

Curriculum Overview – 6th Form

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Reading for Pleasure:</p> <p>Learners will study a novel and film (Dunkirk and Lord of the Flies). Teaching and learning will be focused on AQA English Language specification. Opportunities to practice exam style questions. Discussion and presentation stimulated by media- newspaper articles.</p> <p><u>Cross curricular links</u></p> <p>Citizenship – law, human rights. Maths - basic arithmetic Media –newspapers</p> <p><u>RRSA</u> 3, 13, 14, 31, 39</p>	<p>English Literature:</p> <p>Learners will study a novel & film (The Great Gatsby or To Kill a Mocking Bird)</p> <p>All learners to complete a Speaking and Listening Assessment which contributes to overall final qualification.</p> <p>All learners to complete a Speaking and Listening assessment which contributes to overall final qualification.</p> <p><u>Cross curricular links</u></p> <p>Oracy – whole school curriculum Basic arithmetic</p> <p><u>RRSA</u> 3, 13, 14, 31, 39</p>	<p>Creative Reading and Writing:</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. Learners are to attempt a mock GCSE exam.</p> <p><u>Cross curricular links</u></p> <p>History – Post and Pre 20th century Maths - basic arithmetic</p> <p><u>RRSA</u> 3, 13, 14, 31, 39</p>	<p>Writer’s Viewpoints and Perspectives:</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>Cross curricular links</u></p> <p>History – Post and Pre 20th century Maths - basic arithmetic</p> <p><u>RRSA</u> 3, 13, 14, 31, 39</p>	<p>6th Form: Final GCSE English Language Exams:</p> <p><u>Transition to Further Education</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>Cross Curricular links</u></p> <p>History – Historical context Citizenship – British values in context</p> <p><u>RRSA</u> 3, 13, 14 28,, 31, 39</p>	
Maths	<p>Non-calculator arithmetic Approximations Graphs & equations Real life graphs</p> <p><u>Cross Curricular Links:</u></p> <p>P.E. –problem solving Sci– C6 groups in the periodic table Eng- Numeracy Citz- Percentages and ratios Art- Shape and space</p> <p><u>RRSA</u> 3, 28, 42</p>	<p>Powers, factors, multiples & primes Area, perimeter & volume 3D shape & transformations Measures</p> <p><u>Cross Curricular Links:</u></p> <p>P.E. –problem solving Eng- Numeracy Art- Shape and space</p> <p><u>RRSA</u> 3, 28, 42</p>	<p>Fractions & percentages Ratio & proportion Collecting and analysing data Probability</p> <p><u>Cross Curricular Links:</u></p> <p>P.E. –problem solving Eng- Numeracy Citz- Analysis of data Art- Shape and space</p> <p><u>RRSA</u> 3, 28, 42</p>	<p>Algebra, Equations, inequalities & formulas Sequences</p> <p><u>Cross Curricular Links:</u></p> <p>P.E. –problem solving Eng- Numeracy Music- Patterns Art- Shape and space</p> <p><u>RRSA</u> 3, 28, 42</p>	<p>Angles & constructions Bearings Revision</p> <p><u>Cross Curricular Links:</u></p> <p>P.E. –problem solving Eng- Numeracy Art- Shape and space</p> <p><u>RRSA</u> 3, 28, 42</p>	<p>Start Review Basic Maths</p> <p><u>Cross Curricular Links:</u></p> <p>P.E. –problem solving Eng- Numeracy Art- Shape and space</p> <p><u>RRSA</u> 3, 28, 42</p>
As per Year 11. Revise to missing knowledge, use GCSE paper to formulate a plan for closing the gap.						
Vocational Qualification	Each learner has their own college placement which they visit during the week, this varies from learner to learner as does the content of the programme they are following. The main courses that are followed by the learners from Oastlers are building and construction, electrical, catering and music.					
Certificate of Personal Experience	<p>Module 1 – Communication</p> <p>Skill- D Candidate to take part in workshops on a chosen topic. Candidate to then plan to research further into the chosen subject and be prepared to judge when is appropriate to contribute to discussions</p>	<p>Module 2- Citizenship and Community</p> <p><u>RRSA</u> 15,26, 40</p> <p>Module 8- Work-related learning and enterprise</p> <p>Skill- WO</p>	<p>Module 4- Independent Living</p> <p><u>RRSA</u> 3, 6, 24</p> <p>Module 12- Beliefs and Values</p>	<p>Module 7- Health and Fitness</p> <p><u>RRSA</u> 3, 6, 24</p> <p>Module 10- International Links</p>	<p>Module 5- The Environment</p> <p><u>RRSA</u> 3, 6, 24,42</p> <p>Module 11- Expressive Arts</p> <p>Skill OP- Candidate to choose a topic to explore.</p>	

	<p>RRSA 13, 31</p> <p>Module 3- Sport and Leisure</p> <p>Skill- PS</p> <p>Candidate to choose a problem (tutor guided), explore why this is a problem and how this could be tackled.</p> <p>Candidate to discuss different ways of tackling the problem and plan how this will happen.</p> <p>RRSA 3, 6, 24</p>	<p>Group/team to organise a Macmillan Coffee morning/ Tea party for a group of either employers or parents.</p> <p>Skill - R Candidate to choose a topic of interest and separate this into different points.</p> <p>Choose one point and plan out how you will research this providing at least 2 methods of research.</p> <p>Candidate to agree with tutor an action plan to start research project.</p> <p>RRSA 3, 17, 26,28</p>	<p>Skill - R Candidate to choose a topic of interest and separate this into different points.</p> <p>Choose one point and plan out how you will research this providing at least 2 methods of research.</p> <p>Candidate to agree with tutor an action plan to start research project.</p> <p>RRSA 3, 14, 12,30</p>	<p>. Skill- LP</p> <p>Complete First Aid Training Course</p> <p>One to one discussion with candidate to identify a suitable new game and to set two appropriate SMART targets.</p> <p>Candidate completes CoPE Plan sheet, including the individual action plan with 2 or 3 steps for each target.</p> <p>Candidate starts learning log.</p> <p>RRSA 3, 6, 24, 30</p>	<p>Candidate to research the topic and identify the main points to discuss in your talk. Candidate to create resources to facilitate with presentation.</p> <p>RRSA 3, 6, 31</p> <p>Module 6- Vocational Preparation</p> <p>RRSA 3, 6, 24, 28</p>	
<p>PHSE</p>	<p>Emotional Wellbeing</p> <p>Learners will explore</p> <p>Demonstrate how to talk about emotions</p> <p>Show how being connected to others can improve emotional wellbeing</p> <p>Explain common types of mental ill health</p> <p>Recognise the early signs of poor mental health</p> <p>Use strategies for maintaining positive emotional wellbeing</p> <p>Explain activities that can promote positive emotional wellbeing</p> <p>RRSA 3, 6,14</p>	<p>Keeping safe and Healthy</p> <p>Learners will explore</p> <p>Demonstrate how to cope with being new</p> <p>Explain current campaigns promoting happiness</p> <p>Explain what constitutes a healthy lifestyle</p> <p>Recognise what healthy eating looks like</p> <p>Identify local health improvement services</p> <p>Identify risks to personal safety Understand the safe use of taxis and minicabs</p> <p>RRSA 3, 6, 24,</p>	<p>Social Media</p> <p>Learner will explore</p> <p>Understand why it is important to develop digital resilience</p> <p>Understand how media stereotypes or manipulated images adversely affect body image and self-esteem</p> <p>Identify harmful behaviours online (eg bullying, abuse, harassment); understand how to report it and access support if you have been affected by those behaviours</p> <p>Understand the consequences of posting online and the potential impact to reputation</p>	<p>Alcohol</p> <p>Learner will explore</p> <p>Have a knowledge and understanding of what alcohol is</p> <p>Understand the effects of drinking alcohol</p> <p>Identify the signs of alcohol poisoning and know what to do</p> <p>Understand the impact that alcohol can have on emotional health and wellbeing</p> <p>Know the difference between social pressure and peer pressure in relation to alcohol</p> <p>Identify strategies to avoid drinking alcohol if you do not want to</p>	<p>Tobacco and Drugs</p> <p>Learner will explore</p> <p>Understand the laws relating to the supply and possession of illegal substances</p> <p>Understand the facts about the harmful effects of smoking tobacco (particularly the link to lung cancer)</p> <p>Understand the benefits of quitting smoking and how to access support to do so</p> <p>Understand the effects of nicotine consumption and its associated risks</p> <p>Understand the links between taking drugs and serious mental health conditions</p>	<p>Sexual Health</p> <p>Learner will explore</p> <p>Understand the impact of sexually transmitted infections (STIs) and how to minimise their transmission</p> <p>Understand the advantages and disadvantages of different methods of contraception, including protection from STIs</p> <p>Understand how to access emergency contraception and the time frame within which it can be effective</p> <p>Understand the moral responsibilities when seeking consent and the importance of</p>

	<p>Respectful Relationships</p> <p>Learners will explore</p> <p>Show how to develop healthy relationships across cultures and society</p> <p>Recognise how to manage emotions in different relationships</p> <p>Understand what makes for healthy or unhealthy relationships</p> <p>Explain the concept of consent in a variety of contexts</p> <p>Show how to develop healthy relationships in different contexts</p> <p>RRSA 3, 6, 24, 33,34,36</p>	<p>Families and Parenting</p> <p>Learners will explore</p> <p>Recognise different sorts of relationships and concepts of family</p> <p>Understand the legal status of different relationships</p> <p>Explain the concept of forced marriage</p> <p>Recognise the roles and responsibilities of parenting</p> <p>Understand the impact that being a parent can have on your lifestyle</p> <p>Understand the impact of a healthy lifestyle on pregnancy and early infants</p> <p>Understand the options available in the event of an unplanned pregnancy</p> <p>RRSA 3, 6,9, 24,</p>	<p>Recognise digitally enabled stalking (cyberstalking) and know what to do if you are affected</p> <p>RRSA 3, 6, 24, 39</p> <p>Financial Choices</p> <p>Learners will explore</p> <p>Understand tax and National Insurance</p> <p>Discover how different forms of saving work</p> <p>Find out about ways to manage debt</p> <p>Recognise the importance of pensions</p> <p>Understand how to rent accommodation</p> <p>RRSA 3, 6,13,42</p>	<p>RRSA 3, 6, 24, 33</p> <p>Careers and your future</p> <p>Learners will explore</p> <p>Identify the skills and attributes that employers look for in their employees</p> <p>Understand what it means to be employable</p> <p>Develop a life plan that identifies personal aspirations, attributes and skills; be able to set compelling goals</p> <p>Understand how to promote a personal brand</p> <p>Demonstrate an awareness of the career choices available locally and nationally</p> <p>Demonstrate an ability to solve problems</p> <p>RRSA 3, 6,13,42</p>	<p>Understand how drug misuse can be harmful in the short- and long-term</p> <p>RRSA 3, 6, 24,33</p> <p>Living in Modern Britain</p> <p>Learners will explore</p> <p>Understand and explore what democracy, the rule of law, individual liberty and mutual respect mean as a British citizen</p> <p>Understand why it is important for everyone to vote</p> <p>Understand how to be a critical consumer of online information in all forms; appreciate how social media can expand, limit or distort an individual's view of the world</p> <p>Understand how social media can be used to distribute propaganda, coerce and manipulate</p> <p>Recognise extremism and radicalisation, including when someone is at risk of being radicalised</p> <p>RRSA 3, 6,13,14</p>	<p>respecting and protecting an individual's right to give, not give, or withdraw consent</p> <p>Understand the legal consequences of failing to respect an individual's right to not give or withdraw consent</p> <p>RRSA 3, 6, 24,33,34,36</p>
Peer Mentoring	<p>Peer Mentoring Training</p> <p>Learners will explore</p> <p>Understand what is meant by Peer Mentoring ice breakers</p> <p>Understand personal skills and qualities</p>	<p>Peer Mentoring Practice</p> <p>Learners will explore</p> <p>Develop a peer mentoring team</p> <p>Peer mentoring situations</p> <p>Roles and responsibilities</p> <p>Different forms of feedback</p> <p>Benefits of peer mentoring</p>	<p>Peer Mentoring Practice</p> <p>Learners will explore</p> <p>Develop a peer mentoring team</p> <p>Peer mentoring situations</p> <p>Roles and responsibilities</p> <p>Different forms of feedback</p>	<p>Peer Mentoring Review</p> <p>Learners will explore</p> <p>Self-reflection</p> <p>Role Play</p> <p>Contrasting peer mentoring situations</p>	<p>Peer Mentoring Leadership</p> <p>Learners will explore</p> <p>Peer Mentoring plan and participation over time</p>	<p>Peer Mentoring Leadership</p> <p>Learners will explore</p> <p>Review of the development and improvement of the</p>

	Peer listening Role play <u>RRSA</u> <u>13,14,42</u>	<u>RRSA</u> <u>13,14,42</u>	Benefits of peer mentoring <u>RRSA</u> <u>13,14,42</u>	Personal targets for improvements <u>RRSA</u> <u>13,14,42</u>	<u>RRSA</u> <u>13,14,42</u>	Peer Mentoring Scheme. <u>RRSA</u> <u>13,14,42</u>
PDP	<p>The personal development programme enables learners to</p> <ul style="list-style-type: none"> - Recognise your own personal qualities and abilities - Choose what topics you would like to learn about - Explore new activities and become more confident in trying new things - Develop skills that will be invaluable when you start work and begin living independently - Record your achievement in and outside of education <p style="text-align: center;">Bronze- 6 Credits Silver- 12 Credits Gold- 18 Credits</p> <p><u>RRSA</u> <u>3, 4, 6, 8, 12, 12, 14, 17, 24, 26, 28, 29, 30, 31, 39, 42</u></p>					
DofE	<p>For learners to achieve DofE Bronze Award, they will need to complete four sections - Volunteering, Physical activity, developing a skill and the Expedition. Activities for each section take a minimum of one hour a week, so they can easily fit in around your studies and other interests.</p> <ul style="list-style-type: none"> • You will need to spend at least 3 months completing each of the Volunteering, Physical and Skills sections. • You will also need to decide which one of these you would like to do for six months. • You will need to keep a record of the time you spend on each activity. • You should ask somebody who has a good understanding of the activity you have chosen to write a report describing what you have done. <p><u>RRSA</u> <u>3, 4, 6, 8, 12, 12, 14, 17, 24, 26, 28, 29, 30, 31, 39, 42</u></p>					
Work experience	<p>All through Y12 and Y13 learners where possible will take part in various work experience placements. Working with connections, all learners are given practical advice and support on their respective placements</p> <p><u>RRSA</u> <u>17, 6</u></p>					
Transition`	<p>The Head of 6 Form, SENCO and Careers Lead have systematically work through the list of all post 16 learners to identify a pathway for each one. This is either into employment, full time further education provision or a place with a further education provider. We are developing our links with colleges and providers to ensure all transitions are sustainable.</p>					
External qualifications	<p>L2 qualification, St Johns First Aid Award</p> <p>Cross curricular links: Eng - speaking and listening Maths - budgets and percentages Science - respiratory and circulatory system, chemicals and electronics. microbes, bacteria and antiseptics, food nutrition</p>					