

North Ridge High  
School



# KS4 Curriculum

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# Curriculum Overview

Maths

English

Science

Computing

Humanities – Geog/His/RE

PHSCE

PE

Arts Award

Duke of Edinburgh

Creative

Vocational Learning



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# North Ridge High – Mathematics curriculum long term planning Key Stage 4

**Where appropriate KS4 pupils access OCR entry level accreditations. This long term plan is intended to support pupils in completing units for submission where appropriate.**

Pupil's access 5 maths lessons a week in KS4. Pupils are taught and given opportunities to:

1. become fluent in the fundamentals of mathematics so that they are efficient in using and selecting the appropriate written algorithms and mental methods, underpinned by mathematical concepts
2. can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios
3. can reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.

To support this, lessons are taught in a methodical way using the spiral curriculum approach. Teachers plan and teach for 'mastery' in maths using key C-P-A approaches. Pupils are given time to truly master key skills that they can then apply to high level learning in small steps.

Topic areas: algebra, statistics, ratio and proportion are taught within other topic areas at the level that is most appropriate for the pupil.

<u>Subject area</u>	<u>Coordinator</u>	<u>Approx teaching time</u>
Maths	S.Thornton	5 x 45 discrete lesson a week



Taught on rotation as a spiral curriculum, returning to the last skills and knowledge developed in that topic area.  
 Teachers are to use the whole school mathematic rubric that covers all levels to select key knowledge and skill targets for the topics below.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic area</b>	<u>Prop of Number:</u> Partition, addition and subtraction (inc. algebra)  Inc. 2 weeks statistics	<u>Measure:</u> Money  Inc. 2 weeks statistics	<u>Measure:</u> Calendar and Time	<u>Geometry &amp; Measure</u> 4 weeks: Shape  2 weeks: Length (link to perimeter of shapes)  Statistics within all	<u>Measure</u> 3 weeks: weight  3 weeks: capacity  Statistics within all	<u>Number:</u> Multiplication,  Division and fractions
<b>Additional areas to cover / link back to</b>	-Early algebra skills e.g. $3 + ? = 7$  -inverse operations  -Statistics	-Addition skills  -Subtraction skills  -functional maths skills (shopping lists & comparing prices)  -Statistics (sorting coins / graph to show items purchased)	- Multiplication skills (5 times tables)  -Functional skills (schedules & events in the day)	-Position and direction of shapes  -patterns (inc. early algebra skills) -Addition skills (calculating perimeter)  -Statistics (properties of shape)	-Number skills  -Addition skills  -Subtraction skills -Functional skills (cooking)  -Statistics	-Early ratio skills  -Early proportion skills  -Early algebra skills  -Fractions of shapes

# North Ridge High – English curriculum long term planning Key Stage 4

Term	Autumn	Spring	Summer
Text types	Information: persuasion	Narrative: Character & Setting	Information: discussion, presentation
AQA Unit	Component 1 Holidays	Component 2 Science Fiction	Component 1 Music -
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> <li>• take part in group discussions and make an individual presentation</li> <li>• read a selection of non-fiction texts</li> <li>• use the texts to learn how to infer, comment on language and structure and to compare ideas and express personal preferences</li> <li>• learn how to plan, write, edit and proof read a piece of informative writing (letter/schedule).</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• read a selection of science fiction texts</li> <li>• use the text to learn how to: infer, comment on language and structure and compare ideas and perspectives</li> <li>• learn how to plan, write, edit and proof read a story.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• take part in group discussions and make an individual presentation</li> <li>• read a selection of non-fiction texts</li> <li>• use the texts to learn how to infer, comment on language and structure and to compare ideas and express personal preferences</li> <li>• learn how to plan, write, edit and proof read a piece of informative writing (application form).</li> </ul>
Suggested activities	<p>Examine posters/flyers for holiday /day out destinations</p> <p>Design a poster to promote a holiday provider/ an attraction.</p> <p>Examine and explore websites promoting holidays and destinations.</p> <p>Write a blog or record a vlog to promote a holiday destination.</p> <p>Visit an attraction and write a review</p>	<p>Read an extract from a chosen science fiction text</p> <p>Text- comprehension – true or false statements.</p> <p>Read as a writer - highlight &amp; discuss choice of all the verbs in the extract Repeat for adverbs, alliteration, similes etc.</p> <p>Use a simple five frame comic strip based on sci fi text - students use inference to fill in speech or thought bubbles</p> <p>Research texts and/or the internet to look at recurring science fiction themes</p>	<p>Examine articles, blogs, vlogs about music, identifying key information and analyse features of texts</p> <p>Search online for adverts for musicians, jobs in the music industry</p> <p>Examine how to respond to the different question types eg tick boxes, lists, tables etc</p> <p>Explore personal statements and CVs. Plan and edit a CV / letter of application/ application form to a music company</p> <p>Write scripts for the radio show</p>
Educational Visits	Visit local attractions	Cinema to see a science fiction film.	Visit Media City

# North Ridge High – English curriculum long term planning Key Stage 4

Term	Autumn	Spring	Summer
Text types	Information	Narrative:	Information:
AQA Unit	Component 1 Hobbies	Component 2 Gothic Horror	Component 1 Style
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> <li>• take part in group discussions and make an individual presentation</li> <li>• read a selection of non-fiction texts</li> <li>• use the texts to learn how to infer, comment on language and structure and to compare ideas and express personal preferences</li> <li>• learn how to plan, write, edit and proof read a piece of informative writing (letter/schedule).</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• take part in group discussions</li> <li>• read a selection of literary-fiction texts</li> <li>• use the text to learn how to: infer, comment on language and structure and compare ideas and perspectives</li> <li>• learn how to plan, write, edit and proof read a story.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• take part in group discussions and make an individual presentation</li> <li>• read a selection of non-fiction texts</li> <li>• use the texts to learn how to infer, comment on language and structure and to compare ideas and express personal preferences</li> <li>• learn how to plan, write, edit and proof read a piece of informative writing (application form).</li> </ul>
Suggested activities	<p>Explore different hobbies e.g. sports, yoga, martial arts, gardening, cooking, knitting, mountain biking etc</p> <p>Write a blog, film a video log</p> <p>Guess the hobby charades</p> <p>Research different events in the local area and taster sessions of different activities</p>	<p>Look at front cover of a gothic horror and use inference and deduction to predict the theme, the setting and the characters</p> <p>Read an extract from a chosen gothic horror – students respond focusing on the senses – touch, sound, sight and smell.</p> <p>Students hot seat a character etc</p> <p>Read as a writer - highlight &amp; discuss choice of vocabulary.</p> <p>Plan structure of story - focus on punctuation, connectives and adverbs</p>	<p>Research and examine how fashion /style has changed over time.</p> <p>Describe a fashion item – What it is. Where would they wear it. What would they wear it with. Where can you get it from. Why this particular brand. etc etc.</p> <p>Examine impact of fast fashion on the environment</p> <p>Look at how to extend the life of clothes eg dyeing</p>
Educational Visits	<p>Visit local leisure facilities</p> <p>Experience a new hobby</p>	<p>Theatre to watch a gothic horror story</p> <p>Cinema to see a gothic horror film</p>	<p>Visit a second hand shop, look at work at the 6<sup>th</sup> Form Hub</p>

# North Ridge High –Science curriculum long term planning Key Stage 4

	Autumn	Spring		Summer	
Year 1	The Human Body	Elements, Mixtures and Compounds	Electricity and Magnets	Exploring Space	
Year 2	Environment - Evolution & Inheritance	Chemistry In Our World		Energy & Forces	Plants



## North Ridge High – Computing curriculum long term planning Key Stage 4

	Autumn	Spring	Summer
KS4 (Year 1) 2023/24	ICT/DL - Creating a promotional campaign (Publisher)	ICT/DL - Domestic ICT (PowerPoint)	Computer Science - Coding
KS4 (Year 2) 2022/23	ICT/DL - Accessing Information (PowerPoint)	ICT/DL - The History of Computing (Word)	Computer Science - Coding
<b>E-Safety</b>		<b>Computing Skills</b>	
<p>There should be a weekly focus on an element of e-safety. This can be shared as knowledge development, active learning or whichever way best suits the learner. See topics below as a guide:</p>		<p>To continue development of computing skills, an element of the lesson should focus on a weekly skills use for keyboard and mouse skills. Links below:</p>	
<b>Topic Knowledge and Skill</b>			
<p>The final element of the lesson should focus on the topic. The first half term focus should be placed on developing the knowledge of how to complete actions and then skills used to practice it. The second half term should make use of these skills to create a project. Where possible use cross curricular links for the project e.g. if covering gothic horror in English, complete a research project on that.</p>			



## North Ridge High – Humanities curriculum long term planning Key Stage 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>  <b>23-24</b>	<u>RE</u> Living: What does it mean to be a Christian, Muslim, Hindu in Britain today?	<u>Geography</u> <b>All around the world</b> A closer look at where the countries of the world are located, and some of the ways geographers describe locations. Latitude, longitude, time zones etc.	<u>History</u> Local Study: History of Manchester	<u>RE</u> Believing: What would Jesus Do? Can we live by the values of Jesus in the twenty-first Century?	<u>Geography</u> <b>Enough for Everyone</b> Think about the needs of a settlement, and the needs of the planet as a whole.	<u>History</u> Crime and punishment
<b>Year 2</b>  <b>24-25</b>	<u>RE</u> Believing: What do different people believe about God? Christians/Hindu's and/or Muslims	<u>Geography</u> <b>Extreme Earth</b> the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes	<u>History</u> Rights & liberty including voting/suffrage	<u>RE</u> Expressing: Why are Festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jewish people.	<u>Geography</u> <b>The UK</b> The geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative.	<u>History</u> Medicines and Health

## North Ridge High – PSHCE curriculum long term planning Key Stage 4

	Autumn	Spring	Summer
<b>Year 1</b> <b>2023 - 2024</b>	<p>Looking after our school/ Rules of the school – Class Charters Article 12, 28 &amp; 29 The United Nation Convention on the rights of the child – understanding my rights and the rights of others</p> <p>Article 1 &amp; 2 + all others</p> <p>Citizenship – Democracy and Justice &amp; Political system of Democratic government (UK) – Role of citizens, parliament and the monarch.</p> <p>Article 2, 12, 13, 14, 23, 28 &amp; 31</p>	<p>The world’s largest lesson – Global Issues (UNICEF) Goal 3 good health and well-being. Article 19 &amp; 24</p> <p>Medicines and Medication: safe and unsafe drugs</p> <p>Article 3, 6, 17 &amp; 33</p>	<p>RSE – Relationships (different family structures, different relationships, appropriate relationships, appropriate touch, consent)</p> <p>Article 17, 19 &amp; 34</p> <p>RSE – My Body (Changing bodies, appropriate touch, feelings, emotions and consent.)</p> <p>Article 17, 19 &amp; 34</p>
<b>Year 2</b> <b>2024 - 2025</b>	<p>Identities and diversity</p> <p>Article 2, 7, 12 &amp; 13</p> <p>Prejudice and discrimination</p> <p>Article 2, 8, 12 &amp; 13</p>	<p>Recognising my needs and self-awareness – emotional wellbeing.</p> <p>Article 2, 12, 13, 14, 23, 28 &amp; 31</p> <p>Citizenship – Financial understanding – budgeting – day to day basis and planning for the future</p>	<p>RSE – Relationships (different family structures, different relationships, appropriate relationships, appropriate touch, consent)</p> <p>Article 17, 19 &amp; 34</p> <p>RSE – My Body (Changing bodies, appropriate touch, feelings, emotions and consent.)</p> <p>Article 17, 19 &amp; 34</p>



## North Ridge High –Physical Education curriculum long term planning Key Stage 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1 23/24</b>	<b>HEALTH RELATED FITNESS</b> Resistance Training	<b>NET, WALL &amp; RACQUET</b> Table Tennis/Polybat/ Table Cricket	<b>INVASION GAMES</b> Football/Goal Ball	<b>TARGET GAMES</b> Boccia	<b>OAA</b> Orienteering	<b>STRIKING &amp; FIELDING</b> Cricket
<b>Year 2 2024/25</b>	<b>GYMNASTICS</b> Trampolining	<b>HEALTH RELATED FITNESS</b> Resistance Training	<b>INVASION GAMES</b> Tag Rugby	<b>NET, WALL &amp; RACQUET</b> Badminton/ sitting volleyball/ Volleyball	<b>TARGET GAMES</b> Tri-Golf	<b>STRIKING &amp; FIELDING</b> Rounders
<p>Pupils in KS4 are accredited in year 11 using the OCR Entry level PE award. They are graded against a set criteria for entry 1,2 and 3. Pupils analyse an activity for additional scores. All work is externally moderated by OCR</p>						



# North Ridge High – Arts Award curriculum long term planning Key Stage 4

## Arts Award Discover

This is the start of the Arts Award adventure. It takes children and young people on an artistic journey as they explore the arts all around them, investigate different art forms, research an artist, and then share their discoveries with others. As well as developing their knowledge and understanding of the arts, Arts Award Discover boosts children's creativity, curiosity, confidence and communication skills

## Arts Award Explore

Arts Award Explore encourages children and young people to experience different art forms and artists, and develop their own creativity. Along the way they record what they've achieved and enjoyed and share it with others.

As they work through Arts Award Explore, young people build their artistic knowledge, creativity and confidence – and gain a recognised qualification in the process. They research a range of genres, creators and arts organisations, and make full use of their imagination and communication skills.

Arts Award section	What young people should demonstrate through their evidence	Evidence required in their arts log
Part A: Discover	<ul style="list-style-type: none"> <li>An understanding of how the arts encompass a range of art forms from the familiar to the unfamiliar</li> <li>Participation in arts activities</li> <li>An understanding of how art forms connect to their own lives</li> </ul>	<ul style="list-style-type: none"> <li>At least two art forms identified</li> <li>Participation in at least one arts activity</li> </ul>
Part B: Find out	<ul style="list-style-type: none"> <li>Knowledge of at least one artist and their work</li> </ul>	<ul style="list-style-type: none"> <li>A record of what they found out about at least one artist and their work</li> </ul>
Part C: Share	<ul style="list-style-type: none"> <li>What they enjoyed and learnt through the award</li> <li>How they shared their experience with others</li> </ul>	<ul style="list-style-type: none"> <li>Which parts of their enjoyment and learning were shared and who they shared it with</li> </ul>

Arts Award section	What young people should demonstrate through their evidence	Evidence required in their arts logs
Part A: Take part	<ul style="list-style-type: none"> <li>Participation in at least two arts activities</li> <li>What they have learnt about the arts through active participation</li> </ul>	<ul style="list-style-type: none"> <li>A record of taking part in more than one arts activity</li> <li>Identification of what they have learnt from taking part in these arts activities</li> </ul>
Part B: Explore	<ul style="list-style-type: none"> <li>An exploration of the work of at least one artist</li> <li>An exploration of the work of at least one arts organisation</li> </ul>	<ul style="list-style-type: none"> <li>A record of what they found out about the work of artists</li> <li>A record of what they found out about the work of arts organisations</li> </ul>
Part C: Create	<ul style="list-style-type: none"> <li>Participation in an arts activity, leading to the creation of art work</li> <li>The application of arts skills through making art work</li> </ul>	<ul style="list-style-type: none"> <li>A record of the process of creating their art work</li> <li>A record of their final art work</li> </ul>
Part D: Share	<ul style="list-style-type: none"> <li>Identification of personal enjoyment and/or achievement(s)</li> <li>Communication of enjoyment and/or achievement(s) to others</li> </ul>	<ul style="list-style-type: none"> <li>Identification of what has been enjoyed and/or achieved through completing the award</li> <li>A record of what was shared and how it was shared with others</li> </ul>



## North Ridge High – DofE curriculum long term planning Key Stage 4

The Duke of Edinburgh (DofE) Bronze Award at North Ridge High School provides our pupils with a life-changing experience, a fun time with class mates, an opportunity to discover new interests and talents, a tool to develop essential skills for life and is a recognised mark of achievement; respected by employers. There are four sections to complete in the Bronze Award. They involve helping the community/environment, becoming fitter, developing new skills, planning, training for and completing an expedition. Pupils gain essential skills and attributes for work and life such as resilience, problem-solving, team-working and communication.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	Physical	Skill	Skill	Physical	Physical	Expedition
	<b>Expedition practice walks included at the end of each half term</b>					
<b>Olympus and Everest</b>	<b>Volunteering element captured during young leaders lunch clubs</b>					
<b>Ben Nevis and Fuji</b>	<b>Volunteering element captured during grow it at the allotment</b>					



## North Ridge High – Creative curriculum long term planning Key Stage 4

	<b>The Arts</b>	<b>Culture</b>	<b>Culinary</b>
Year 1 (23-24)	Graffiti	French	Café/food prep
Year 2 (24-25)	The Human form	Spanish	Café/food prep

Creative subjects are taught on a carousel for classes Fuji, Olympus and Everest. Each class will experience one of the topics each term. Ben Nevis will be taught by the class teacher and cover each topic over the academic year

## North Ridge High – Vocational Learning curriculum long term planning Key Stage 4

	<b>Cook it</b>	<b>Grow it</b>	<b>Digital media</b>
Year 1 (23-24)	Café prep/home cooking	Self-sustainability and the allotment	Creating filmed media (stop motion)
Year 2 (24-25)	Café prep/home cooking	Self-sustainability and the allotment	Creating audio media (podcast, adverts, newscast)

Vocational learning will focus on three areas of cooking, growing and digital media. Pupils will access lessons to develop home cooking skills, food preparation and self-sustainability. Pupils will develop an understanding of using digital media to create films, podcasts, news reels and using the school radio.

