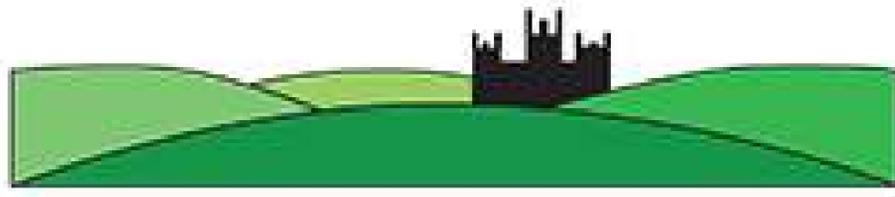


The Canterbury Academy Trust

Schools for all the Talents



Subject Road Maps

2021-2022



Chart your learning Journey...

Academic Excellence



AQA English Language
Revision to be completed on the gaps according to individual classes PLCs.

A full recap of all question types and practice papers to be worked through in timed conditions in preparation for the upcoming exams. Ensuring feedback from PLCs are acted upon to bridge knowledge/skill gaps.

Language Revision Term 6

Language and Literature Revision Term 5

Literature Revision Term 3 and 4

Language Non-Fiction Term 2

Language Fiction Term 1

Pupils will be introduced to the exam criteria for speaking and listening, they will plan and produce a piece for their assessment. Pupils will learn about historical events, religion, morals and current affairs. AQA speaking and listening assessment.

Edexcel Literature Paper 2
Jekyll and Hyde, Conflict Poetry and Unseen Poetry.
Students will refine essay writing revision, comparison of texts and development of interpretation and analysis.

AQA GCSE English Language Paper 1 (Fiction)
Students will revisit Reading: Q1 (retrieval of information), Q2 (language analysis), Q3 (structure analysis) and Q4 (evaluation). Writing: Q5 (creative writing including description and narrative skills).

11

Speaking and Listening Term 6

Literature Revision Term 5

Examine key and minor scenes from the play. Look at each scene in relation to characters and themes. Create a timeline to show how the scenes fit in the play. Fiction and Non-Fiction skills interleaved. **History Links: Britain and the People's Health**

Ambition Loyalty Control

Explore a range of conflict poetry from the Edexcel anthology. War: *The Destruction of Sennacherib, The Man He Killed, Exposure, The Charge of the Light Brigade and Belfast Confetti*. Injustice: *A Poison Tree, Half-caste, The Class Game, No Problem and What Were They Like?*
History links: Nazi Germany and The Cold War.

History Pain Turmoil

A variety of speaking and listening tasks: Room 101, Dragon's Den, speech, debate, drama. Pupils will learn about current affairs and other cultures. **Links to Science/Geography such as global warming.**

Environment Business Objectives

Macbeth Terms 3 and 4

Conflict Poetry Terms 1 and 2

10

Changing World Term 6

Gothic extracts from novels, poems, speeches. References to *Dr Jekyll and Mr Hyde* chapters throughout the two terms. Pupils will learn about historical time periods and aspects of religion. Fiction and nonfiction skills interleaved. **Links to Art through Gothic art movement.**

Fear Appearance Religion

Extracts relating to context and themes based on 'Childhood' to be taught alongside the poems. One poem once a week: *Extract from the Prelude, Cousin Kate, Catrin, War Photographer and Poppies*. Pupils will learn about conflict and relationships. Reading and writing skills interleaved. **Links to Child Development and the mental/physical wellbeing of a child.**

Development Individualism Perspective

Childhood Poetry Term 5

Futility Mercy Impact

Dystopia Terms 1 and 2

Gothic Terms 3 and 4

9

Langton and Core – this term will focus on combining all skills they have learned throughout the year, **through fiction and nonfiction texts from the 19th century to modern day**. Writing skills to focus on nonfiction skills such as writing to persuade. Reading skills to provide overall analysis, evaluation, comparison, inference of fiction and nonfiction **Links to History – Scientific developments and also Science – Technology/space.**

Dystopia Utopia Guilt

Students will explore a variety of war poetry and prose, including fiction and nonfiction texts, exploring the portrayal of war and its effects on individuals and society. Writing skills to convey emotion and feeling, using coherent structural devices. Reading skills to understand the writer's craft, particularly their use of structure to engage. **Links both to Art and History through propaganda and modern vs. historical warfare.**

Science Fiction Terms 5 and 6

War Journey's End (Langton) or Private Peaceful (Core) Terms 3 and 4

War

Forgiveness Supernatural Loyalty/Betrayal

Students will explore through two selected plays the playwright, the time period and The Globe Theatre. Writing skills will include cohesion, creativity, structure and clarity of written expression. Reading skills of analysis of language, form and structure, interpretations of texts. **Links to History via Elizabethan/Jacobean England and also Drama and RSC opportunities.**

Students will explore the portrayal of crime & morality from the 19th century onwards. They will look at both fiction & nonfiction texts, exploring characters, themes and the plot. Writing skills will include writing to persuade, inform and entertain. Reading skills will explore comparing and contrasting writers' perspectives, using inference to deduce meaning. **Links to PSHE – Right and wrong and History – 19th century.**

Remorse Compassion Mystery

The Bard The Tempest (Langton) or Romeo and Juliet (Core) Terms 5 and 6

Crime and Morality The Sign of the Four (Langton) or The Christmas Carol (Core) Terms 1 and 2

8

Students will explore a variety of poetry and prose, as well as fiction and nonfiction texts, exploring the theme of belonging/relationships across different cultures. Writing skills will include writing to argue, narrative vs. descriptive. Also reading skills of analysis within themes/characters using PEA, understanding/interpreting poetic devices. **Links to PSHE via prejudice and RE through cultures and religion.**

Identity Discrimination Acceptance Culture

Courage Selflessness Morality

Students will explore the many representations of heroes, villains, myths and legends throughout history to modern day. Both writing and reading skills will be developed. Writing skills will focus on fiction skills and writing to describe. Reading skills: evaluation skills and analysis of language and structure. **Links to RE through creationism and Art with visual representations of myths.**

Belonging (Langton) or Relationships (Core) Terms 3 and 4

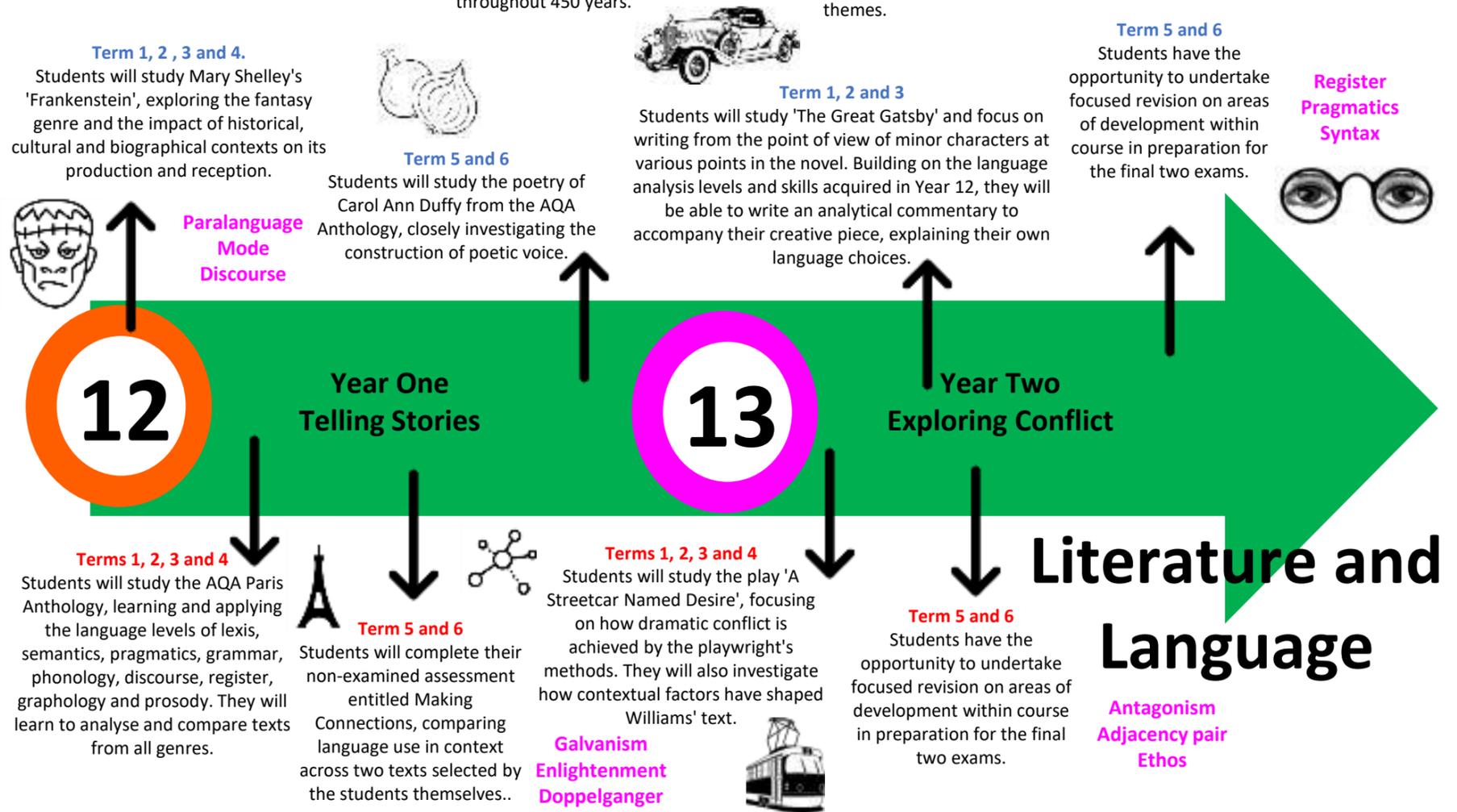
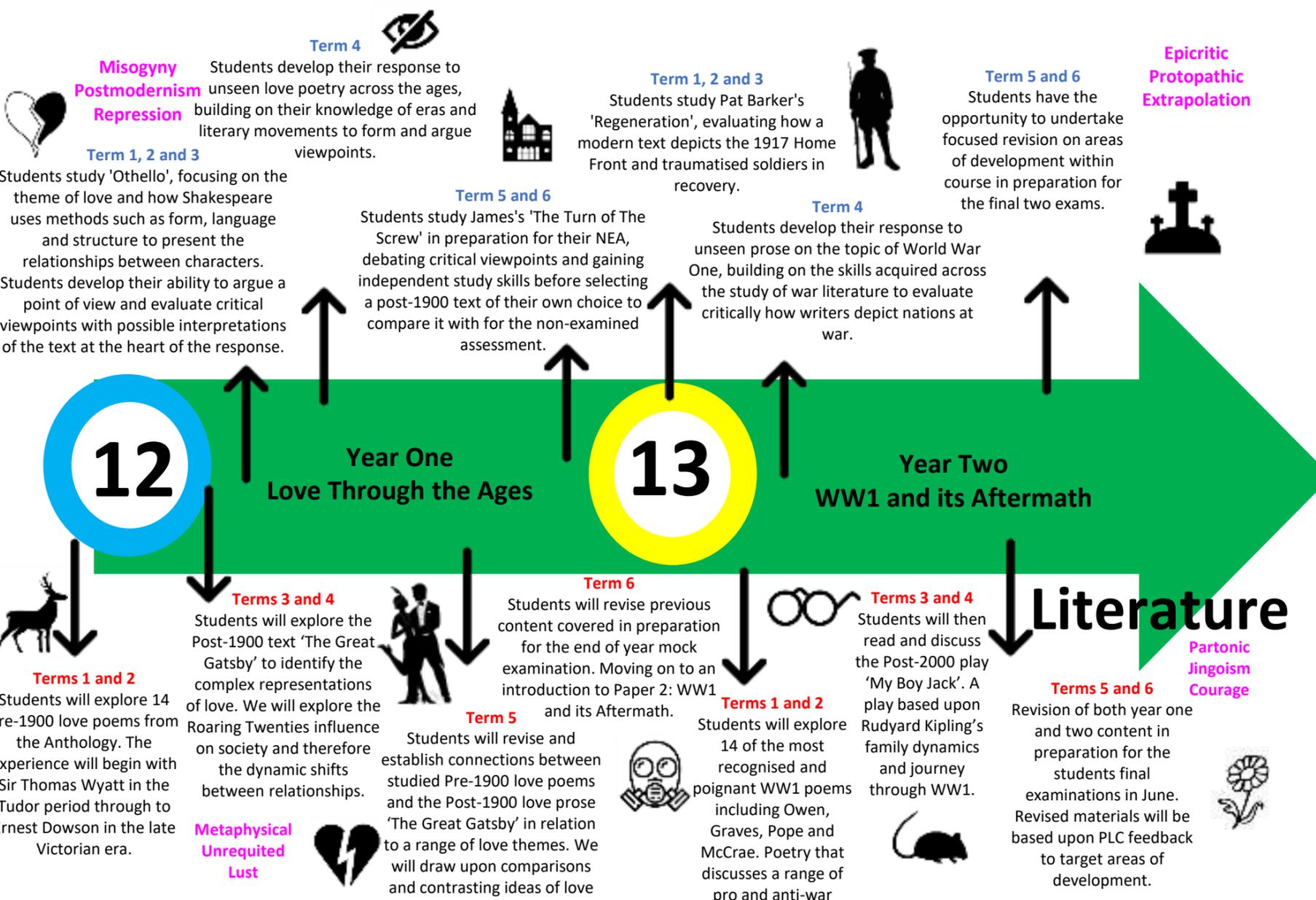
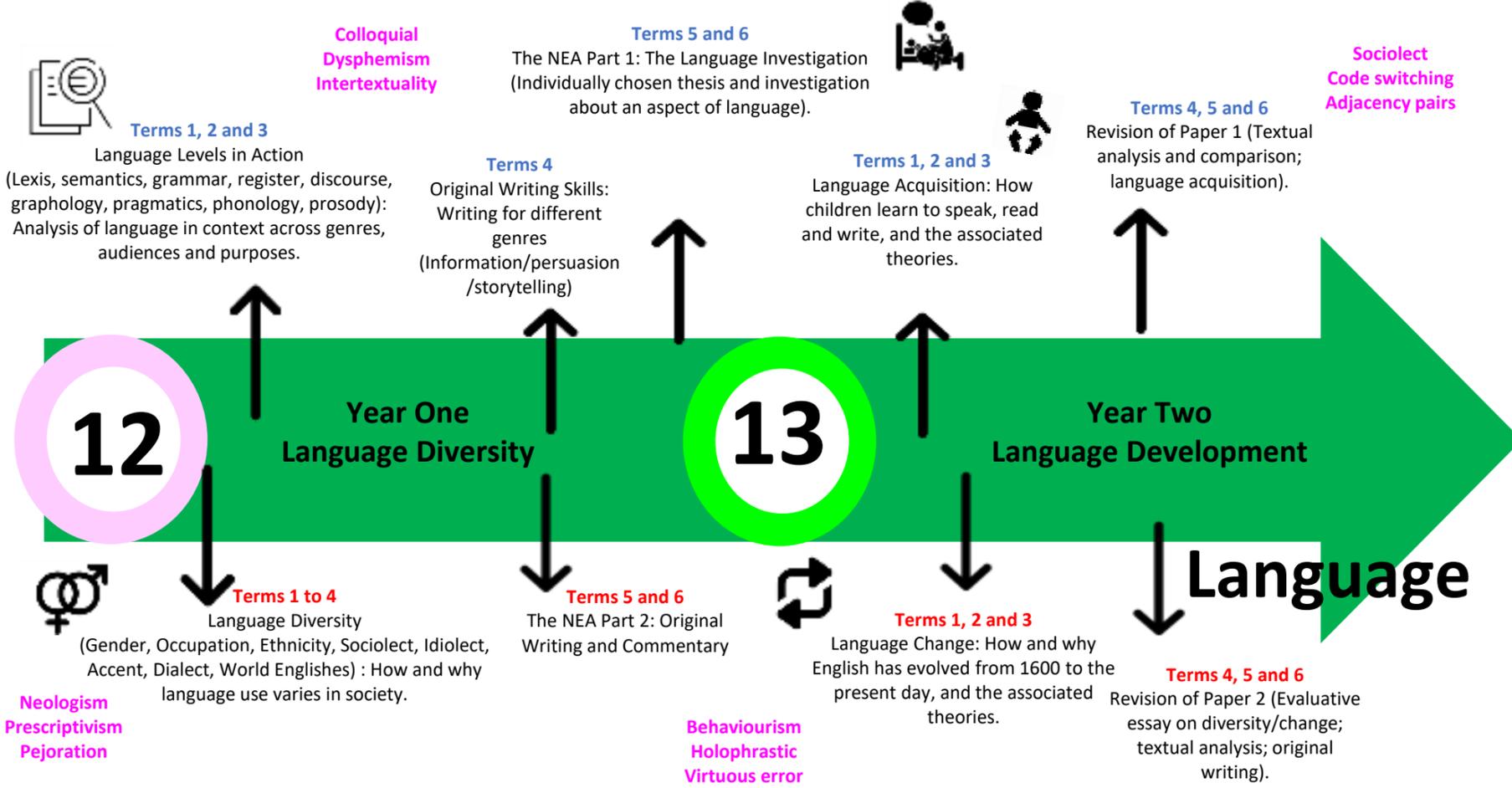
Myths and Legends (Langton) or Heroes and Villains (Core) Terms 1 and 2

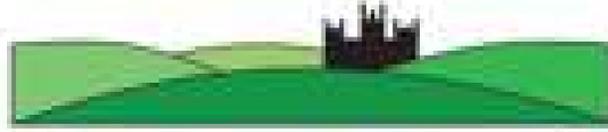
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The English Learning Journey

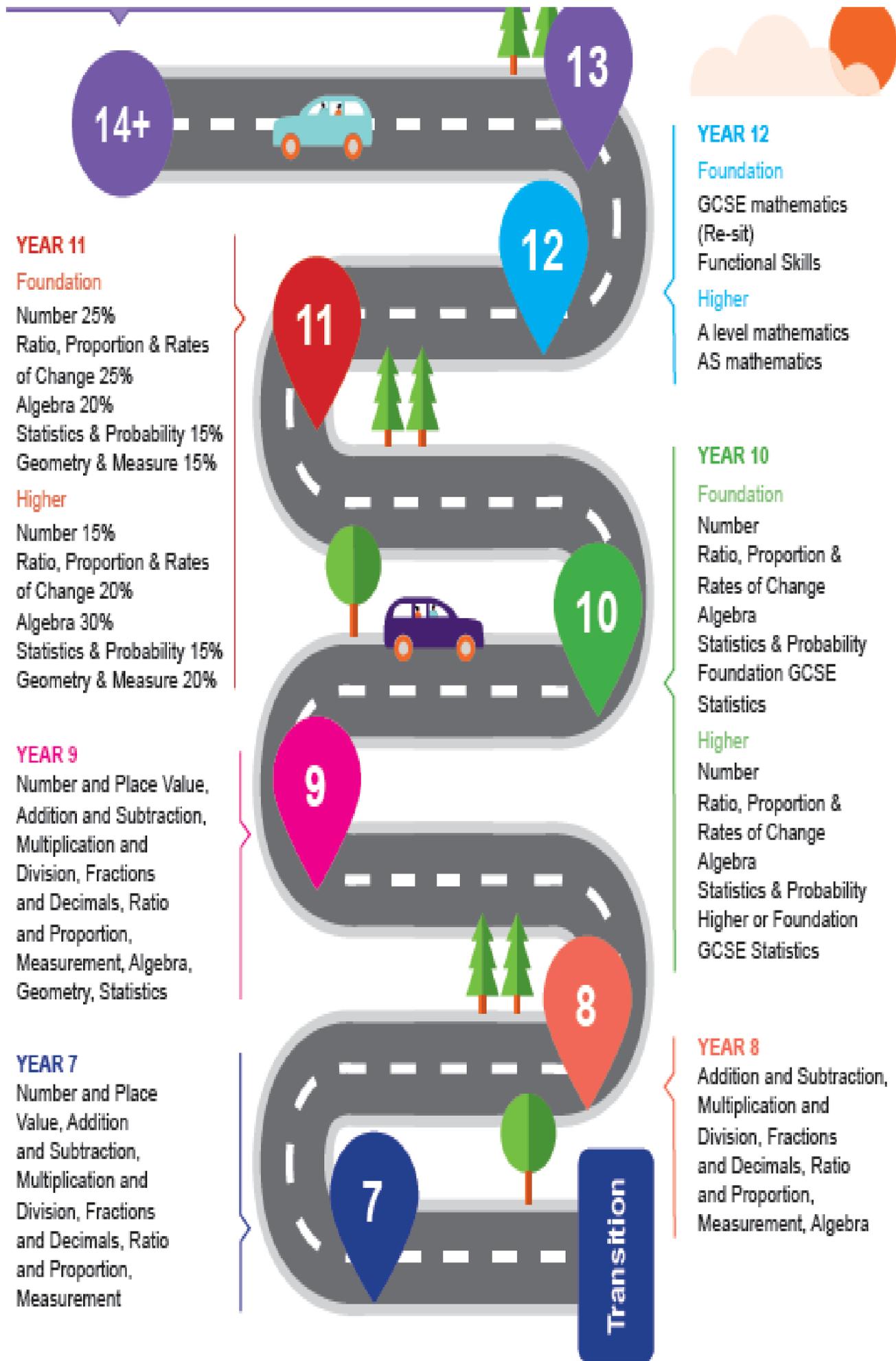
Teacher One 
 Teacher Two 

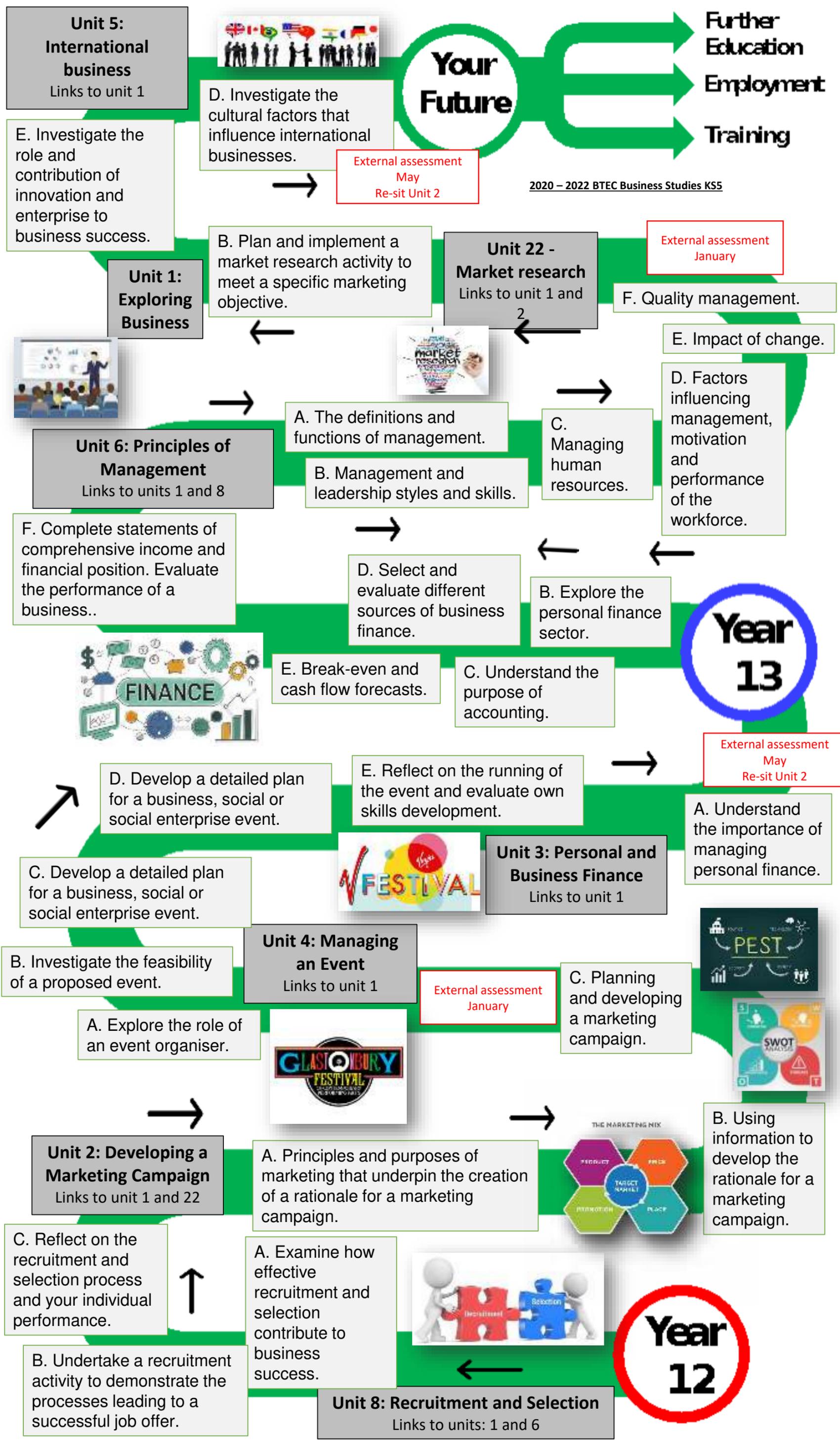
English A Level Learning Journey





Maths





- Virtues
- Cross Curricular Links
- Knowledge
- Subject Specific Skills
- A Level
- BTEC



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Dance



Employment in the performing arts

Regularly reflect on your own practice

5-min Solo performance

BTEC Level 3



45-min performance piece

Your Future

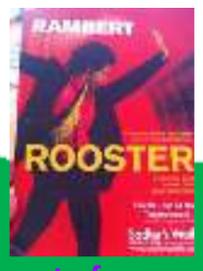
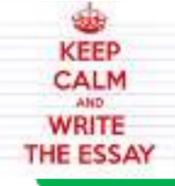


Further Education
Employment
Training

Site specific dance

Performance in a quartet

Integration of theory and practical



A Level Year 2



Exploration of historical current dance practices

Analysis and interpretation of professional works

Review your progress and set targets



Technical and performance skills
Set and staging
Costume
Lighting
Sound
Movement

The art of choreography
History
English – Essay writing

Solo and group choreography

History of dance

Problem solving

Ballet

Tap

BTEC Level 3

Perform to live audiences

Movement skills

Street dance

Develop skills and techniques required for a performer

Dance appreciation



Communication

Jazz

Contemporary

Group performance

Use of technical skills – action, space, dynamics and relationships

Within Her Eyes, E of E, Infra, Artificial Things, A Linha Curva and Shadows

Performance

Group and solo choreography

Professional dance

Question: Why explore professional works?
Students will explore a range of dance works to understand what they do during their classes.

Stage Design
Aural Setting
Lighting
Costume
Movement content

Accuracy
Timing

Creativity
Confidence
Trial and Error

Physical Skills
Expressive skills
Mental skills
Safe Dance Practice



Motif
Motif development
Stimulus
Choreographic process

13 works
Key facts
Stimulus
Choreographic
Intention
Dancers

Create a dance

Performance: Solos

Choreography: Duets and trios



Poem
Quote
Artwork
Image

Question: How can you work effectively with a partner?
Developing team work skills, listening and contribution of ideas.

Stimulus

Film Studies
Art

Site sensitive

Dance for camera



Religious Studies – learning about other cultures
History
Geography



African dance

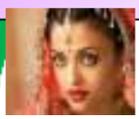


Shaolin Monks



Canon
Gestures
Relationships

Bollywood



Respect
Diversity

Question: Why is Dance important?
Dance allows students to learn about teamwork, confidence, expression, problem solving and fitness.

Art – Create African mask
Geography
History

Question: Why study dance from different cultures?
Exploring a range of cultural dances will help students understand the variety and values of other cultures.

Performance style

Canon
Unison

Mission Impossible

Choreography
Levels
Actions
Pathways



Musical theatre dance



Performance style
Facial expressions

Year 12



English – read letters from MIS
Art – draw your own spy

Maturity
Safety

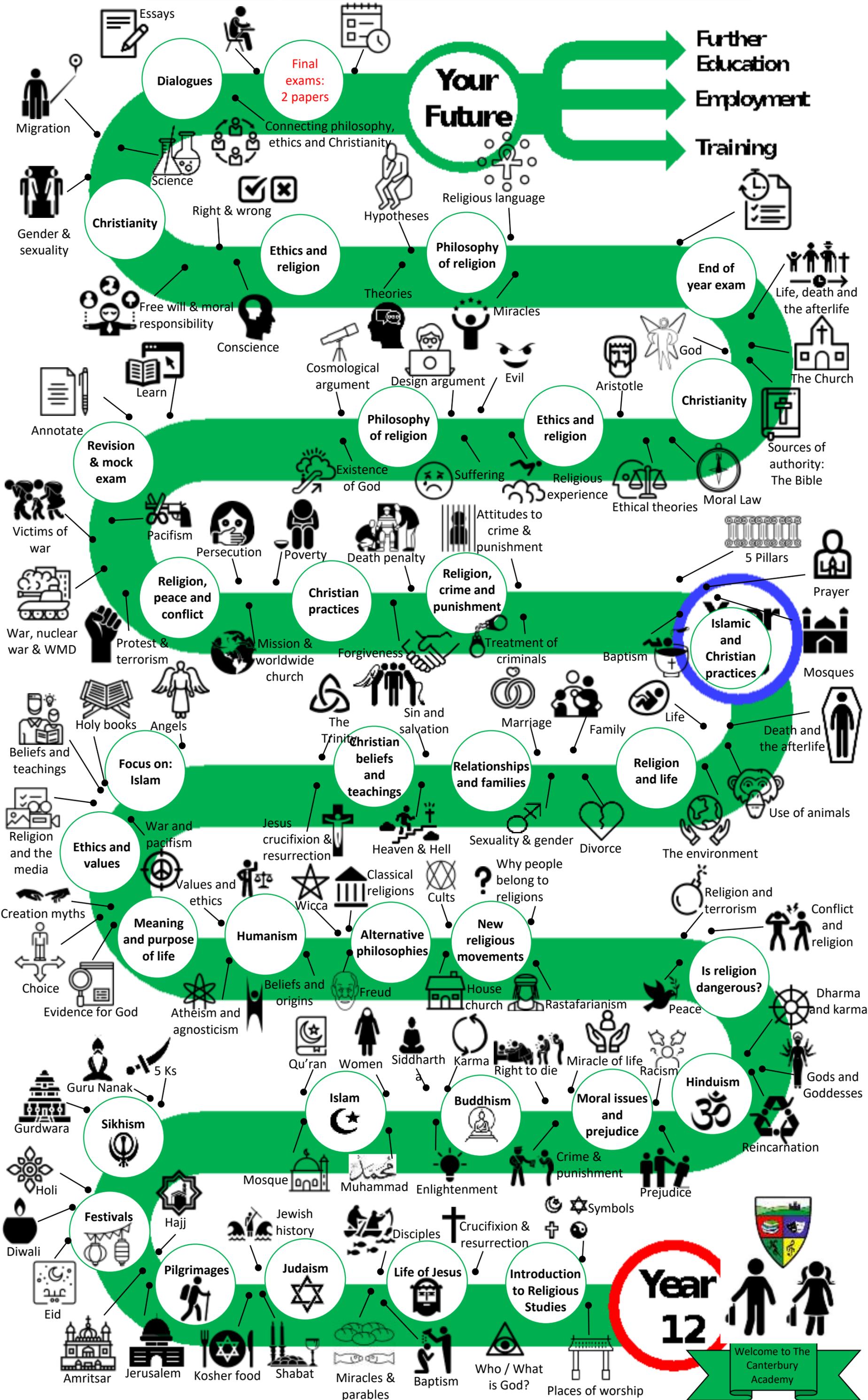
Accuracy
Timing

Question: What's important about Musical Theatre?
It involves acting, singing and dancing.

Confidence
Team working
Listening



Religious Education





Psychology



Personality Kroll and Crenshaw (1970). Personality profiling within athletic groups.

Motivation Munroe-Chandler et al. (2008) Relationships between coaches and athletes.

Exercise and mental health. Lewis et al. (2014) Social dance sessions and their impact on patients with Parkinson's disease

Examinations 100%
Research methods 30%
Core studies 35%
Options in psychology 35%

Your Future

Further Education
Employment
Training

Audience effects Zajonc et al. (1969)

Arousal and anxiety Fazy and Hardy (1988) inverted U

Aims of punishment

Zimbardo et al. (1973)



Sports Psychology

Performing with others, teams, coaching and leadership. Smith et al. (1979)

Effects of imprisonment

How can we reduce reoffending?

How do characteristics of defendants impact jury decision making? How can these be overcome?

Broken windows theory

Crime Prevention

Target hardening

Wilson & Kelling (1982)

Hall & Player (2008)

The collection and processing of forensic evidence

Biases in collecting evidence

Psychology and the courtroom

Dixon et al. (2002)

Nature vs. nurture

The historical context of mental health

The medical model

Forensic psychology- What makes a criminal?

Mental health

Year 13

How can criminality be prevented?

Raine (1997)

Alternatives to the medical model

Positive and negative

Directional/ non directional

Correlations

A1 examination

Repeated measures

Experiments

Independent measures

Controlled

Naturalistic

Interviews

Observations

Self reports

Participant/ non participant

Questionnaires

RESEARCH METHODS

Chaney et al. (2004)

Lee et al. (1997)

Freud (1909)

Baron-Cohen et al. (1997)

Sperry (1968)

Casey et al. (2011)

Developmental psychology

Individual differences

Biological psychology

Kohlberg (1968)

Bandura et al. (1961)

Gould (1982)

Maguire et al. (2000)

Blakemore and Cooper (1970)

Loftus and Palmer (1974)

Hancock et al. (2011)

Milgram (1963)

Bocchiaro et al. (2012)

Simons and Chabris (1999)

Cognitive psychology

Social psychology

Year 12

Moray (1959)

Grant et al. (1998)

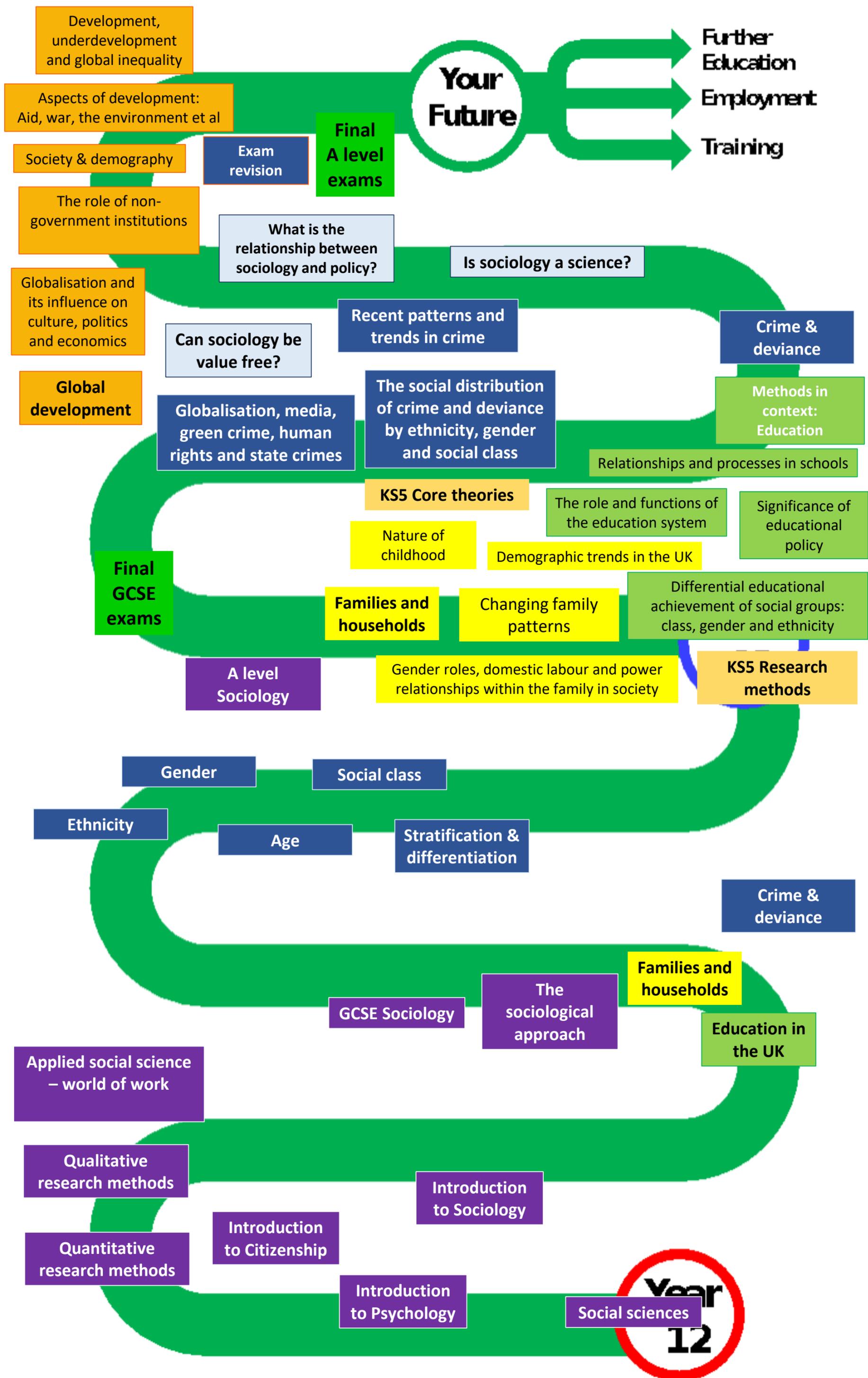
Piliavin et al. (1969)

Levine et al. (2001)



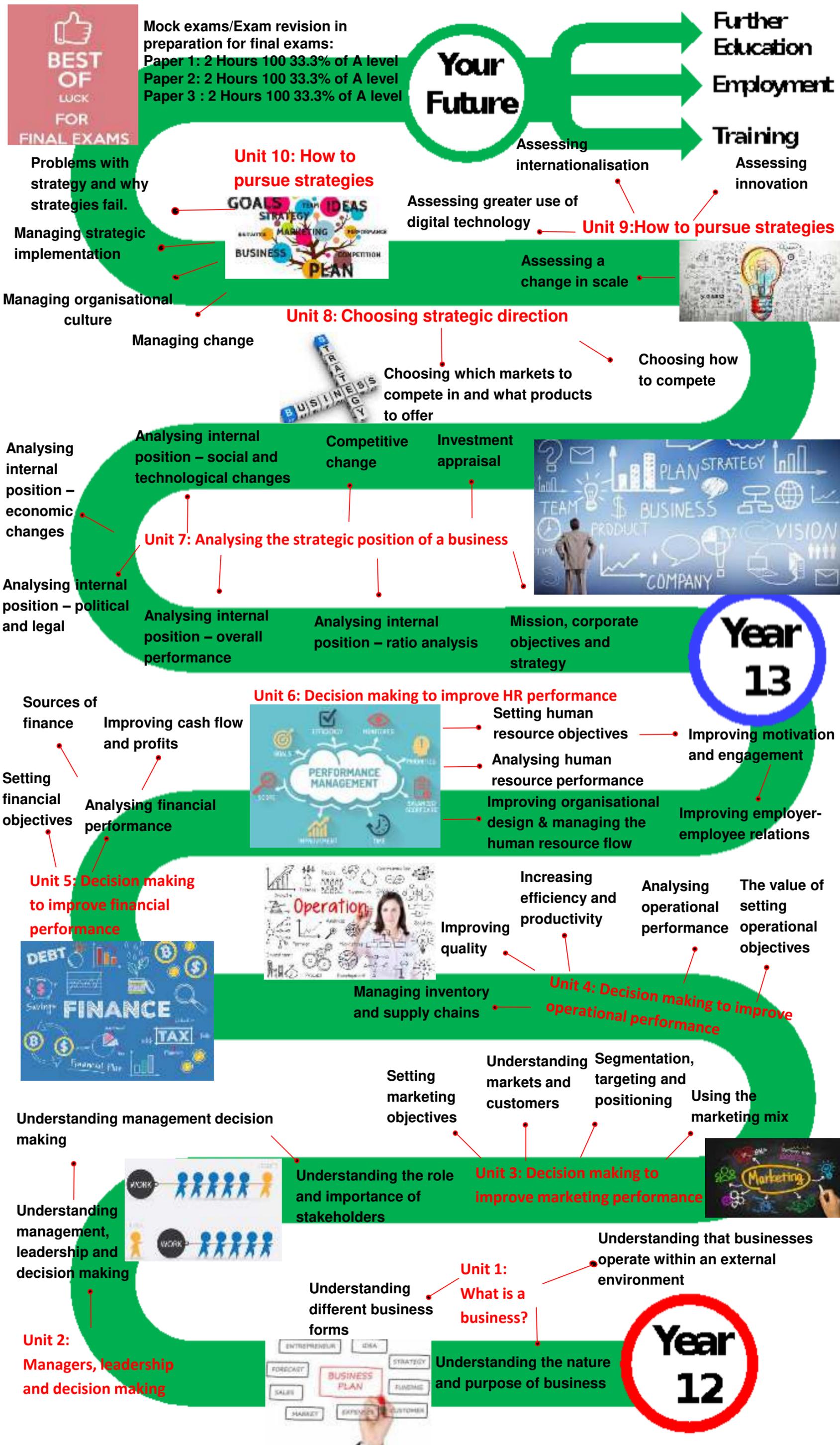


Sociology



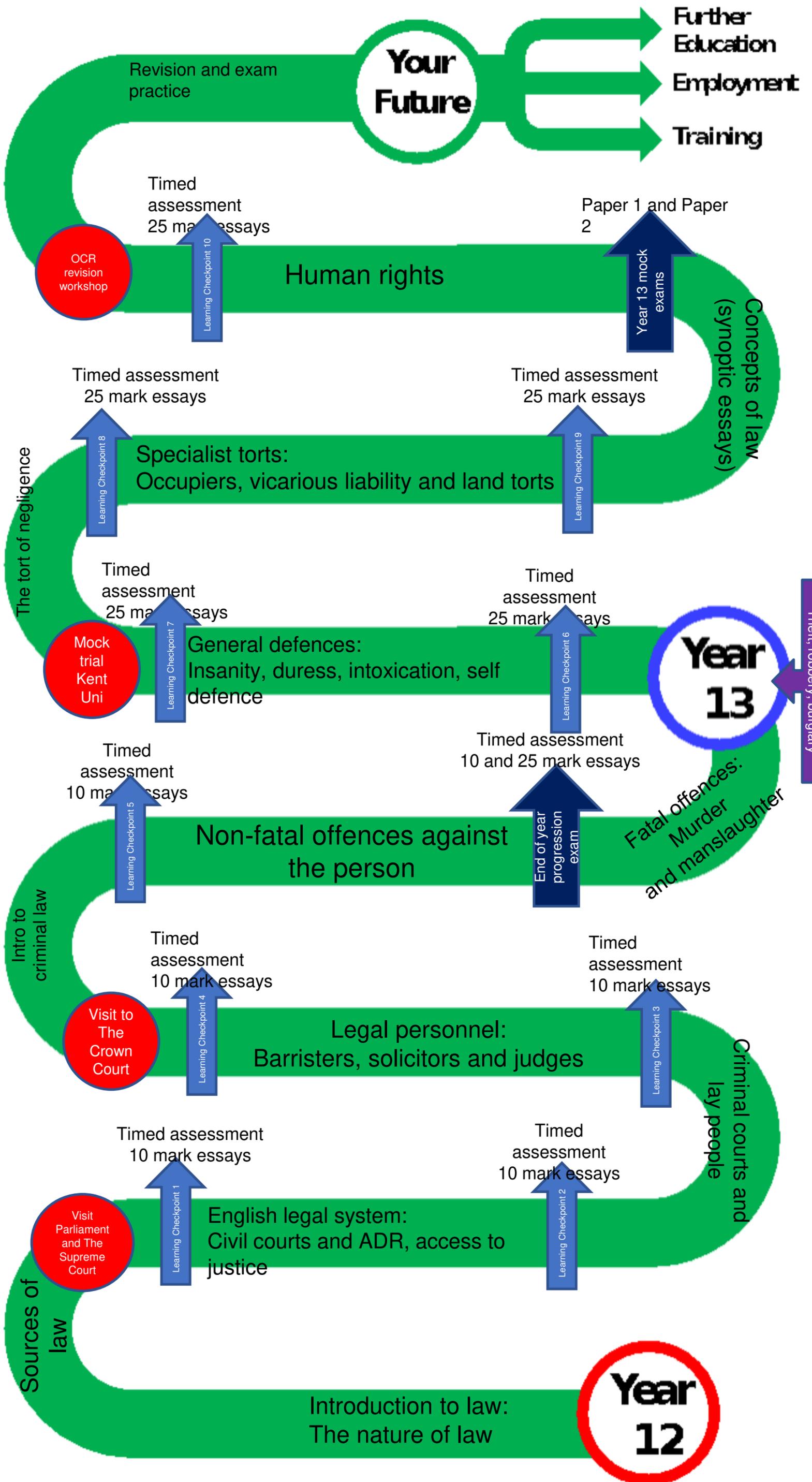


A level Business





Road Map to A Level Law

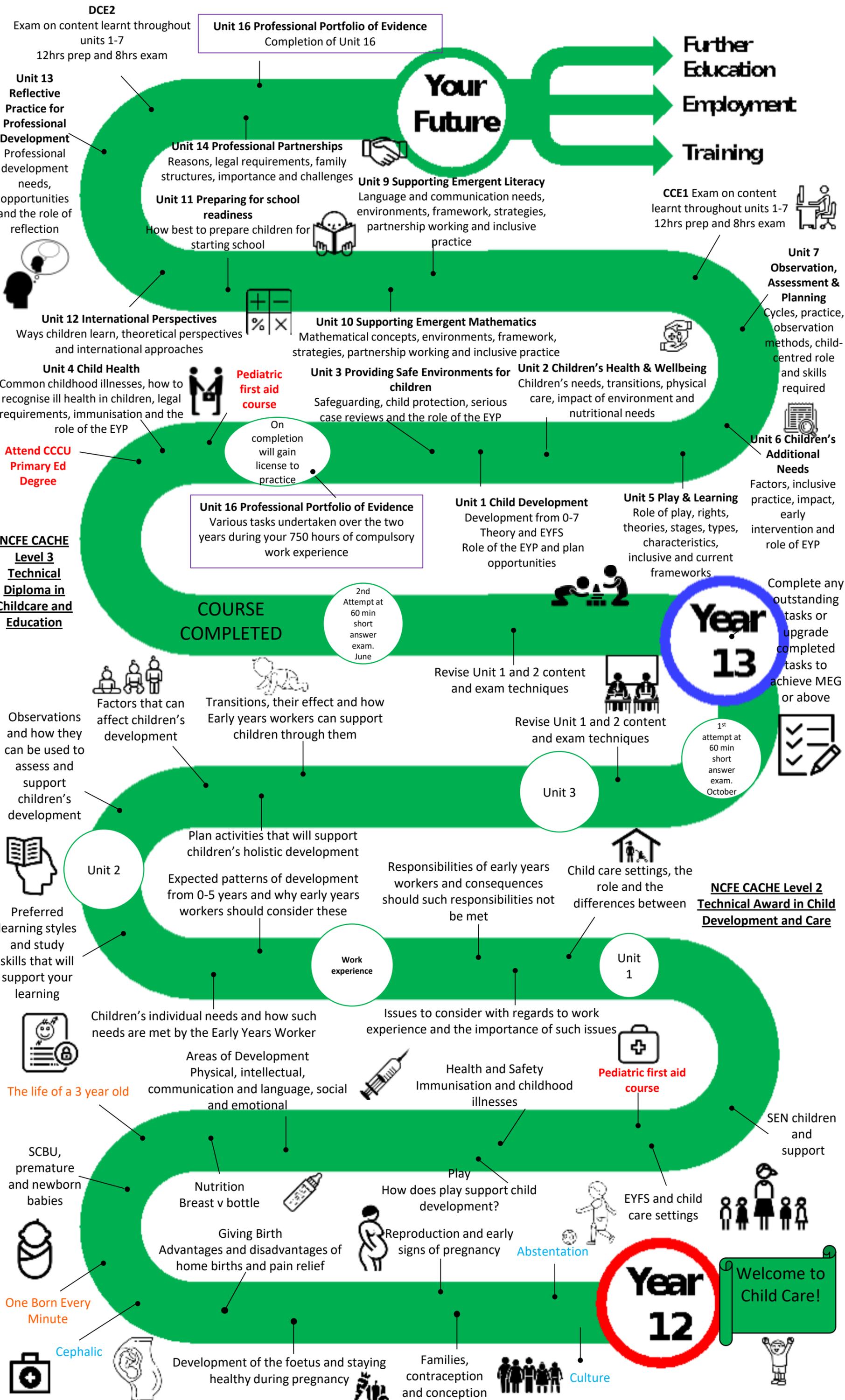


Excellence in
Practical Learning



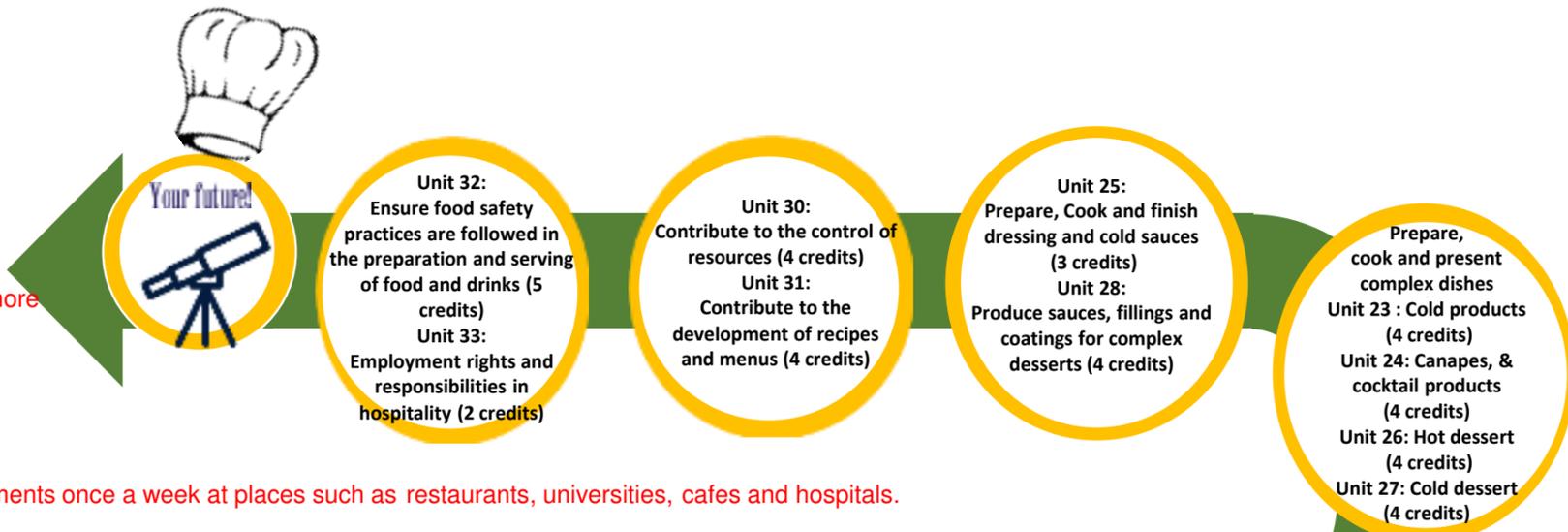


Childcare & Education

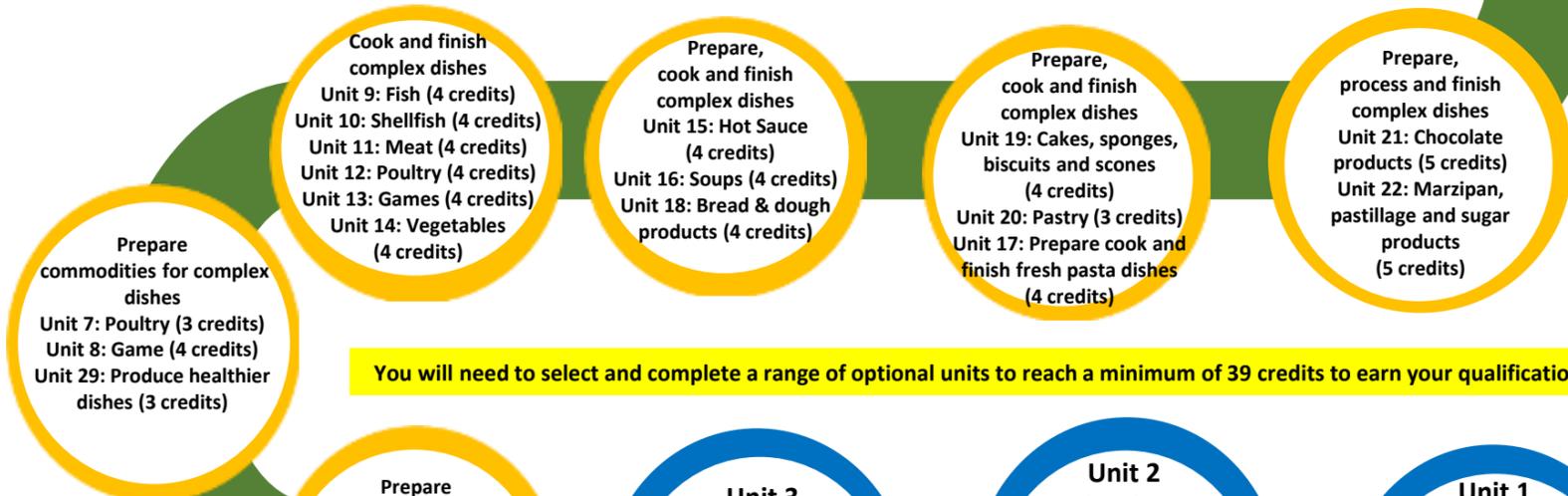


Chefs Academy Road Map

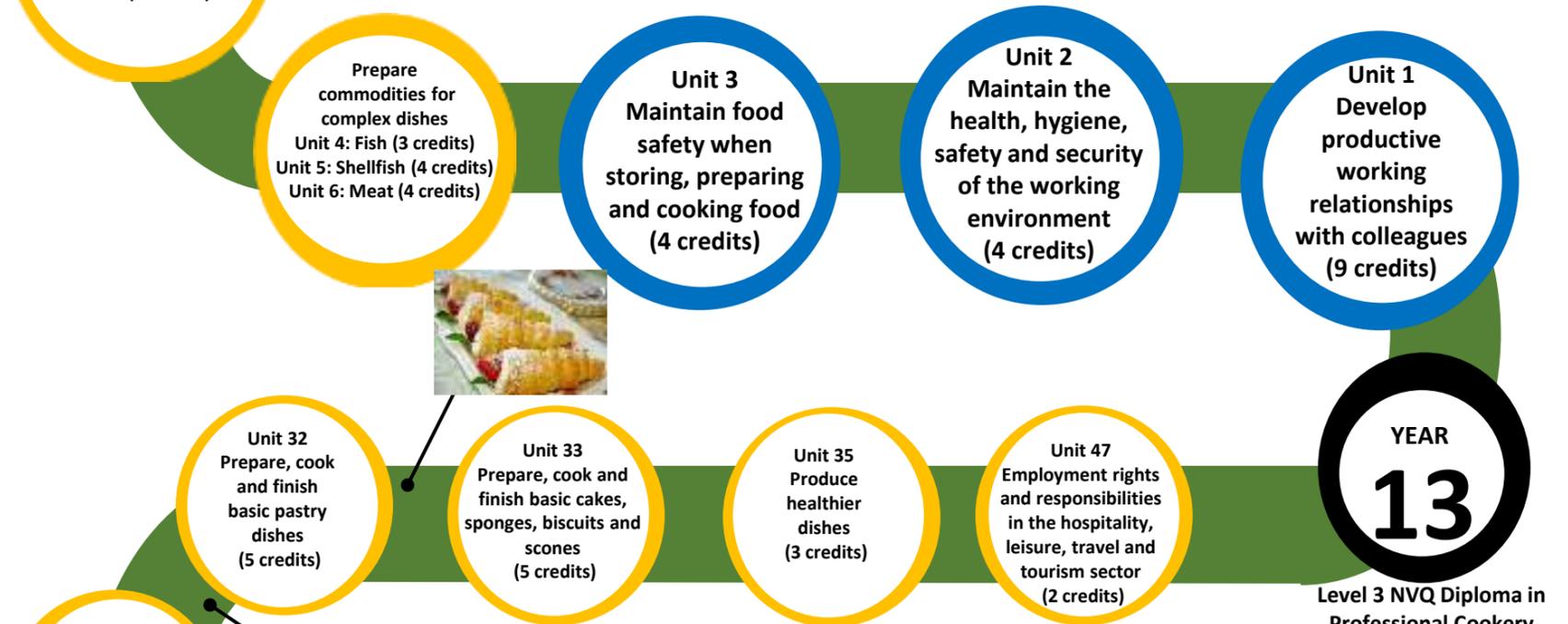
Restaurants
Ships
Armed forces
Hospitals
University for more qualifications



Work placements once a week at places such as restaurants, universities, cafes and hospitals.



You will need to select and complete a range of optional units to reach a minimum of 39 credits to earn your qualification

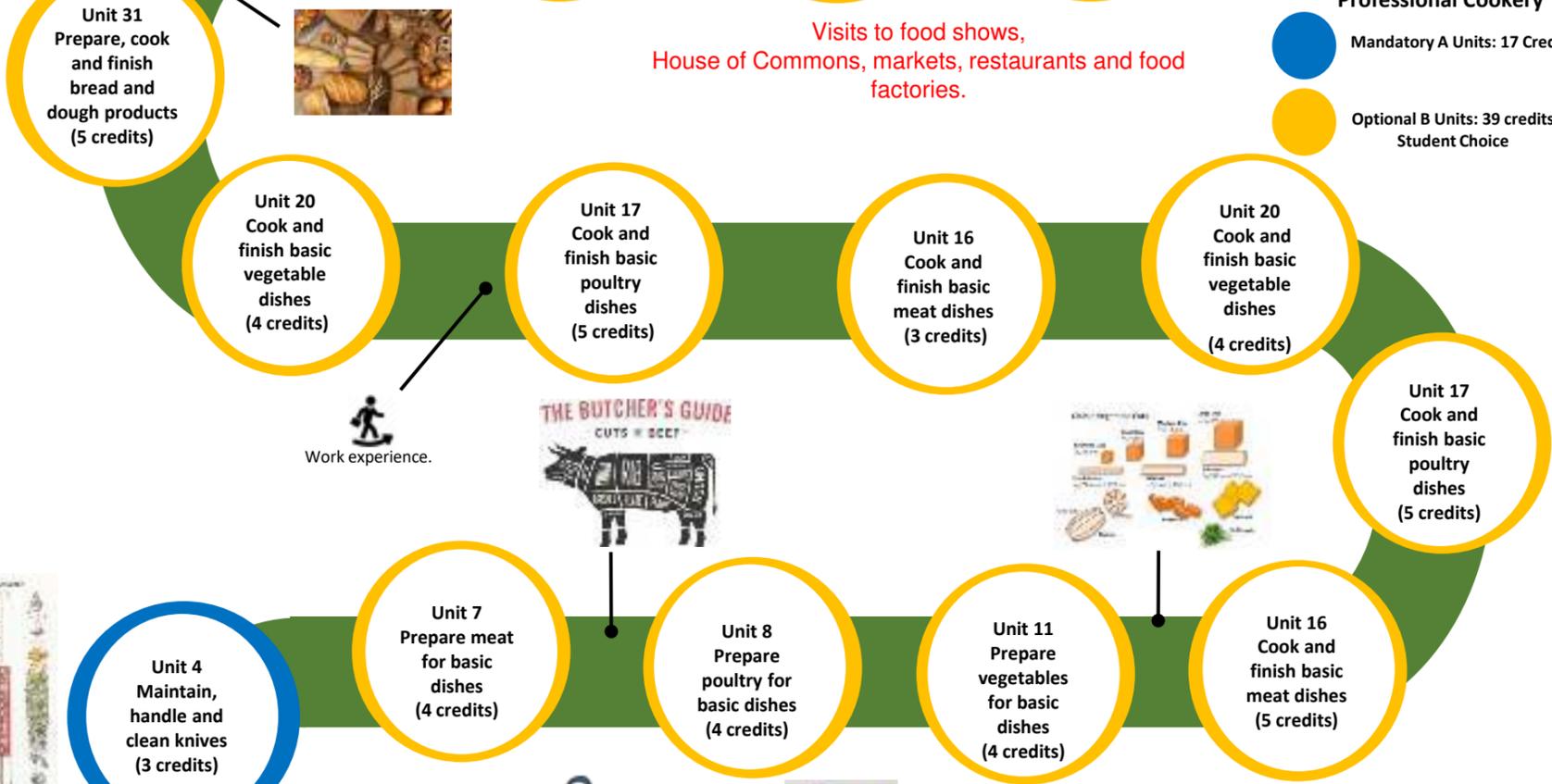


YEAR 13

Level 3 NVQ Diploma in Professional Cookery

● Mandatory A Units: 17 Credits
● Optional B Units: 39 credits Student Choice

Visits to food shows, House of Commons, markets, restaurants and food factories.



Work experience.



YEAR 12

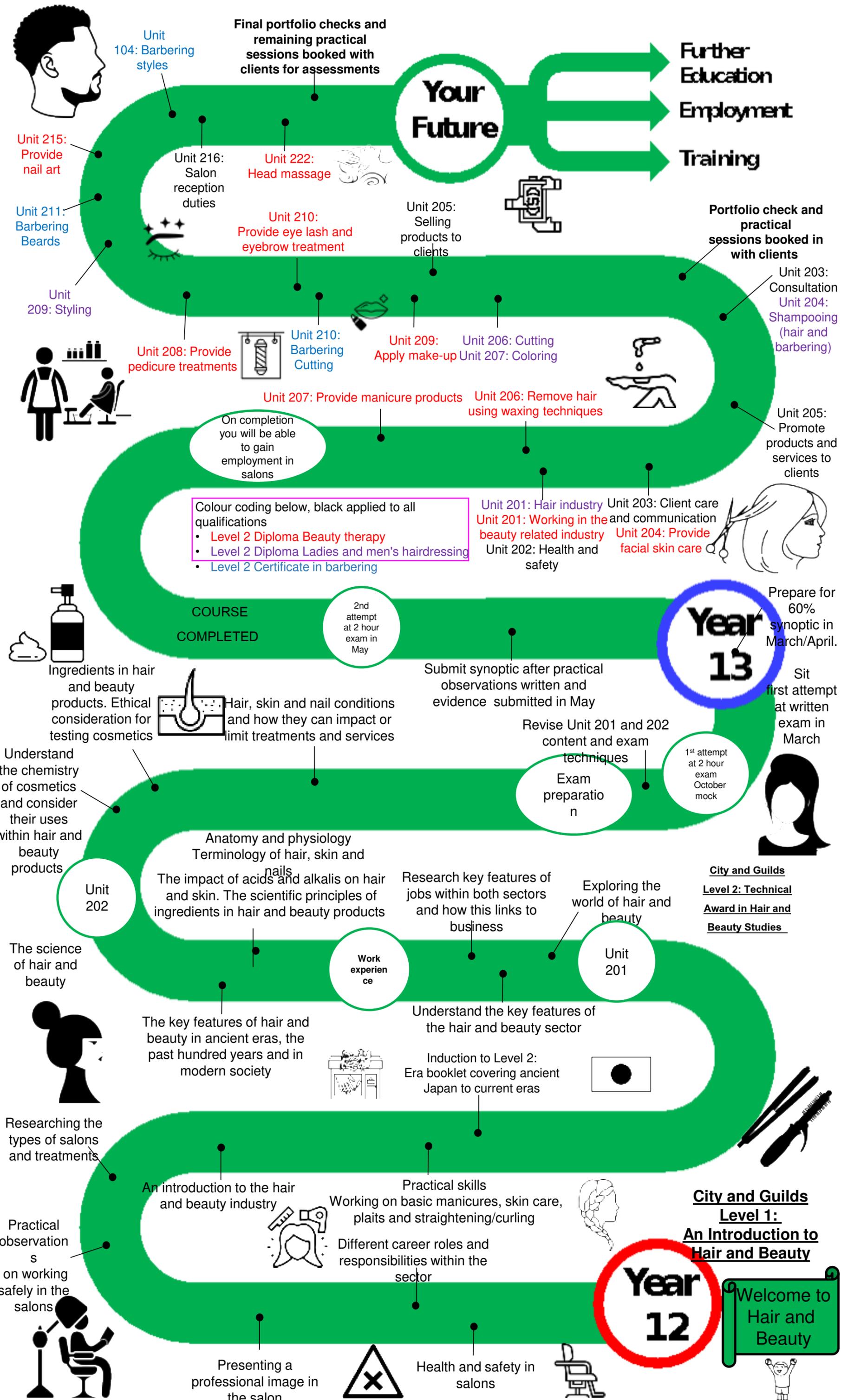
Level 2 NVQ Diploma in Professional Cookery

● Mandatory Units: 13 Credits
● Optional Units: 60 credits Teacher Choice

Observations and questions to be completed as the year goes on. No examination.



Hair and Beauty Studies



NCFE: Business and Enterprise



Progression

Completion of this subject at Level 2 will enable you to study the following Level 3 courses.

- Level 3 BTEC in Business Studies
- A-Level Business Studies
- A-Level Economics
- An apprenticeship within sectors such as a finance, marketing or human resources.
- Level 3 Qualification from London Institute of Business of Finance

1x Coursework

Topics 1-9 Business Plan



2.4 Business Planning:

- Planning



2.2 Human Resources:

- Human Resources

2.1 Resource and Growth:

- Business research
- Resource planning
- Business growth



2.3 Sources of Finance:

- Business and enterprise funding
- Business and enterprise finance



Unit 2

11

1x Exam

4. Internal Influences:

- Customer service
- Internal influences
- Internal challenges and growth

5. External Influences:

- External influences
- Challenges of growth

Topics 1-5

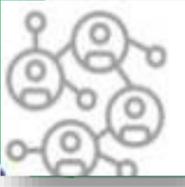
Unit 1

1

10

2. Marketing:

- Marketing mix
- Market research and markets



3. Operations:

- Operations management

1. Entrepreneurship:

- Entrepreneur
- Aims and objectives
- Structures
- Stakeholder engagement



Term 5 and 6 Project: Empty Shop Project

Focus:

- Internal influences
- External influences



Focus:
* Business planning

Term 4 Project: Easter Egg project



Focus:

- Entrepreneurship
- Aims and objectives
- Market research

Term 3 Project: Mobile Van Company Project



Term 2 Project: Business Location

Focus:

- Research
- Teamwork
- The marketing mix place



Focus
Research
Decision making
The marketing mix

Term 1 Project: NatWest Money Sense. Design an App



In your Year 9 lessons you will develop the key skills needed to complete an NCFE in Business and Enterprise

9



BTEC Marketing KS5

Your Future

Further Education
Employment
Training

B. Implement market research activities to meet a specific start-up business' marketing objectives.

C. Review market research findings and make recommendations for a start-up business.

External assessment re-take June

A. Examine types of market research used by start-up businesses to inform decision making.

Unit 12: Market Research for a start up Business

Links to Units 1,2,3,4 5, 6, 11

C. Develop an influencer marketing plan for a specific organisation.



B. Explore the use of influencer marketing within a specific market sector.

A. Investigate influencers and their associated marketing campaigns.



A. Examine the purposes and benefits to a selected organisation of generating customer loyalty.



Unit 11: Influencer Marketing
Links to Units 1 & 4

Unit 6: Generating Customer Loyalty

Links to Units 1, 2, 3, 4 5 6 11 & 12

B. Investigate the information required to implement customer loyalty strategies.

C. Review the methods of generating customer loyalty in a selected organisation.

Unit 4: Applying Digital Marketing
Linked to Unit 11

External assessment re-take January



D. Review the development and effectiveness of a digital marketing campaign.

C. Develop a digital marketing campaign for a specific product or service.

A. Explore the principles of digital marketing practice used in the marketing industry.

B. Explore the use of digital marketing in a specific product or service.

Year 13

External assessment June.

A. Marketing activities.

B. Researching and analysing the market.

C. Consumers and customers.

D. Developing a marketing strategy using a coordinated marketing mix (7Ps).

Unit 2: Principles of Marketing
Links to Units 1, 3, 4, 5, 6 & 12



C. Recommend improvements to a brand for an existing product or service.



B. Review how branding is used by a selected organisation.



A. Investigate the role of branding in a selected organisation.



Unit 5: Branding Products and Services
Links to Units 1, 2, 3,4 6 11 & 12

Unit 1: Careers in Marketing
Links to Units 2, 3, 4, 5, 6, 11 & 12



A. Examine the organisation of the marketing industry in the UK.

C. Undertake recruitment activities for a job role in the marketing industry.

D. Reflect on own performance in the recruitment process to prepare for a career in the marketing industry.

B. Investigate careers in the marketing industry.

D. Present customer communications for a specific product or service.

B. Investigate the customer communications process for a specific product or service.

Unit 3: Customer Communications
Linked to Units 1, 2, 5, 6 & 12

Year 12



C. Plan and create customer communications for a specific product or service.



A. Explore segmentation, targeting and positioning and the influences on the customer decision-making process.



Health and Social Care

Unit 19 (if Unit 6 hasn't been done) Nutritional Health

Basing your work on two service users, you will complete an analysis of nutritional health and improvement of the nutritional health of one of your studies



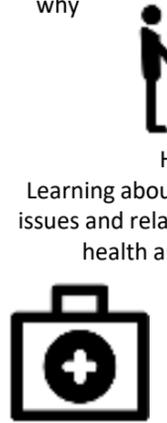
Unit 4: Enquiries into Current Research in Health and Social Care
This unit is externally set and marked



TRIPLE AWARD: Unit 12 Supporting Individuals with Additional Needs.
You will explore the role of health and social care services in providing care and support to individuals with additional needs

Attend an Open Evening at Canterbury Christ Church University to look at the variety of available careers in the health care industry

First Aid Unit
Learning about how to respond in a situation where another person has an injury, whether mild or severe and what first aid to give for a variety of injuries and the reasons why



Health
Learning about a range of health issues and related professionals in health and social care



TRIPLE AWARD: Unit 3 Anatomy and Physiology for Health and Social Care
You will cover the structure, organisation and function of the human body, and anatomical and physiological systems and medical research related to disorders affecting these systems.



Unit 7: Principles of Safe Practice in Health and Social Care.
Looks at all aspects of keeping service users safe in a variety of settings, from food hygiene to infection control



TRIPLE AWARD: Unit 18 Assessing Children's Development Support Needs.

You will explore theories that explain how children develop, the factors that may impact development, and how growth and development is monitored and supported.



Unit 8: Promoting Public Health
Looks at the history of public health policy, how it is developed and its aims for keeping us safe

TRIPLE AWARD : Unit 17 Caring for Individuals with Dementia.
In this unit you explore conditions leading to dementia, their causes, symptoms, the effects on individuals and the support required to ensure independence and dignity for individuals

Exam based on Unit 1 and 2



Unit 14: Physiological Disorders
You will study two physiological disorders, the causes, signs and symptoms, and their effects on the service user. You will look at the various treatment options and care settings for these

Term 3

Unit 2: Working in Health and Social Care
Looking at a variety of roles within the health care and social care systems, and some of the settings where care is delivered

TRIPLE AWARD: Unit 6
Work experience in health and social care. You will explore the benefits of work experience. Over 2 years you will carry out and reflect on a period of work experience, and plan for personal and professional development

Unit 5: Meeting Individual Care and Support Needs
An internally marked unit, assessed by two written assignments based on case studies

Term 1 & 2

BTEC level 3 national diploma in health and social care

Unit 1: Human Lifespan Development
Focuses on the physical, social, intellectual and emotional development of humans in all life stages



Care Values
The rights and responsibilities of individuals and the UK and European legislation that is in place to protect these rights. These are linked to examples in various health and social care settings



Revision for re-sit exam and/or finishing off coursework, ready for submission

Term 1 & 2

Term 3 & 4

Body Systems Unit
Learning about the cardiovascular, respiratory and digestive systems and related disorders. Taking measurements of pulse, peak flow and BMI and comparing, analysing and explaining the results



Effective Communication Unit
Learning about different types of communication. Positive and negative influences on communication and ways to overcome them; personal qualities needed as a professional and interacting with one person and a group effectively



Term 5 & 6

Term 3 & 4

Term 1 & 2

OCR Cambridge National in Health and Social Care



Health
Learning about a range of health issues and related professionals in health and social care

Anatomy
Learning about anatomy, linked to health issues including practicals



Psychology in Health and Social Care
Learning about interactions and influences on communication between service users and professionals and in public health

Term 5 & 6



Creative Therapies
Designing a range of activities to help service users with a range of issues, e.g. making things, scrapbooking, games

Term 3 & 4

Diet
Learning about diet and giving advice to service users with varying requirements



Equality and Diversity
Covering disabilities and how to enable access to activities for all.



Term 1 & 2

Year 12

Welcome to Health and Social Care!

Own skills and qualities for different careers in health and social care



Life Span
Development and care needs of individuals from birth to older age





Travel and Tourism KS5



Observations and portfolio of tasks
Reflection on work experience

Reflect on work experience undertaken and its influence on own personal and professional development

Carry out work experience in an appropriate and safe manner

Your Future

Further Education
Employment
Training

Unit 13: Work Experience in Travel and Tourism

Links to Units 1,2,3,5 & 9

External assessment
Re-Take
May/June

Investigate opportunities for work-related learning in the travel and tourism industry

Explore how visitor attractions respond to competition and measure their success and appeal

Examine how visitor attractions meet the diverse expectations of visitors

Investigate the nature, role and appeal of visitor attractions

Unit 9: Visitor Attractions

Links to Units 1 2 & 13

Carry out a pitch for the new travel and tourism enterprise start-up plan in order to generate interest in the new travel and tourism enterprise



Unit 5: Travel and Tourism Enterprises

Links to Units 1, 2 9 & 13

Law
Finance
Resources
Documents

Prepare a marketing strategy to launch the new travel and tourism enterprise to raise consumer awareness

Presentation with supporting documents

Produce a promotional campaign for a new travel and tourism product or service, to meet stated objectives.

Design a promotional campaign

Produce promotional materials

Carry out market research to identify a new travel and tourism enterprise idea to meet the changing needs of consumers

Develop a start-up plan for a new travel and tourism enterprise to meet the changing needs of consumers

Marketing mix
Marketing strategy

Using data to identify a new product or service

External assessment
Re-take
January



Analysing data

Collecting data

Carry out market research in order to identify a new travel and tourism product or service

Marketing and success

How marketing influences business activities

Examine the impact that marketing activities have on the success of different travel and tourism organisations

Year 13

Links between marketing and customer service

Unit 3: Principles of Marketing in Travel and Tourism

Links to Units 2 & 13

Evaluate types of travel

Product development and innovation

External assessment
May/June

The marketing mix

Be able to evaluate factors and consumer trends that influence the popularity and appeal of global destinations, synthesising ideas and evidence to support recommendations

Evaluate travel routes



Explore the role of marketing activities in influencing customer decisions and meeting customer needs in travel and tourism



Planning itineraries and costs to match customers needs

Evaluate information to make informed decisions about the suitability of travel plans, routes and itineraries to meet the needs of specified customers

Factors and appeal of destinations

Apply knowledge and understanding of the features that contribute to the appeal of global destinations and the types of tourism and activities they support

Gateways and transport hubs

Geographical awareness

Demonstrate knowledge and understanding of the location, features and appeal of global destinations



Income and spending

Evaluate how information and data can be used by the travel and tourism industry to make decisions that impact organisations and customers

Product development and innovation

External assessment
January

Unit 2: Global Destinations

Linked to Units 5 9 & 13

Visitor numbers

Employment

SWOT analysis

Apply knowledge and understanding of the travel and tourism industry. Identify factors impacting the industry, making comparisons to real-life travel and tourism scenarios

Technology

Product and services

Customer types

Unit 1: The World of Travel and Tourism

Linked to Units 2, 5 9 & 13

UK as a travel destination

Analyse information and data from the travel and tourism industry, identifying trends and the potential impact of different factors on the industry and its customers



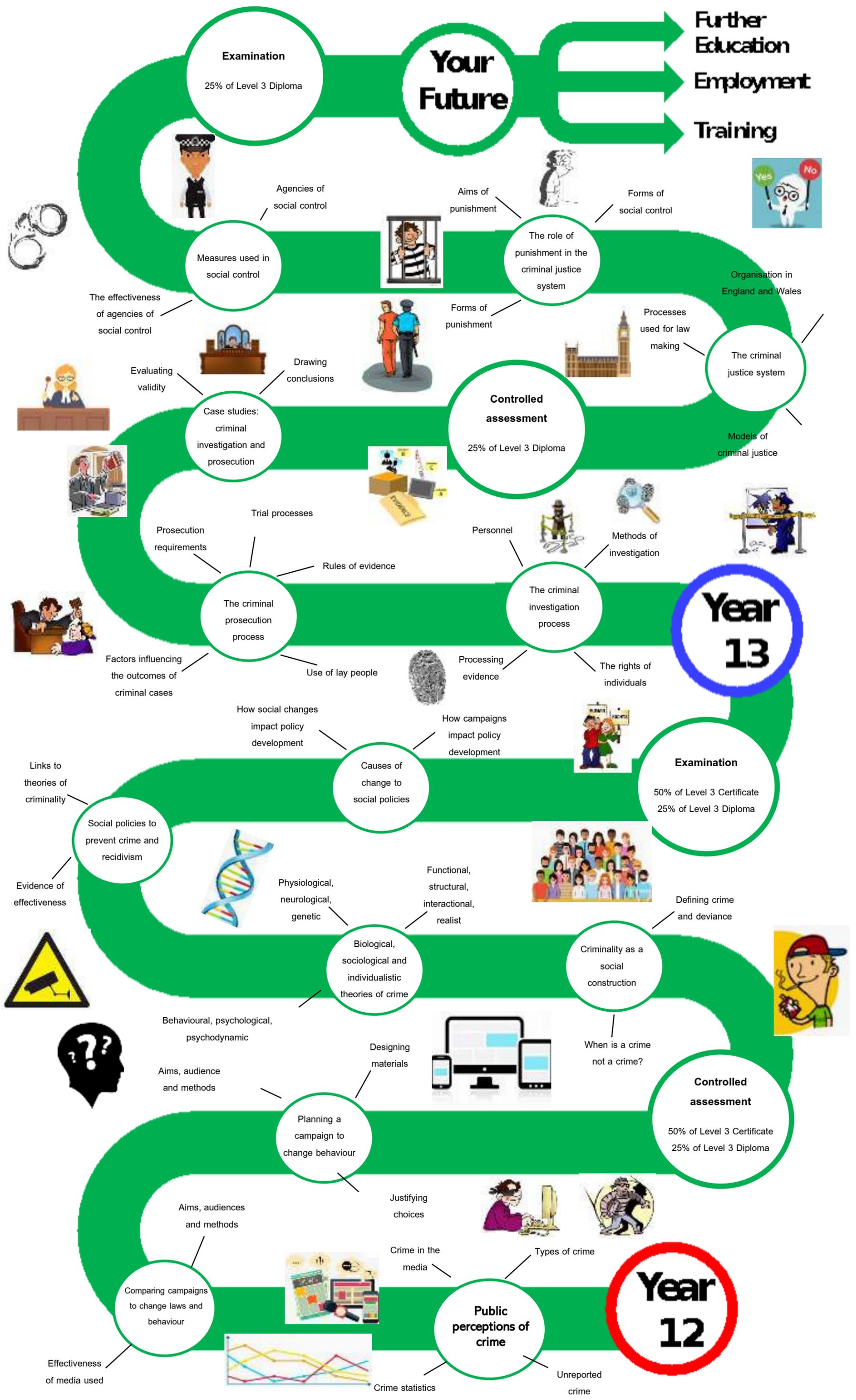
Demonstrate knowledge and understanding of the travel and tourism industry, types of tourism and organisations involved

Year 12





Criminology

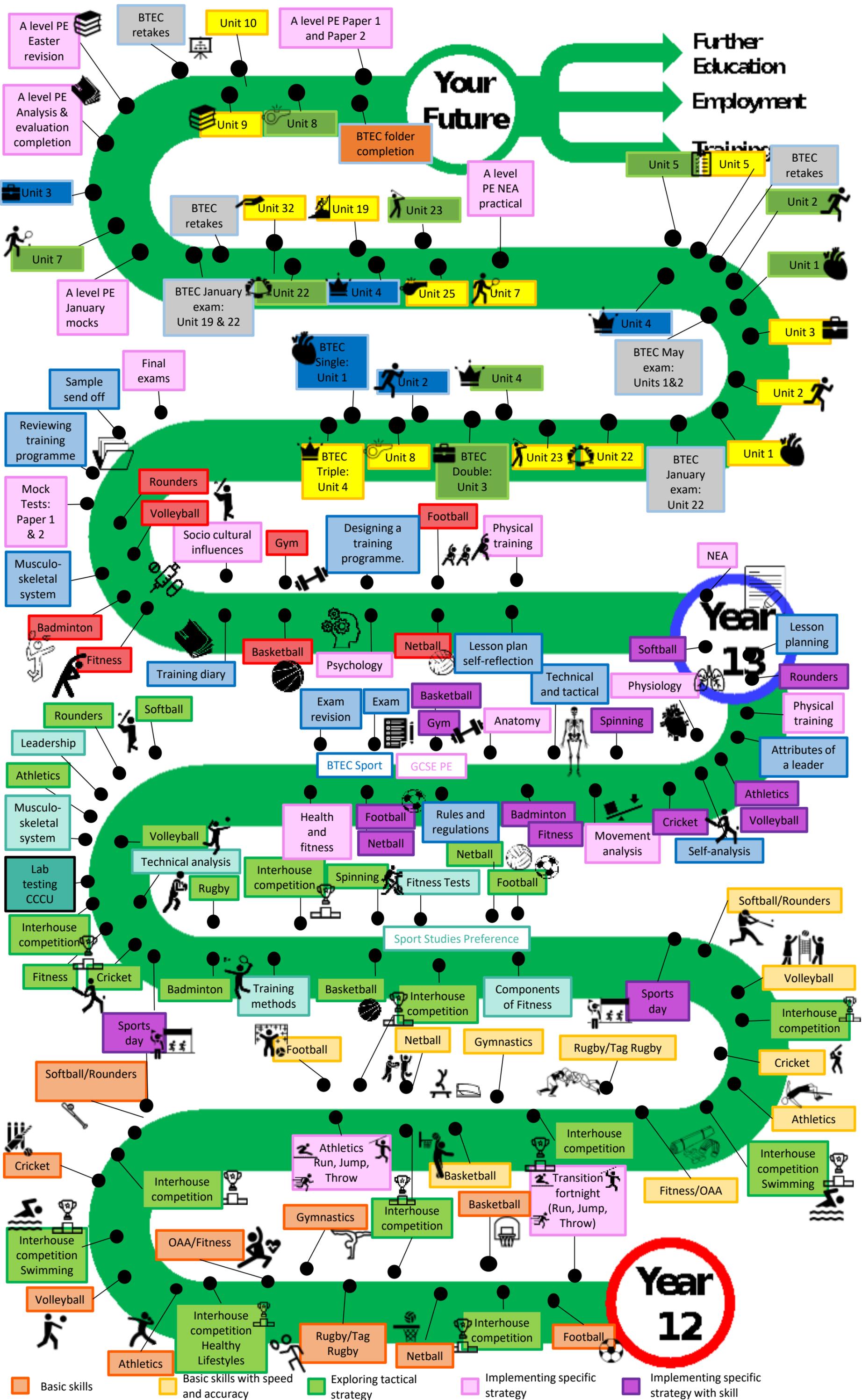


**Sporting
Excellence**





PHYSICAL EDUCATION



Performing Arts

You will develop your performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.

You will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief

Rehearsal, creative intention, target audience

Vocal skills, physical skills

Component 2 Developing Skills and Techniques in the Performing Arts

Component 3 Responding to a Brief

Theatrical convention, team work, characterisation, vocal & physical techniques, interaction with others

The role of a Director

Question: How do members of the creative team work together to make the audience laugh?

Question: What 1960's do you need to become a West End performer?

Production elements, refining ideas

Alignment, gesture posture phrasing energy

Question: What was music, fashion and politics like in the 1960's?

Projection, Harmonisation, Characterisation, movement memory

Question: How do you develop and combine performance skills?

Movement memory, extension and combining singing and dance

The role of a choreographer
Roles, responsibilities and skills

Form/structure/narrative

How do performers celebrate the music of Abba?

Singing • Acting • Dancing

What is a Musical?

Who is involved in putting on a musical and how are musicals created?

Research skills

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Genres of musical, performance styles

Characterisation on Projection Harmonisation

You will explore the context of 'Mamma Mia', the relevance of the finale and the role of a musical director!

What is a Musical?

Shakespeare

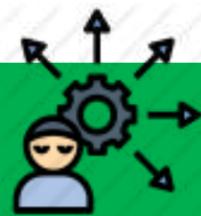
Iambic Pentameter, text exploration

Characterisation, status, tension, relationships

Question: Is Shakespeare relevant to today's society?
Students will explore plot, character, language & structure

Links to English & History Elizabethan/Jacobean England. RSC opportunities

Devising through Stimulus



Production Arts



8

Ensemble Choral Movement Performance Styles

Question: What happens backstage before and during a performance?
Exploring job roles within the production arts, students will experiment with sound, set, lighting and costume design

Lighting sound Set, costume

Spy School



Question: How important is character?
Using the physical characteristics you will learn how physicality is used to tell a story and convey emotions in a three-dimensional way.

Spatial awareness, gesture, proxemics, physicalisation,

Working with scripts



Projection Flashback Characterisation Direct Address Blocking Stage directions

Choral Movement Ensemble Storytelling

Question: Is storytelling still important?
Scripts – students will work with a range of scripts

And... talk about the conventions of storytelling Through performance

Links to English: Theme/character analysis



Introduction to Drama

Question: What's more important dialogue or action?
Silent Movies - students develop their physical acting skills by exploring the genre of Silent Movie

Status, performance style, terminology

Proxemics, gesture,

facial expressions

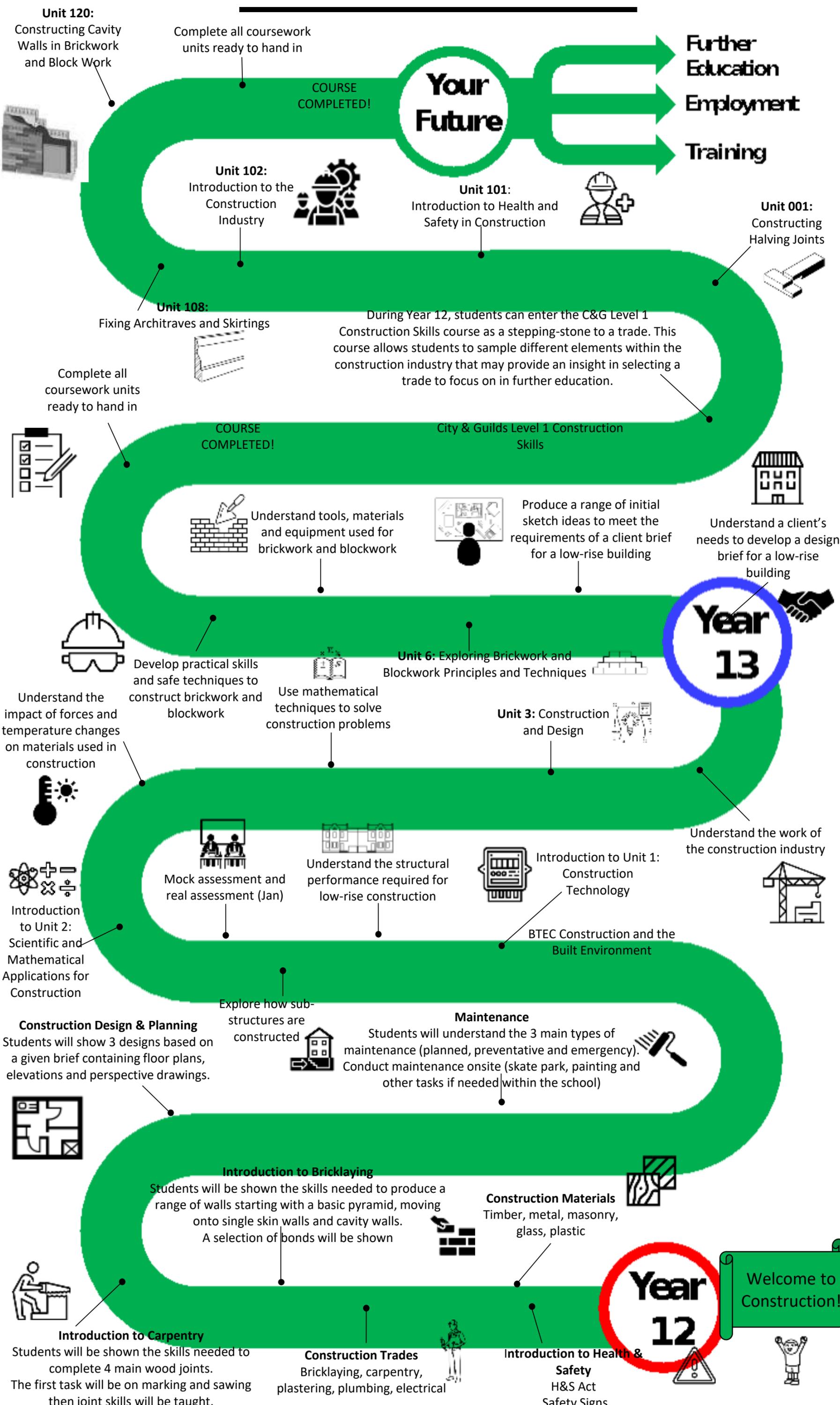
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Links to Music: appreciation of how music can set the scene &



Construction



Food and Nutrition Road Map



Food and Nutrition Road Map





Question



Debate

The Canterbury Academy Trust
Schools for all the Talents



Think



Discussion

Geography – a journey of questions and answers



Can geopolitics provide a solution to development and human rights?

Why does human development vary from place to place?

Global development and connections

Revision and exams

Your Future

Further Education
Employment
Training

How do my actions affect global climates?

How does the carbon cycle keep the planet healthy?

The carbon cycle

Where will our energy come from?

Do superpowers always make the right decisions?

Superpowers

Can we make more water?

The water cycle

Do we waste water?

What will my conclusions be?

Fieldwork and NEA

What issues need investigating?

Which part of the world will the next superpower come from?

How do Superpowers affect me?

How much freshwater is there?

Is there a better way to manage the coastline?

Shaping places

Can regeneration do what it says?

How do I answer a question?

Why are some places more vulnerable?

How has globalisation affected different people?

Tectonic processes and hazards

Globalisation

Coastal landscapes and change

Why are places different?

Revision and exams

Can we explain process?

Can we reduce risk?

Is globalisation to blame for environmental degradation?

What are the consequences of sea level change?

What does the evidence say?

What is my opinion?

Is a sustainable future possible?

Why are there more tropical storms?

How do we keep people safe?



How can we manage dynamic landscapes?

Do different opinions matter?

Issue evaluation

The challenge of resource management

Natural hazards

UK physical landscapes

How are different landforms created?

Can we find patterns?

Are there patterns and trends?

Does the world have enough resources?

Can we manage climate change?

Why does the ground shake?

Can we prevent flooding?

How can we improve quality of life?

Who makes the decisions?

Can geography save us from disease?

Urban issues and challenges

The living world

Changing economic world

Why are landscapes different?

Can we get richer without the environment getting poorer?

What is a superpower?

Who will rule the world?

Will the world order change?

Why is it a problem?

Can we live sustainably?

Why is there deforestation?

Why am I like this?

Why is there a development gap?

Are my trainers ethical?

Is globalisation a good thing?

Can I explain the plastic in our oceans

What do you know about tectonics?

Welcome to population

Can geography save the world?

What is threatening our planet?

Why are we more connected?

Is the world getting smaller?

Where does my plastic end up?

Are oceans important?

Why do we get volcanoes?

Why do some people leave their home?

Where does everyone live?

What is a resource?

Do we have enough food and water?

Where does our water come from?

Which countries are in Asia?

What is Japan like?

How cold is Antarctica?

What threatens these places?

Why does life expectancy vary?

How can places develop?

Can we prevent climate change?

Can we prevent conflict?

Why is China so rich?

Can geography explain Asia?

Welcome to biomes

What do you know about development?

Can I explain climate change?

Is conflict inevitable?

Why do we get conflict?

Can we protect the coastline?

Does water create or break our landscapes?

What are the positives of tourism?

What is a rainforest like?

What is an adaptation?

Why are some places rich and some poor?

What is the greenhouse effect?

Is global warming bad?

Why does it flood?

Is tourism a good thing?

Where should I go on holiday?

Can I explain Africa?

What do you know about the weather?

Welcome to Geography

What is conflict?

Why do we get conflict?

Can going on holiday harm the environment?

Is everyone poor?

Is Africa a country?

How can we protect ourselves from tropical storms?

What do the clouds mean?

How do you use a map?

What do you study in Geography?

Year 12



Welcome to The Canterbury Academy

Excellence in
Performing Arts



- Cross Curricular Links
- Knowledge
- Subject Specific Skills

Drama Learning Journey

Question: Actor's are nothing without designers?
This component requires students to consider all aspects of production developing sound knowledge on the productions

Links to English; exploring characters, themes, plot

**Component 3
Theatre Makers in
Practice
Exam**



**Live Theatre
Evaluation**

Learning lines, rehearsing, amending and refining text extracts

**Component 2
Performance from
Text**

Question: What makes a character interesting for an audience? this provides students will be provided opportunities to explore plot, structure, narrative, developing empathy skills, as they consider different characters and develop methods of communicating ideas and themes.

Links to English text analysis

**Component 1
Devising**



1

Question: What makes good theatre?
Students will explore a range of stimuli & use their knowledge of drama conventions & performance styles to devise a piece of theatre

Theatrical convention, team work, characterisation, vocal & physical techniques

Stimuli, analysis, genre, social, historical and cultural contexts, health & safety

Links to English; conflict And relationships

Question: What type of theatre is more powerful, naturalistic or non-naturalistic?

**Component 3
Theatre Makers in
Practice
Set Text**



**Live Theatre
Review & Direction**

Acting Skills

Playwright intentions, deconstructing text, Social & Historical context

Question: Do historical events have a place in today's world?
Students will study a set text in depth to be able to explain the plot, key characters and key scenes as well as understand the historical context and setting of the play.

1

Question: How is meaning interpreted and communicated on stage?
Everything on stage is intended to convey meaning to the audience and it is important to understand how.

Characterisation on Vocal Skills Physical Emotion memory

Acting Styles

Analysis Playwright intentions Direction Mood Atmosphere Set & Staging Technical Elements

Shakespeare



9

Question: Is Shakespeare relevant to today's society?
Students will explore plot, character, language & structure

Links to English & History Elizabethan/Jacobean England. RSC opportunities

Iambic Pentameter, text exploration Characterisation, status, tension, relationships

Students will explore a range of performance styles including Brecht, Stanislavski and Frantic Assembly
Links to History Nazi Germany

Devising through Stimulus



Production Arts

Question: Should drama help to educate society?
Using current affairs to develop empathy, leading to a performance using the conventions to educate society

Documentary drama Verbatim theatre Narration, Flashback Crosscutting, Tableau

Question: What happens backstage before and during a performance?
Exploring job roles within the production arts, students will experiment with sound, set, lighting and costume design

Lighting sound Set, costume

Ensemble Choral Movement Performance Styles

Spy School



8

Question: How important is character?
Using physical theatre and imagination you will learn how to create storytelling through movement

Imagination, characterisation, movement, physicalisation,

Working with scripts



Developing Skills in Drama

7

Choral Movement Ensemble Storytelling

Question: Is storytelling still important?
Scripts – students will work with a range of scripts

Question: What's more important dialogue or action?
Students will begin to learn and explore the basics of drama and how to utilise explorative strategies and techniques in drama performance

Status, performance style, terminology

Stage image, gesture, facial expressions, split scene

Links to Music: appreciation of how music can set the scene & communicate mood

Links to English: Theme/character analysis

And... about the conventions of storytelling Through performance



Drama & Theatre Studies



Non-verbal forms of communication
Relationship between actor and audience
Mood and atmosphere
Design elements

Employment opportunities
Further training

Brecht
Stanislaus
Complicite
Artaud
Kneehigh
Original performance conditions
Practitioner analysis

Interpreting one performance text, in the light of one practitioner for a contemporary audience

Skills

Knowledge and understanding

Practical Work

You will need to consider how performers and designers use theatrical conventions and dramatic elements to realise ideas from the page to the stage.

The unseen extract will be from a scene or moment that is significant to the text as a whole

The extract will be between 80-110 lines long

Page to Stage: realisation of one key extract from a performance text

Critical and evaluative judgements

Reflect on your experience as an informed member of an audience at a live theatre performance, enabling you to demonstrate knowledge and understanding of performance through analysis and evaluation

Live Theatre Evaluation

- There are **three** main areas of focus
1. Interpreting one complete performance text
 2. Page to stage
 3. A live theatre evaluation

Theatre Makers in Practice

Component

Read and research their chosen extracts
Social, historical and cultural contexts
Communicate coherent interpretations



Groups 5-6
35-45 mins

Groups 3-4
20-30 mins

A monologue or a duologue performance/design realisation from one key extract from one performance text.

A group performance/design realisation of one key extract from a different performance text. You may complete this component either as a performer or as a designer or combine these roles.

Text and extract choice
Complexity of themes
Challenge
Two key extracts must be from two different performance texts

Monologue & Duologue
Professionally published
Monologue 2-3 mins
Duologue 5-6 mins

Group performance

Text in Performance

Component

Typed 2500 and 3000 words
Annotations and notes
Audio and/or video evidence
Annotated drawings and sketches
Annotated photographs
Extended written responses.

The Portfolio

Recorded between 12 and 14 minutes

Content, genre, structure, character, form, style, and language
Ideas explored and research undertaken
Decisions made and the rationale behind them

Content, genre, structure, character, form, style, and language
Collaborative involvement

Analysis and evaluation of the creative process and devised performance (The Portfolio) Structure

1
3

Performance



Practitioner Form

Group size 3-4
Between 15 and 20 minutes

Group size 5-6
Between 20 and 30 minutes

Devising: interpreting, creating and developing from a complete text and applying the methods of a practitioner

Knowledge and understanding

Devising skills

Design roles are:
lighting design
set design
sound design
costume design

Dialogue
Themes/issues and ideas

Devising

Component

A-Level Drama and Theatre Studies is a qualification that will engage you through encouraging creativity, focusing on practical work which reflects 21st-century theatre practice and developing skills that will support progression to further study of drama and a wide range of other subjects.

Develop your creative and exploratory skills to devise an original performance.

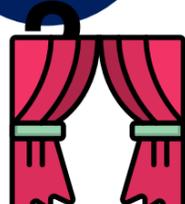
Analysing and evaluating the creative process and devised performance. A group performance/design realisation of the devised piece.

Interpreting, creating and developing a devised piece from one key extract from a performance text and applying the methods of one practitioner.

There are **three** main areas of focus

Introduction to Drama & Theatre Studies

Welcome to Drama & Theatre Studies!



Film Studies Learning Journey

Employment opportunities
Further training



Filming Option
The individual learner must be responsible for the camerawork and editing of the short film.

Screenplay for a short film of between 1600 and 1800 words

Screenplay Option
Unassessed learners may appear in the shots taken for the storyboard images. The storyboard shots must, however, represent the shots they describe, although lighting requirements should be detailed in the storyboard's visual instructions.

Between 4 and 5 minutes

Create your short film/screenplay within a time-period of approximately **thirteen to fifteen weeks**

The production may take the form of either:
A short film
A screenplay for a short film.

Apply knowledge and understanding of elements of film to the production of a film or screenplay.

Apply knowledge and understanding of elements of film



Production
Production is a crucial and synoptic part of the course.
Component 3 will give you the opportunity to put into practice the filmmaking ideas you have developed throughout the course.

Questions will focus on:
• Core study areas
• Narrative
• Auteur

Section D:
Film movements Experimental film (1960-2000)

Questions will focus on:
• Core study areas
• Critical Debates

Explore critical debates about realism and the expressive

Section C:
Film movements Silent cinema

One of the following films will be studied:

- Sisters in Law
- The Arbor
- Stories We Tell
- 20,000 Days on Earth
- Amy

Section B:
Documentary film

Questions will focus on:
• Core study areas
• Critical Debates
• Filmmakers' theories

Two films will be studied one chosen from group 1 and one from group 2:

Group 1: European film

Group 2: Outside Europe

Section A:
Global film (two-film study)

Questions will focus on:
• Core study areas

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3

Global filmmaking perspectives



Mise-en-scène
Ideology
Genre

Critical approaches to narrative

Questions will focus on:
• Core study areas
• Narrative
• Ideology

Section C:
British film since 1995 (two-film study)

Five feature-length films (or their equivalent) will be studied for this component

Demonstrate knowledge and understanding of elements of film

Conveying messages and values



Section B:
American film since 2005 (two-film study)



Social, cultural, political contexts

Rac
Class
Gender
Sexuality
Ideology
Spectatorship

Questions will focus on:
• Core study areas
• Spectatorship
• Ideology

Two films will be studied
Mainstream film
Contemporary independent film (produced after 2010)

Two Hollywood films will be studied for comparison



New Hollywood (1961-1990)

Classical Hollywood (1930-1960)

Cinematography
Principal elements:
camera shots
composition
lighting

Section A:
Hollywood 1930 - 1990 (comparative study)

Six feature-length films will be studied for this component

Demonstrate knowledge and understanding of elements of film

Varieties of film and filmmaking
Component

Questions will focus on:
• Core study areas
• foregrounding context
• Auteur

Film is one of the main cultural innovations of the 20th century and a major art form of the last hundred years. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective.

Introduction to Film Studies

Welcome to the Film Studies!

1



Musical Theatre

Employment opportunities
Further training

Apply all skills developed throughout the programme and perform a musical production. Reflect on your individual contribution.

Reflect on your progress as you develop skills and techniques in acting, singing and dance. Apply all three disciplines in equal measure.

Perform an excerpt from a musical.

Musical theatre performers need to be...

Develop knowledge of barre and centre work.

Historical development of this dance form, through to modern-day practice.

Participate in technique classes, rehearsals and performances.

Respond to a given stimulus as part of a group, using research, discussion and practical exploration to develop performance.

Collaborate to develop and shape material.

Perform to a live audience.

FINAL LIVE PERFORMANCE
CE

UNIT 6

INDIVIDUAL PERFORMANCE COMMISSION

UNIT 5

UNIT 27

UNIT 23

UNIT 8

UNIT 23

UNIT 10

UNIT 3

UNIT 2

Draw on your learning from across the programme.

Apply your knowledge and understanding to vocationally relevant scenarios and tasks.

Respond to a commission, using research and practical exploration.

Create performance work to suit a specific purpose and target audience.

Critically analyse key information such as Performance, Production, Creative intentions, Repertoire.

Develop skills through Research, Critical analysis, Extended writing.

Learn about the structure and the physiology of the singing voice.

Explore approaches and techniques used by different theatre practitioners and theatre companies.

Participate in workshops that explore acting styles, techniques and practices used by different theatre practitioners.

Participate in technique classes, rehearsals and performance work.

Technique classes to train, develop and improve your singing skills.

Technique classes to train, develop and improve your acting skills.

Technique classes to train, develop and improve your dance skills.

Develop skills and techniques as a musical theatre performer combining acting, singing and dance skills.

Develop skills and techniques to understand the key features of jazz dance.

Develop skills and techniques to improve your singing skills.

Develop skills and techniques to improve your acting skills.

Develop skills and techniques as a musical theatre performer combining acting, singing and dance skills.

Develop skills and techniques as a musical theatre performer combining acting, singing and dance skills.

How professionals present ideas to support their progression.

Look at how self-promotion is used to gain employment.

Perform a 5-minute solo performance.

Combine acting, dance and musical skills in your performance.

Identify contextual factors that influence the practitioners' work.

Investigate the work of influential performing arts practitioners.

Attend OPEN DAYS at universities and other further education institutes.

Understand key vocal techniques.

Focus on the technical and performance skills required to be a singer.

Develop team work, creative thinking and problem solving skills.

Perform in a range of venues.

Reflect on your progress as you develop skills and techniques.

Learn and watch different styles of jazz dance.

EMPLOYMENT OPPORTUNITIES IN THE PERFORMING ARTS

Demonstrate how you use your body as an expressive instrument.

Perform an excerpt from a musical.

MOVEMENT IN PERFORMANCE
CE

Research different job opportunities.

INVESTIGATING PRACTITIONERS' WORK

UNIT 22

Evaluate your solo performance.

Attend OPEN DAYS at universities and other further education institutes.

AUDITION
Apply for auditions and interviews at her education institutes.

Create a performance to inform and educate as well as entertain.

PERFORMING ARTS IN THE COMMUNITY

Understand the diversity of this dance form and the practitioners who have influenced the style.

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Welcome to the musical theatre programme!

VERSATILE

CLASSICAL BALLET TECHNIQUES

GROUP PERFORMANCE WORKSHOP

MUSICAL THEATRE TECHNIQUES

SINGING TECHNIQUES FOR PERFORMERS

ACTING STYLES

JAZZ DANCE

DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE