion, Crime and Punishment: religion, crime and the causes of crime, religion and punishment
- Theme F: Religion, Human Rights and Social Justice: human rights, wealth and poverty

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PSHCE: KS3 Learning Journey

PSHCE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future

	YEAR 7	YEAR 8	YEAR 9
Autumn Term A	**RELATIONSHIPS**	**RELATIONSHIPS**	**RELATIONSHIPS**
	Introduction to PSHCE Self esteem Fire safety Road Safety Puberty Menstruation Family relationships Healthy/ unhealthy relationships	Relationship Values Relationship expectations Sexual orientation and gender identity Consent 2 Romantic expectations and the media	Respectful relationship behaviours Capacity to consent Sexual Health (STIs) Contraception Managing Relationship break-up Same sex relationships
Autumn Term B	**RELATIONSHIPS**	**RELATIONSHIPS**	**WIDER WORLD**
	Anti-bullying Friendship Family conflict Intro to consent Sexual and gender identity Saying thank you	Friends and Frenemies Contraception Bereavement Anti-bullying (empathy) Divorce and Separation Diversity Diversity X factor challenge.	Career Pilot Discrimination Epilepsy Racism Anti- discrimination Peer pressure Gangs Resilience revisited
Spring Term A	**WIDER WORLD**	**WIDER WORLD**	**WIDER WORLD**
	Interviewing parents/ friends Career Aspirations Smart Goal Setting Restorative Justice Autism	Dreams and Aspirations Employers and FE Money 1 Money 2 Money 3	Equality Act 2010 Discrimination and the Law T-Levels, Apprenticeships and HE Employer Carousel Apprenticeship Work and the Law
Spring Term B	**WIDER WORLD** **HEALTH and WELL-BEING**	**WIDER WORLD** **HEALTH and WELL-BEING**	**WIDER WORLD**
	Feminism Eco- awareness Well being:The back-pack Emotional Literacy Connection with Nature	Internet Citizenship 1 Internet Citizenship 2 Digital Resilience Connection with Nature 2	Money 4 Money 5 Feminism revisited Internet Citizenship 3 Internet Citizenship 4 Life balance: study/ work/ leisure.
Summer Term A	**HEALTH and WELL-BEING**	**HEALTH and WELL-BEING**	**HEALTH and WELL-BEING**
	A healthy balanced diet Benefits of exercise x 2 The importance of sleep Understanding drugs: Caffeine Understanding drugs: Tobacco	Healthy meals Exercise revisited Understanding drugs: Vaping Understanding alcohol What is mental health? A-Z promoting emotional health and resilience	Food labels Body image and the media Drugs and alcohol- 2 lessons Understanding Cannabis Managing peer pressure re drugs and alcohol
Summer Term B	**HEALTH and WELL- BEING**	**HEALTH and WELL-BEING** **WIDER WORLD**	**HEALTH and WELL-BEING** **WIDER WORLD**
	Student presentations on healthy lifestyles First Aid: Basic Life Support Bleeding and Shock Allergies Dental check ups Vaccination Resilience	First Aid revision: Basic Life surveyCPR My Future Road Safety 2 Road Safety posters.	Oracy: Talk the Talk Self-Harm and Eating Disorders Healthy Coping Strategies Change Loss and Grief First Aid Revision Well- being - my own toolkit!

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PSHCE: KS4 Learning Journey

PSHCE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future

	YEAR 10	YEAR 11
Autumn Term A	**RELATIONSHIPS** PSHCE and ground rules Intimacy and pleasure The impact of Pornography Work Ex launch Pressure and Coercion	**RELATIONSHIPS** Family conflict Long Term Commitment Fertility and sexual health
Autumn Term B	**RELATIONSHIPS / WIDER WORLD** Work Experience Relationships Managing Relationship break up Relationship abuse	**RELATIONSHIPS** Pregnancy outcomes Abortion Promoting Emotional well-being Revisit The Back-pack and Flower. Stress
Spring Term A	**WIDER WORLD / WELL-BEING** Challenging negative thinking Recognising Mental ill Health	**HEALTH and WELL-BEING** Drugs and alcohol education Seeking help for Substance Abuse Medical self- examination and Cosmetics and aesthetics (Safety)
Spring Term B	**HEALTH and WELL- BEING** Change Loss and Bereavement Healthy Lifestyles revision: Sleep Diet Exercise Online time Drugs and Alcohol Including Vaping	**HEALTH and WELL- BEING** Online Safety Revision Stalking and Harassment Extremism
Summer Term A	**WIDER WORLD** Carbon Literacy 1 Carbon Literacy 2 Influence of Advertising on health	**HEALTH and WELL- BEING** First Aid
Summer Term B	**WIDER WORLD** Work Health and Safety Types of work contracts Review of work experience - Creating and updating CVs Career review	

Careers Learning Journey

Careers - Options After Ansford

- **Full time, Further Education** at Colleges or Sixth Form Schools:
  Take A Levels, T Levels, BTEC Diplomas
- **Apprenticeships**:
  Secure an employer and get paid while you work and gain a qualification in your job
- **Work for at least 30 hours** per week and take time off to **study for a recognised qualification**

Careers Vision

A comprehensive Careers Information, Advice and Guidance programme is offered to help support students make informed choices about their future as they move through Ansford Academy. This programme is delivered through PSHCE curriculum and tutor time. The programme aims to inspire students to raise their aspirations; achieve their goals; be confident to make the best choices for themselves; and prepare them for a successful and rewarding future.

The aim for an Ansford student should be:

- To research careers and future pathways with confidence
- Be aware of their options post 16 and beyond
- Be aware of local and wider employment opportunities through encounters with employers and Labour Market information
- Be able to write CV's, Covering letters and Application forms
- Be able to talk confidently about their future
- They should know their target grades and be aware of skills they have achieved through curriculum subjects
- Be able to discuss their options and agree an action plan with an Independent Careers Adviser.

Key Stage 3

* Use a range of resources to research and explore possibilities.
* Know yourself and identify aspirations
- Speak to people in work and find out what work is like
- Use knowledge and tools available to help decide on GCSE subject choices.
- Participate in opportunities offered outside of school and build skills

Key Stage 4

- Use a range of resources to research and identify options post 16 and post 18
- Start planning your future after Ansford and beyond
- Make your decisions for your next steps after GCSEs

YEAR 11 — GCSEs Making & Managing decisions

Make your choice and enrol for Post 16 learning after GCSE results day
**Careers support form Ansford is ongoing for the year after you leave*

Continue lifelong participation - follow your ambitions!

Dec/Jan - Students complete applications and attend interviews for post -16 choices

1-1 Careers interviews for every student - with Independent Careers Adviser

Families sign up for and attend College and 6th form open events

Attend Y11 Moving On evening in September

Nov - Y11 Mock interviews in school

Nov - Strode College Taster day - all Y11 students

6th form, College and Apprenticeship assemblies

July - Yeovil College Taster day - all Y10 students

June - Work experience week

YEAR 10 — Identifying & Making Choices

Oct- Somerset Careers Fair - all Y10 students

Work experience launch and login - employer search and apply for placements. Ongoing support

CV and personal statement writing

University visit

1-1 Careers interviews on request or referral

Assembly - ASK apprenticeships and T levels

YEAR 9 — GCSEs Mapping Skills & Planning for the future

Making GCSE option choices

Industry sector talks - local employers

Intro to HE and University - University speaker

Log on to Career Pilot -Careers diagnostic quiz and skills assessment . Use for ongoing ref and review

Careers advice and guidance support to families at y9 Options evening. Ongoing

1-1 Careers interviews on request and referral

Intro to FE, Apprenticeships and T levels - Local College speaker

YEAR 8 — Knowing myself & exploring skills & options

Careers & diagnostic quiz - your strengths and interests

Learning about Labour Market information

Personal skills & values prep workshop for My Futures day

Dreams, aspirations and motivation activity

1- 1 Careers interviews on request or referral

My Futures - Careers & employer workshops at Yeovil College

YEAR 7 — Introducing Careers & Employment

1-1 Careers interviews on request or referral

What is an interview? Setting up interview questions

Assembly - intro to careers

Interview someone in your family about their job - researching job roles & understanding what work is like

Box of chocolates activity - the world of work & Labour Market information

Y6 transition task - my crystal ball. Knowing yourself

Careers resources & optional/additional activities

Careers e-library on the portal

Careers pages on Ansford website

Careers Cafe - lunchtime employer talks

Assemblies & subject/ Curriculum related speakers

STEM workshops & activities

Vocational learning (GCSE) qualifications - on site and in partnership with local College

Access to virtual work experiences and webinars (on website and bulletins via comms)

Bi- annual Higher education evening for parents & students

Alumni support

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History Learning Journey

Year	Autumn	Spring	Summer	Development
7	When was the roundhouse most important in the history of Castle Cary? Focus on change and continuity Introduces the threads of migration and crime & punishment NC: Local History Study	Who was the rightful heir in 1066? Focus on causation Introduces a threads of succession and conquest Why was Matilda denied the throne? Focus on cause and consequence NC: Church and State 1066 - 1509	Why did Henry VIII leave the Catholic Church? Focus on causation Develops thread of succession How great was the Catholic Threat after 1570? Focus on using evidence NC: Church and State 1509 - 1745	Students use historical concepts to respond to a range of historical questions. They demonstrate comprehension skills and produce structured written responses using a range of key words.
8	What claims can we make about the Industrial Revolution? Focus on change and continuity NC: Industry and Empire 1745 - 1901	How should we remember the British Empire? Focus on responding to interpretations NC:Industry and Empire 1745 - 1901	How have attitudes to the transatlantic slave trade changed? Focus on using evidence NC:Industry and Empire 1745 - 1901	Students revisit historical concepts and produce more detailed accounts using key words with precision.
9	Why did men continue to fight in the trenches? Focus on using evidence and causation NC:Challenges to Britain and the Wider World	How did conflict affect lives in the 1900s? Focus on consequence NC:Challenges to Britain and the Wider World	How has protest changed the world? Focus on cause and consequence NC:Study of issue in World History	Students construct sustained arguments using historical evidence
10	Crime and punishment in Britain Thematic study	Whitechapel c1870 - c1900 Historic Environment	Anglo-Saxon and Norman England British Depth Study	Students develop specialist knowledge and learn to respond to a range of GCSE questions
11	Weimar and Nazi Germany 1918 - 1939 Modern Depth Study	The American West c.1835 - 1895 Period Study	American West (continued) Exam preparation	Students gain a wider world view and develop examination skills

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Ansford Academy
Food Learning Journey