



BODMIN
COLLEGE

Key Stage 5 Curriculum

2024-25

	Cycle 1	Cycle 2	Cycle 3
Art	Develop a portfolio of observational studies, building a clear knowledge and skill set using a variety of materials, techniques and influences linked to the topic chosen.	Develop a coherent and confident selection of Artist and Contextual Research in both visual and written forms. This will coincide with experimentation with different materials and techniques in response to this research and observational studies. Allowing students scope to investigate different themes and styles within their own development and exploration.	Develop knowledge further on how to SELECT the best and most coherent and appropriate of their investigations from Cycle 1 & Cycle 2 to design and develop a series of ideas for a final outcome/piece(s).
Drama & Theatre	Students will study and explore practically the methodology and practice of two practitioners (Stanislavski and Brecht) Students will learn the following: <ul style="list-style-type: none"> • Key terminology pertinent to practitioner • Performance skills in the style of each practitioner • Research skills and referencing skills • How to analyse and reflect on performance skills 	Students will read and analyse the set text for Section B of the written exam. Practical exploration of the text. Directing, Design and Performance. Also, Section C of the exam – Students to watch a digital production, analysing and evaluating actor's performance skills. Students will learn the following: <ul style="list-style-type: none"> • How to structure answers for directing, design and performance questions (Section B) • How to structure and write Section C response • The social and historical contexts • Theatrical Styles 	Students will learn how to create and develop original devised ideas to communicate meaning as part of the theatre making process. They will study the work and methodology of one influential theatre practitioner Students will learn the following: <ul style="list-style-type: none"> • The social, cultural and historical context in which the chosen practitioner was working • Theatrical process and practice • Theatrical style and use of conventions • Develop vocal and physical skills • Construct a working notebook

English Language	Representation and the construction of meaning. Comparing contemporary and archaic nonfiction texts. (Ideology and attitudes)	Understanding the causes and implications for language variation and change using appropriate linguistic vocabulary.	Develop a detailed knowledge of how and why Language changes, beginning with regional variation – moving to the globalisation of the English Language. Develop detailed knowledge of theories and ideas. AO3: to develop contextual understanding of the historical timeline of English Language development, from Anglo Saxon to present day,
Photography	<p>Mundane Project:</p> <p><i>Research key documentary artist such as Martin par, Alec Sloth and Clare Richardson.</i></p> <p>Modernised Still-Life project</p> <p>Research Momento mori, Vanitas and symbolism in the 16th and 17th century still life paintings and apply these theories to modern day context.</p>	<p>Home, Place & Memory Project:</p> <p>Create a documentary-style film and photoshoots highlighting British landscapes and cultural identity.</p> <p>Photoshoots and Still Imagery</p> <p>Introduction to Film-making</p> <p>Project Challenge:</p> <p>Create a documentary- style film of no more than 3 minutes, reflecting on the themes of home, place, and memory within Britain.</p>	<p>Reflection on previous work and develop a concept or topic for their practical portfolio.</p> <ul style="list-style-type: none"> • complete a statement of intent, identifying relevant artists, and considering a related study title. • Photoshoots and Still Imagery: • Introduction to Concept Development: <p>Project Challenge:</p> <p>Create a practical portfolio that includes a range of works reflecting their concept, supported by a personal study that critically engages with their theme.</p>

<p>Photography</p> <p>(Critical & Contextual)</p> <p>(Digital Media)</p>	<p>Photo-poetry:</p> <p>Explore the relationship between photography and poetry. They select a poetic form and create photographs that complement and enhance the poetry.</p> <p>The Power of the Portrait:</p> <p>Explore photographic portraiture, including self-portraits, through personal exploration and multiple photoshoots.</p> <p>The Power of the Story - Street Photography</p> <p>Develop narrative skills through street photography, capturing everyday life and its stories.</p>	<p>Conceptual street photography</p> <p>Link abstract ideas to visual arts. Critical thinking is crucial, with outcomes forming part of an awareness campaign based on live briefs from Creative Conscience.</p> <p>Conceptual Photography</p>	<p>Personal Investigation/Portfolio Project Including Personal Study</p> <p>Reflect on previous work and develop a concept or topic for their practical portfolio. This includes completing a statement of intent, identifying relevant artists, and considering a related study title.</p> <p>Project Challenge: Students will create a practical portfolio that includes a range of works reflecting their concept, supported by a personal study that critically engages with their theme.</p>
<p>CACHE L3</p>	<p>Roles and responsibilities of the early year's practitioner</p> <p>Safeguarding, protection and welfare of babies and young children in Early years Settings</p> <p>Understand how to support children's development</p> <p>Support care routines for babies and young children</p> <p>Professional practice</p> <p>Support the planning and delivery of activities, purposeful play opportunities and educational programmes</p>	<p>Health and Safety of babies and young children in the early years</p> <p>Equality, diversity and Inclusive practice in Early Years Settings</p> <p>Promote play in an Early Years Setting</p> <p>Support wellbeing of babies and young children for healthy lifestyles</p> <p>Professional practice</p> <p>Support babies and young children to be physically active</p>	<p>Support the needs of babies and young children with Special Educational Needs and Disability</p> <p>Promote positive behaviour in Early Years Settings</p> <p>Partnership working in the early years</p> <p>Support the needs of the child in preparing for school</p> <p>Professional practice</p>

IT L3	<ul style="list-style-type: none"> • Creating Systems to Manage Information (External) • Using Social Media in Business (Internal) • Website Development (Internal) 	<ul style="list-style-type: none"> • Programming (Internal) • Data Modelling (Internal) 	<ul style="list-style-type: none"> • <i>Information Technology Systems (External)</i>
Beauty L2	<ul style="list-style-type: none"> • Monitor and maintain health and safety practice in the salon • Provide manicure treatments • Provide pedicure treatments • Client care and communication in beauty related industries 	<ul style="list-style-type: none"> • Salon reception duties • Provide facial skin care • Remove hair using waxing techniques • Provide eyelash and brow treatments 	<ul style="list-style-type: none"> • Apply make-up • Instruction on make-up application • Create an image based on a theme within the hair and beauty sector • Provide ear piercing
Construction L2	<p>Health and Safety</p> <p>Carry out masonry trade repairs.</p> <p>Erect and dismantle access.</p> <p>Equipment and working platforms</p> <p>Carry out Roofing trade repairs.</p>	<p>Construction Technology</p> <p>Carry out Plastering trade repairs.</p> <p>Carry out Carpentry trade repairs</p> <p>Carry out Painting and decorating trade repairs</p> <p>Understanding Information, quantities and communication</p>	<p>Develop customer relationships</p> <p>Carry out Tiling trade repairs</p> <p>Carry out Plumbing trade repairs</p>
Ladies Hair L2	<p>Monitor and maintain health and safety practice in the salon</p> <p>Client consultation for hair services</p> <p>Shampoo and condition hair</p> <p>Plait and twist the hair</p>	<p>Art of dressing hair</p> <p>Art of colouring hair</p> <p>Working in the hair industry</p> <p>Colour and lighten hair</p> <p>Salon reception duties</p> <p>Style hair using barbering techniques</p>	<p>Cut hair using barbering techniques</p> <p>Cut men's facial hair</p> <p>Cut hair using hairdressing techniques</p> <p>Promote products and services to client's in a salon</p> <p>Display stock to promote sales in a salon</p>

<p>Sports Diploma L3</p>	<p>Body systems and the effects of physical activity (Exam – Jan)</p> <p>Physical activity for specific groups (Coursework)</p> <p>Sports organisation and development (Exam – Jan)</p>	<p>Working in active leisure facilities (Coursework)</p> <p>Working safely in sport, exercise, health and leisure (Exam – May/June)</p> <p>Organisation of sports events (Coursework)</p> <p>Sports injuries and rehabilitation (Coursework)</p>	<p>Sports coaching and activity leadership (Coursework)</p> <p>Practical skills in sport and physical activities (Coursework)</p> <p>Organisation of sports events (Coursework)</p> <p>Sports injuries and rehabilitation (Coursework)</p>
<p>Workskills L1</p>	<p>Knowledge & Skills Objectives</p> <p>Students to make real choices in their career and employment aspirations.</p> <p>Aspirations, Trips, Careers & Community Links</p> <p>Students to have a variety of opportunities to help widen their choices and enable networking opportunities.</p> <p>Literacy/ Reading</p>	<p>PSHE/British Values link</p> <p>To inform and support students in their ability to become well rounded individuals and become effective members of society.</p> <p>Co-curricular: Provide real-life situations and activities to support learning experiences.</p> <p>Literacy/ Reading</p>	<p>Mind-The-Gap</p> <p>provide a fully inclusive course where all students are supported and happy to engage in.</p> <p>Literacy/ Reading</p>

Year 13



	Cycle 1	Cycle 2	Cycle 3
Art	This is an independent piece that must show clear links to the observational studies and Contextual/Artist research carried out and planned from.	Students will complete a sketchbook of preparatory work in preparation for the 15hrs examined time to produce an independent final outcome. The preparatory work will incorporate all the knowledge and skills developed in Year12 and 13	DIRT of coursework, Final submission of Related Study ready for final submission of marks to OCR by 31st May.
Computer Science	Students study the following topic areas; <ul style="list-style-type: none"> • Algorithms • Database RECAP + A2 Content • Thinking concurrently • Computational methods • Web Technologies RECAP + A2 Content • Project Support 	Students study the following topic areas; <ul style="list-style-type: none"> • Operating Systems RECAP & A2 Content • Compression, encryption and hashing • Computational methods • Application generation • Project Support 	Exam Revision
Drama & Theatre	How to create and develop original devised ideas to communicate meaning as part of the theatre making process. They will study the work and methodology of one influential theatre practitioner Students will learn the following: <ul style="list-style-type: none"> • The social, cultural and historical context in which the chosen practitioner was working 	How to contribute to text-based drama in a live theatre context for an audience. Students will: <ul style="list-style-type: none"> • develop their ability to interpret texts • Create and communicate meaning • Realise artistic intention in text-based drama • Analyse and evaluate their own work 	Re-visit all sections of the written exam. Revising keywords and how to structure answers. Completing past paper questions in timed conditions. Students will revise the following: <ul style="list-style-type: none"> • Key terminology that should be referred to when writing about acting skills/ directing and designing skills

	<ul style="list-style-type: none"> How to structure answers for directing and performance questions (section A) 	<ul style="list-style-type: none"> Study and apply the methodology and practice of one practitioner to the work 	<ul style="list-style-type: none"> How to describe, analyse and evaluate a performer's acting skills Revision of the practical demands of texts eg use of performance space, stage configuration, proxemics, character motivation and interaction Genre and form, structure and language, stage directions, character, style
English Language	<p>Develop understanding of the basic stages of a child's spoken language development from 0-3 years</p> <p>Consider contextual influences on language development including caregiver support, cognition, and innateness.</p> <p>Understand how to analyse and explore grammar and meaning in language acquisition data such as agreement, tense, modality, demonstratives.</p>	<p>Refine NEA to meet April deadline. Final draft. Return to Language and representation. Consolidate GASP approach. Genre, Audience, Subject, Purpose. Flouting and fulfilling conventions and paradigms. Highly sophisticated analysis using associated terminology. Language variation and change – complete essay bank to include gender, sociolect, dialect and technology. Build understanding of the SE debate to include Education and MLE. Ted Talks and articles. Use associated linguistic terminology to explore variations and comparisons. Revisit language acquisition with new data.</p>	<p>Preparation for the exam. Review of all subject content</p>
English Literature	<p>NEA Students will continue drafting and working on their NEA Prose and NEA Poetry essays during the first part of this term.</p> <p>"Crime Poetry (Humanity and Society/Self/Nature)</p> <p>"Hamlet (Humanity and Society/Self)</p>	<p>Atonement (Humanity and Society/Self)</p> <p>"Unseen Crime (Humanity and Self/Society/Nature)</p>	<p>Preparation and revision</p>

Further Mathematics	Series Polar Coordinates Complex numbers Methods of differentiation and Interval Volumes of Resolution Methods of Calculus Parametric Equations Differentiation & Differential Equations	Vectors Inequalities Taylor Series Conic Sections Methods in Calculus T- Formulae Numerical Methods Reducible differential equations Mock Exam	Revision
Geography	Water and Carbon cycles <ul style="list-style-type: none"> • Water and carbon cycles as natural systems • The water cycle and the carbon cycle. • Water, carbon, climate, and life on Earth • Quantitative and Qualitative skills • Case studies: tropical rainforest and a river catchment 	Contemporary Urban Environments: <ul style="list-style-type: none"> • Urbanisation and urban forms • Social and economic issues associated with urbanisation. • Urban climate and urban drainage • Urban waste and its disposal • Environmental issues • Sustainable urban development • Case studies. <p>Begin revision; using precision planning, walking talking mocks, prompted PPEs and PPEs to inform the topics. Create a revision timetable within the department.</p>	Continued revision and preparation for the exam

<p>History</p>	<p>Russia and its Rulers 1855-1964</p> <p>The Nature of Government Including Autocracy, Development in Central Government, methods of repression and reform. Impact of War and revolution on the development of the Russian Empire and the USSR Including the Crimean War, Russo-Japanese War, First World War and the Cold War</p> <p>Impact of dictatorial regimes on the economy and the society including Social Change, Famines, and limits on personal and religious freedom Empire, Nationalities and satellite states including Russification, Impacts of the First and Second World War</p>	<p>Russia and its Rulers 1855-1964</p> <p>The Nature of Government Including Autocracy, Development in Central Government, methods of repression and reform. Impact of War and revolution on the development of the Russian Empire and the USSR Including the Crimean War, Russo-Japanese War, First World War and the Cold War</p> <p>Impact of dictatorial regimes on the economy and the society including Social Change, Famines, and limits on personal and religious freedom Empire, Nationalities and satellite states including Russification, Impacts of the First and Second World War</p>	<p>Revision and preparation for examinations</p>
<p>Graphics</p>	<p>Self-initiated brief</p> <p>Develop chosen concept and experiment further with materials, techniques and processes. Document this process using screen shots of digital processes and use annotation to discuss rationale of design decisions and use appropriate subject terminology.</p>	<p>Responding to exam set brief</p> <p>Respond to a word or theme presented by the exam board that requires them to generate creative responses to their own starting point.</p>	<p>Responding to exam set brief</p> <p>Further develop their chosen concept and experiment further with materials, techniques and processes.</p>

Mathematics	<p>Functions Trigonometric Functions Sequences & Series Differentiation Trigonometry & modelling Parametric equations Differentiation PPE's / DIRT Integration</p>	<p>Numerical Methods Vectors Integration Inequalities Taylor Series Methods of Calculus Conic Sections Moments Forces & Friction Projectiles Conditional Probability T-Formulae Reduible Differential Equations Mock Exams</p>	<p>Further Kinematics</p>
Media Studies	<p>Production of NEA</p> <p>Introduction to MI&A unit and focus on film case study analysis.</p> <p>Introduction to News unit and focus on print news case study analysis & applying relevant theories</p>	<p>MI&A unit with focus on analysis of gaming & radio case studies. Exam skills and Q breakdown for MI&A unit</p> <p>News unit with focus on analysis of online case study. Applying theory to case studies</p>	<p>Finalise NEA ready for submission. Revision and exam preparation.</p>
Physical Education	<p>Biomechanics Linear Angular and Projectile Motion Definitions / Creation of each form of motion Fluid Mechanics - Factors that impact the air resistance (on land) or drag (in water) on a body</p> <p>Sports Psychology Goal Setting in sports performance</p>	<p>The Recovery Process How the body returns to its pre-exercise state: • Fast component of EPOC • Slow component of EPOC Environmental effects on body systems Exercise at Altitude Exercise in the Heat</p> <p>Sports Psychology Leadership in Sport Stress Mangement</p>	<p>Injury prevention and rehabilitation Acute and chronic injuries Injury prevention – Intrinsic and extrinsic risk factors Responding to injuries and medical conditions in a sporting context Rehabilitation of injury</p> <p>Paper Analysis Revision Sport and Society Revision Contemporary Issues Revision and Exam Techniques</p>

	<p>Contemporary Issues in Physical Activity and Sport Routes to sporting excellence Confidence and Self Efficacy Attribution</p> <p>Energy for Exercise Adenosine Triphosphate (ATP) and energy transfer energy systems:</p> <ul style="list-style-type: none"> • ATP-PC (Phosphocreatine) system • glycolytic system • aerobic system <p>ATP resynthesis during exercise of differing intensities and durations</p> <p>EAPI Coursework</p>	<p>EAPI Coursework and Assessment</p>	
<p>Photography (Critical & Contextual) (Digital Design)</p>	<p>Understanding Individual Identity in Relation to Society Students explore individual identity in society through film making, photography, and design, drawing inspiration from professionals like Jon Drever, Hannah Backland, or Brett Harvey.</p> <p>Talks and workshops with industry experts and degree students enrich the curriculum.</p> <p>Live design briefs from local businesses, with all resources accessible on teachers' websites.</p> <p>Artist: Students independently source artists dependent on their starting point this is supported by the teacher and online platforms such as Pinterest.</p>	<p>Refine ideas, developing a portfolio and related study into final pieces.</p> <p>Choose one theme and respond to a specified option, incorporating preparatory work relevant to specialism(s).</p> <p>Final outcomes may be in one or more of the chosen specialisms.</p> <p>Portfolios should be completed by the end of January and submitted with the related study.</p>	<p>Cycle 3 of YR 13 A Level Photography and Critical and Contextual Studies has concluded.</p> <p>Prospective Degree students now have opportunities to participate in all day workshops.</p> <p>These will be offered across CELT Post 16.</p>

Psychology	<p>Issues & Debates</p> <ul style="list-style-type: none"> • Free will vs determinism • Idiographic vs nomothetic • Holism vs reductionism • Nature vs nurture <p>Research Methods Forensics Biosychology</p>	<p>Sex , Gender, Gender Identity Stereotypes The role of chromosomes & hormones Gender schema theory Social learning theory of gender development Psychodynamic explanation Atypical Gender Development</p> <p>Schizophrenia</p>	<p>Consideration of content & exam skills</p>
Science Biology	<p>On the Wild Side and Infection, immunity and disease</p> <ul style="list-style-type: none"> • Ecosystems • Climate change • Photosynthesis • Energy in an ecosystem • Several core practicals <p>Immunity, Infection, and forensics</p> <ul style="list-style-type: none"> • DNA profiling • Forensics and decomposition • Non-specific immune response • Specific immune response • Immunity 	<p>Run for your life and Grey Matter</p> <ul style="list-style-type: none"> • Muscles • Respiration • Response to exercise • Homeostasis • Medical technology <p>Grey matter</p> <ul style="list-style-type: none"> • The nervous system • The brain • Co-ordination • Habituation • Brain studies 	<p>Revision timetable provided for the Easter holidays covering topics 7 & 8(cycle 2).</p> <p>On return students sit a further A2 paper 1 and 2. Marked and assessed with the official mark schemes and grade boundaries.</p> <p>Preparation for Scientific Article (Paper 3)</p>
Science Chemistry	<p>Carbonyl Compounds Carboxylic Acids and Esters Amines Amino acids, amides and chirality Polyesters and Polyamides Rate Enthalpy and Entropy</p>	<p>Redox and Electrode Potentials Transition Elements Qualitative Analysis Carbon-carbon Bond Formation Organic synthesis Chromatography and Qualitative Analysis Spectroscopy</p>	<p>Exam Preparation</p> <ul style="list-style-type: none"> • Review and revision • Precision planning • Targeted intervention

Science Physics	<ul style="list-style-type: none"> • Capacitance • Thermal physics <p>Fields</p> <ul style="list-style-type: none"> • Gravitational fields • Electric fields • Magnetic fields 	<p>Radioactivity</p> <ul style="list-style-type: none"> • Rutherford scattering • α, β and γ radiation • Required practical 12: Investigation of the inverse square law for gamma radiation. • Radioactive decay • Nuclear instability • Nuclear radius • Mass and energy • Induced fission 	<p>Exam Preparation</p> <ul style="list-style-type: none"> • Review and revision • Precision planning • Targeted intervention
Textiles	<p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p>	<p>Begin a written reflection of 1000 to 3000 words developing a practical project alongside a more formal personal study.</p> <p>The two elements should be thoughtfully linked so that work carried out in the personal study informs and supports work carried out in the practical project. The personal study should provide evidence of the student's ability to analyse and evaluate work by artists, designers, craftspeople and photographers.</p>	<p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <ul style="list-style-type: none"> • explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops • record ideas, observations and insights relevant to intentions, reflecting critically on work and progress • present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Applied Science	<p>Unit 9–Human Regulation and Reproduction The interrelationship and nervous control of the cardiovascular and respiratory systems.</p> <ul style="list-style-type: none"> • Nervous system organisation • Cardiovascular and respiratory system regulation and control <p>The homeostatic mechanisms used by the human body.</p> <ul style="list-style-type: none"> • Feedback and control • Glands and organs • Homeostatic mechanisms • Impact of an imbalance <p>The role of hormones in the regulation and control of the reproductive system.</p> <ul style="list-style-type: none"> • Structure and function of reproductive anatomy • Reproductive processes 	<p>Unit 3 - Science Investigation Skills Learners will cover the stages involved and the skills needed in planning a scientific investigation: how to record, interpret, draw scientific conclusions and evaluate.</p>	
Business	<p>The business environment Business resources</p>	<p>Human resource management in business Business accounting</p>	<p>Understanding health & safety in the workplace</p>
CACHE L3	<p>Observation assessment and planning</p> <ul style="list-style-type: none"> • Preparing for school readiness • International perspectives • Professional practice Overview: placement monitoring <p>Summative assessment Externally assessed extended assessment assignment which will cover all the units above.</p>	<p>Supporting emergent literacy</p> <ul style="list-style-type: none"> • Supporting emergent mathematics • Professional practice • Reflective practice for professional development 	<p>Professional partnerships in early years</p> <ul style="list-style-type: none"> • Professional practice

Engineering L3	Examine common engineering processes to create products or deliver services safely and effectively as a team.	Develop two-dimensional computer aided drawings that can be used in engineering processes	Carry out engineering processes safely to manufacture a product or to deliver a service effectively as a team.	Revision: Understanding of the material studied by accurately recalling key concepts and facts and synthesizing information to solve problems.	Revision Continued
Health & Social Care L3	Human Lifespan developments Working in Health & Social Care	Social perspectives Meeting individual care and support needs	Revision for any outstanding exams		
IT L3	Unit 8: Computer Games Development (Internal) Unit 7: Mobile Apps Development (Internal)	Unit 17: 2D and 3D Digital Graphics (Internal) Unit 14 : Computer Games Development (Internal)	Unit 11: Cyber Security and Incident Management (External) •		
Beauty L3	<ul style="list-style-type: none"> • Monitor and maintain health and safety practice in the salon • Client care and communication • Provide body massage • Working in beauty related industries 	<ul style="list-style-type: none"> • Provide massage using pre-blended aromatherapy oils • Provide facial electrotherapy treatments • Provide body electrotherapy treatments 	<ul style="list-style-type: none"> • Apply microdermabrasion • IT and data handling in the hair and beauty sector 		
Construction L3	Health and Safety: <ul style="list-style-type: none"> • Install fitted furniture 	Construction Technology <ul style="list-style-type: none"> • Install basic plumbing 	Understanding Information, quantities and communication: Project Work		

Ladies Hair L2	<ul style="list-style-type: none"> • Monitor and maintain health and safety in the salon • Hairdressing consultation support for colleagues • Bridal hairstyling 	<ul style="list-style-type: none"> • Style and dress hair using a variety of technique • Cut hair to create a variety of looks • Colour hair to create a variety of looks • Colour correction 	<ul style="list-style-type: none"> • Cut hair using barbering techniques • Cut men's facial hair • Promote and sell products and services to clients
Personal Training L3	Anatomy and physiology for exercise and health	<p>Applying the principles of nutrition to a physical activity programme</p> <p>Delivering personal training sessions</p> <p>Programming personal training with clients.</p>	<p>Delivering personal training sessions</p> <p>Be able to reflect on providing personal training sessions.</p>
Sport Diploma L3	<p>The business of sport</p> <p>Nutrition and diet for sport and exercise</p> <p>Improving fitness for sport and physical activity (60GLH): Coursework</p> <p>Group exercise to music (60GLH): Coursework</p>	<p>Performance analysis in sport and exercise</p> <p>Biomechanics and movement analysis (60GLH): Coursework</p> <p>Sport and exercise psychology (60GLH): Coursework</p>	<p>Health and fitness testing for sport and exercise</p> <p>Sport and exercise psychology (60GLH): Coursework</p>

<p>Workskills L2</p>	<p>Knowledge & Skills Objectives</p> <p>Students to make real choices in their career and employment aspirations.</p> <p>Aspirations, Trips, Careers & Community Links</p> <p>Students to have a variety of opportunities to help widen their choices and enable networking opportunities.</p> <p>Literacy/ Reading</p>	<p>PSHE/British Values link</p> <p>To inform and support students in their ability to become well rounded individuals and become effective members of society.</p> <p>Co-curricular: Provide real-life situations and activities to support learning experiences.</p> <p>Literacy/ Reading</p>	<p>Mind-The-Gap</p> <p>provide a fully inclusive course where all students are supported and happy to engage in.</p> <p>Literacy/ Reading</p>
<p>Pathways</p>	<p>Independent living: Understanding personal health and wellbeing</p> <p>Employment and relationships: Planning for the future</p> <p>Community: Being part of a team</p>	<p>Employment and relationships: Creating a document</p> <p>Community: Participating in a visit</p>	<p>Employment and relationships: Communicating with others</p> <p>Community: Using public transport</p>