The Canterbury Academy Trust Schools for all the Talents



Subject Road Maps 2022-23

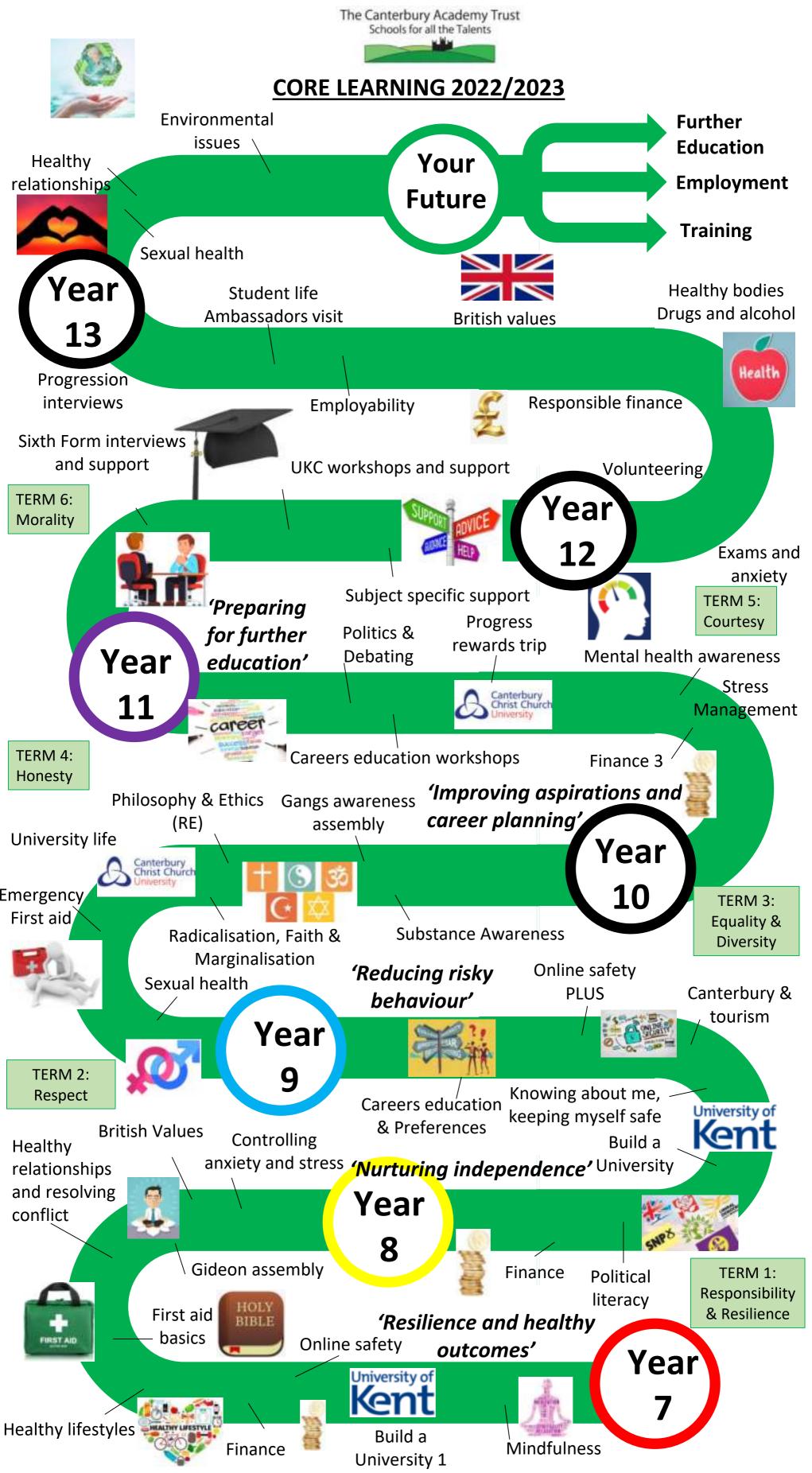






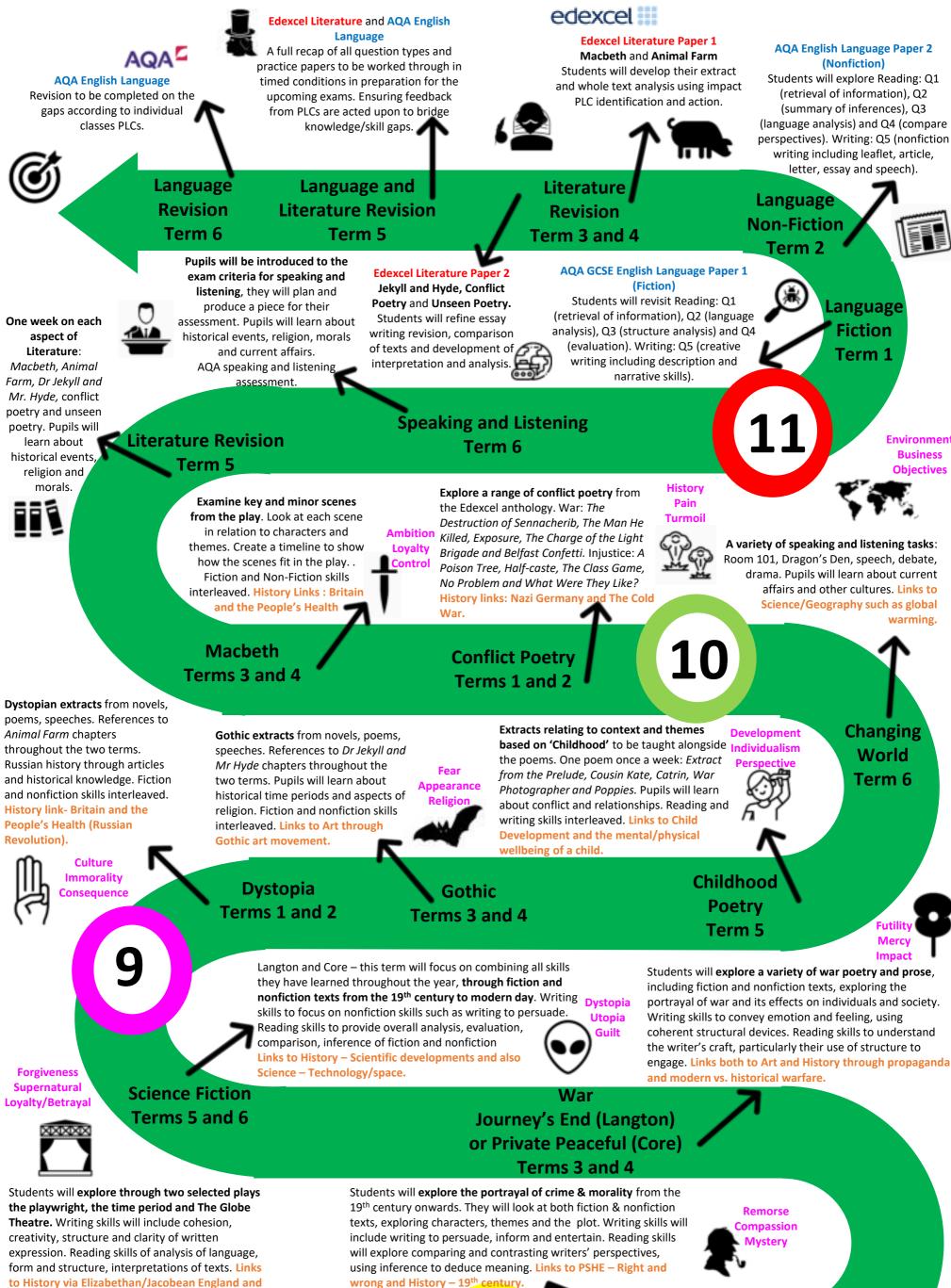


Chart your learning Journey...



Academic Excellence





also Drama and RSC opportunities.

fiction and nonfiction texts, exploring the

belonging/relationship

s across different

Writing skills will

include writing to

reading skills of

analysis within

using PEA,

religion.

argue, narrative vs. descriptive. Also

themes/characters

understanding/interpr eting poetic devices. Links to PSHE via prejudice and RE

through cultures and

theme of

cultures.

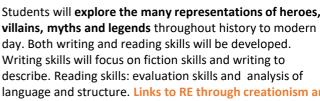
The Bard The Tempest (Langton) Students will explore a or Romeo and Juliet (Core) variety of poetry and prose, as well as Terms 5 and 6



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

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

Terms 1 and 2



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.

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

Environment

Business

Objectives

warming.

Mercy

The English Learning Journey

Courage

Selflessness

Morality

The Canterbury Academy Trust

Williams' text.

Galvanism

Doppelganger

in preparation for the final

two exams.

Adjacency pair

Ethos

learn to analyse and compare texts

from all genres.

Connections, comparing

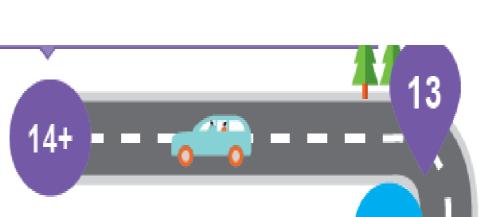
language use in context

the students themselves..

across two texts selected by Enlightenment

The Canterbury Academy Trust Schools for all the Talents

Maths



YEAR 11

Foundation

Number 25% Ratio, Proportion & Rates of Change 25% Algebra 20% Statistics & Probability 15% Geometry & Measure 15%

Higher

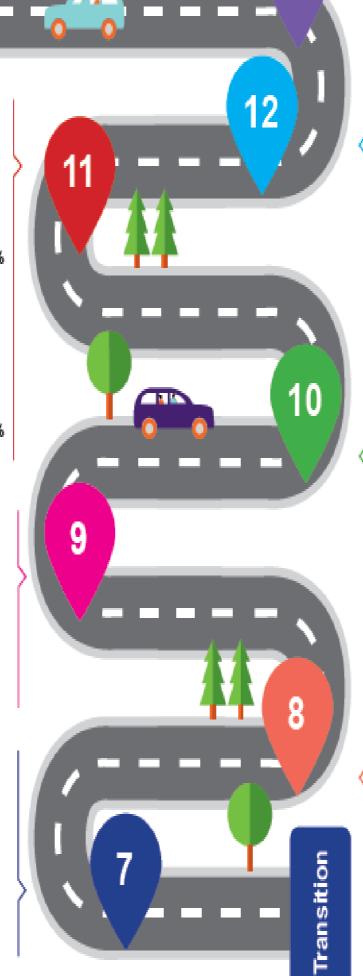
Number 15% Ratio, Proportion & Rates of Change 20% Algebra 30% Statistics & Probability 15% Geometry & Measure 20%

YEAR 9

Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions and Decimals, Ratio and Proportion, Measurement, Algebra, Geometry, Statistics

YEAR 7

Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions and Decimals, Ratio and Proportion, Measurement



YEAR 12

Foundation

GCSE mathematics (Re-sit) Functional Skills

Higher

A level mathematics AS mathematics

YEAR 10

Foundation

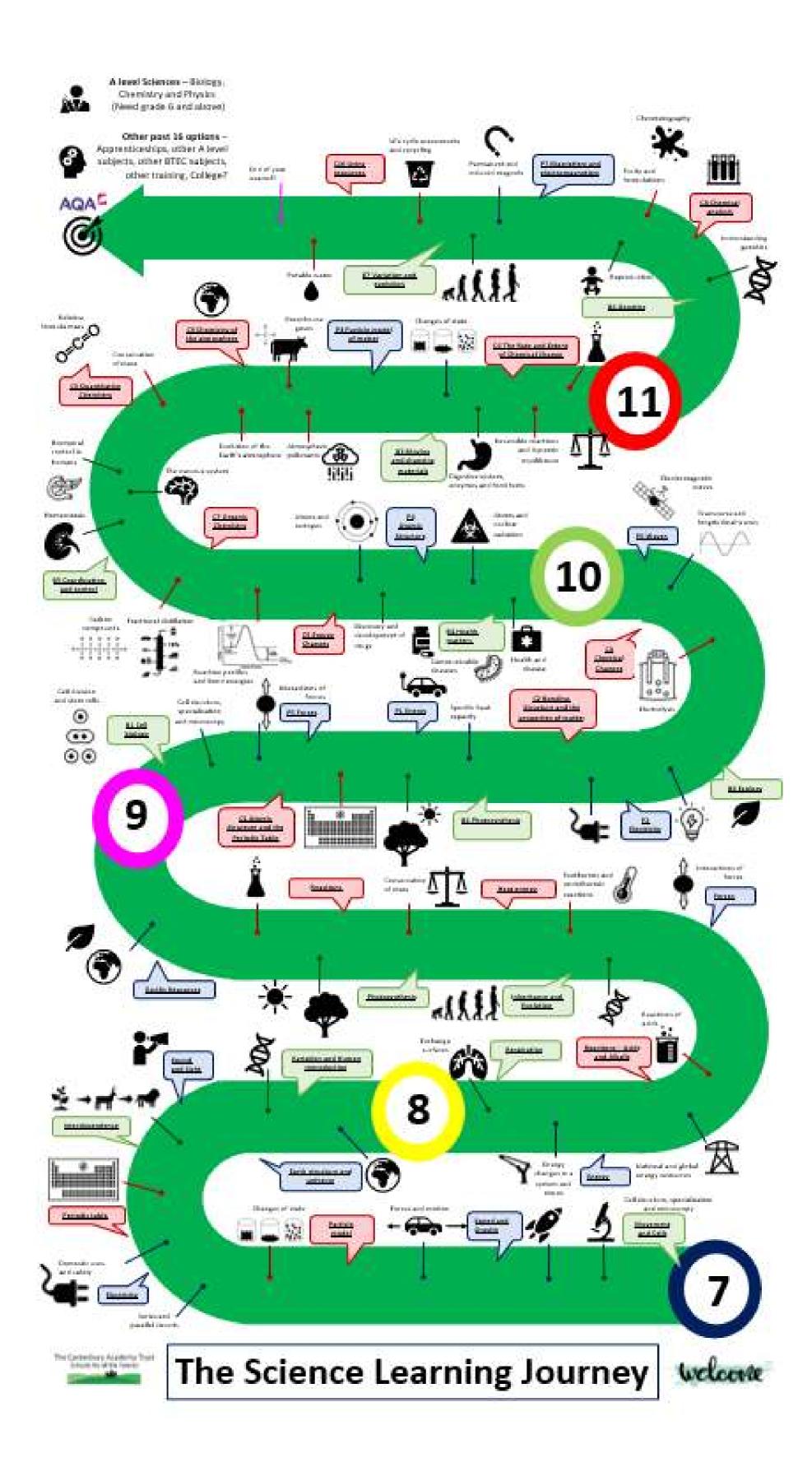
Number Ratio, Proportion & Rates of Change Algebra Statistics & Probability Foundation GCSE Statistics

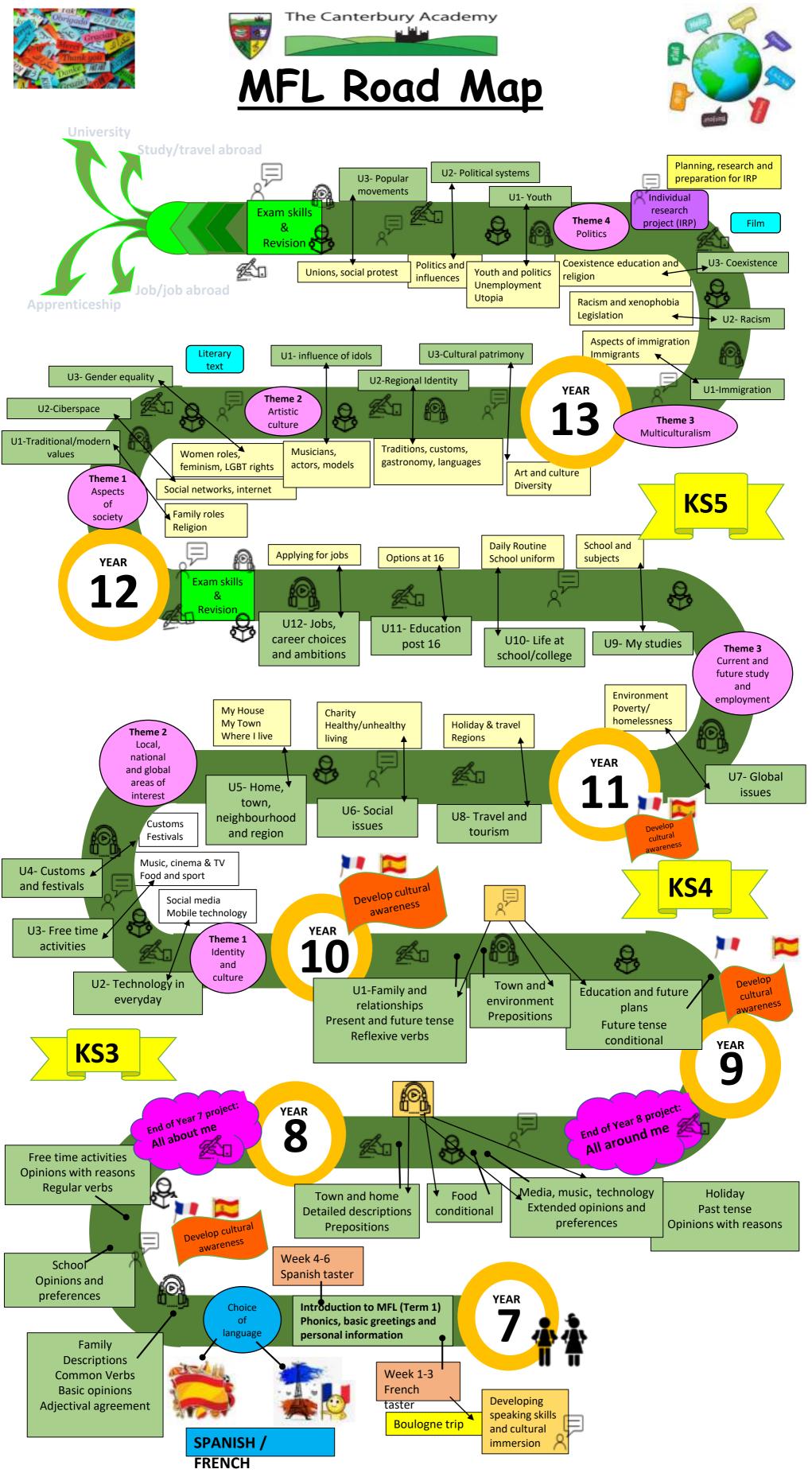
Higher

Number
Ratio, Proportion &
Rates of Change
Algebra
Statistics & Probability
Higher or Foundation
GCSE Statistics

YEAR 8

Addition and Subtraction, Multiplication and Division, Fractions and Decimals, Ratio and Proportion, Measurement, Algebra







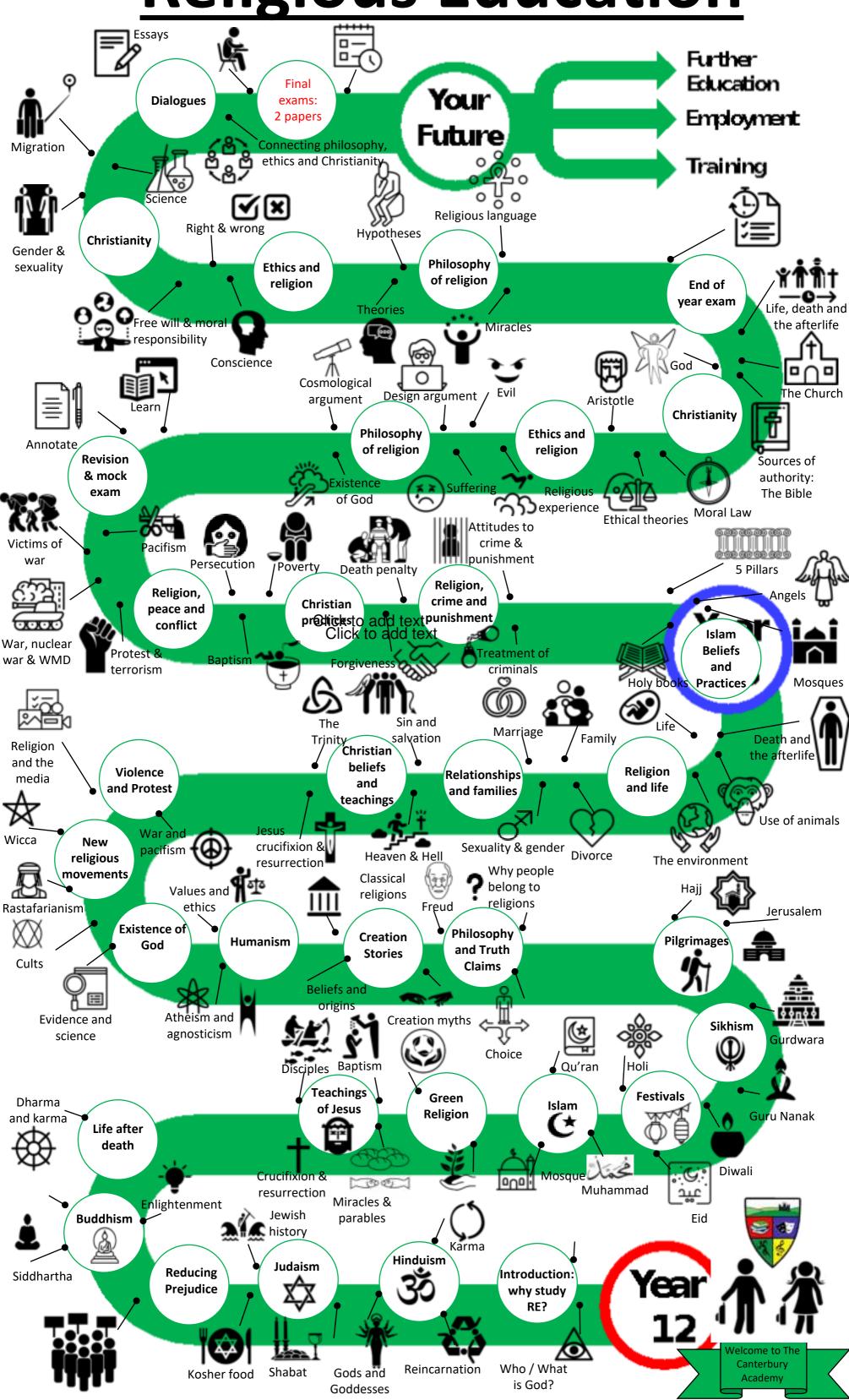








Religious Education



A Level Economics





E. Investigate the role and contribution of innovation and enterprise to business success.



D. Investigate the cultural factors that influence international businesses.

Your **Future**

Further Education Employment

Training

External assessment May Re-sit Unit 2

2020 - 2022 BTEC Business Studies KS5

Unit 1: **Exploring Business**

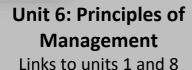
B. Plan and implement a market research activity to meet a specific marketing objective.

Unit 22 -Market research Links to unit 1 and

External assessment January

F. Quality management.





F. Complete statements of comprehensive income and financial position. Evaluate the performance of a business..

A. The definitions and functions of management.

> B. Management and leadership styles and skills.

influencing management, motivation Managing and human resources.

E. Impact of change. D. Factors



D. Select and evaluate different sources of business finance.

B. Explore the personal finance sector.

performance of the workforce.



fear



E. Break-even and cash flow forecasts.

C. Understand the purpose of accounting.



External assessment May Re-sit Unit 2



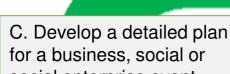
D. Develop a detailed plan for a business, social or social enterprise event.

E. Reflect on the running of the event and evaluate own skills development.



Links to unit 1

A. Understand the importance of managing personal finance.



social enterprise event. **Unit 4: Managing** B. Investigate the feasibility an Event of a proposed event.

> A. Explore the role of an event organiser.

Links to unit 1

External assessment January

C. Planning and developing a marketing campaign.

THE MARKETING MIX





B. Using

information to

rationale for a

develop the

marketing

campaign.

Marketing Campaign Links to unit 1 and 22

Unit 2: Developing a

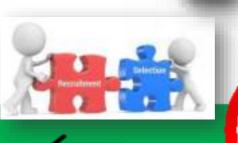
C. Reflect on the recruitment and selection process and your individual performance.



B. Undertake a recruitment activity to demonstrate the processes leading to a successful job offer.

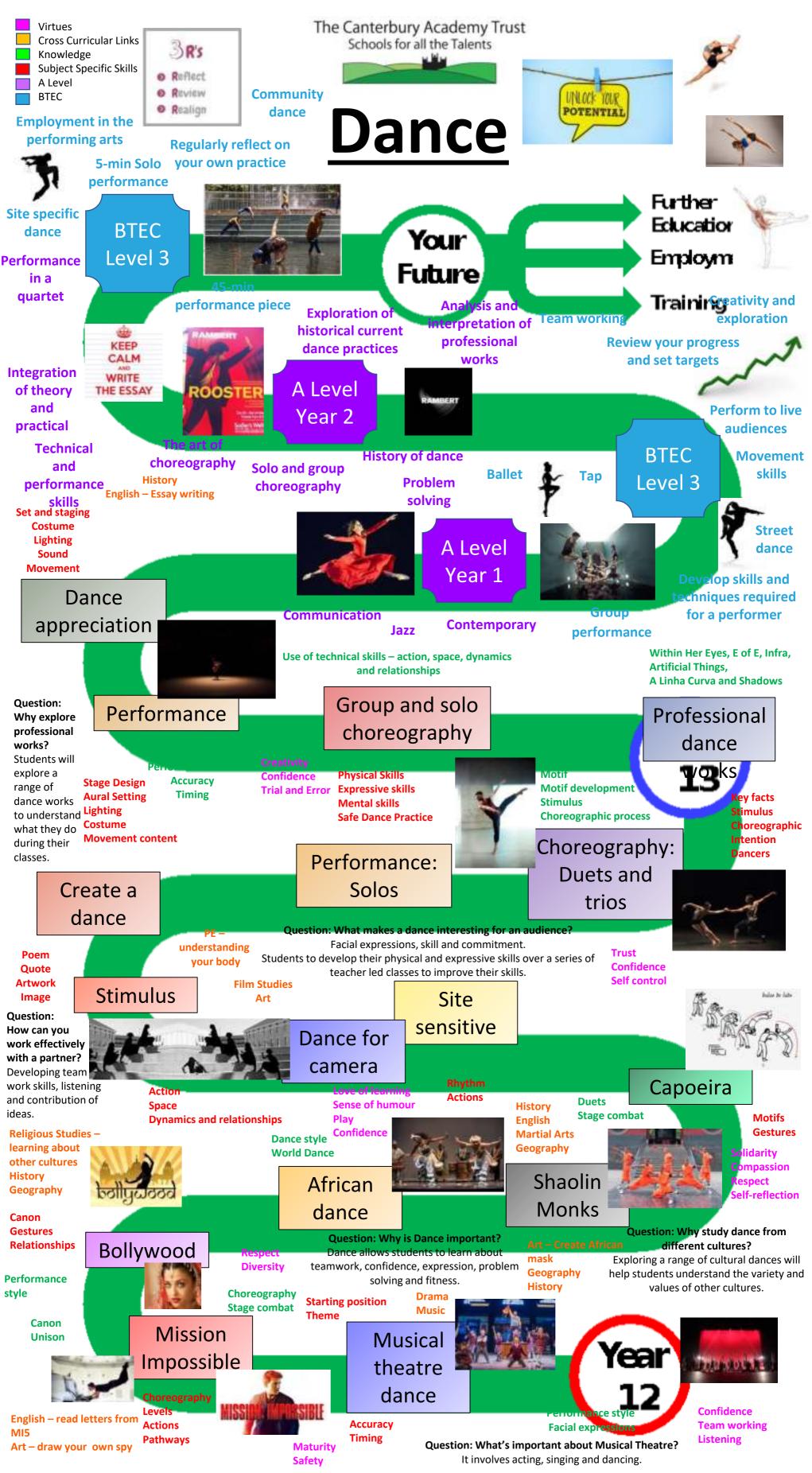
A. Principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign.

A. Examine how effective recruitment and selection contribute to business success.



Unit 8: Recruitment and Selection Links to units: 1 and 6



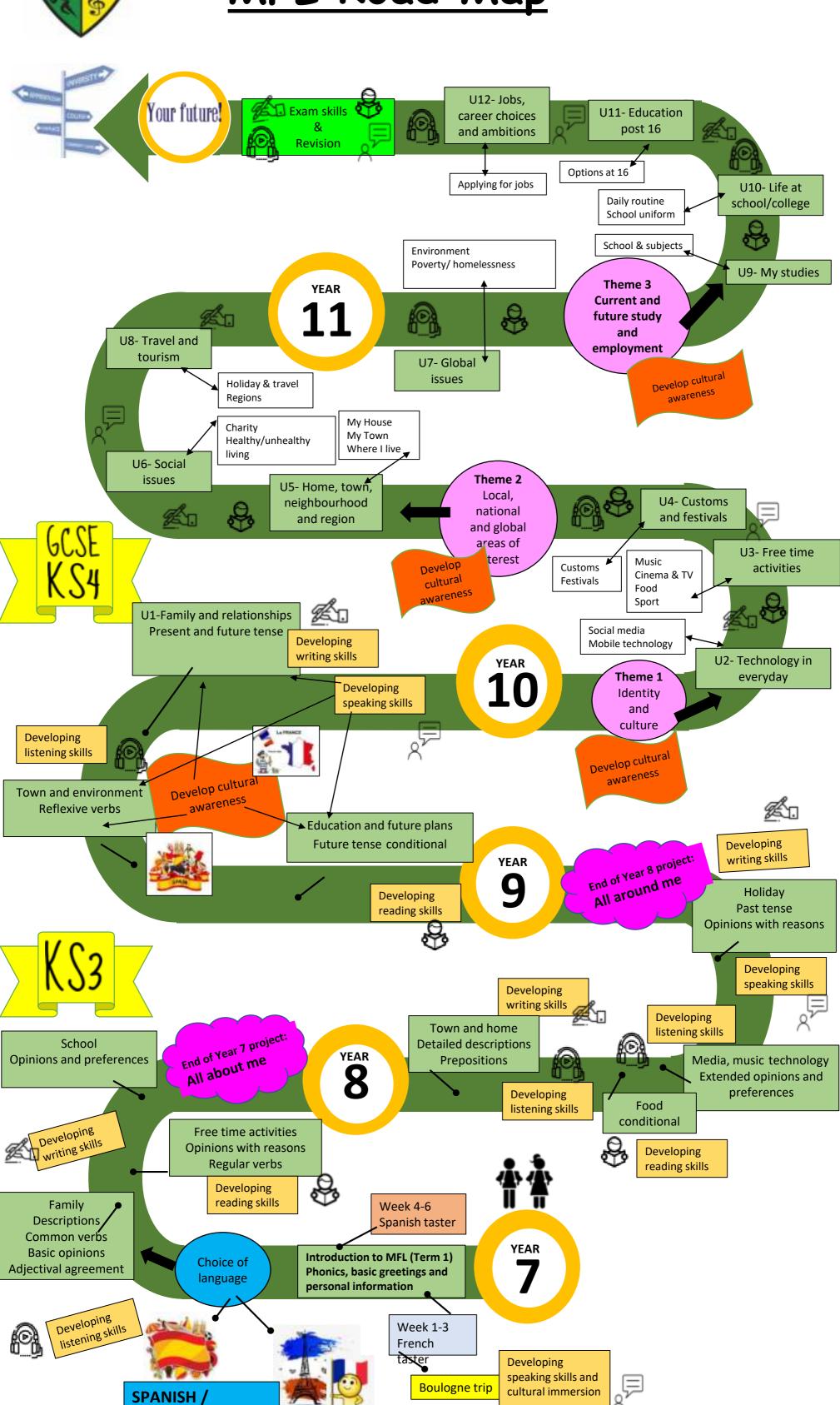




FRENCH

MFL Road Map







Amritsar



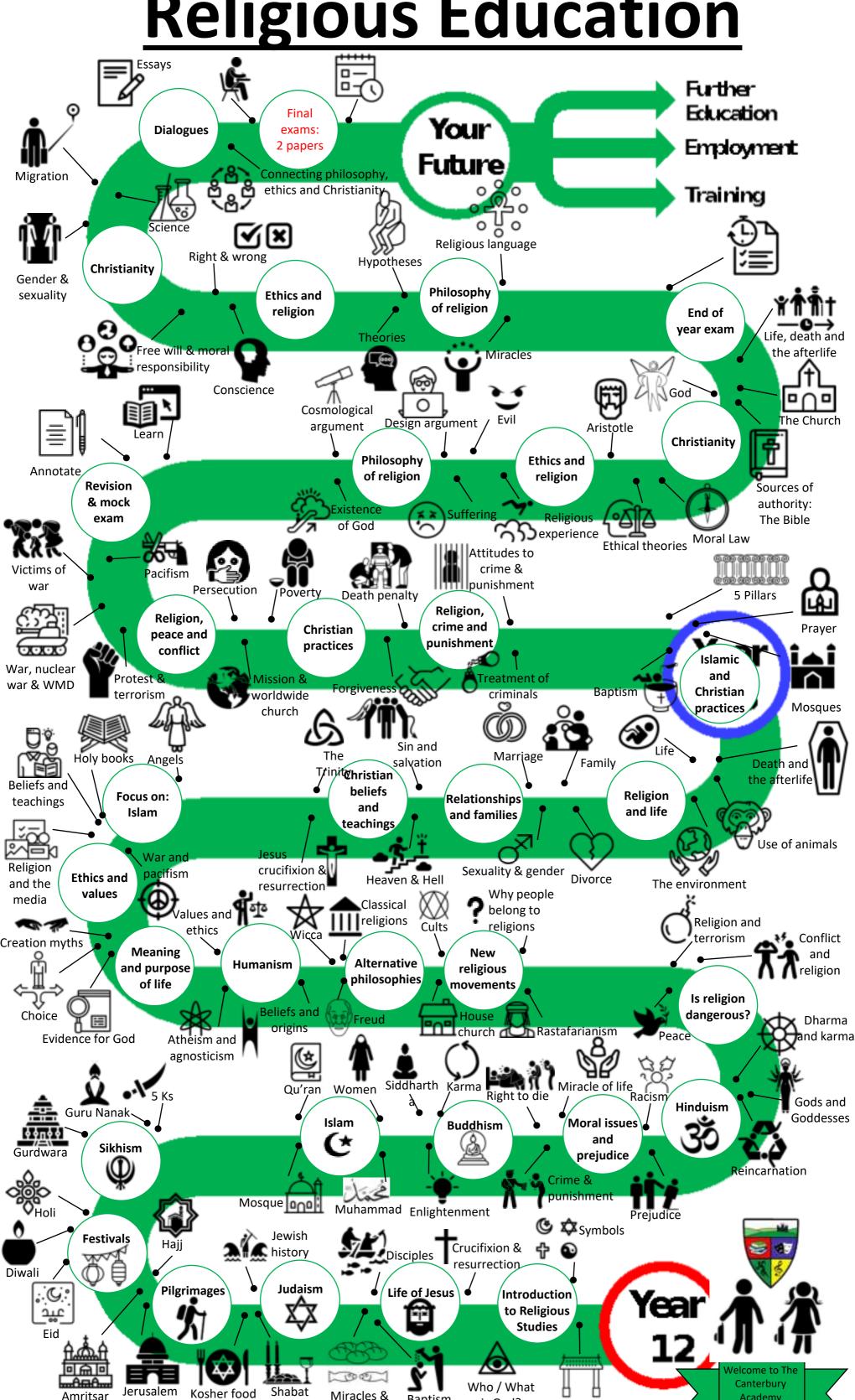






Academy

Religious Education



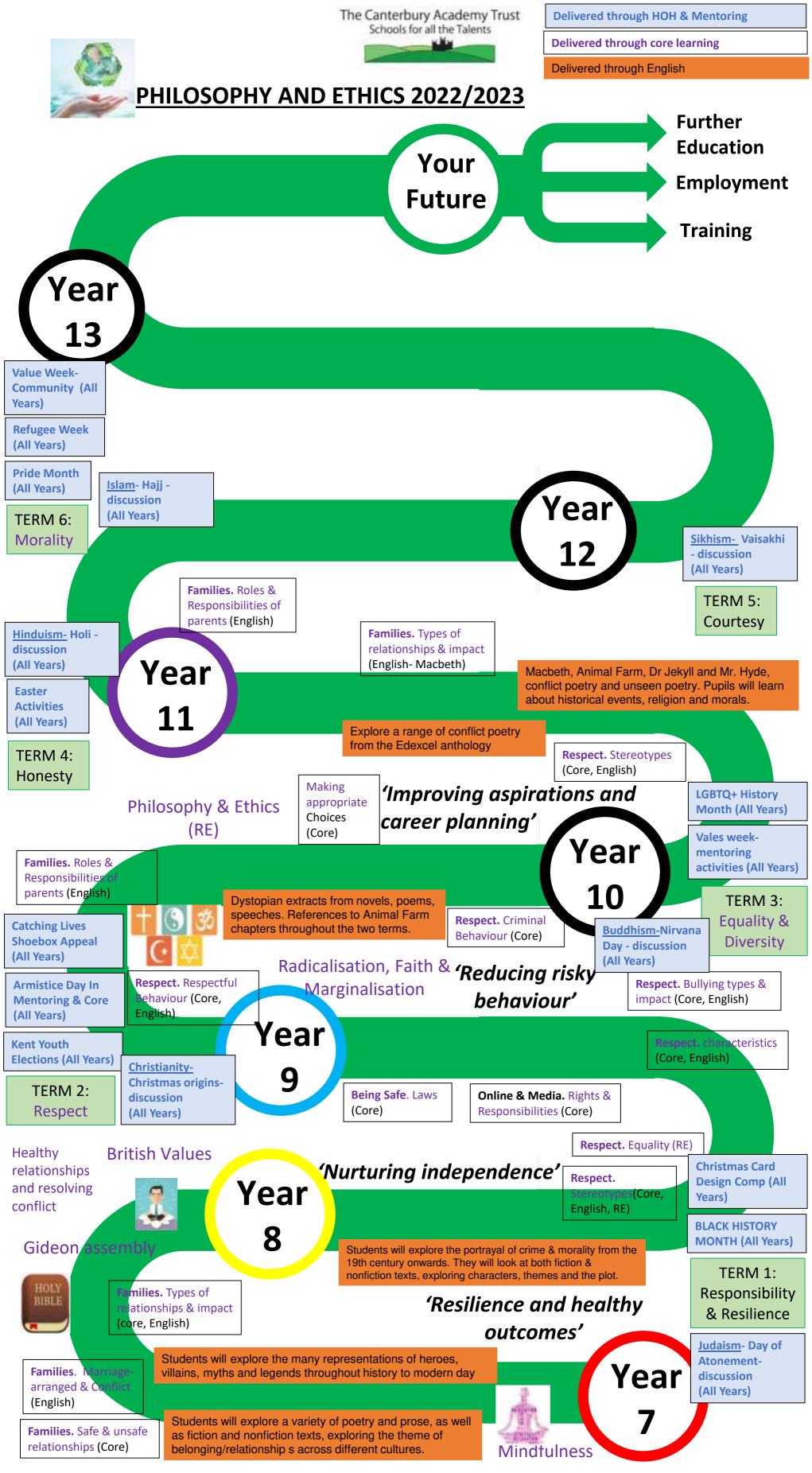
Miracles &

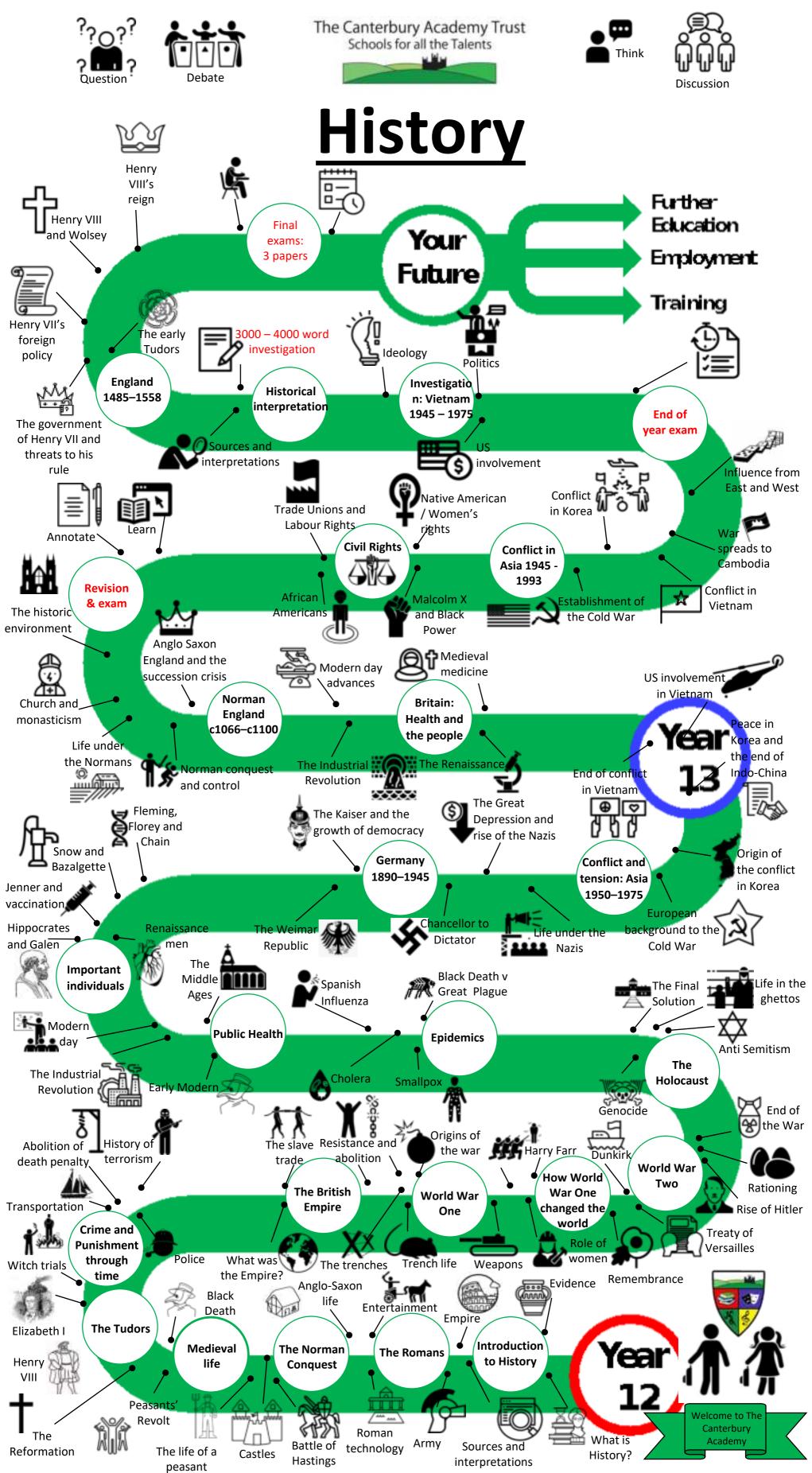
parables

Baptism

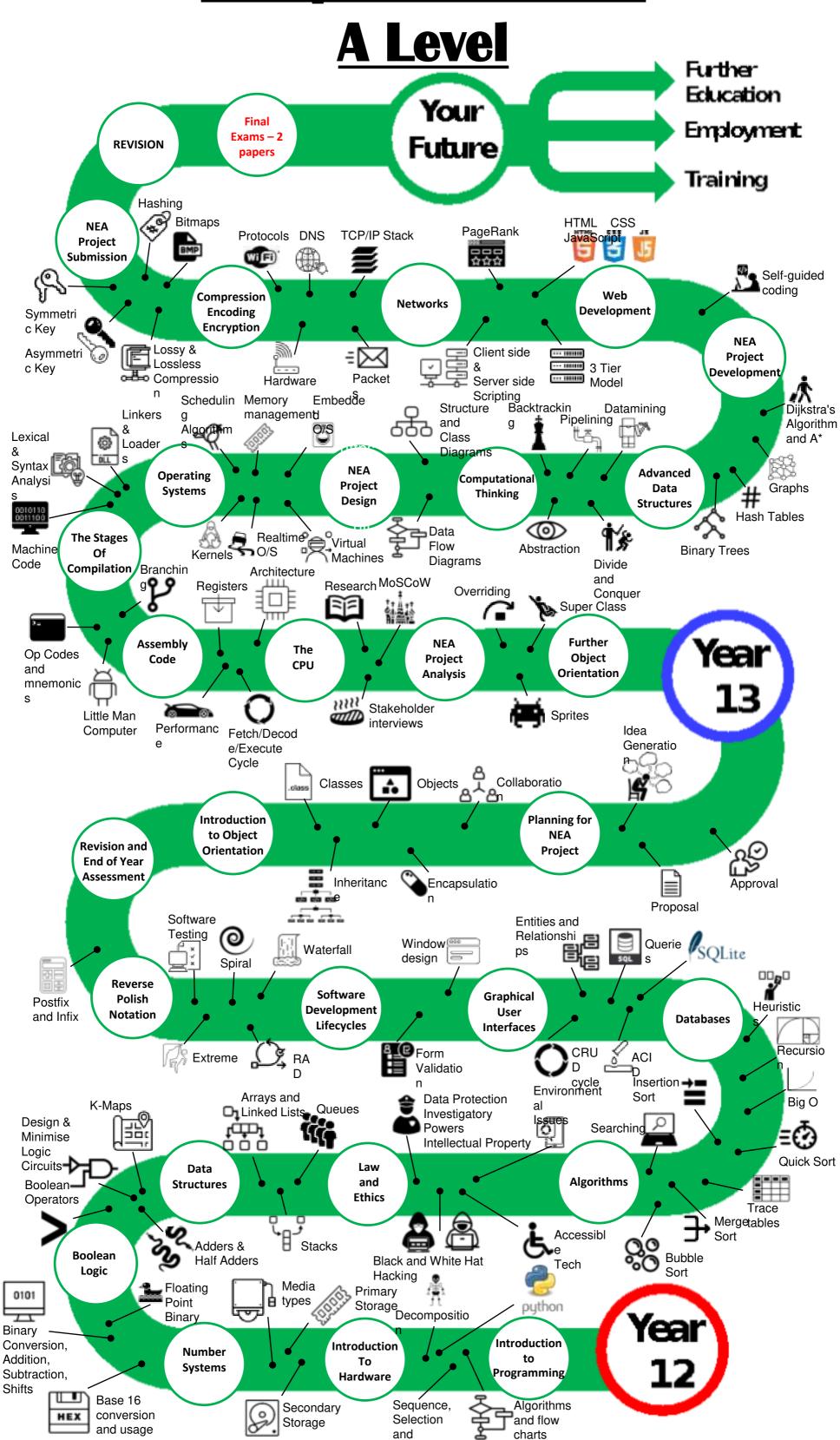
is God?

Places of worship



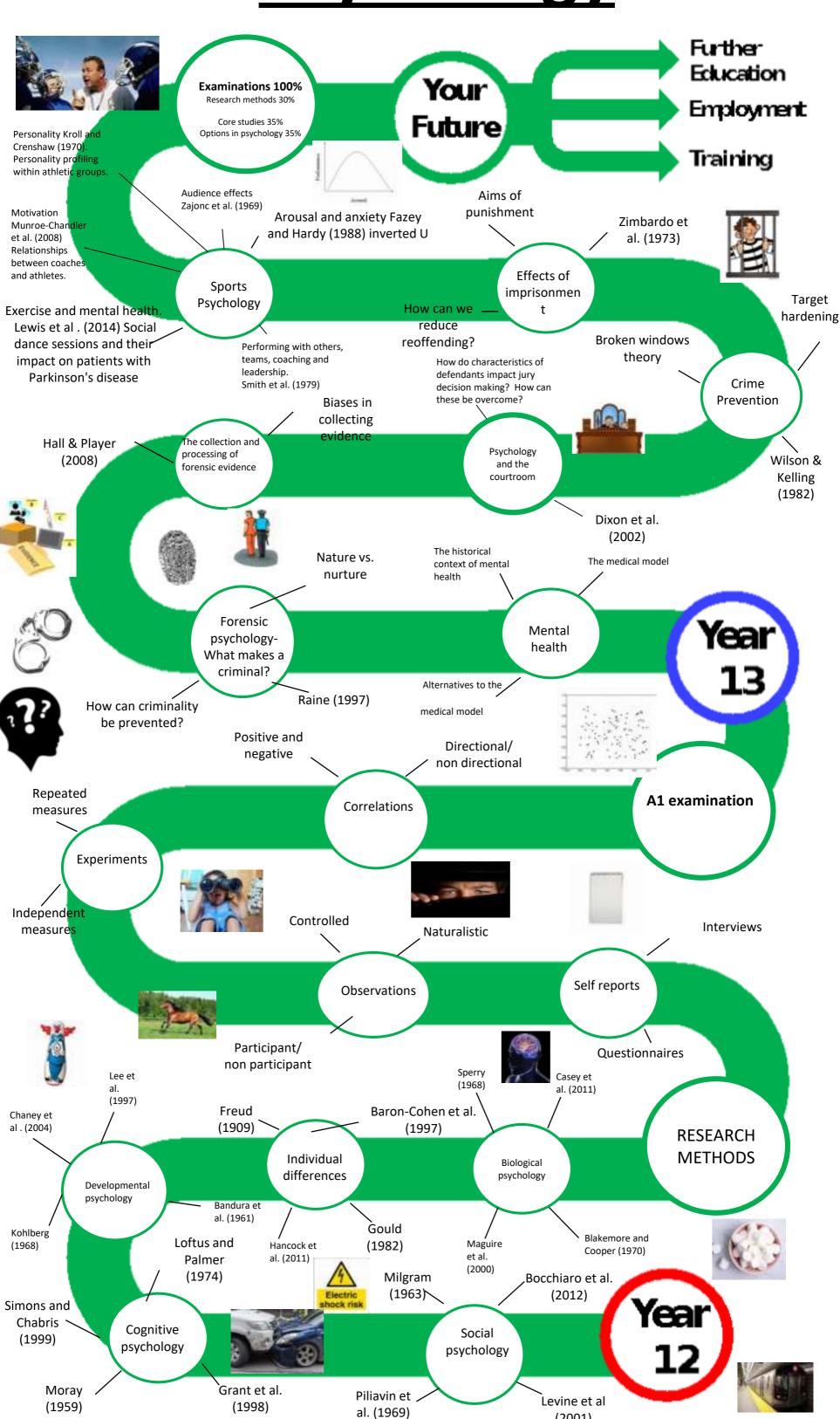


Computer Science

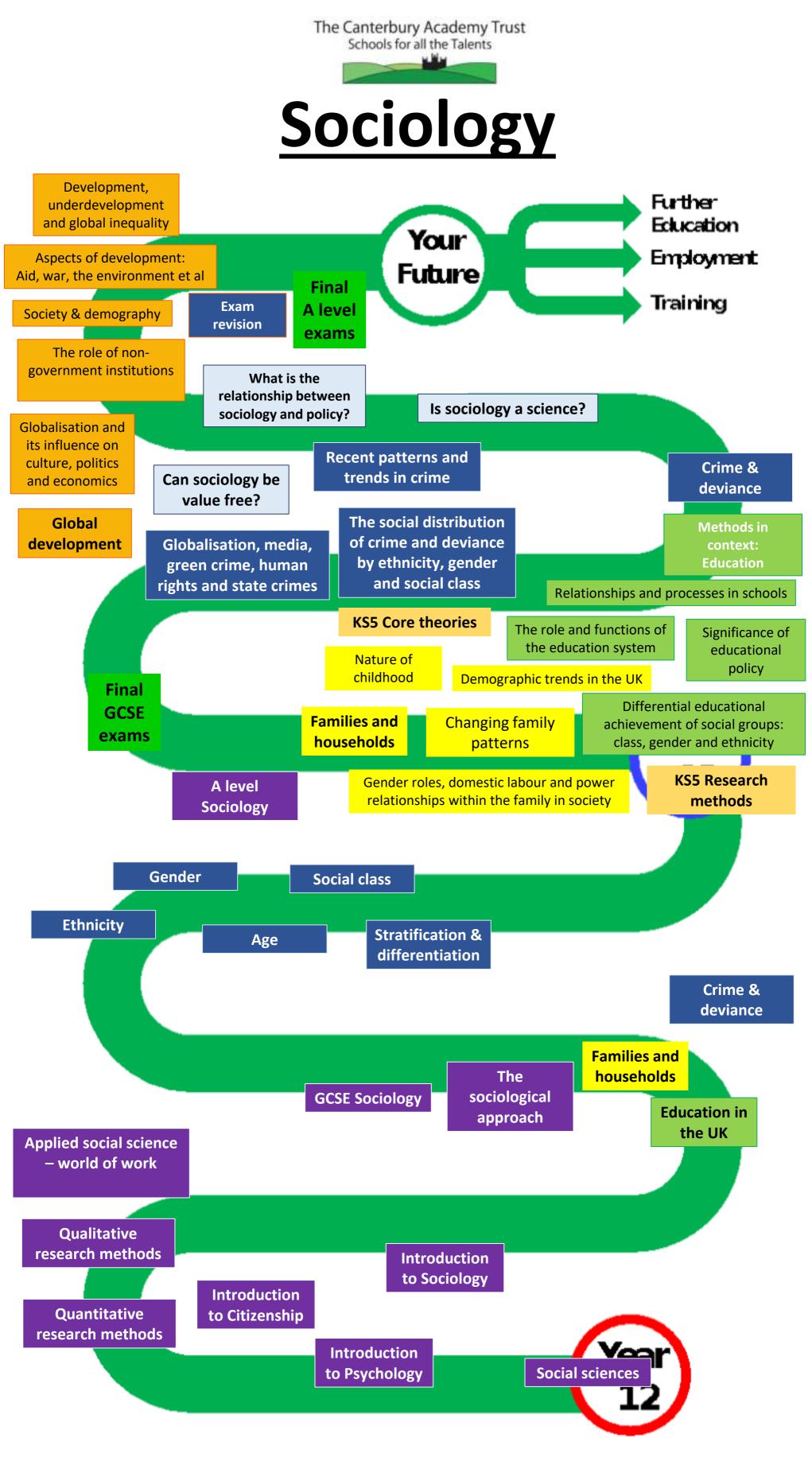


Iteration

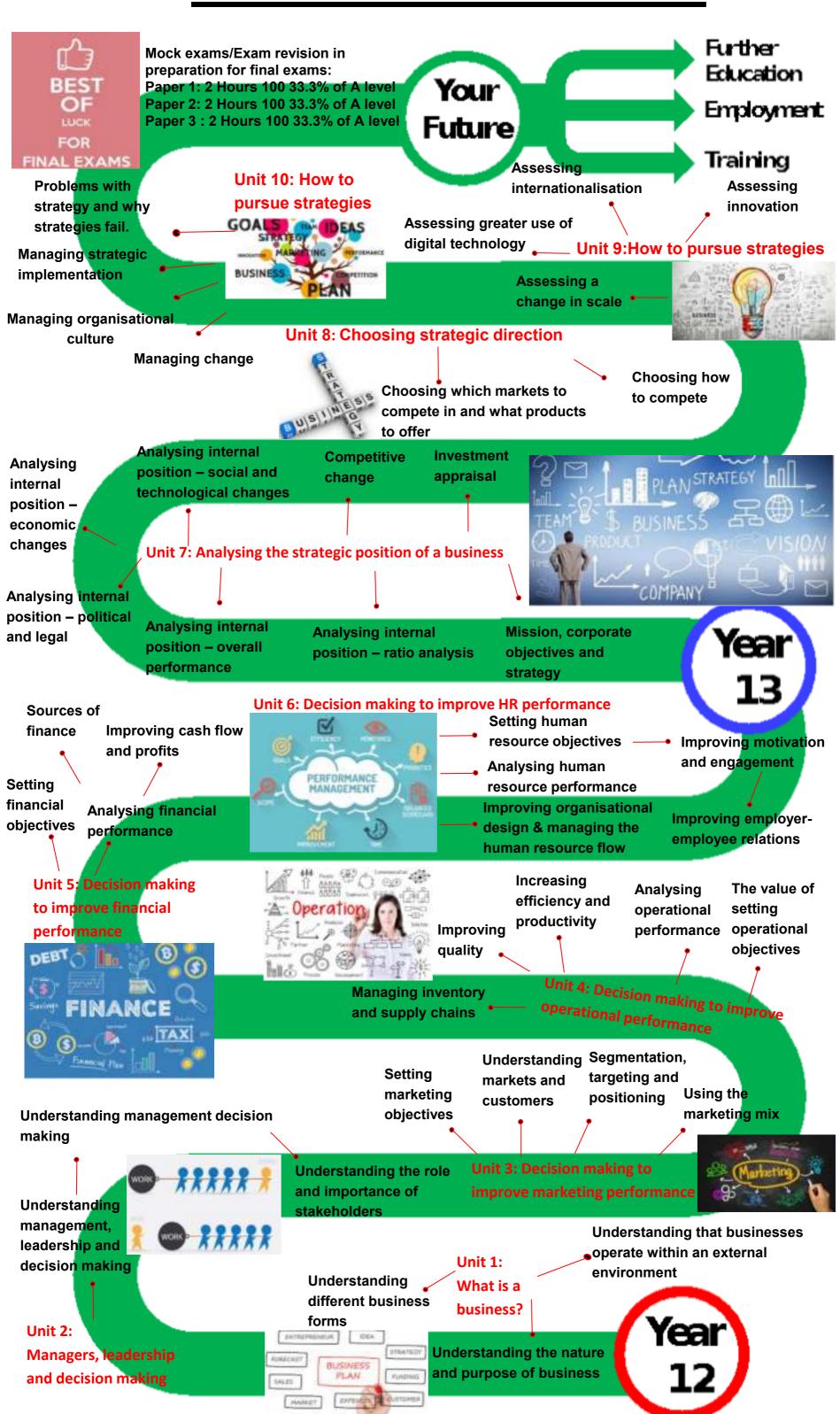
Psychology



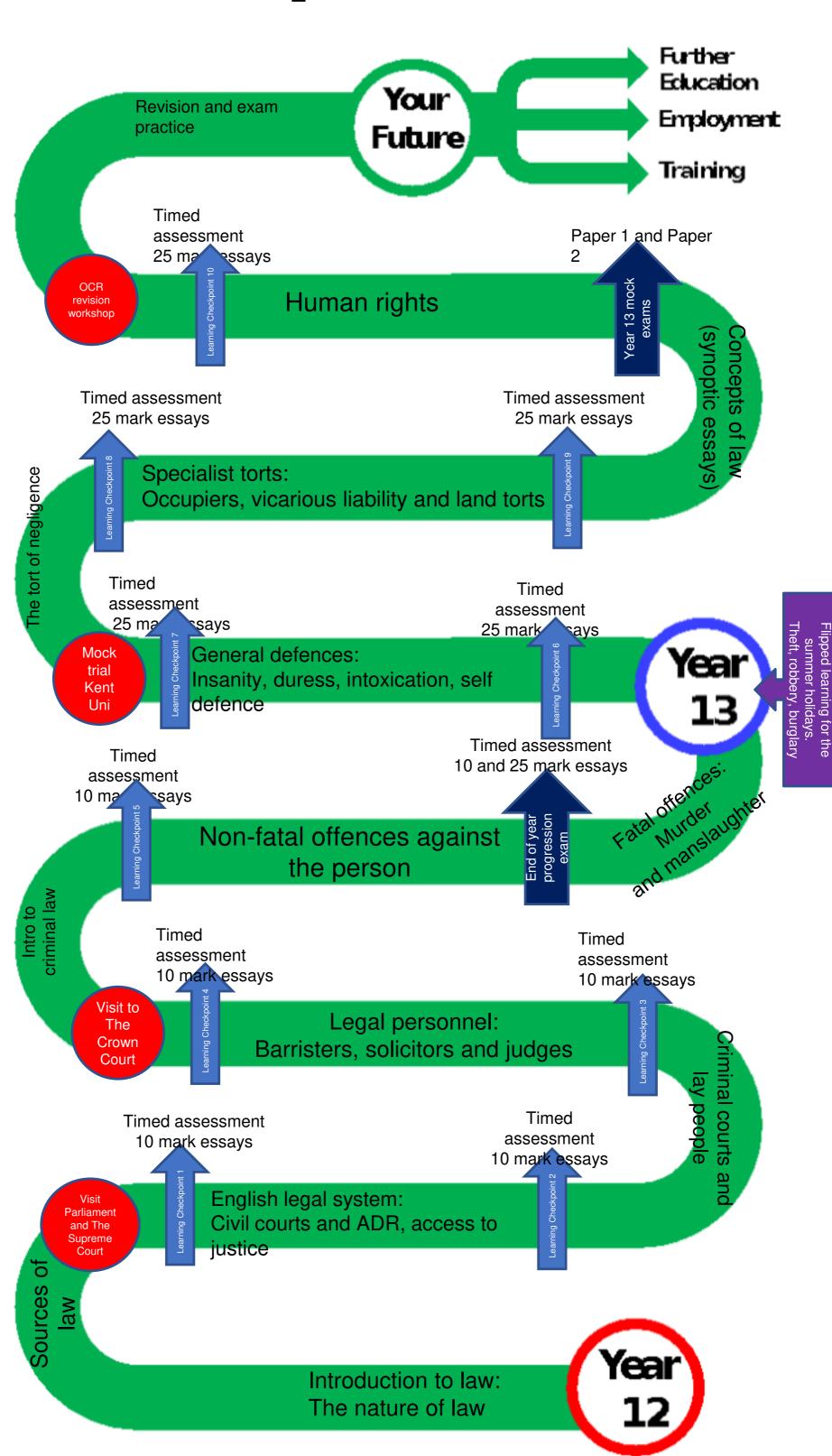
(2001)



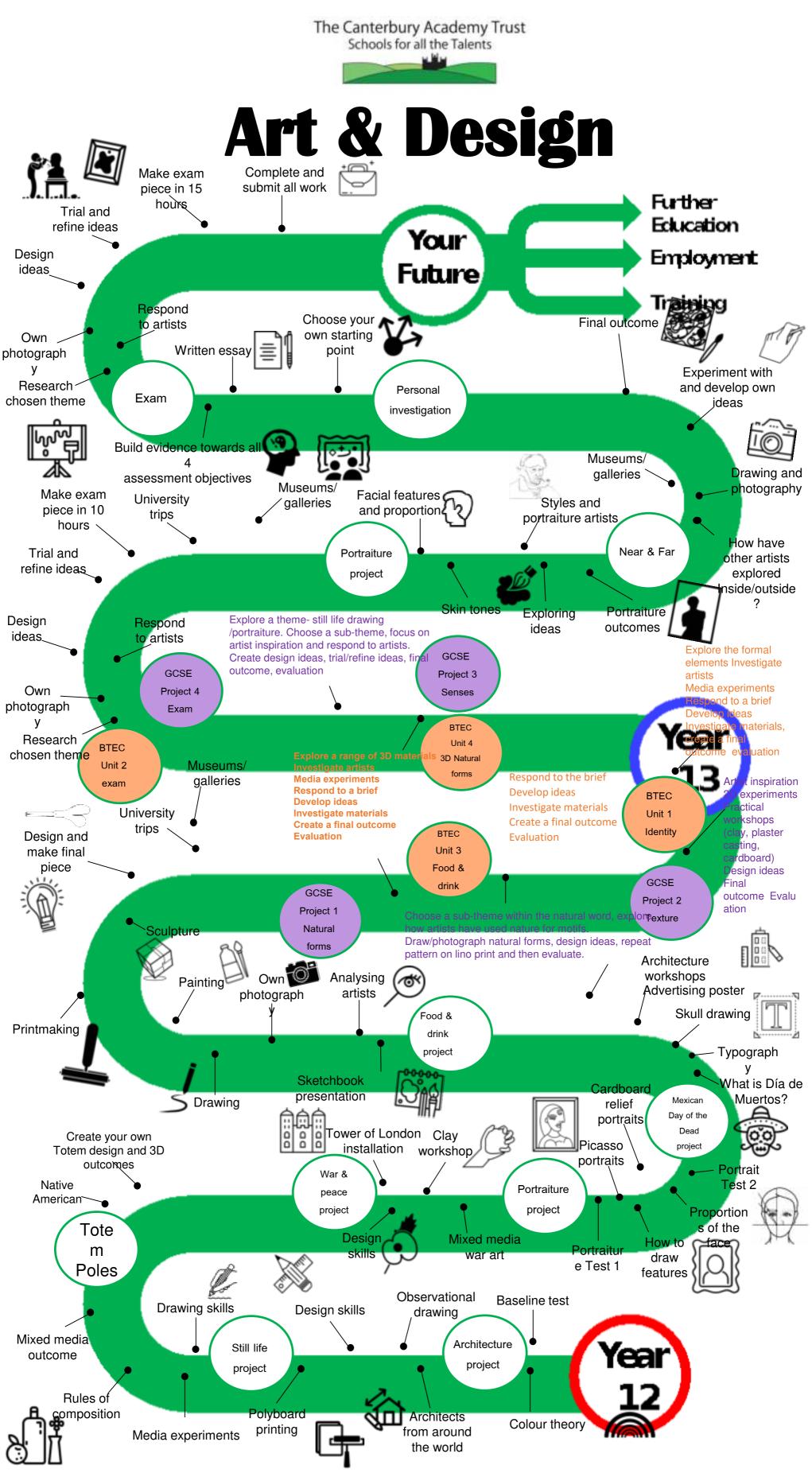
A level Business



Road Map to A Level Law



Excellence in Practical Learning



and conception

Chefs Academy Road Map



Unit 32: **Ensure food safety** practices are followed in the preparation and serving of food and drinks (5 credits) Unit 33: **Employment rights and** responsibilities in

hospitality (2 credits)

Unit 30: Contribute to the control of resources (4 credits) Unit 31: Contribute to the development of recipes and menus (4 credits)

Unit 25: Prepare, Cook and finish dressing and cold sauces (3 credits) Unit 28: Produce sauces, fillings and coatings for complex desserts (4 credits)

Prepare, cook and present complex dishes Unit 23 : Cold products (4 credits) Unit 24: Canapes, & cocktail products (4 credits) Unit 26: Hot dessert (4 credits) Unit 27: Cold dessert (4 credits)

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

Unit 9: Fish (4 credits) Unit 10: Shellfish (4 credits) Unit 11: Meat (4 credits) Unit 12: Poultry (4 credits) Unit 13: Games (4 credits) Unit 14: Vegetables **Prepare** (4 credits) commodities for complex dishes Unit 7: Poultry (3 credits)

Unit 8: Game (4 credits)

Unit 29: Produce healthier dishes (3 credits)

Prepare, cook and finish complex dishes Unit 15: Hot Sauce (4 credits) Unit 16: Soups (4 credits) Unit 18: Bread & dough products (4 credits)

cook and finish complex dishes Unit 19: Cakes, sponges, biscuits and scones (4 credits) Unit 20: Pastry (3 credits) Unit 17: Prepare cook and finish fresh pasta dishes (4 credits)

Prepare,

Prepare, process and finish complex dishes Unit 21: Chocolate products (5 credits) Unit 22: Marzipan, pastillage and sugar products (5 credits)

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

Prepare commodities for complex dishes Unit 4: Fish (3 credits) Unit 5: Shellfish (4 credits) Unit 6: Meat (4 credits)

Cook and finish

complex dishes

Unit 3 **Maintain food** safety when storing, preparing and cooking food (4 credits)

Unit 2 Maintain the health, hygiene, safety and security of the working environment (4 credits)

Unit 1 **Develop** productive working relationships with colleagues (9 credits)

Unit 32 Prepare, cook and finish basic pastry dishes (5 credits)

Unit 33 Prepare, cook and finish basic cakes, sponges, biscuits and (5 credits)

Unit 35 Produce healthier dishes (3 credits)

Unit 47 **Employment rights** and responsibilities in the hospitality, leisure, travel and tourism sector (2 credits)

Level 3 NVQ Diploma in

YEAR

Unit 31 Prepare, cook and finish bread and dough products (5 credits)



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

Professional Cookery Mandatory A Units: 17 Credits

> Optional B Units: 39 credits **Student Choice**

Unit 20 Cook and finish basic dishes (4 credits)

Unit 17 Cook and finish basic poultry dishes (5 credits)

Unit 16 Cook and finish basic meat dishes (3 credits)

Unit 20 Cook and finish basic vegetable dishes

(4 credits)

Work experience.



Cook and finish basic poultry dishes (5 credits)

Unit 17

Unit 4 Maintain, handle and

Unit 7 Prepare meat for basic dishes (4 credits)

Unit 8 Prepare poultry for basic dishes (4 credits)

Unit 11 **Prepare** vegetables for basic dishes (4 credits)

Unit 16 Cook and finish basic meat dishes (5 credits)

> Observations and questions to be

goes on.

completed as the year

clean knives (3 credits)

> Unit 3 when storing, preparing and cooking food

Unit 2 Working of a hospitality team



Unit 1 Maintenance of a safe, hygienic and secure working environment (3 credits)



No examination. **YEAR** Level 2 NVQ Diploma in **Professional Cookery**

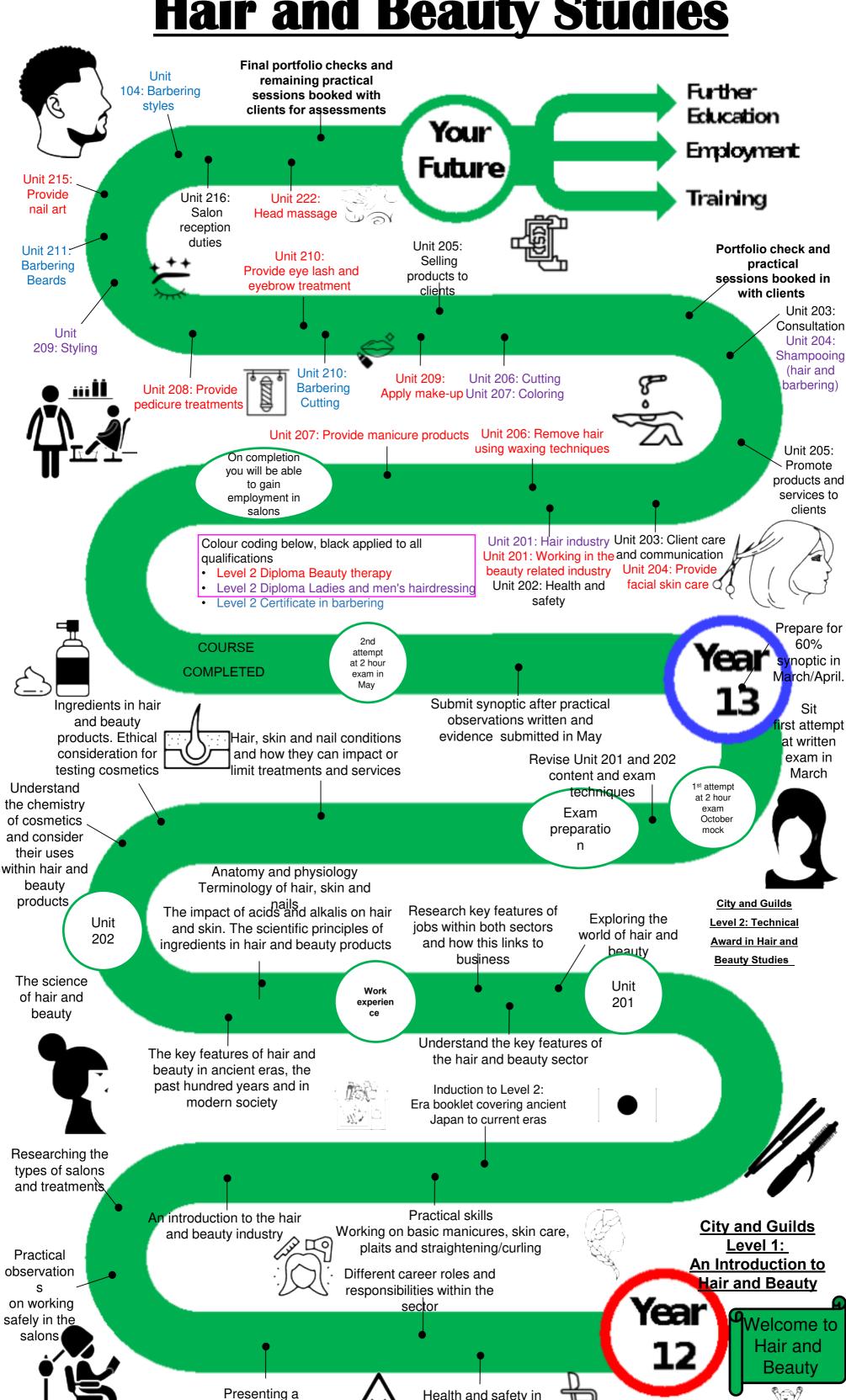
Mandatory Units: 13 Credits



Maintain food safety THE 4 Cs (4 credits) SAFE FOOD HANDLING

effectively as part (3 credits)

Hair and Beauty Studies

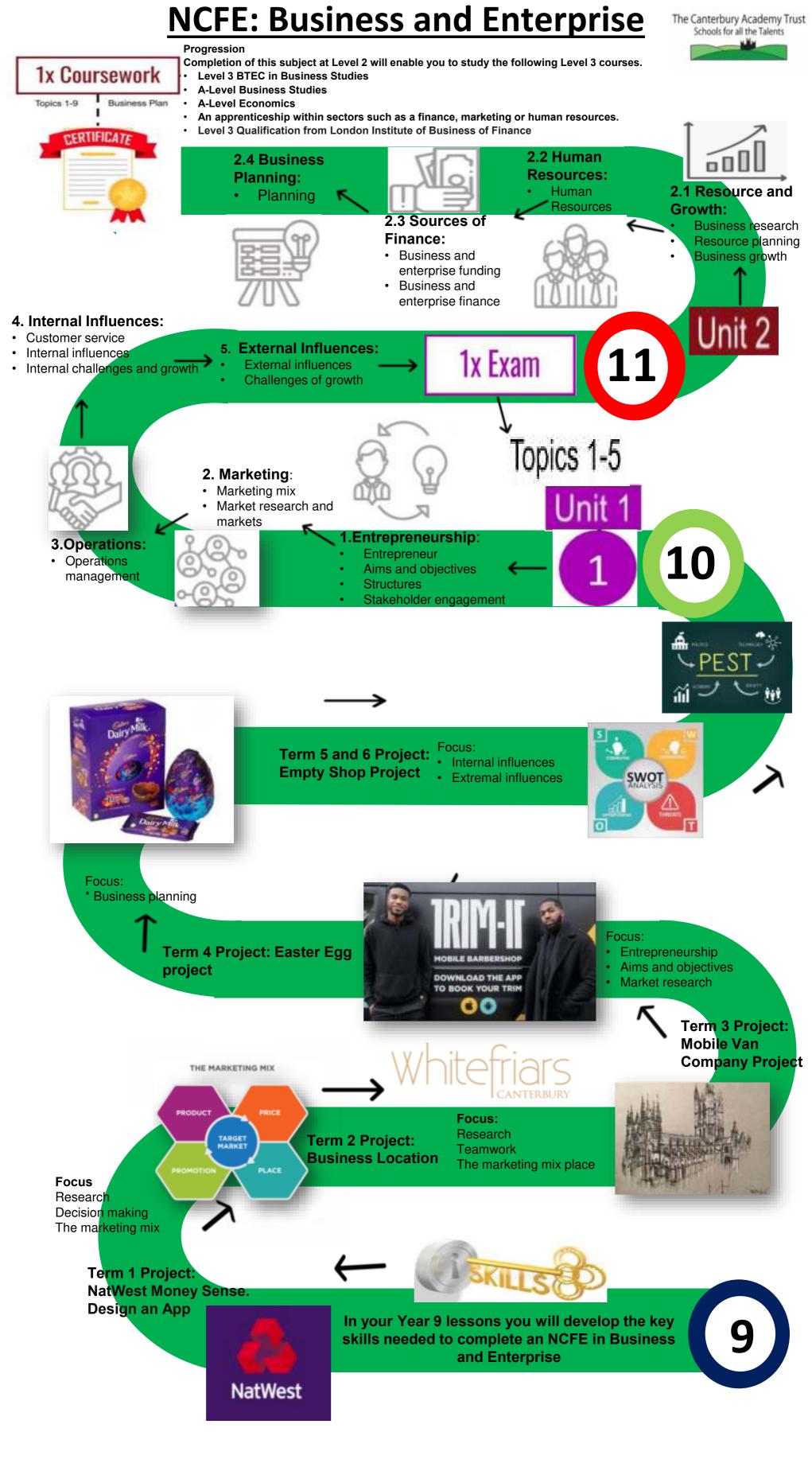


Health and safety in

salons

professional image in

the salon





BTEC Marketing KS5

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

C. Review market research findings and make recommendations for a startup business.

External assessment re-take

Your **Future**

Further Education Employment

Training

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.

June



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

> A. Investigate influencers and their associated marketing campaigns.

dvantage card

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

TESCO Clubcard 6 A 284704 13456 1234 1234 1234

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

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.



B. Investigate the

information required

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

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.

Unit 4: Applying Digital Marketing Linked to Unit 11

A. Marketing activities.

Unit 2: Principles of Marketing

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

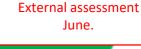


C. Recommend improvements to a brand for an existing product or service.

B. Researching and analysing the market.

> C. Consumers and customers.

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





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

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



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

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

> B. Investigate careers in the marketing industry.

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

> Made in Kent

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.

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

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



Health and Social Care

Your

Future

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

Looks at the history of public health policy, how it

is developed and its aims for keeping us safe

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

Term

1 & 2

Term

1 & 2

Term

3 & 4

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

BTEC level 3 national

diploma in health and

social care

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

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

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.

Term

3

Unit 1: Human Lifespan Development

Focuses on the physical, social,

intellectual and emotional development

of humans in all life stages

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

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

ettings where care is delivered

TRIPLE AWARD: Unit 18 Assessing Children's Development Support

Needs.

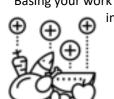
You will explore theories that explain

how children develop, the factors that

may impact development, and how

growth and development is monitored

and supported.



Enquiries into Current Research in Health and Social Care This unit is externally set

and marked



TRIPLE AWARD: 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



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



Term

5 & 6

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

1 & 2





Own skills and qualities for different

careers in health and social care



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



Term 1 & 2

OCR Cambridge

National in Health

and Social Care

Education Employment Fxperience in Health

and Social Care This is an optional, but highly recommended unit. Complete 100 hours of work in a variety of health and social care settings. This offers personal as well as professional development



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

Unit 5: Meeting Individual Care and **Support Needs**

An internally marked unit, assessed by two written assignments based on case studies



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



3 & 4 **Effective Communication Unit** Learning about different types of communication. Positive





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



Welcome to Health and Social Care!



Development and care needs of individuals



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



Life Span from birth to older age



Travel and Tourism KS5



Carry out work experience in an appropriate and safe manner

Observations and portfolio of tasks Reflection on work experience

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

Your **Future**

Further Education Employment

Training

Unit 13: Work Experience in Travel and Tourism

External assessment Re-Take May/June

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

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

Unit 5: Travel and Tourism

Enterprises

Links to Units 1, 2 9 & 13

Carry out market research

to identify a new travel and

tourism enterprise idea to

meet the changing needs of

consumers

Products and services Secondary spend Customer experience

Visitor types

Examine how visitor attractions meet the diverse expectations of visitors

> Law **Finance** Resources

> > **Documents**

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

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

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

supporting documents

Presentation

with

Marketing mix Marketing strategy

Links between

marketing and

customer

service



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

Produce a promotional

Using data to identify a new product or service

External assessment Re-take **January**

Design a

promotional

campaign

Produce

promotional

materials

Collecting data

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

Marketing and

How marketing nfluences business activities

External

assessment

May/June

Factors and

appeal of

destinations

PEST analysis

SWOT analysis

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



Analysing data

Evaluate types of travel

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

Planning

itineraries and

costs to match

customers

needs

Product development and innovation

Evaluate travel routes

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

Travel and Tourism

Links to Units 2 & 13

Unit 3: Principles of Marketing in

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

Apply knowledge and

understanding of the features

that contribute to the appeal

of global destinations and the

types of tourism and

activities they support

The marketing

mix



Gateways and transport hubs

> Geographical awareness

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

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

Evaluate how information

Product development and innovation

External assessment January

Unit 2: **Global Destinations** Linked to Units 5 9 & 13

Visitor numbers

Income and

spending

Employment

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

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

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

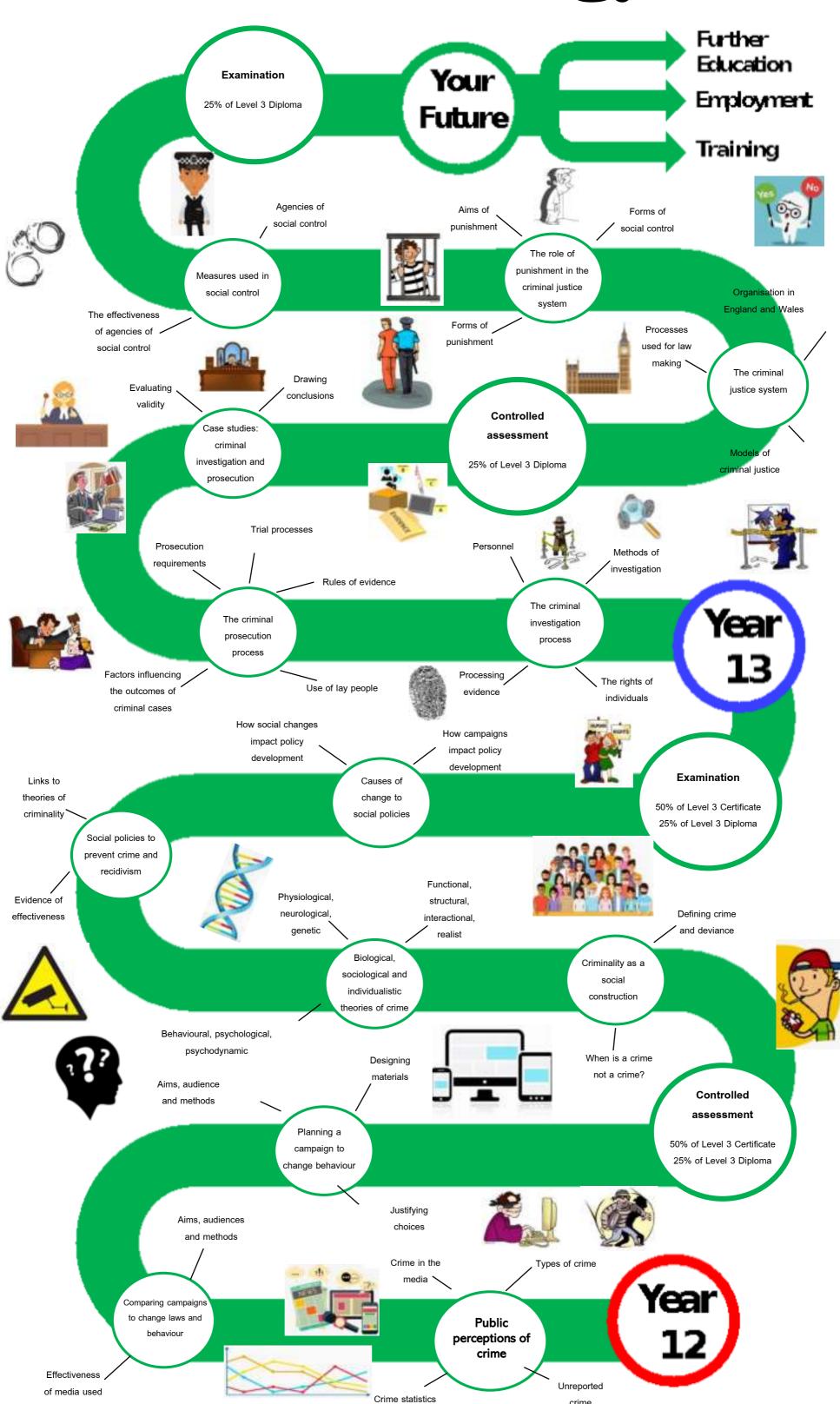
involved

<u>Unit 1:</u> **The World of Travel**

> and Tourism Linked to Units 2, 5 9 & 13

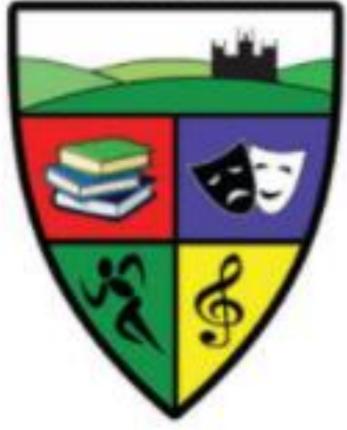


Criminology

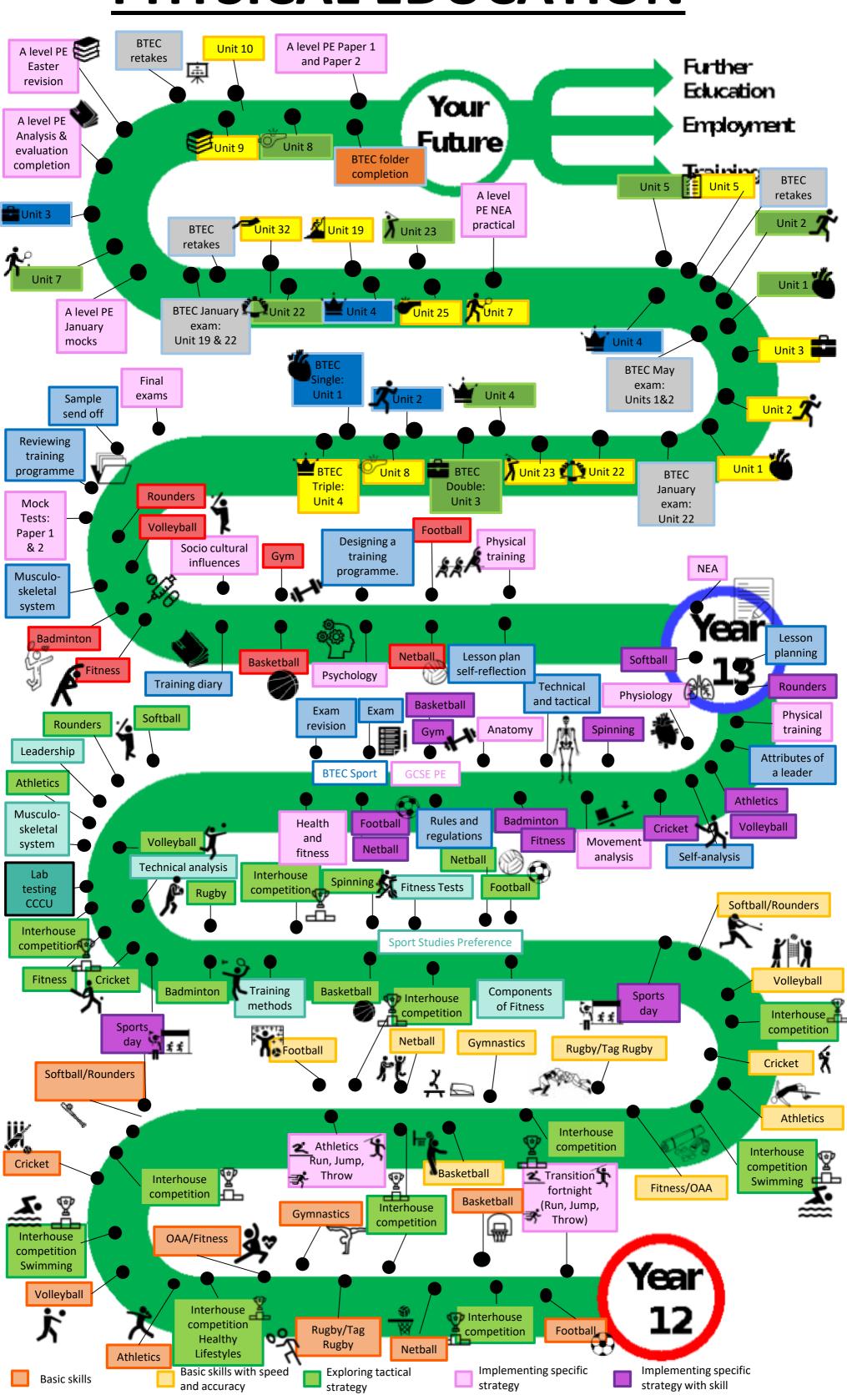


crime

Sporting



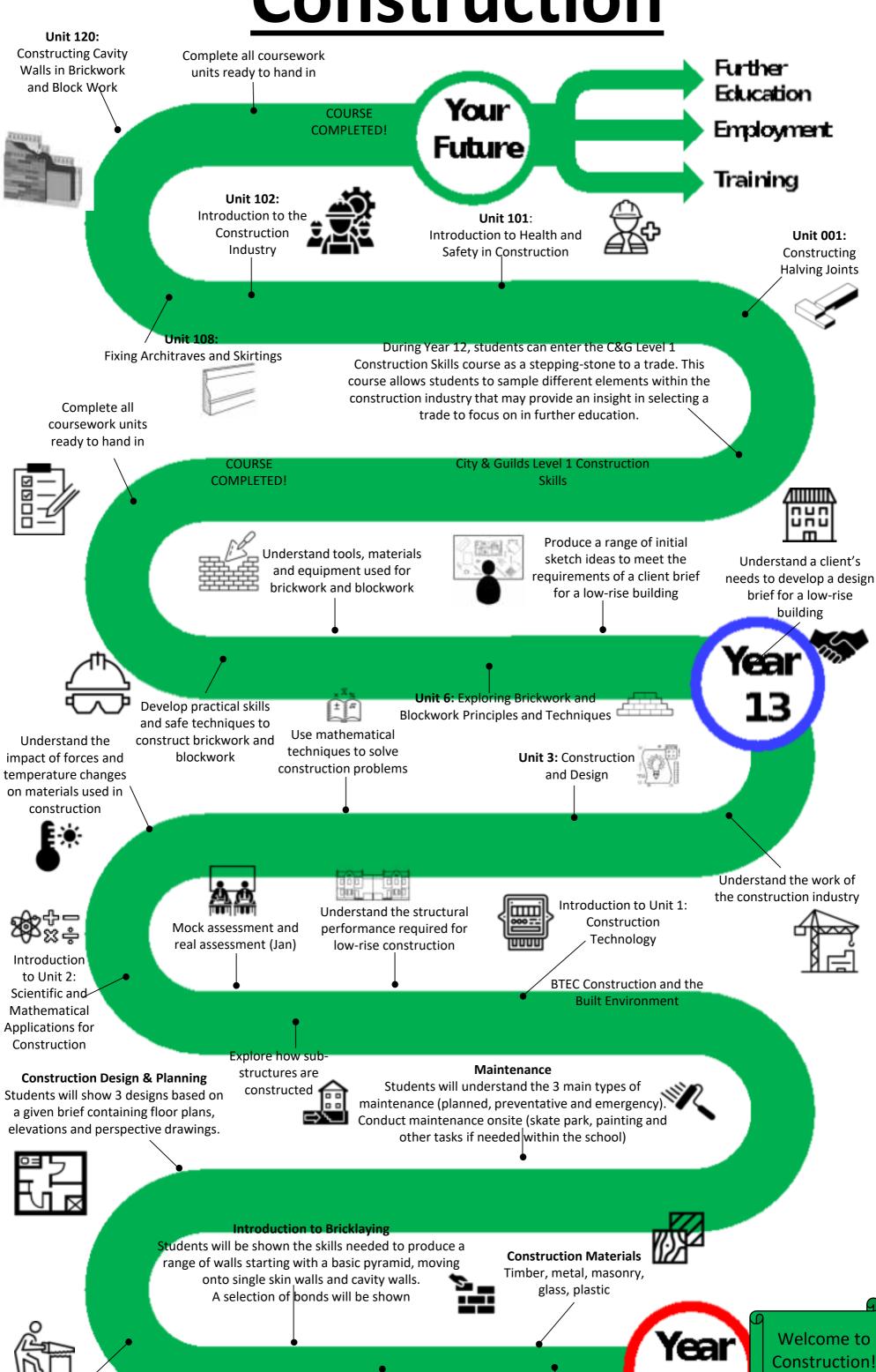
PHYSICAL EDUCATION







Construction



Construction Trades

Bricklaying, carpentry,

plastering, plumbing, electrical

Introduction to Health &

Safety

H&S Act

Safety Signs

Introduction to Carpentry
Students will be shown the skills needed to

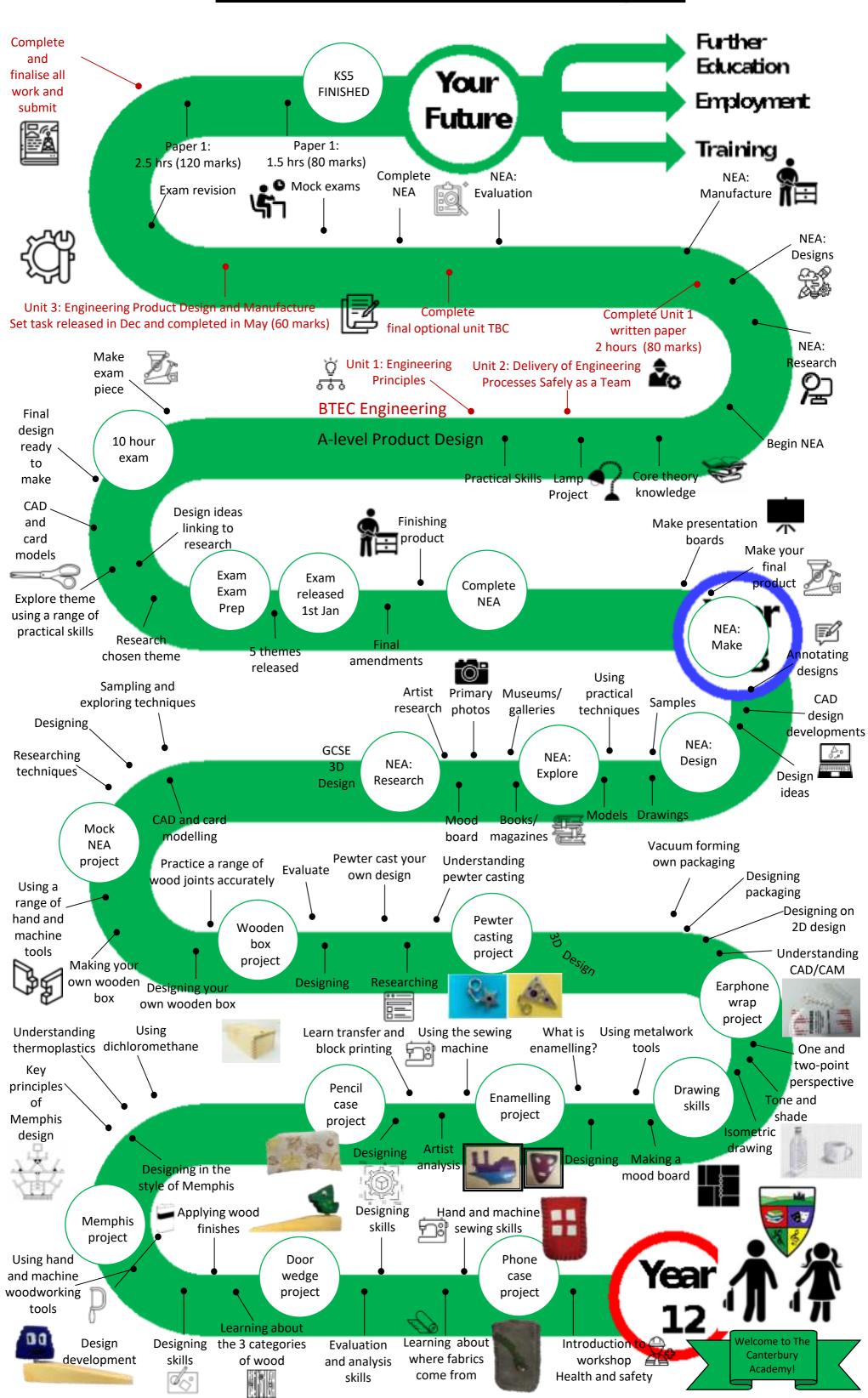
complete 4 main wood joints.

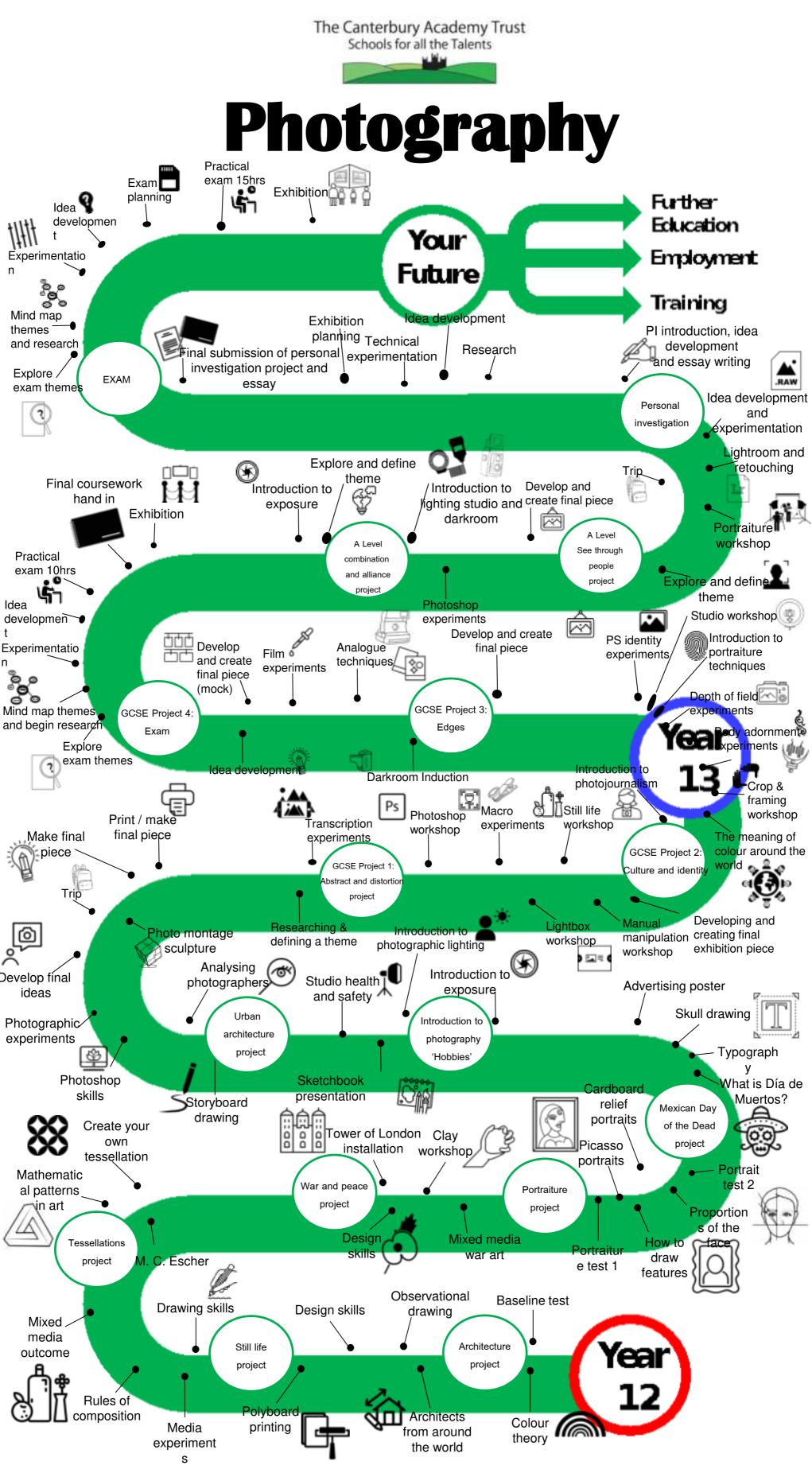
The first task will be on marking and sawing

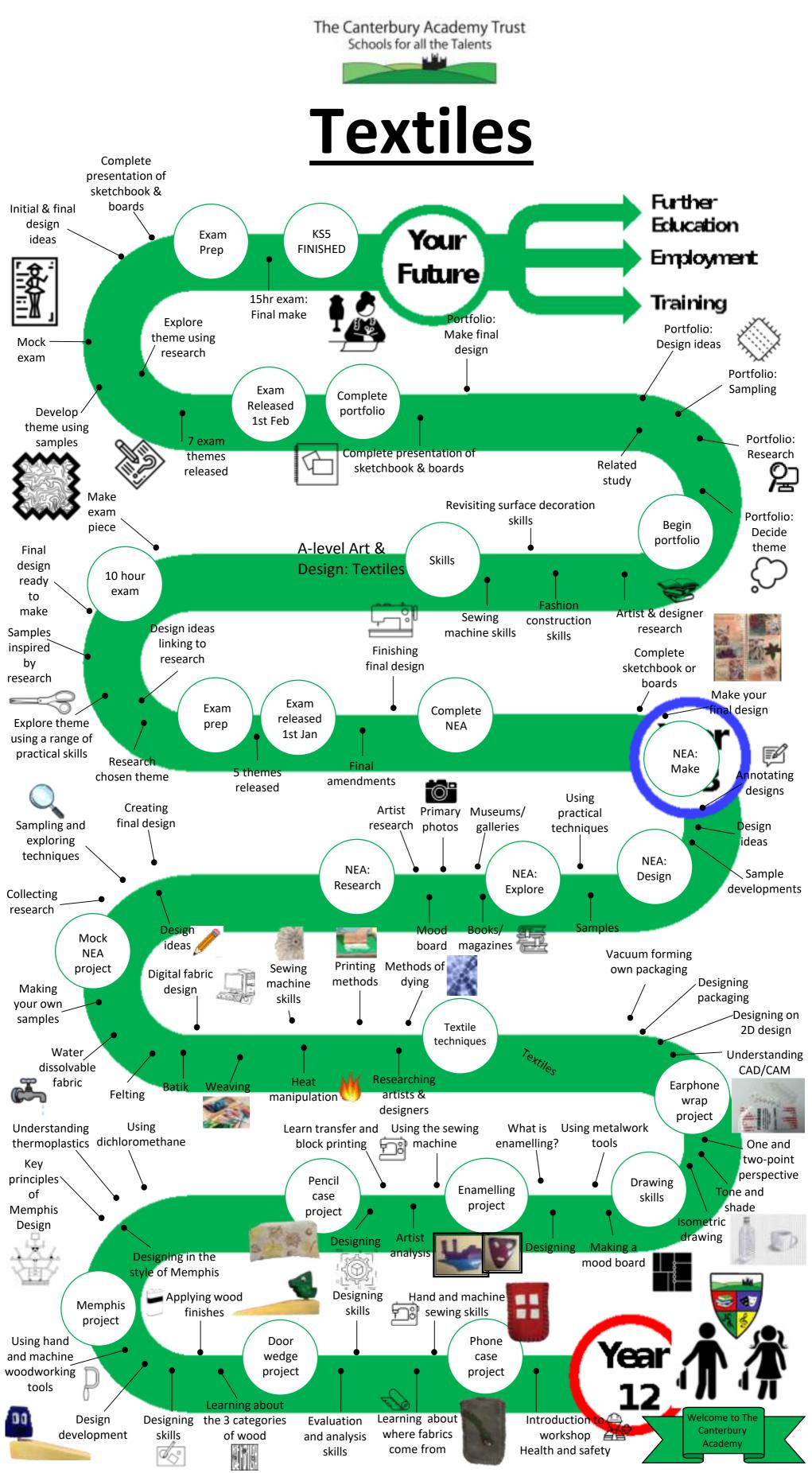
then joint skills will be taught.



Product Design









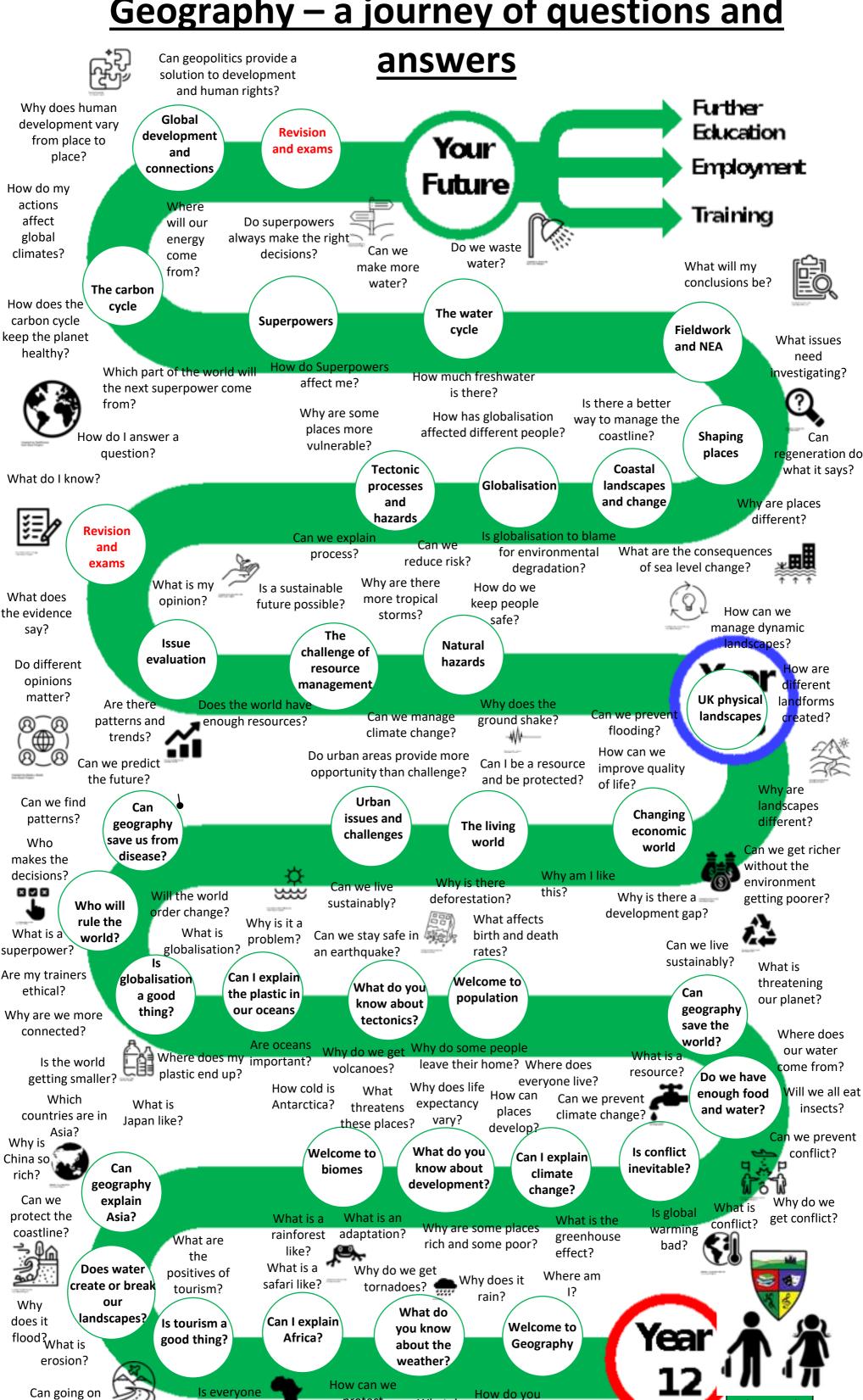








Geography – a journey of questions and



protect

tropical

storms?

ourselves from the clouds

poor?

Is Africa a

country?

Where

should I go

on holiday?

holiday harm

the

environment?

What do

mean?

use a map?

What do you study

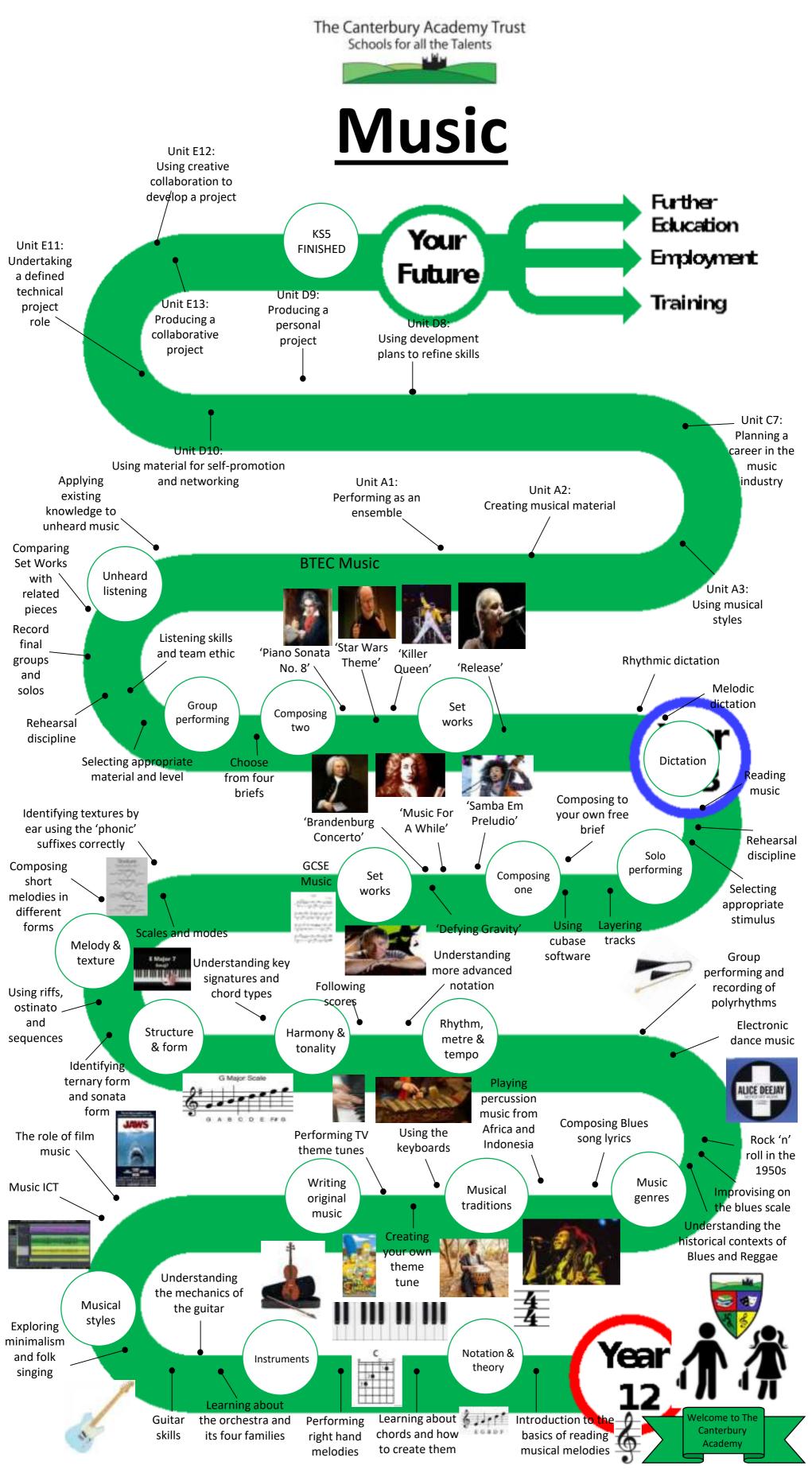
in Geography?

Canterbury

Academy

Excellence in Performing Arts





Drama Learning Journey

The Canterbury Academy Trust



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

Component 3 **Theatre Makers in Practice** Exam

Links to English text analysis

Live Theatre Evaluation

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; explorir characters, themes, plot

> Learning line rehearsing, amending an refining text extracts

Component 2 Performance from Text



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

Component 1 Devising

theatre

Question: What makes good theatre? Theatrical convention, team wo Students will explore a range of stimuli & usecharacterisation, vocal & physical their knowledge of drama conventions & techniques performance styles to devise a piece of

Stimuli, analysis, genre, social, historical and cultural contexts. health & safety Links to English; conflict

And relationships Live Theatre

Acting Skills

Review & Direction

Question: What type theatre is more powerful, naturalistic or nonnaturalistic?

Social & Historical context

Playwright intentions deconstructing text,

> 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.

> Devising through **Stimulus**

Analysis Question: How is meaning ght intention Interpreted and **Direction** communicated on stage? Everything on stage is

Atmosphere intended to convey meaning to Set & Staginghe audience and it is Technical Elemportant to understand how.

Characterisati on

Vocal Skills **Piweg car**cumsta<u>nc</u>

Acting Styles



Shakespeare

Spy School

uestion: How important is character?

Using physical theatre and imagination you will

learn how to create storytelling through

movement

e Witche

Question: Is Shakespeareambic Pentameter, text relevant to today's society?ploration

.inks to English & Histo Students will explore plot, Characterisation, status, tension, Elizabethan/Jacobean character, language & structionships **England. RSC opportunities**



Students will explore a range of performance styles including Brecht Stanislavski and Frantic Assembly

Links to History Nazi Germany

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 Narration, Flashback Verbatim theatre Crosscutting. **Tableau**

Question: What happens backstage before and during a performance?

Lighting sound Exploring job roles within the production arts, Set, costume

students will experiment with sound, set, lighting ans costume design

Ensemble **Choral Movement Performance Styles**

Imagination,

characterisation,

movement,

physicalisation,



Arts

Projection Flashback

Direct Address Blocking Stage direction

Characterisation

Choral Movement Ensemble

Storytelling

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

scripts And a about the conventions of storytelling Links to English: Through performance Theme/character analysis

Working with

scripts



Developing Skills in Drama

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.

gesture, terminology Links to Music: appreciation of how music cartesians,

















