

**Curriculum Overview – 6<sup>th</sup> Form**

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>(November Re-sits)</b></p> <p><b>Creative Reading and Writing:</b></p> <p>AQA English Language exam skills:- Reading and Writing activities specifically linked to Paper 1 (and function skills). Exam Practice using past exam papers.</p> <p>Learners are to attempt a mock GCSE exam.</p> <p><u><b>Cross curricular links</b></u></p> <p><b>History – Post and Pre 20<sup>th</sup> century</b></p> <p><b>Maths - basic arithmetic</b></p>	<p><b>(November Re-sits)</b></p> <p><b>Writer’s Viewpoints and Perspectives:</b></p> <p>Learners to work on Paper 2 (and function skills) exam skills and practice through past exam papers. Learning will be differentiated and linked directly to mock exam results.</p> <p><u><b>Cross curricular links</b></u></p> <p><b>History – Post and Pre 20<sup>th</sup> century</b></p> <p><b>Maths - basic arithmetic</b></p>	<p><b>Creative Reading and Writing:</b></p> <p>AQA English Language exam skills:- Reading and Writing activities specifically linked to Paper 1 (and function skills). Exam Practice using past exam papers.</p> <p>Learners are to attempt a mock GCSE exam.</p> <p><u><b>Cross curricular links</b></u></p> <p><b>History – Post and Pre 20<sup>th</sup> century</b></p> <p><b>Maths - basic arithmetic</b></p>	<p><b>Writer’s Viewpoints and Perspectives:</b></p> <p>Learners to work on Paper 2 (and function skills) exam skills and practice through past exam papers. Learning will be differentiated and linked directly to mock exam results.</p> <p><u><b>Cross curricular links</b></u></p> <p><b>History – Post and Pre 20<sup>th</sup> century</b></p> <p><b>Maths - basic arithmetic</b></p>	<p><b>6<sup>th</sup> Form: Final GCSE English Language Exams:</b></p> <p><u><b>Transition to Further Education</b></u></p> <p>Careers: Learners will use practical skills in English and explore how these translate to the world of work and everyday life. They will also study different forms of non-fiction writing such as C.V, letter, speech and report.</p> <p><u><b>Cross Curricular links</b></u></p> <p><b>History – Historical context</b></p> <p><b>Citizenship – British values in context</b></p>	
<b>Maths</b>	<p><b>Ratio</b></p> <p>Rates</p> <p>Direct proportion</p> <p>Number sense</p> <p>Accuracy</p> <p>Calculation</p> <p><u><b>Cross Curricular Links:</b></u></p> <p><i>Science, ICT, Food Tech, ICT</i></p> <p><i>RRSA – Articles 28 &amp; 29</i></p>	<p><b>Equations &amp; inequalities</b></p> <p>Straight line graphs</p> <p>Quadratic &amp; other graphs</p> <p>Angle rules</p> <p>Shape properties</p> <p>Similarity</p> <p><u><b>Cross Curricular Links:</b></u></p> <p><i>Science, ICT, DT, Art</i></p> <p><i>RRSA – Articles 28 &amp; 29</i></p>	<p><b>Types of numbers</b></p> <p>Fractions &amp; percentages</p> <p>Averages ratio &amp; fractions</p> <p>Context problems</p> <p><u><b>Cross Curricular Links:</b></u></p> <p><i>Science, ICT, Food Tech, English</i></p> <p><i>RRSA – Articles 28 &amp; 29</i></p>	<p><b>Area &amp; volume</b></p> <p>Transforming shapes</p> <p>Right angled triangles</p> <p>Manipulating algebra</p> <p>Sequences</p> <p><u><b>Cross Curricular Links:</b></u></p> <p><i>Science, ICT, DT, Music</i></p> <p><i>RRSA – Articles 28 &amp; 29</i></p>	<p><b>Probability</b></p> <p>Constructions</p> <p>Representing data</p> <p><u><b>Cross Curricular Links:</b></u></p> <p><i>Science, ICT, Art, DT</i></p> <p><i>RRSA – Articles 28 &amp; 29</i></p>	<p><b>Revision</b></p> <p><u><b>Transition</b></u></p> <p>Arithmetic evaluation</p> <p><u><b>Cross Curricular Links:</b></u></p> <p><i>Science, ICT</i></p> <p><i>RRSA – Articles 28 &amp; 29</i></p>
As per Year 11. Revise to missing knowledge, use GCSE paper to formulate a plan for closing the gap.						
<b>Employability</b>	<p><b>Unit 01-Understanding mind-set</b></p> <p>This unit aims to provide learners with an understanding of how</p>	<p><b>Unit 31- Job application skills</b></p> <p>This unit introduces learners to the sort of information needed for a job application, how to complete a</p>	<p><b>Unit 33- Interview Skills</b></p> <p>This unit introduces learners to the preparation needed for job interviews and being</p>	<p><b>Unit 19- following instructions</b></p> <p>This unit introduces learners to circumstances and contexts when following instructions in</p>	<p><b>Unit 7 – Managing your time</b></p> <p>This unit introduces learners to timekeeping as well as time management. It covers developing a sense of responsibility and control</p>	

<p>employability can be affected by their mind-set, focusing on the key qualities sought by employers.</p> <p>1. Understand how mindset can improve employability</p> <p><u>Cross Curricular Links:</u></p> <p>Careers PHSE Science English</p> <p>RRSA-6, 13, 14</p> <p><b>Unit 30- Job and training search skills</b></p> <p>This unit introduces learners to the necessary knowledge and skills to carry out searches for jobs. The unit will cover identifying the best places to look for suitable job opportunities, using job-searching resources and knowing who can support them to look for work.</p> <p>1. Understand where and how to search for jobs</p> <p><u>Cross Curricular Links:</u></p> <p>Careers PHSE</p>	<p>straightforward job application form and write a covering letter. The unit content includes understanding the type of information usually requested in job application forms, presenting information appropriately for the audience and purpose, and basic guidelines for completing forms and formal letter writing.</p> <p>1. Know the type of information usually asked for in job applications</p> <p>2. Understand how a straightforward job application form should be completed and an accompanying letter written</p> <p><u>Cross Curricular Links:</u></p> <p>Careers PHSE Science English</p> <p>RRSA-6, 13, 14, 31, 32</p> <p><b>Unit 33- Writing a CV</b></p>	<p>interviewed. The unit content will include finding out more about the recruiting organisation and the role, identifying and preparing for potential interview questions, appropriate dress and language for interviews, speaking and listening skills and getting feedback.</p> <p>1. Know how to prepare for an interview</p> <p>2. Know how to conduct themselves in an appropriate manner in a job-related interview</p> <p>3. Know how to review their interview performance</p> <p><u>Cross Curricular Links:</u></p> <p>Careers PHSE Science English</p> <p>RRSA-6, 13, 14, 32</p> <p><b>Unit 16- Taking part in a project</b></p>	<p>the place of work is an important skill. It covers active listening skills, confirming/clarifying understanding of verbal instructions, following written instructions, understanding when it might not be appropriate or safe to follow the instructions of others and how to deal with this.</p> <p>1 Know how to use active listening skills and questioning techniques to clarify understanding</p> <p>2. Know how to follow written instructions</p> <p><u>Cross Curricular Links:</u></p> <p>Careers PHSE Science English</p> <p>RRSA-6, 12, 13, 14, 32</p> <p><b>Unit 10- Presenting information</b></p> <p>This unit introduces different types of information used at work and covers topics such as presenting information in different formats depending on purpose and audience,</p>	<p>when it comes to time, how to work with appropriate people (eg supervisor) to identify priorities, how to identify when support might be needed and who to ask. The unit will look at why punctuality, reliability and the need for preparation are important in the workplace.</p> <p>1 Understand and demonstrate how time can be managed and plan own work activity</p> <p>2. Know how to access support when experiencing time management problems</p> <p>3. Understand why punctuality and reliability are important in the place of work</p> <p><u>Cross Curricular Links:</u></p> <p>Careers PHSE Science English</p> <p>RRSA-6, 12, 13, 14, 32</p> <p><b>Unit 20- Understanding personal finance</b></p> <p>This unit introduces aspects of personal finance linked to the work environment. It covers understanding and checking your payslip, what</p>
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	<p><i>Science</i> <i>English</i> <i>RRSA-6, 13, 14, 27</i></p>	<p>This unit covers the information required to create a CV and allows learners to create their own CV.</p> <ol style="list-style-type: none"> <li>1. Know the type of information usually included in a CV</li> <li>2. Understand the importance of a reference</li> <li>3. Produce a CV</li> </ol> <p><u><i>Cross Curricular Links:</i></u></p> <p><i>Careers</i> <i>PHSE</i> <i>Science</i> <i>English</i></p> <p><i>RRSA-6, 13, 14, , 32</i></p>	<p>This unit introduces learners to project work. It covers the nature of project work and projects at work and the roles of people and processes.</p> <ol style="list-style-type: none"> <li>1. Understand what a project is</li> <li>2. Understand own role and the role of others when taking part in a project</li> <li>3. Demonstrate taking responsibility for completing tasks</li> </ol> <p><u><i>Cross Curricular Links:</i></u></p> <p><i>Careers</i> <i>PHSE</i> <i>Science</i> <i>English</i></p> <p><i>RRSA-6, 12, 13, 14, 32</i></p>	<p>data presentation and use of ICT within the context of presenting work-based information</p> <ol style="list-style-type: none"> <li>1. Recognise the intended audience and the purpose of information presented at work</li> <li>2. Know how to collect and present work-related data</li> </ol> <p><u><i>Cross Curricular Links:</i></u></p> <p><i>Careers</i> <i>PHSE</i> <i>Science</i> <i>English</i></p> <p><i>RRSA-6, 12, 13, 14, 32</i></p>	<p>deductions might be made and why, how wages/salaries are paid and how to manage budget to cover work-related expenses, eg travel.</p> <ol style="list-style-type: none"> <li>1. Understand the difference between gross and net pay and the deductions made on a payslip</li> <li>2. Know how to create a budget to cover work related expenses</li> </ol> <p><u><i>Cross Curricular Links:</i></u></p> <p><i>Careers</i> <i>PHSE</i> <i>Science</i> <i>English</i></p> <p><i>RRSA-6, 12, 13, 14, 32</i></p>
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<p><b>PHSE</b></p>	<p><b>Mental Health</b></p> <p>Learners to complete their own individual project based on a mental health illness</p> <p><b><u>Cross Curricular Links:</u></b></p> <p><b>English- Literacy Skills, Reading Text</b></p> <p><b>ICT – Software Design, Research</b></p> <p><b><u>RRSA</u></b></p> <p>2, 6, 12, 13, 14, 15, 17, 24, 28, 29,</p>	<p><b>International schools Project</b></p> <p><b><u>Cross Curricular Links:</u></b></p> <p><b>Citizenship – Culture and Diversity, Rights and Responsibilities</b></p> <p><b>ICT – Software</b></p> <p><b>RSE – Relationships and Families</b></p> <p><b><u>RRSA</u></b></p> <p>Links to most</p>	<p><b>Respectful relationships</b></p> <p>Show knowledge of;</p> <ul style="list-style-type: none"> <li>- at least three characteristics of healthy relationships</li> <li>- at least three characteristics of unhealthy relationships</li> <li>- at least three benefits of healthy relationships</li> <li>- minimum of three controllable factors that affect relationships</li> <li>- at least three uncontrollable factors that affect relationships</li> <li>- the key features of effective communication within a healthy relationship</li> <li>- at least two personal values which are required in a healthy and respectful relationship</li> <li>- at least two personal attitudes which would help to develop healthy relationships and respect for others.</li> </ul> <p><b><u>Cross Curricular Links:</u></b></p> <p><b>Citizenship – Culture and Diversity, Rights and Responsibilities</b></p>	<p><b>Healthy effects on body and mind</b></p> <p>Show knowledge of;</p> <ul style="list-style-type: none"> <li>- the names of the five main food groups</li> <li>- at least one example of a food in each of the main food groups</li> <li>- the names of the three main macro-nutrients</li> <li>- at least one example of a food from each of the macro-nutrient groups</li> <li>- why the body and mind requires energy from food</li> <li>- create a budget for a healthy food shop for a single person for one week.</li> </ul> <p><b><u>Cross Curricular Links:</u></b></p> <p><b>English- Literacy Skills, Reading Text</b></p> <p><b>ICT – Software Design, Research</b></p>	<p><b>Healthy relationships and positive life choices</b></p> <p>Show knowledge of;</p> <ul style="list-style-type: none"> <li>- take part in a discussion on drugs, bullying and risk-taking sexual behaviour</li> <li>- identify at least three effects of drugs and alcohol in relation to risk-taking behaviour</li> <li>- put forward at least one personal opinion regarding own preconceptions of attitudes towards peer pressure</li> <li>- identify a course of action to challenge or resist three examples of negative peer pressure using scenario film clips</li> <li>- identify and discuss at least three characteristics of an ideal partner</li> <li>- take part in a discussion on young people's attitudes to celebrity role models</li> <li>- the risks of being under the influence of drink and drugs and how this affects sexual behaviour</li> <li>- what qualities to look for in a healthy relationship</li> <li>- why young people aspire to model themselves and their ideal partners on their favourite celebrities</li> <li>- the difference between healthy and unhealthy relationships.</li> </ul> <p><b><u>Cross Curricular Links:</u></b></p>
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RE	<p><u>3.1 – What is religion?</u></p> <p>What is meant by religion and worldviews?</p> <p>Why is there diversity within belief?</p> <p>How do worldviews change?</p> <p>Why do some worldviews change less?</p> <p>What differences are there in nonreligious Worldviews?</p> <p>How do worldviews impact our reality?</p>	<p><u>F3.12 – What is marriage and how is it celebrated?</u></p>	<p><u>C3.7 – Humanism?</u></p>	<p><u>C.3.8 – How do beliefs grapple with evil and suffering?</u></p>	<p><u>C3.3 How do Christians worship in diverse ways?</u></p> <p><u>C3.5 – What do Muslims believe about a good life?</u></p>
Unit Scheme award	<p>The <b>Unit Award Scheme</b> provides a structured approach to recording and recognizing learner achievement. Certificates are awarded for the successful completion of short units across a broad spectrum of subjects, topics, or activities. The scheme supports the principle of “<b>Achievement for All</b>”, valuing every accomplishment that contributes to meaningful educational experiences. By celebrating individual progress, UAS enhances learner confidence, self-esteem, and engagement, fostering a positive and inclusive learning environment.</p>				

	<ul style="list-style-type: none"> <li>• Learners will work through a range of carefully selected units designed to give them a broad understanding of topics linked to personal development.</li> <li>• These units may cover areas such as health and wellbeing, communication skills, independent living, employability, and building positive relationships.</li> <li>• By engaging with this variety of themes, learners can develop essential life skills, grow in confidence, and gain valuable knowledge that supports both their personal growth and future aspirations.</li> </ul> <p><b><u>3, 4, 6, 8, 12, 12, 14, 17, 24, 26, 28, 29, 30, 31, 39, 42</u></b></p>
DofE	<p><b><i>For learners to achieve DofE Bronze Award, they will need to complete four sections – Volunteering, Physical activity, developing a skill and the Expedition.</i></b></p> <p><b><i>Activities for each section take a minimum of one hour a week, so they can easily fit in around your studies and other interests.</i></b></p> <ul style="list-style-type: none"> <li>• <i>You will need to spend at least 3 months completing each of the Volunteering, Physical and Skills sections.</i></li> <li>• <i>You will also need to decide which one of these you would like to do for six months.</i></li> <li>• <i>You will need to keep a record of the time you spend on each activity.</i></li> <li>• <i>You should ask somebody who has a good understanding of the activity you have chosen to write a report describing what you have done.</i></li> </ul> <p><b><u>RRSA</u></b></p> <p><b><u>3, 4, 6, 8, 12, 12, 14, 17, 24, 26, 28, 29, 30, 31, 39, 42</u></b></p>
External qualifications	<p>L1 and L2 qualification college, St Johns First Aid Award</p> <p>Electrical, Construction, Motor Vehicle, Hospitality and Catering, Design technology</p> <p><b><u>Cross curricular links:</u></b></p> <p><b><i>Eng – speaking and listening</i></b></p> <p><b><i>Maths – budgets and percentages</i></b></p> <p><b><i>Science – respiratory and circulatory system, chemicals and electronics. microbes, bacteria and antiseptics, food nutrition</i></b></p> <p><b><u>RRSA</u></b></p> <p><b><u>3, 4, 6, 8, 12, 12, 14, 17, 24, 26, 28, 29, 30, 31, 39, 42</u></b></p>