Marjory Kinnon School

Key Stage 4: Formal Pathway

Cycle 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
AQA Entry Level						
English	Dystopia (Component 2)	Charities (Component 1)	Science Fiction (Component 2)	Style (Component 1)	Survival (Component 2)	Keeping Active (Component 1)
Maths (Year 10)	Assessment Properties of Number Time	The four operations	Money ratio	Time Geometry	Statistics measures	Measures Revisiting areas for development
Maths (Year 11)	Number The Four Operations	Ratio Statistics	Money Geometry	Time Statistics	Moderation Summer Project	Summer Project
BTEC Qualifications						
Applied Science (Year 10)	**Pearson BTEC Level 1 Introductory Award in Applied Science** **Unit ASc 12 - Investigating Crime Scene Evidence** Learning aims: **A** - Use procedures to collect and analyse crime scene evidence **B** - Present conclusions drawn from simulated crime scene evidence.			**Pearson BTEC Level 1 Introductory Award in Applied Science** **Unit ASc 11 - Testing the Properties of Products** Learning aims: **A** - Carry out tests to find out the content of food and hygiene products **B** - Present information related to product testing.		
	Introduction to unit, what is a crime scene, how is a crime scene protected, forensic procedure and protocol, physical evidence and trace evidence, collecting and recording evidence	Analysing evidence, investigating shoeprints, fingerprints, hairs and fibres, microscopic analysis for trace evidence	Conclusion of findings, practice report writing, unit assessment - Evidential report & Analysis of a simulated crime scene	Introduction to unit, food groups, laboratory testing for protein, reducing sugars, starch, fats	Hygiene products, pH of hygiene products, testing for pH, lathering properties, abrasive properties	Assessment practice, unit assessment - Identifying an unknown substance

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Applied Science (Year 11)	**Pearson BTEC Level 1 Introductory Award in Applied Science** **Unit ASc 10 – Making a Chemical Product** Learning aims: **A** - Plan and make a chemical product **B** - Review own performance and fitness for purpose of a chemical product				**Physics – Space** Solar system formation, meteors, asteroids and comets, rocketry and space exploration	**Biology – Health and Lifestyle** Healthy diet, hormonal and non-hormonal methods of contraception, menstrual cycle, first aid techniques
	Recap of science equipment and use of equipment, lab skills assessment, GHS pictograms, safety carrying out practical tasks in science	Introduction to unit, researching chemical products, product fitness, trialling new formulas, developing a method	Making chemical products (putty, slime, bath bomb, soap, scented candle), reviewing performance of chemical product	Designing, planning, making and review own chemical product, unit assessment - Make a chemical product		
Art & Design (Year 10)	**Art & Design** • Drawing • Expressing ideas • Kapow	**DT** • Principles of materials and manufacturing	**Art & Design** • Painting and mixed media: World in watercolour • Kapow	**DT** • Prototypes with mechanisms: robotics and automation	**Art & Design** • Painting & mixed media: Art & Designist study • Kapow	**DT** • Communication
Art & Design (Year 11)	**Art & Design** • Oil Pastel Food Art & Design Project	**DT** • Collaborative design: tactile toys to teach	**Art & Design** • Clay Project: Crazy Condiments!	**DT** • Ergonomic design: accessible controllers	**Art & Design** • 3D Pop Art & Design Sculpture Project	**DT** • Material testing
IT	**IT** Cyber Security	**IT: Digital Media** Unit IT5: Developing Digital Information using IT	**Technology in the Real World** Social media and Communication	**IT** Using The Internet	**IT: Digital Media** Unit IT6: Using Digital Communication Technologies	**Technology in the Real World** Artificial Intelligence (AI)

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Land-Based Studies (Year 10)	**Unit LBS10: Using Workshop Tools in a Land-based Setting** • Using and Maintaining workshop tools for a given purpose			**Unit LBS12: Preparing soil for planting.** • Condition and cultivate safely to prepare a soil for planting		
	Safe Tool Use and Preparation: Learners develop an understanding of different workshop tools, how to select the correct tool for a task, PPE and how to work safely while caring for equipment and maintaining a safe working environment	**Tool Selection and Practical Application:** Learners apply their knowledge by selecting and using appropriate hand and power tools for a range of land-based tasks, following safe working practices and using instruction manuals where needed.	**Tool Maintenance and Workplace Responsibility:** Learners build independence by maintaining tools, keeping work areas clean and organised, managing risks to themselves and others, and making informed decisions when completing practical tasks.	**Understanding Soil and Its Importance:** Learners explore how soil is formed, investigate different soil types and components, and develop an understanding of why soil is essential for healthy plant growth.	**Soil Testing and Analysis:** Learners carry out a range of soil tests, identify soil characteristics and properties, and use collected information to classify soils and make decisions about their suitability for planting	**Soil Preparation for Successful Planting:** Learners apply practical skills to condition, cultivate and prepare soil for planting, using tools, equipment and PPE safely while planning and recording their work effectively.
Land-Based Studies (Year 11)	**Unit LBS9: Caring for and Keeping Plants Healthy** • Care and maintenance activities to keep plants healthy			**Unit LBS5: Finding Out About the Land-based Sector** • Find/produce info about the different industries in the land-based sector		
	Identifying Healthy Plants and Safe Working Practices: Learners learn how to recognise healthy and unhealthy plants, identify common pests and diseases, and understand how to work safely when caring for plants using tools and equipment.	**Plant Care and Maintenance Skills:** Learners develop practical skills in pruning, weeding, clearing debris and providing nutrients, helping plants to grow healthily while maintaining a safe and organised working environment.	**Reviewing Plant Care and Improving Performance:** Learners evaluate the effectiveness of their plant care activities, reflect on their own performance, and use records, logs and observations to identify strengths and areas for improvement in keeping plants healthy.	**Exploring the Land-Based Sector**: Learners investigate the different industries within the land-based sector, including agriculture, horticulture, forestry, animal care and environmental conservation, and explore the roles they play in society.	**Researching Land-Based Careers and Industries:** Learners develop information-finding skills by using professional and government sources to research land-based industries, the activities they undertake and the skills required within each area.	**Presenting Information About the Land-Based Sector:** Learners organise and present their findings through formats such as posters, leaflets or presentations, demonstrating their understanding of different land-based industries and how to communicate information effectively.

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Sport (Year 10)	**Striking and fielding: Cricket** • Introduce umpiring and scoring	**Golf** • Introduce playing with hazards • The class champs: 1v1 and 2v2 • Develop playing against an opponent	**Gymnastics: Matching and mirroring (3 weeks)** • Introduction to matching and mirroring • Matching and mirroring on apparatus • Sequence development **Dance: Prejudice and discrimination (3wks)** • Exploring prejudice and discrimination • Exploring sexism/classism through dance	**Invasion Games: Hockey** • Develop dribbling and passing • Combine passing and dribbling to create shooting opportunities • Develop passing and dribbling creating space for attacking opportunities • Introduce defending: blocking and tackling	**Net and Wall Games: Tennis** • Develop the volley • Controlling the game from the serve • Doubles, understanding and applying tactics to win a point	**Sport Days Activities (3 weeks)** **OAA – Leadership (3 weeks)** • Understanding what makes an effective leader • Communicating as a leader
Sport (Year 11)	**Invasion Games: Basketball** • Refine passing and receiving • Apply passing, footwork and shooting into games • Introduce officiating • Introduce defending • Explore other passing styles	**Golf** • Consolidate playing against an opponent: either 1v1, 2v2 • Team better ball: Introducing 'Power Play' • The Little Sticks Cup	**Gymnastics: Creating sequences (3 weeks)** • Develop creativity • Sequence development • Sequence performance **Dance: Titanic (3 weeks)** • Creating rhythmic patterns using our body • Explore the relationships between characters applying character emotion and expression	**Striking and fielding: Cricket** • Consolidate batting, fielding and bowling • Understand and apply attacking and defensive tactics during a game	**Net and Wall Games: Tennis** • Game application • Doubles and round robin games	**Sport Days Activities (3 weeks)** **OAA – Leadership (3 weeks)** • Communicating as a leader • Introducing the STEP Principle
Work & Life Skills (mandatory units)	**Unit A2: Developing a Personal Progression Plan** • Explore the skills and behaviours needed to meet personal progression goal • Produce a progression plan to meet intended progression goal.		**Unit A1: Being Organised** • Explore techniques to improve own organisational skills • Review the use of techniques to improve own organisational skills.		**Contribute to Running an Event** • Contribute to the organisation of an event • Work as part of a team to run an event.	

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	Exploring Progression Opportunities and Personal Development: Learners investigate education, training and employment opportunities within the land-based sector, identify a personal progression goal, and review their own skills, strengths and behaviours against their future aspirations.	**Creating a Personal Progression Plan**: Learners develop a personal progression plan outlining targets, required skills, and action steps needed to achieve their chosen goal, while reflecting on the sector skills and experiences they have gained during the course.	**Developing Organisational and Time Management Skills:** Learners explore a range of techniques to improve organisation, including planning routines, prioritising tasks, managing time effectively and using ICT tools to support their work both in education and the workplace.	**Applying and Reviewing Organisational Skills** Learners use organisational techniques to manage their responsibilities over a sustained period, maintain a planner, evaluate the effectiveness of their strategies and identify ways to further improve their organisation and independence.	**Planning and Organising an Event:** Learners explore the key factors involved in running a successful event, including roles and responsibilities, health and safety, budgeting, time management and teamwork. They contribute to event planning and develop the organisational skills needed to prepare for an event.	**Working as a Team to Run an Event:** Learners work collaboratively to deliver an event, taking on allocated responsibilities, communicating effectively with others, managing tasks under pressure and reflecting on their contribution to the success of the event.
Other Subjects						
Humanities (RE, Geography, History)	**History:** Black History Month	**Geography:** Going on Holiday	**RE:** Christianity	**History:** The History of Transport	**Geography:** Exploring the Continent of Asia	**RE:** Crime and Punishment
PSHE: The Story Project (Year 10)	**Core Theme: Health and Wellbeing**		**Core Theme: Relationships**		**Core Theme: Living in the Wider World**	
	The Colour Thief (The Story Project)	NSPCC Speak Out, Stay Safe programme, not addressed through The Story Project	Ritu Weds Chandi (The Story Project)	• Sexual health and contraception • Online relationships and digital safety • Exploitation, harassment and abuse • Equality, diversity and discrimination	Pizza Face (The Story Project)	• Drugs, alcohol and risk taking • Financial literacy and money management • Careers, employability and future planning • Rights, responsibilities and the law

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PSHE: The Story Project (Year 11)	Sunny Side Up (The Story Project)	NSPCC Speak Out, Stay Safe programme, not addressed through *The Story Project*	Making a Baby (The Story Project)	• Sexual health and contraception • Relationship abuse and exploitation • Substance awareness and risk management • Personal safety and independent decision-making	Finding my Voice (The Story Project)	• Careers and employability skills • Financial literacy and budgeting • Independent living and adulthood