

WIXAMS ACADEMY ART 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH HOW ASSESSED?

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE WIDER CURRICULUM LINKS

Academy curriculum intent: *To provide EVERY student the opportunity to acquire academic excellence and those skills, qualities and experiences that develop well-rounded, successful and happy members of modern society.*

- A 5 Year curriculum design approach for most subjects providing a logically sequenced educational journey.
- We follow the full National Curriculum at Key Stage 3 (KS3) to give our students the broadest and best start to their secondary education.
- We believe in personalisation and choice, so we offer one of the broadest ranges of KS4 GCSE option subjects in the Borough.
- Students are encouraged, but not forced to take EBacc subjects, resulting in significantly more students choosing these subjects, compared to National average.
- Knowledge and skill acquisition are key.
- We have a 'Teach to the Top' mantra, where challenge is always present and differentiation ensures all students have the scaffolding and support to 'Access the Top'
- EVERY student has access to the full ambitious curriculum. We do not reduce, narrow or restrict the curriculum for any learners.
- We pride ourselves on an extremely rich 'wider curriculum' including extracurricular; electives; trips and visits; values; oracy to increase our students' 'Cultural Capital'
- We base our curriculum design and implementation on proven educational research methods.

Subject Curriculum Intent:

Subject curriculum intent: To ensure all students gain the skills, knowledge and understanding required from the Key Stage 3 and 4 curriculum, to develop and embed their learning of art, so they can fulfil their full potential to success.

Implementation: Students will continuously develop and refine their skills in the core areas for assessment at key stage 3.

(Key Stage 3 - The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences, become proficient in drawing, painting, sculpture and other art, craft and design techniques, evaluate and analyse creative works using the language of art, craft and design, know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms),

They then progress naturally through to GCSE **AO1- Develop, AO2 - Refine, AO3 - Record and AO4 - Present**. They will revisit their learning continuously and at specific key points throughout the five years to embed core skills, knowledge and understanding for improvement and progression through the national curriculum course of study for art.

Impact: The development of a well-informed, knowledgeable, critical learner with well-developed skills in the four core areas for assessment, becoming able learners throughout the course of study from Key Stage 3 to 4 and beyond. Creating young artists and learners with an informed view of the world of art and its impact in/on society and art history.

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	Year 7 INTRODUCE	Year 8 DEVELOP (End of Key Stage 3 – Secure)	Year 9 EMBED	Year 10 SECURE	Year 11 MASTER
Aim	Year 7 will introduce students to key terminology, concepts and core skills needed to have success in this subject. In (Subject) we (Give examples)	Year 8 will develop the core skills introduced in year 7, placing greater emphasis on developing depth and understanding around key knowledge. In (Subject) we (Give examples)	Year 9 will embed key knowledge so that it is firmly fixed in the long term memory. In (Subject) we (Give examples)	Year 10 will secure knowledge so that it can be recalled, explored and built upon with ease. In (Subject) we (Give examples)	Year 11 will demonstrate mastery in the subject knowledge, making connections with other topics/subjects and applying it to different contexts. In (Subject) we (Give examples)
Half Term 1 (Term 1)	<p style="text-align: center;">Key Stage 2 Art Curriculum –</p> <p>Aims for the national curriculum for art and design are to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques, evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p style="text-align: center;">Key Stage 3 Art Curriculum-</p> <p>Aims for the national curriculum for art and design are to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design, know about great artists, craft makers and designers, and understand</p>	<p style="text-align: center;">Project 1</p> <p style="text-align: center;">Creatures Of The Rain Forrest –</p> <p>Art film Presentation based on endangered life forms (predominantly creatures or life forms of the rain forest). *Exploring the human form and the use of technology in art.</p> <p style="text-align: center;">Core skills being developed –</p> <p style="text-align: center;">drawing (Inc. learning to measure into the human figure)</p> <p style="text-align: center;">Painting. 2 & 3 dimensional</p> <p style="text-align: center;">Relevant Art Language</p> <p style="text-align: center;">Film making (Inc. set design) :-</p> <p style="text-align: center;">A wider cultural awareness of art, craft and design referring to specific artists and designers relevant to this Project.</p>	<p>GCSE Fine Art - The specification has been designed to allow students to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This allows them to develop the skills to explore, create and communicate their own ideas. Students will demonstrate these skills through the AO's 1, 2, 3 and 4, through a portfolio of work and by responding to an externally set assignment.</p> <p style="text-align: center;">Project 1</p> <p style="text-align: center;">10 week carousel of core skills development/foundation studies in (observational) drawing, painting (in various paints), photography, printmaking and mixed media/textiles</p> <p style="text-align: center;">Themed on 'Natural Forms'</p> <p>Students explore and respond to a variety of contextual sources, such as Peter Randall, Gaudi, William Morris and Kate Malone. Based on the AQA scheme of study.</p>	<p style="text-align: center;">Project 1</p> <p style="text-align: center;">4 week revisit of core skills building on prior learning.</p> <p style="text-align: center;">ASSESSMENT Teacher assessment. Students review and evaluate their work to inform progression</p> <p style="text-align: center;">(Evaluation sheets, Individual and Peer PIN's, DIRT tasks and lagged learning are utilised throughout)</p>	<p style="text-align: center;">Yr11</p> <p style="text-align: center;">Unit 2 Continued</p> <p style="text-align: center;">December Mock-5 hours - Time utilised to develop final piece. Followed by 5 lessons to replicate the ten hours exam time.</p>

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	<p>the historical and cultural development of their art forms.</p> <p>At Wixams all projects from Yr7 to 8 are taught to build an understanding of the 4 AO's of study at GCSE. During key stage 3 students develop their skills, knowledge and understanding of these to allow for a natural progression into GCSE ensuring the key stage 3 programme of study is extensively covered.</p> <p style="color: green;">Baseline Test – Current skills upon entering the subject in Yr7 assessed against end of Key Stage 2 expectations. Gaps are identified and targeted through the schemes delivered in Yr7</p> <p style="color: green;">Teacher Assessment</p> <p>Project 1 – Colour Project Three dimensional distorted clay mask making project, exploring portraiture (proportions of the face and distortion) and colour theory. 2 dimensional form to 3 dimensional form.</p> <p>Core Skills –</p> <ul style="list-style-type: none"> Drawing Clay modelling (sculpture) 2D to 3D Painting <p>Knowledge building in Art history through relevant artists and cultural art.</p> <p>Colour Theory</p>			
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	<p style="text-align: center;">Distortion</p> <p style="text-align: center;">Understanding proportions of the face (portraiture).</p> <p style="text-align: center;">Relevant Art Language</p> <p style="text-align: center;">Recapping and building on any core skills developed from Key Stage 2.</p>				
Half Term 1 knowledge end points	Continued	Continued	Continued	<p>Project 1-</p> <p>Revisit from Yr9 core skills rotation addressing the A0's. Shorter focused course to reflect on and refine core skills to be utilised.</p> <p>Drawing, painting, photography, printmaking and mixed media.</p>	Continued
Half Term 2 (Term 1)	<p style="text-align: center;">Project Continued & completed</p> <p style="text-align: center;">ASSESSMENT</p> <p style="text-align: center;">Teacher assessment.</p> <p style="text-align: center;">Students review and evaluate their work to inform progression</p> <p style="text-align: center;">(Evaluation sheets, Individual and Peer PIN's, DIRT tasks and lagged learning are utilised throughout)</p>	<p style="text-align: center;">Project Continued & Completed</p> <p style="text-align: center;">ASSESSMENT</p> <p style="text-align: center;">Teacher assessment.</p> <p style="text-align: center;">Students review and evaluate their work to inform progression</p> <p style="text-align: center;">(Evaluation sheets, Individual and Peer PIN's, DIRT tasks and lagged learning are utilised throughout)</p>	<p style="text-align: center;">Project Continued & Completed</p> <p style="text-align: center;">ASSESSMENT</p> <p style="text-align: center;">Teacher assessment.</p> <p style="text-align: center;">Students review and evaluate their work to inform progression</p> <p style="text-align: center;">(Evaluation sheets, Individual and Peer PIN's, DIRT tasks and lagged learning are utilised throughout)</p>	<p style="text-align: center;">Project 2</p> <p style="text-align: center;">GCSE FINE ART – 1 of 2 mini projects.</p> <p style="text-align: center;">Reflections</p> <p style="text-align: center;">(Directed Project)</p> <p style="text-align: center;">Unit 1</p> <p>Students work on a directed project to build on their initial experiences, knowledge, understanding and skills development from the introductory phase. The idea for the project emerges (if poss. With covid restrictions) from a trip or museum or gallery visit; with a focus on the theme of 'reflections' (referencing relevant artists, craftspeople and designers). This generates a project with a final piece, on the theme of 'reflections'.</p> <p style="text-align: center;">Core skills-</p> <p>Drawing (Inc. observational), painting, photography, printmaking, digital recording, mixed media/textiles addressing all the A.O's for assessment.</p>	<p style="text-align: center;">Continued</p> <p style="text-align: center;">ASSESSMENT</p> <p style="text-align: center;">Teacher assessment to GCSE AQA requirements.</p> <p style="text-align: center;">Students review and evaluate their work to inform progression</p> <p style="text-align: center;">(Evaluation sheets, Individual and Peer PIN's, DIRT tasks and lagged learning are utilised throughout)</p>

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<p>Half Term 2 knowledge end points</p>	<p>Practical outcome – A final 3D clay mask and all prep which explores and introduces (for many) the core skills being taught in this scheme.</p> <p>Students will have developed their skills, knowledge and understanding in these areas of the key stage 3 curriculum.</p>	<p>Practical outcome – A final film piece collaboration of individuals painted hands or faces of creatures/life forms of the rain forest. Which displays knowledge and understanding of drawing, painting and a wider cultural awareness of art, craft and design, and how art can talk to the viewer, demonstrating an awareness of how to utilise technology to create a piece of art.</p> <p>Project 1 – Building on drawing skills Building on painting skills Building mixed media skills. Building on the ability to research and gather appropriate information Building knowledge and understanding of artists, craft makers and designers. Cont. development of the use of art language Developing skills in the use of technology (film making) in art. Building understanding of the power of imagery in its ability to speak to the viewer.</p>	<p>Practical outcome – Various pieces of art exploring the core skills being developed. (Evidenced in sketchbooks and individual pieces).</p> <p>Project 1 – Revisit from Key Stage 3. Development of the core skills for assessment at Key Stage 4 Fine Art. Continuing to develop and embed knowledge and understanding of observational drawing skills, painting skills, printmaking skills Use of mixed media and textiles Photography skills Knowledge and understanding of the use of art language.</p>	<p>Continued</p>	<p>Cultures</p> <p>Topic 2-</p> <p>Practical outcome – Various studies experimenting and exploring the piece being developed through individual research and development; evidenced in sketchbooks, notebooks and individual works. Evidencing references and critical analysis of relevant artistic sources. *Resulting in a final piece from the starting point based on ‘Cultures’ which is independently well informed and developed.</p> <p>-Enhanced individual practical skills evidenced through the work itself, drawing from previous learning to inform.</p>
<p>Half Term 3 (Term 2)</p>	<p>Project 2</p> <p>(Scaffolded Project) Critical Study. An introductory Art, Craft and Design history based project on an artist of choice. Core skills being developed – Painting Drawing Relevant Art Language Use of mixed media The ability for independent study. Research and investigating, experimenting with materials and techniques. -Developing knowledge and understanding about great artists, craft makers and designers, understanding the historical and cultural context of their artists’ works.</p>	<p>Project 2</p> <p>A History of Art (Art history revisit from Yr7 in broader depth. Utilising skills previously taught)</p> <p>Mixed media/painting/drawing/research project. Developing and expanding knowledge and understanding of artists, crafts people and designers throughout art history.</p> <p>Using a range of techniques and media to further develop, broaden and extend skills, knowledge and understanding of materials and processes...</p> <p>Core skills being developed – Mark Making Painting</p>	<p>Project 2</p> <p>Scaffolded Ceramics Project</p> <p>Scaffolded project based on the title ‘Organic/Natural Forms’. Students will follow the four GCSE assessment objectives of Develop, Refine, Record and Present.</p> <p>They will explore the work of various artists, designers and crafts people Inc. Peter Randall, Kate Mallon, William Morris, Gaudi and others. Resulting in a ceramic pot/vessel.</p> <p>Core Skills being developed - Drawing - Inc. observational drawing Painting (water colour, acrylic and oil) Working in 2D and 3D forms</p>	<p>Continued</p>	<p>Jan – Onwards (April)</p> <p>GCSE Exam piece. Paper provided by AQA.</p> <p>This year the exam element has been cancelled so a third mini project is replacing this. (Complete by April 20th 2022) *This will be differentiated according to individual student needs.</p>

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		<p style="text-align: center;">Drawing</p> <p style="text-align: center;">Use of mixed media</p> <p style="text-align: center;">Working in 2D and 3D forms</p> <p style="text-align: center;">Developing knowledge and understanding of Art history.</p> <p style="text-align: center;">Development of art language</p>	<p style="text-align: center;">Working with clay</p> <p style="text-align: center;">Using glazes</p> <p style="text-align: center;">Relevant Art language</p> <p style="text-align: center;">Developing awareness, knowledge and understanding of ceramic/sculptural/organic art and related artists, designers and crafts people.</p>		
Half Term 3 knowledge end points	Continued	Continued	Continued	Continued	Continued
Half Term 4 (Term 2)	<p style="text-align: center;">Continued</p> <p style="text-align: center;">ASSESSMENT Teacher assessment.</p> <p style="text-align: center;">Students review and evaluate their work to inform progression</p> <p style="text-align: center;">(Evaluation sheets, Individual and Peer PIN's, DIRT tasks and lagged learning are utilised throughout)</p>	<p style="text-align: center;">Continued</p> <p style="text-align: center;">ASSESSMENT Teacher assessment.</p> <p style="text-align: center;">Students review and evaluate their work to inform progression</p> <p style="text-align: center;">(Evaluation sheets, Individual and Peer PIN's, DIRT tasks and lagged learning are utilised throughout)</p>	<p style="text-align: center;">Continued</p> <p style="text-align: center;">ASSESSMENT Teacher assessment.</p> <p style="text-align: center;">Students review and evaluate their work to inform progression</p> <p style="text-align: center;">(Evaluation sheets, Individual and Peer PIN's, DIRT tasks and lagged learning are utilised throughout)</p>	<p style="text-align: center;">Continued</p> <p style="text-align: center;">ASSESSMENT Teacher assessment to GCSE AQA requirements.</p> <p style="text-align: center;">Students review and evaluate their work to inform progression</p> <p style="text-align: center;">(Evaluation sheets, Individual and Peer PIN's, DIRT tasks and lagged learning are utilised throughout)</p>	Continued
Half Term 4 knowledge end points	<p style="text-align: center;">Project 2</p> <p>Introduction of Art History: - context and theory: developing knowledge and understanding of the world of art and artists, craft makers and designers. *Starting to develop their drawing, painting and use of mixed media skills, building on the introduction of these in project 1. Developing their ability to</p>	<p style="text-align: center;">Project 2</p> <p style="text-align: center;">Embedding a deeper understanding of art history.</p> <p style="text-align: center;">Increased knowledge and understanding of the world of art, craft and design throughout time to today.</p> <p style="text-align: center;">Developing skills in - the use of 2D and 3D forms drawing</p>	<p style="text-align: center;">Project 2</p> <p style="text-align: center;">Practical outcome – Various studies exploring the piece being developed. Evidenced in sketchbook's and individual works.</p> <p style="text-align: center;">A final clay pot/vessel- Continued from Project 1. Students develop their learning to create a ceramic piece of art. Raised understanding of</p>	<p style="text-align: center;">Reflections</p> <p style="text-align: center;">Unit 1</p> <p style="text-align: center;">(Directed Project)</p> <p style="text-align: center;">Practical outcome – Various studies experimenting and exploring the title and piece being developed; evidenced in</p>	<p>Consolidation of all learning and skills acquired in all the key areas for assessment of the GCSE fine art curriculum. All AO's addressed. Revisit of all work to date to create portfolio for assessment.</p>

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	independently research and critically record information. Increased Knowledge and understanding of art language	painting use of mixed media Knowledge and understanding of artists, craft makers and designers. Use of art language	ceramic/sculptural/ organic art and relevant, related artists, designers and crafts peoples works. Development of skills in the 4 assessment objectives.	sketchbooks, notebooks and individual works. Evidencing references and critical analysis of relevant artistic sources. *Resulting in a final piece from the starting point based on 'Reflections'.	
Half Term 5 (Term 3)	<p style="text-align: center;">Project 3</p> <p style="text-align: center;">My Final Piece - 2/3D piece developed from the Critical Study</p> <p style="text-align: center;">Linked to project 2</p> <p style="text-align: center;">Core skills being developed</p> <p style="text-align: center;">Drawing</p> <p style="text-align: center;">Painting</p> <p style="text-align: center;">Relevant Art Language</p> <p style="text-align: center;">Mixed Media</p> <p style="text-align: center;">*Continuing to build knowledge of the wider world of art history through techniques, evaluating and analysing creative works using the language of art, craft and design:</p> <p style="text-align: center;">Developing knowledge and understanding about great artists, craft makers and designers, and understanding the historical and cultural development of their artists' works.</p>	<p style="text-align: center;">Project 3</p> <p style="text-align: center;">Recording Bedford - based on Bedfordshire Architecture.</p> <p style="text-align: center;">Core skills being developed</p> <p style="text-align: center;">Drawing</p> <p style="text-align: center;">Painting</p> <p style="text-align: center;">Printing</p> <p style="text-align: center;">Relevant Art Language</p> <p style="text-align: center;">Mixed Media</p> <p style="text-align: center;">Building knowledge and understanding of (local) architecture in society, developing the ability to analyse these creative works to inform their own.....</p>	<p style="text-align: center;">Project 3</p> <p style="text-align: center;">Test Piece 3 hours plus 6 lessons prep. Followed by 4 lessons development of work from the test piece</p> <p>Drawing and photography based project where students create a collage of their own photographs to draw from in test conditions. Students complete a three hour test piece that demonstrates their observational drawing skills. Marked against the four assessment objectives. Followed by; 4 lessons development time to produce a monochromatic piece.</p> <p style="text-align: center;">Core Skills being developed/refined -</p> <p style="text-align: center;">Photography</p> <p style="text-align: center;">Drawing</p> <p style="text-align: center;">Painting</p> <p style="text-align: center;">Art language</p> <p style="text-align: center;">Mixed Media/Collage</p> <p style="text-align: center;">Developing awareness, knowledge and understanding of relevant artists, designers and crafts people, applying this to their own works.</p>	<p style="text-align: center;">Cultures Unit 2 (Independent learning)</p> <p style="text-align: center;">In this phase students move increasingly from dependence to independence as they work on an extended project. Students independently research potential additional sources and associated references. Students explicitly evidence coverage of all four assessment objectives, drawing for different purposes and needs and include written annotation. Students move from a position of dependence to one of increasing independence as the journey of exploration progresses.</p> <p style="text-align: center;">This phase is delivered in a less directed manner with an emphasis on one to one exchanges rather than whole group teaching. The teacher negotiates, advises, suggests and orchestrates possible routes through the creative journey. The objective is to build upon individuals' experiences and achievements in the earlier stages of Component 1</p>	<p style="text-align: center;">FINAL SUBMISSION OF PORTFOLIO OF WORK FOR ASSESSMENT</p> <p style="text-align: center;">Students have until May 20th 2022 to make improvements and add to their portfolio if they wish to.</p> <p style="text-align: center;">Moderation and submission to exams officer before 31st May 2022</p>

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Half Term 5 knowledge end points	Continued	Continued	Continued	Continued.	All AO's addressed in students work and submitted as a portfolio. Students develop skills in how to create a portfolio of work and display their work to its full potential. Submission to exams officer.
Half Term 6 (Term 3)	<p style="text-align: center;">Continued.</p> <p style="text-align: center;">ASSESSMENT Teacher assessment.</p> <p>Students review and evaluate their work to inform progression</p> <p>(Evaluation sheets, Individual and Peer PIN's, DIRT tasks and lagged learning are utilised throughout)</p> <p style="text-align: center;">EOY ASSESSMENT Teacher Assessed</p> <p style="background-color: yellow;">Test Piece 1 hour – Consolidation of the year's learning.</p>	<p style="text-align: center;">Continued.</p> <p style="text-align: center;">ASSESSMENT Teacher assessment.</p> <p>Students review and evaluate their work to inform progression</p> <p>(Evaluation sheets, Individual and Peer PIN's, DIRT tasks and lagged learning are utilised throughout)</p> <p style="text-align: center;">EOY ASSESSMENT Teacher Assessed</p> <p style="background-color: yellow;">Test Piece 2 hour test – Consolidation of the year's learning building on the skills from the previous year.</p>	<p style="text-align: center;">Continued</p> <p style="text-align: center;">Project 3 & EOY ASSESSMENT Teacher Assessed</p> <p>Students review and evaluate their work to inform progression</p> <p>(Evaluation sheets, Individual and Peer PIN's, DIRT tasks and lagged learning are utilised throughout)</p>	<p style="text-align: center;">Continued</p> <p style="text-align: center;">Yr10 test piece</p> <p>Extension of topic 2. Students have 5 hours to continue to develop a final piece for topic 2. Exam conditions apply.</p>	
Half Term 6 knowledge end points	<p style="text-align: center;">Project 3 –</p> <p>Lagged and further learning from Project 2, continuing to build knowledge of Art History: - context and theory: developing knowledge and understanding of the world of art and artists, craft and design.</p> <p style="background-color: yellow;">Continuing to develop their drawing, painting and use of mixed media skills through practical experience, learning how to manipulate these to create a 2D/3D piece.</p> <p style="background-color: yellow;">Increased Knowledge and understanding of art language</p> <p style="background-color: yellow;">Test Piece – Introductory testing of skills learnt throughout the year for assessment. Initial building of skills and resilience for exam time management.</p>	<p style="text-align: center;">Project 3 –</p> <p>A deeper understanding of local architecture.</p> <p style="background-color: yellow;">Raised cultural awareness of art history Developing skills in the use of visual media (with use of ICT)</p> <p style="background-color: yellow;">-A raised awareness, knowledge and understanding of architecture and relevant artists and designers. -Building skills in the use of 2D and 3D forms</p> <p style="background-color: yellow;">-Building on drawing skills -Building on use of mixed media Continued development of knowledge and understanding of art language.</p> <p>To have developed knowledge and understanding and practical ability to create a printed piece.</p> <p style="background-color: yellow;">Test Piece – Testing of skills learnt throughout the year for assessment.</p>	<p style="text-align: center;">Project 3 –</p> <p style="text-align: center;">Practical outcome-</p> <p style="background-color: yellow;">A final test piece and prep Inc. students first hand photographs</p> <p style="background-color: yellow;">A final monochromatic piece of art developed from the test piece.</p> <p style="background-color: yellow;">Continuing development of skills and resilience to exam conditions. Embedding learning. Enhancing and developing drawing and photography skills.</p>		

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		<p style="color: orange; font-size: small;">Continuing to build skills/resilience for exam time management.</p> <p>By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.</p> <p>*We provide a high quality art and design education which engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they develop the skills to be able to think critically and develop a more rigorous understanding of art and design.</p> <p>*We use visiting artists and other skilled educators and take part in national and international competitions and events to support learning and progression.</p> <p style="color: orange; font-size: small;">We also teach Design Technology as a separate subject which supports this programme of study.</p>			
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Complete all boxes

This document will expand as you type.

Embedded Learning



Red text gives you guidance

Add more/remove units if required

Do not change the colours of the text used.

UNIT TITLE- State the title of the unit

PRIOR LEARNING NEEDED/RE-CAPPED FROM KS2 – Identify what you need to re-cap from the previous KS or topic(s) in order to achieve success & depth

HOW ASSESSED? – What is the final outcome (e.g. essay/test) and how will it be marked e.g. Peer assessment

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE – Copy & paste the NC objective or AO that is applicable to the topic

WIDER CURRICULUM LINKS – Is there any required knowledge that may have already been taught elsewhere? E.g. Reading a graph