



Curriculum



**THE LADDER
SCHOOL**

Redefining alternative provision



Animal Care

Course Title	BTEC Firsts Animal Care Level 1/2				
Level taught	Level 1/2				
Grades	Pass, Merit and Distinction				
Class Teachers	Mrs Williams				
Unique selling point about your subject	This course is designed to inspire and enthuse learners to consider a career in the animal care sector. The course gives learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the animal care sector. Looking into the future the course supports progression into specialised Level 3 qualifications in animal management, or progression into an Apprenticeship. Furthermore, it gives learners the potential opportunity, in due course, to enter employment within a wide range of job roles.				
Assessment	Module	Elements	Assessment	Date	%
	Unit 1 Animal Health	Understand signs of good and ill health, common diseases/ treatments and signs, symptoms and preventions of parasites	Exams – unit 1 January/ June Unit 2, 3, 4 coursework	During Y10/11	
	Unit 2 Animal Handling	Understand/ demonstrate safe handling and restraint techniques of animals.			
	Unit 3 Animal Welfare	Understand different roles of animal organisation and animal welfare legislation.			
	Unit 4 Animal Accommodation	Understand how to select, prepare and maintain animal accommodation and carry out safety checks			

Course Content – Topic Studied

Year 10	Year 11
Term 1a	
Unit 1 – Animal Health - Topic A.1 - Monitoring signs of good and ill health in animals. - To know why daily visual checks are carried out. - To know why weekly physical checks are carried out.	Unit 1 – Animal Health - Topic A.1 As Y10 plus: - To understand why quantitative checks are carried out and how they are used to measure an animal's health.
Term 1b	
Unit 1 – Animal Health - Topic B.1 - Understanding animal diseases and their modes of transmission. - Symptoms, treatment and prevention of common diseases in animals.	Unit 1 – Animal Health - Topic B.1 As Y10 plus: - Understanding the signs, symptoms, prevention and treatment of common parasites.

Term 2a

Unit 2 – Animal handling - Topic A.1
- Risk assessments and accident reporting procedures
- Appropriate personal protective equipment
Unit 2 – Animal handling - Topic B.1
- Correct handling and restraint of animals
- Selecting and using appropriate handling and restraint equipment

Unit 2 – Animal handling - Topic A.1 As Y10 plus:
- Reasons for handling and restraining animals
- Reasons to not handle animals
Unit 2 – Animal handling - Topic B.1 As Y10 plus:
- Reasons for maintaining and cleaning equipment for handling and restraining animals.

Term 2b

Unit 3 – Animal Welfare - Topic A.1
- Roles of animals in society
- Animal related organisations
Unit 3 – Animal Welfare - Topic B.1
- Animal welfare
- Know current animal welfare legislation that apply in the UK and their purposes

Unit 3 – Animal Welfare - Topic A.1
As Y10
Unit 3 – Animal Welfare - Topic B.1/C.1
As Y10 plus:
- What are the responsibilities involved in caring for animals?

Term 3a

Unit 4 – Animal Housing and Accommodation
Topic A
-Understand how to select animal accommodation
Topic B
-To be able to prepare and maintain animal accommodation

Unit 4 – Animal Housing and Accommodation
Topic A
-Understand the different types of animal accommodation
Topic B
-To be able to carry out safety / maintenance checks

Term 3b

Unit 4 – Animal Housing and Accommodation
Topic C
-To be able to clean out accommodation

Unit 4 – Animal Housing and Accommodation
Topic C
-To know how to dispose of waste

PROGRESS PATHWAY:
Further qualification in animal care

CAREERS:
Vet, veterinary nurse, animal rescue, animal training, animal grooming

Art (KS4)

Course Title	Fine Art				
Level taught	GCSE				
Grades	1-9				
Class Teacher	Mrs. Bryant				
Unique selling point about your subject	<p>This course allows students with any level of previous experience to enjoy exploring many different aspects of Fine Art including painting, print-making, photography, sculpture and 3D work as well as drawing. After an initial introduction to some basic skills and key materials, students can choose to develop their coursework in a way that is tailored to their interests, skills and ability. This will ensure that each student gets the most out of their studies in this subject as they will have a level of ownership on the direction in which their work develops.</p> <p>Additionally, this course offers students the chance to learn key skills such as independent learning, development of an idea from an initial starting point to a final outcome and working to meet set objectives. These are all skills that are transferable to most workplace settings and will prove useful in adult life.</p>				
Assessment	This qualification will be assessed through two components; Component 1: Portfolio. Component 2: Externally Set assignment.				
	Module	Elements	Assessment	Date	%
	Component 1 Portfolio:	Produce a sustained project and a selection of further work that represents the course of study and meets 4 assessment objectives. This is worth 60% of overall marks.	Coursework internally set and marked, externally moderated.	December of year 11	60%
	Component 2 Externally Set assignment:	Choose 1 of 7 tasks set externally by the examination board in January of Year 11, produce preparation work which meets 4 assessment objectives followed by a 10 hour supervised exam. This is worth 40% of overall marks.	Externally set task, internally marked, externally moderated.	Exam paper released January - Y11. Supervised exam April Y11	40%
Course Content – Topic Studied					
Year 9		Year 10		Year 11	
Term 1a					
Explore the main Elements in Art and produce a double page in sketchbook showing examples. Take photos and use these to further explore the idea of the Formal element 'Pattern'. Produce prints to make a pattern design using either screen printing, woodcut printing or polyblock printing.		Skills in art such as line drawing, tonal drawing, painting with watercolour, acrylics. Using techniques such as pointillism, using negative space to improve drawing, using the grid method.		Concentrate on preferred ideas from those developed and refine these towards final outcomes.	

Term 1b

Basic Photoshop techniques to adapt and edit photographs.
Basic sewing techniques – threading the machine, the bobbin and basic stitches.

Start coursework portfolio. Complete sketch work and look at possible artist links.

Begin working on final piece to be completed by December. Ensure any unfinished work is complete and all annotations have been done.

Term 2a

Making with the sewing machine – cushion cover, tote bag or small pouch.

Coursework including copies of the work of chosen artists, linking with course work & inspire development of ideas

Start exam portfolio. Complete sketch work and look at possible artist links.

Term 2b

Jewellery making. Using tools with wire and beads.
Working with a professional to produce a piece in semi-precious metal.

Coursework including copies of the work of chosen artists, linking with course work & inspire development of ideas

Continue by producing copies of the work of chosen artists which link into exam and inspire development of ideas. Develop own ideas from these initial studies.

Term 3a

Skills in art – based on ‘By the end of this, you will be able to draw’.
Final outcome tonal drawing of chosen still life.

Develop aspects of own work in the style of chosen artists or using their work as inspiration.

Decide on a final outcome and ensure all work including annotations are complete.

Term 3b

Personal choice of project –photography, textile design, jewellery making or Fine art to produce their own final outcome.

Continue to develop work and decide which ideas have worked well and can be included in a final piece/outcome.

EXAM – 10 hours.

PROGRESSION PATHWAYS

- BTEC level 3 in an Art & design
- A level Fine Art
- A level History of Art
- Apprenticeship in the Creative industry

CAREERS in or as;

Fine artist, Art gallery curator, Art teacher or lecturer, Art therapist, Art technician, Art valuer, Auctioneer, Illustrator, Conservator, Art administrator, Architect, Fashion design, Textile design, Computer aided design, Jewellery design, Fashion retail, Theatre staging design, Costume design, Photographer, Cinematography, Camera operator, Lighting and visual effects operator, Graphic designer, Web designer

Art (KS5)

Course Title	BTEC Art and Design				
Level taught	Level 1/ Level 2				
Grades	Pass, merit, distinction				
Class Teachers	Mrs. Bryant				
Unique selling point about your subject	<p>This course allows students with any level of previous experience to enjoy exploring many different aspects of Art and Design. In particular, we teach print-making, photography, textiles and jewellery design as well as drawing. After an initial introduction to some basic skills and key materials, students can choose to develop their coursework in a way that is tailored to their interests, skills and ability. This will ensure that each student gets the most out of their studies in this subject as they will have a level of ownership on the direction in which their work develops.</p> <p>Additionally, this course offers students the chance to learn key skills such as independent learning, team work, development of an idea from an initial starting point to a final outcome and working to meet set objectives. These are all skills that are transferable to most workplace settings and will prove useful in adult life. Students will also benefit from working with Art professionals who will come into school at set times during the course to teach their specialist skills.</p>				
Assessment	<p>This qualification will be assessed through completion of 4 Units of work; Unit 1, Unit 3 and Unit 5 internally set and marked. Unit 2: Externally Set assignment.</p>				
	Module	Elements	Assessment	Date	%
	Unit 1, 3 & 5	For each unit, learners will complete work in the form of Fine art and/or Design in order to meet a brief which is set by the teacher and internally verified. Each unit is worth 25% and so the total for all 3 units is worth 75% of overall marks.	Coursework internally set and marked, externally moderated.	December of year 12	75%
	Unit 2 Externally Set assignment:	Learners will complete an externally set assessment, which will be released in January of Year 12 for completion by the end of June in the same year. This is worth 25% of overall marks.	Externally set task, internally marked, externally moderated.	Exam paper released January - year 12. Supervised exam April - year 12.	25%

Year 12

Term 1a

UNIT 1: Introduction to specialist pathways in Art and Design. Explore selected specialist pathways within at least three of the following:

*Design Crafts

*Fashion and Textiles

*Photography

*Visual Arts

Recognising what formal elements are and how professionals use them in their specialist work.

Term 1b

UNIT 3: Communicating ideas in 2D

- Explore 2D visual language and working practices
- Investigate how artists, craftspeople and designers communicate in 2D
- Communicate ideas using 2D knowledge and skills in response to a brief

Start UNIT 5: Developing an Art and Design Portfolio

- Explore the purpose of a portfolio
- Compile a portfolio to support progression
- Present a portfolio of work to others

Term 2a

UNIT 2: Externally set task

Learners will complete an externally-set assessment, which will be released on the Pearson website in January each year. The assessment is externally set, internally marked and externally moderated. The assessment must be taken by the learner under controlled supervised conditions.

Term 2b

UNIT 2 and finish UNIT 5:

- Explore the purpose of a portfolio
- Compile a portfolio to support progression
- Present a portfolio of work to others

Term 3a /3b

The external assessment will be carried out in 10 hours

Completion of work, if required, due to gaps in evidence for each Unit studied

PROGRESSION PATHWAYS

- BTEC level 3 in an Art & design
- A level Fine Art
- A level History of Art
- Apprenticeship in the Creative industry

CAREERS in or as: Fine artist, Art gallery curator, Art teacher or lecturer, Art therapist, Art technician, Art valuer, Auctioneer, Illustrator, Conservator, Art administrator, Architect, Fashion design, Textile design, Computer aided design, Jewellery design, Fashion retail, Theatre staging design, Costume design, Photographer, Cinematography, Camera operator, Lighting and visual effects operator, Graphic designer, Web designer.

Catering

Course Title	BTEC Home Cooking Skills				
Level taught	Level 2				
Grades	BTEC Level 1 & BTEC Level 2 Qualifications				
Class Teacher	Mr. New				
Unique selling point about your subject	The course is a practical course; therefore, students will have identical criteria to meet in order to pass the qualification. The course initially is the level 1 course, which focuses on the basic cooking skills in order to be able to cook fresh food at home. It is also an opportunity to learn the basic skills and understand the basics of the kitchen that can be transferred over throughout their lifetime.				
Assessment	Assessment are both written and practical. Assessments carried out by teacher witnessing student carrying out practical. Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria.				
	Unit 1: Home Cooking Skills (Level 1)				
	Module	Element	Assessment	Date	%
	Component 1	1:1 Select and prepare ingredients for a recipe 1.2 Use cooking skills when following a recipe 1.3 Demonstrate food safety and hygiene throughout the cooking process	Internal Practical assessment	January February	60
	Component 2	2.1 Reflect on own learning about the value of gaining cooking skills 2.2 Identify ways to pass on information about home cooking.	Internal written assessment	April/May	40
	Unit 2: Home Cooking Skills (Level 2)				
	Component 1	1.1 Plan a nutritious two-course meal	Internal written assessment	October	20
	Component 2	2.1 Select and prepare ingredients for recipes for a nutritious, two-course meal 2.2 Use cooking skills when following the recipes 2.3 Demonstrate food safety and hygiene throughout the preparation and cooking process 2.4 Apply presentation skills when serving the meal	Internal practical assessment	January February	60
	Component 3 and 4	3.1 Explain ways to economise when cooking at home 4.1 Identify ways information about cooking meals at home from scratch has been passed on to others	Internal written assessment	April/May	20

Course Content – Topic Studied

Year 9	Year 10	Year 11
Term 1a		
Introduced to basic cooking skills by following recipes for simple dishes and learning how to use kitchen equipment safely. Each recipe is underpinned with knowledge about sourcing food, nutrition, hygiene and food safety where relevant.	Introduced to basic cooking skills by following recipes for simple dishes and learning how to use kitchen equipment safely. Each recipe is underpinned with knowledge about sourcing food, nutrition, hygiene and food safety where relevant.	Introduced to basic cooking skills by following recipes for simple dishes and learning how to use kitchen equipment safely. Each recipe is underpinned with knowledge about sourcing food, nutrition, hygiene and food safety where relevant.
Term 1b		
Students to learn the basics of fresh food and use by dates. Students to learn about store cupboard basics and where to and not to store particular foods in the kitchen.	Students will be able to use cooking skills to make home-cooked food that does not use pre-prepared, ready-cooked food.	Be able to plan a nutritious, home-cooked meal using basic ingredients.
Term 2a		
Students to focus on basic knife skills such as; chopping and slicing. As well as other food preparation skills, e.g. peeling, mashing, grating.	They will be able to use cooking skills when following a recipe. They will also be learning about, and demonstrating food safety and hygiene throughout the preparation and cooking process.	Be able to prepare, cook and present a nutritious, home-cooked meal using basic ingredients. Select and prepare ingredients for recipes for a nutritious, two-course meal.
Term 2b		
Students to learn correct weights and measures, and be able to apply this during practical lessons. They will also learn to correct timings and temperatures for roasting, frying, baking and boiling.	Understand the value of passing on information about home cooking. Reflect on own learning about the value of gaining cooking skills.	Use cooking skills when following the recipes. Demonstrate food safety and hygiene throughout the preparation and cooking process. Apply presentation skills when serving the meal.
Term 3a		
Use cooking skills when following the recipes. Demonstrate food safety and hygiene throughout the preparation and cooking process. Apply presentation skills when serving the meal.	Identify ways to pass on information about home cooking and will be able to transfer these skills to others.	Understand how to cook economically at home. Explain ways to economise when cooking at home.
Term 3b		
Students will be able to identify ways to pass on information about home cooking, and will be able to transfer these skills to others.	Focus on how to correct portion size and presentation skills for finished dishes.	Be able to pass on information about cooking meals at home from scratch.

	Understand the concepts of making food look appetising.	Identify ways information about cooking meals at home from scratch has been passed on to others.
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PROGRESSION PATHWAY
BTEC Level 1 Introductory Diploma in Hospitality
Certificate in Hospitality & Events L2 (RQF)
Level 2 Technical Certificate in Professional Cookery
Chef Apprenticeship

CAREERS
Chef, Catering, Hospitality Industry

English

Course Title	ENGLISH- Language / ENGLISH- Literature					
Level taught to	GCSE					
Grades	GCSE Level 1- 9					
Class Teachers	Miss Mahmood / Miss Blackwood					
Unique selling point about your subject	English at The Ladder School Walsall aims to use our passion for English to provide an escapism for our students. We believe that the works of Literature's greats can really provide students with the love and understanding of English. We truly believe in the power of equipping our students with solid Literacy skills in order to take them through to their GCSEs and beyond.					
Assessment	This AQA GCSE English Language/English Literature qualification will be assessed through up to 6 examination paper set assessments and up to 6 teacher devised assessments. English Language will be assessed through 2 X 1 hr 45 mins written papers. English Literature will be assessed through 1 X 1 hr 45 mins written paper and 1 X 2 hr 15 mins written paper. Non-Examination Assessment: Spoken Language Component which is internally teacher assessed.					
	Module	Elements	Assessment	Date	%	
	Teacher devised assessments	English Language: On demand		1 hr each	On demand	43%
		English Literature: On demand				
	English Language	Paper 1: Explorations in Creative Reading and Writing		1 hour 45 mins	June Y11	50%
	English Language	Paper 2:Writers' Viewpoints and Perspectives		1 hour 45 mins	June Y11	50%
	English Literature	Paper 1:Shakespeare and the 19 th -century novel		1 hour 45 mins	June Y11	40%
	English Literature	Paper 2:Modern texts and poetry		2 hours 15 mins	June Y11	60%
Non-Examination Assessment	Spoken Language Component: Presenting, responding to questions and feedback and use of standard English		N/A	June Y11	0%	

Course Content – Topic Studied

Year 9	Year 10	Year 11
Term 1a		
English Ignite Kerboodle Book 3- Unit 1: <i>Dare to Scare.</i> Spelling, Punctuation and Grammar.	English Language- Paper 1 Explorations in Creative Reading and Writing. Spelling, Punctuation and Grammar.	English Language- Paper 1 Explorations in Creative Reading and Writing. Spelling, Punctuation and Grammar. Non-examination Assessment: Spoken Language.
Term 1b		
English Ignite Kerboodle Book 3- Unit 2: <i>Relationships.</i> Spelling, Punctuation and Grammar.	English Language- Paper 2 Writers' Viewpoints and Perspectives. Spelling, Punctuation and Grammar.	English Language- Paper 2 Writers' Viewpoints and Perspectives. Spelling, Punctuation and Grammar. English Literature- Paper 2 Modern texts and poetry. <i>Poetry-</i> Power and conflict cluster <i>Modern texts-</i> An Inspector Calls
Term 2a		
English Ignite Kerboodle Book 3- Unit 3: <i>Exploring Difference.</i> Spelling, Punctuation and Grammar.	English Language- Paper 1 Explorations in Creative Reading and Writing. Spelling, Punctuation and Grammar.	English Language- Paper 1 Explorations in Creative Reading and Writing. Spelling, Punctuation and Grammar. English Literature- Shakespeare and the 19 th -century novel. <i>Shakespeare-</i> Macbeth <i>19th century novel-</i> The Strange Case of Dr Jekyll and Mr Hyde
Term 2b		
English Ignite Kerboodle Book 3- Unit 4: <i>My Life, My Choices.</i> Spelling, Punctuation and Grammar.	English Language- Paper 2 Writers' Viewpoints and Perspectives. Spelling, Punctuation and Grammar.	English Language- Paper 2 Writers' Viewpoints and Perspectives. Spelling, Punctuation and Grammar. English Literature- Paper 2 Modern texts and poetry. <i>Poetry-</i> Power and conflict cluster <i>Modern texts-</i> An Inspector Calls

Term 3a

English Ignite Kerboodle Book 3- Unit 5: <i>Young Entrepreneurs.</i>	English Language- Paper 1 Explorations in Creative Reading and Writing.	Past Examination Papers- English Language/English Literature.
Spelling, Punctuation and Grammar.	English Language- Paper 2 Writers' Viewpoints and Perspectives. Spelling, Punctuation and Grammar.	Revision/ Exam tips. Spelling, Punctuation and Grammar.

Term 3b

English Ignite Kerboodle Book 3- Unit 6: <i>From Talking Drums to Tweets.</i>	Revision/ Early entry GCSE English Language examination.	Revision/ GCSE English Language (first entry/re-sit)/ GCSE English Literature examination.
Spelling, Punctuation and Grammar.		

PROGRESSION PATHWAY

- Apprenticeships
- A level programme
- Undergraduate/ Postgraduate degree
- Work in an English related field

CAREERS

- Digital copywriter, Editorial assistant, English as a foreign language teacher, Lexicographer, Magazine journalist
- Newspaper journalist, Publishing copy-editor/proofreader, Secondary school teacher, Web content manager
- Writer, Academic librarian, Advertising copywriter, Arts administrator, Education consultant, Learning mentor
- Marketing executive, Media researcher, Primary school teacher, Private tutor, Public relations officer, Records manager
- Social media manager

Enterprise (Y9 only)

Course Title	Enterprise
Level taught	Level 1 & 2
Grades	Working Towards/Pass/Exceptional Pass
Class Teacher	Miss Ugharatdar
Unique selling point about your subject	The aim of this programme is to give students the opportunity to acquire various skills and build confidence in the work they do. The programme is multi-disciplinary and will allow students to practise various employable attributes. From these sessions, students will be able to diversify their career options and develop new techniques to keep up with the fast-changing world. It will also help them to build credibility as they continue to gain new skills and certificates.
Course Content – Topic Studied	
Year 9	
Term 1a	
Enterprise	
An exciting opportunity which helps pupils to build their enterprise skills, mathematics, team building, and financial skills whilst giving them a taste of what it' like to be an entrepreneur.	
Term 1b	
World of Work	
This component will teach students how to identify the skills and qualities they possess, help them to understand the features of good communication, support them to explore career opportunities and importance of equality and diversity in the work place.	
Term 2a	
First Aid	
This basic skill component will assist with the theory and practical training modules, such as CPR manikins, Automated External Defibrillator, Bandages, Visual Aids, Hand-outs, etc	
Term 2b	
Languages	
The basic skills of Mandarin (the most spoken language in the world) will be taught to students, with the aim to inspire them to pursue enrichment activities and give them a taste of another language.	
Term 3a	
Photography	
Term 3b	
TBC	

PROGRESSION PATHWAY

- BTEC in Music/Photography/Languages/Enterprise/Business
- Level 2 or 3 qualification in First Aid
- Vocational Qualification, e.g. Preparing for Business Venture Level 3
- Cambridge Technical or GCE e.g. Photography Level 3
- Apprenticeships e.g. Business Administration, Music etc.
- Work in a marketing/enterprise related field

CAREERS

A wide a variety of career options, some examples are shown below:

Actuarial analyst, Arbitrator, Business adviser, Business analyst, Business development manager, Management consultant, Project manager, Risk manager, Retail manager, Sales executive, Systems analyst, digital music, Live events production, Media and communication (music industries), Music business, Photographer, Interpreter, Paramedic

Health and Social Care

Course Title	BTEC Health and Social Care				
Level taught	Level 1/2				
Grades	Pass – Merit - Distinction				
Class Teachers	Mrs Cooke				
Unique selling point about your subject	<p>Health and Social Care Tech award offers students the opportunity to develop sector specific knowledge and skills in a practical learning environment. The main focus is three key areas;</p> <p>Skills and processes, such as interpreting data to assess an individual’s health, and designing a plan to improve their health and wellbeing.</p> <p>Attitudes, namely the care values that are vitally important in this sector, and the opportunity to practise applying them.</p> <p>Knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people’s health and wellbeing.</p> <p>This qualification recognises the value of learning skills, knowledge and vocational attributes to compliment your GCSEs. It will also broaden your learning experience and understanding of the varied progression options available to you on completion of the course.</p>				
Assessment	Module	Element	Assessment	Date	%
	Component 1	Human lifespan development	Coursework	Y10	30
	Component 2	Health and social care services and values	Coursework	Y10	30
	Component 3	Health and wellbeing	Examination	June Y11	40

Course Content – Topic Studied	
Year 10	Year 11
Term 1a	
Understand human growth and development across the life stages and the factors that affect it.	Human lifespan and Development. Learners will investigate how, in real life situations, human development is affected by different factors and that people deal differently with life events.

Term 1b

Investigate expected and unexpected life events. Research into life events and look at different ways people deal with these events.

Investigate how individuals deal with life events

Term 2a

Develop an understanding of barriers that affect health and social care service users. Understand the different types of health and social care services and barriers to accessing them.

Learners will study and explore practically, health and social care services and how they meet the needs of real service users. They will also develop skills in applying care values.

Term 2b

Understand good practice and bad practise within health and social care.

Demonstrate care values and review through evaluation how own practice meets the needs of service users.

Term 3a

Identify and understand different factors that can affect health and wellbeing and look into the indicators.

Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators.

Term 3b

Identify case studies that show different outcomes when learning about health and wellbeing.
Assess health and wellbeing and look into specific plans that can help individuals.

Design and understand a health and wellbeing improvement plan based on a specific case study.

PROGRESSION PATHWAY

- Can lead to many other further education vocational qualifications

CAREERS

- Care Industry; social care; caring for adults/elderly; nursing and midwifery

History

Course Title	History
Level taught to	Key Stage 3
Grades students can achieve	National Curriculum Level/Entry Level
Class Teachers	Mrs Bennett
Unique selling point about your subject	<p>History education helps us to gain a clear knowledge and understanding of Britain's past and that of the wider world. It inspires us to know more about the past and to find our place in the present and encourages us to ask perceptive questions, think critically, weigh evidence, sort through arguments, and develop perspective and judgement. History helps us to understand other people's lives, how things change, the diversity of societies and relationships between different groups, as well as our own identity and the challenges of our time.</p> <p>Our History curriculum recognises that our students may have significant gaps in their education and every unit provides opportunities for all students to develop their Historical skills and knowledge, whatever their starting point may be. Our curriculum for History aims to ensure that all students should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. We study events that shook the world and sometimes actually changed the world as we know it. History offers our students the opportunity to study both in and out of the classroom, visiting sites of historical importance and giving them the opportunity to become experienced History Detectives.</p>
Assessment	<p>The course is assessed using a range of assessment methods. There are at least 3 formal assessments points for each scheme of work and these will assess knowledge, skills and understanding, source enquiry and interpretation.</p> <p>Regular self and peer assessment also takes place, during and at the end of units</p> <p>Target setting by teacher and student</p> <p>Peer assessment if appropriate</p> <p>Half termly data entry</p> <p>Teachers also assess student's work in lessons by making assessments as they observe them working during lessons. Year 9 students are encouraged to evaluate their own work and to suggest ways to improve.</p>
Course Content – Topic Studied	
Year 9	
Autumn Term	
History: What's it all about	<p>Week 1: Significance of a person in history</p> <p>Week 2: Chronological understanding and source analysis</p>

<p>This unit is designed to be the bridging unit between KS3 and KS4. Students arrive at The Ladder School with varied experiences of History at previous schools and the unit has been designed to bring all students closer together on basic historical concepts such as chronology, use of evidence and artefacts, interpretation and enquiry.</p> <p>Why was Ireland so divided?</p> <p>This unit introduces students to aspects of the political history of Ireland in the twentieth century and links to the previous terrorism enquiry. It considers the causes of the partition of Ireland, and how key events in Irish history have been interpreted and represented in different ways by the two communities. The reasons for the outbreak of violence in 1968–9 and the subsequent peace moves are also examined.</p>	<p>Week 3: Enquiry – Tollund Man Week 4: Using evidence – Tollund Man Week 5: Interpretation – Guy Fawkes Weeks 6-9: Enquiry unit: What is Extremism and Terrorism? (including Guy Fawkes, Suffragettes, Twin Towers, London Bombings, Manchester Arena) Weeks 10-14: (history of Ireland, partition of Ireland, violence and protest, achieving peace)</p>
Spring Term	
<p style="text-align: center;">Events that shook the Country</p> <p>This unit is designed to give students the opportunity to use their historical skills to investigate key events in History that have changed and shaped Britain and its place in the world today. This unit has an important role to play in helping students to reaching an understanding of where their strengths lie in History and should inspire students to want to learn more about history and succeed in the subject.</p>	<p>Each week students will investigate a different British historical event including: The Norman Conquest, The Magna Carta, The Black Death, The creation of the Church of England, The Spanish Armada, Execution of Charles I, The Empire, Jack the Ripper, Battle of the Somme, Battle of Britain, The NHS, Windrush, Coronation of Elizabeth II, The Profumo Affair, Miners Strike, Falklands War, Brexit</p> <p>Local History project</p>
Summer Term	
<p style="text-align: center;">Events that shook the Modern World</p> <p>This unit is designed to give students the opportunity to use their historical skills to investigate key events in History that have changed and shaped the world today. This unit build on the skills that students have developed throughout the year to reaching an understanding of where their strengths lie in History and encourages students to question their own traditional methods of enquiry and investigation into a topic.</p> <p>This unit provides students with the skills needed to move on to GSCE.</p>	<p>Each week students will study a different world historical event including: Assassination of Abraham Lincoln, The Russian Revolution, Sinking of the Titanic, Discovery of Tutankhamen, The Wall Street Crash, Kristallnacht, Pearl Harbour, The Holocaust, Hiroshima, Partition of India, Birmingham and Selma, Sharpeville Massacre, Berlin wall, assassination of JFK, Moon Landing</p> <p>In my lifetime project</p>

PROGRESSION PATHWAYS

- Apprenticeships
- Development of strong communication and analytical skills
- A level programme
- Undergraduate/ Postgraduate degree
- Work in a History related field
- Foundation subject for a Law qualification

CAREERS

Teacher, Lawyer, Academic librarian, Archaeologist, Broadcast journalist, Civil Service administrator, Editorial assistant, Journalist, Solicitor, talent agent, Buildings inspector/conservation officer, Museum/gallery curator

Maths

Course Title	Mathematics																					
Level	GCSE																					
Grades	1-9																					
Class Teachers	Miss Ugharatdar, Mrs Foo, Mrs Williams																					
Unique selling point about your subject	<p>The aim of the course is to give students the appropriate mathematical skills, knowledge and understanding for them to get achieve their GCSE qualification as painlessly as possible and gain an appreciation for maths for life. We don't believe in spoon feeding our learners because this doesn't provide any sustainable long term benefits. We believe in empowering our students with tools, techniques and technology and we want to broaden their horizons. Not only will they achieve a much better grade than their current expectation with maths, but they will also benefit in other subjects by applying our learning methodology and principles to other forms of learning.</p>																					
Assessment	<p>GCSE Mathematics consists of three equally-weighted written examination papers. There are two tiers they can be assessed at, either Foundation tier (grades 1 – 5) or Higher tier (grades 4 – 9). Students must take three exam papers at the same tier and the same series. The exams are 1 hour and 30 minutes each and is 80 marks respectively.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Module</th> <th style="width: 30%;">Elements</th> <th style="width: 20%;">Assessment</th> <th style="width: 15%;">Date</th> <th style="width: 10%;">%</th> </tr> </thead> <tbody> <tr> <td>Paper 1</td> <td rowspan="3"> 1. Number 2. Algebra 3. Ratio, proportion and rates of change 4. Geometry and measures 5. Probability 6. Statistics </td> <td>Non-calculator</td> <td>May Year 11</td> <td>33.33%</td> </tr> <tr> <td>Paper 2</td> <td>Calculator</td> <td>June Year 11</td> <td>33.33%</td> </tr> <tr> <td>Paper 3</td> <td>Calculator</td> <td>June Year 11</td> <td>33.33%</td> </tr> </tbody> </table>				Module	Elements	Assessment	Date	%	Paper 1	1. Number 2. Algebra 3. Ratio, proportion and rates of change 4. Geometry and measures 5. Probability 6. Statistics	Non-calculator	May Year 11	33.33%	Paper 2	Calculator	June Year 11	33.33%	Paper 3	Calculator	June Year 11	33.33%
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Course Content – Topic Studied

Year 9	Year 10	Year 11
Term 1a		
Number / Ratio and proportion	Number / Ratio, proportion and rates of change	Number / Ratio, proportion and rates of change
Term 1b		
Number	Geometry	Geometry
Term 2a		
Geometry	Geometry/Algebra	Geometry/Algebra
Term 2b		
Algebra	Algebra	Algebra
Term 3a		
Data Handling	Data Handling	Data Handling / Exams
Term 3b		
Revision & Exams	Revision & Exams	Revision & Exams

PROGRESSION PATHWAY

- Further study of maths including core mathematics, further maths, pure maths, statistics etc.
- Further study in related subjects including accounting, business studies, economics, computer science/computing, engineering, physics, chemistry, electronics, business admin and law.
- A level programme
- Work in a maths related field
- Apprenticeships or vocational qualification (e.g. BTEC) linked to an interest in maths including: construction and built environment, business studies, electrical engineering, applied science, computer science, accounting, engineering, IT.

CAREERS

Most jobs and careers will need you to use maths in some way and it's particularly useful in careers like accountancy, banking and finance, management, environmental sciences, construction, engineering and manufacturing, medical technology, and science and research.

Creative Media Production

Course Title	The Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production				
Level	BTEC Level 1/Level 2				
Grades	Level/ 1 Pass, Merit, Distinction/ Level/ 2 Pass, Merit, Distinction				
Class Teachers	Miss Blackwood				
Unique selling point about your subject	<p>The creative media sector is a dynamic, growing and rewarding sector to work in, with new opportunities arising continually. Explore the creative media industry which involves a wide range of practical processes, skills and techniques, from broadcast media to increasingly interactive products and platforms. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. However, what hasn't changed is that media products still have the power to enthrall, intrigue and affect audiences. Throughout this course we explore how texts target their audiences and experiment with a range of techniques to create your own.</p>				
Assessment	<p>This BTEC Tech Award in Creative Media Production will be assessed through internal summative assessments for components 1 and 2 and an external assessment for component 3.</p> <p>Component 1 & 2: This will consist of an Internal Assessment for each Learning Aim. There are a total of 5 Learning Aims (2 in Component 1), (3 in Component 2). Learners will continuously update their reports and portfolios which will be submitted. This can consist of a variety of evidence such as; textual analysis, observations, pictures, research boards and written reports.</p> <p>Component 3: This Component is externally assessed. Learners will complete a task under supervised conditions. Learners will be given a brief and stimulus to create media product within a particular sector. Learners will also need to create a written response and pre-production materials as well as an evaluation report. There is a maximum of up to 4 hours for the final creation of the external assessment which will be taken near the end of the course (May/June)</p>				
	Module	Elements	Assessment	Date	%
	Component 1	<p>Learning Aim A: Investigate media products</p> <p>Learning Aim B: Explore how digital media products are created to provide meaning and engage audiences</p>	Internal Assessment		
	Component 2	<p>Learning Aim A: Develop media production skills and techniques</p> <p>Learning Aim B: Apply skills and techniques in rehearsal / performance</p> <p>Learning Aim C: Review own progress and development of skills & practices</p>			
	Component 3	<p>Learning Aim A: Develop ideas in response to a brief</p> <p>Learning Aim B: Develop pre-production materials in response to a brief</p> <p>Learning aim C: Apply skills and techniques to the creation of a media product</p>			

Course Content – Topic Studied

Year 9	Year 10	Year 11
Term 1a		
<p>Students will learn basic media terminology and focus on genre conventions. Students will be largely focusing on the Sci-Fi genre in order to learn the following:</p> <ul style="list-style-type: none"> -identify a genre -understand what genre conventions are -recognise the conventions with a range of texts -how to decode the meaning within a text or image. 	<p>Component 1 A: Investigate media products A1 Media products, audiences and purpose</p>	<p>Component 2 B: Apply media production skills and techniques B2 Production processes and practices B3 Post-production processes and practices</p>
Term 1b		
	<p>Component 1 A: Investigate media products A1 Media products, audiences and purpose</p>	<p>Component 2 B3 Post-production processes and practices C: Review own progress and development of skills and practices C1 Review of progress and development</p>
Term 2a		
<p>Students will continue developing their analysis skills by focusing on cinematography; Cinematography comprises all on-screen visual elements, including lighting, framing, composition, camera motion, camera angles, film selection, lens choices, depth of field, zoom, focus, colour, exposure, and filtration.</p>	<p>Component 1 B: Explore how media products are created to provide meaning and engage audiences B1 Genre, narrative, representation and audience interpretation</p>	<p>Component 3 A: Develop ideas in response to a brief A1 Responding to a brief A2 Generating ideas B: Develop planning materials in response to a brief B1 Planning materials B2 Managing the production process</p>
Term 2b		
	<p>Component 1 B: Explore how media products are created to provide meaning and engage audiences B1 Genre, narrative, representation and audience interpretation</p>	<p>Component 3 C: Apply media production skills and techniques to the creation of a media product C1 Monitor and review the outcomes of the production process C2 Production skills and techniques</p>

	B2: Media production techniques	C3 Combining and refining content C4 Testing and exporting for distribution
Term 3a		
<p>Students will take what they have learnt about genre and cinematography to plan, create and edit a short trailer for a film. Through this they will learn:</p> <ul style="list-style-type: none"> • The purpose of a trailer • Trailer conventions • Script writing • Directing • Basic editing skills 	<p>Component 2 A: Develop media production skills and techniques A1 Practical skills and techniques</p>	<p>Component 3 A: Develop ideas in response to a brief B: Develop planning materials in response to a brief C: Apply media production skills and techniques to the creation of a media product C1 Monitor and review the outcomes of the production process C2 Production skills and techniques</p>
Term 3b		
	<p>Component 2 B: Apply media production skills and techniques B1 Pre-production processes and practices</p>	<p>Component 3 C: Apply media production skills and techniques to the creation of a media product C1 Monitor and review the outcomes of the production process C2 Production skills and techniques</p>
<p>PROGRESSION PATHWAY</p> <ul style="list-style-type: none"> • A Levels as preparation for entry to higher education in a range of subjects • study of a vocational qualification at Level 3, such as a BTEC National in Media, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the media sector. Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to: - • study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3. • study of media post-16 through the study of a Technical Certificate. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead ultimately to employment in the media sector. 		
<p>CAREERS Journalist, Broadcaster, Press Officer, Film/Video Editor, Video Producer, Public Relations Officer, Blogger, Sound Engineer, Art Director, Marketing Executive, Digital marketer, Media planner. Media researcher, Runner, broadcasting, television producer, <i>Secondary school teacher, Primary school teacher, College lecturer, University lecturer.</i></p>		

Performing Arts

Course Title	The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts				
Level	BTEC Level 1/Level 2				
Grades	Level 1 Pass, Merit, Distinction/ Level 2 Pass, Merit, Distinction				
Class Teachers	Miss Clarke				
Unique selling point about your subject	Delve into the world of Dance, Acting and Musical Theatre where you can let your imagination and creativity take you into brand new worlds. Allow you creative thoughts to be explored through workshops, rehearsals and performances. Performing Arts allows you to connect with your true inner self in a safe, non-judgemental zone. This course will help you unlock your creativity through practical exploration and application.				
Assessment	This BTEC Tech Award in Performing Arts will be assessed through internal summative assessments for components 1 and 2 and an external assessment for component 3.				
	Component 1 & 2: This will consist of an Internal Assessment for each Learning Aim. There are a total of 5 Learning Aims (2 in Component 1), (3 in Component 2). Learners will continuously update their research log which will be submitted. This can consist of a variety of evidence such as; video clips of performer work, observations, pictures, research boards and written reports.				
	Component 3: This Component is externally assessed. Learners will complete a task worth 60 marks under supervised conditions. Learners will be given a brief and stimulus to create performance material. Learners will also need to create a written log and evaluation report. There is a maximum of up to 3 hours for this external assessment which will be taken near the end of the course (May/June)				
	Module	Elements	Assessment	Date	%
	Component 1	Learning Aim A: Examine professional practitioners' work Learning Aim B: Explore the interrelationships between constituent features of existing performance material	Internal Assessment	On demand	
Component 2	Learning Aim A: Develop skills and techniques for performance				
	Learning Aim B: Apply skills and techniques in rehearsal and performance				
Component 3	Learning Aim C: Review own development and contribution to the performance	External Assessment	May/ June		

Course Content – Topic Studied

Year 10	Year 11
Term 1a	
Component 1 A1: Professional practitioners' performance material, influences, creative outcomes and purpose	Component 2 B1: Application of skills and techniques during rehearsal
Term 1b	
Component 1 A2: Practitioners' roles, responsibilities and skills	Component 2 C1: Review own development of skills and techniques for performance C2: Review own application of skills and techniques in performance
Term 2a	
Component 1 B1: Processes used in performance	Component 3 A1: Understand how to respond to a brief through discussion and practical exploration activities B1: Demonstrate how to select and develop performance skills and techniques that are needed to realise the creative ideas in response to a brief
Term 2b	
Component 1 B2: Techniques and approaches used in performance	Component 3 C1: Performance skills and techniques C2: Working effectively with others
Term 3a	
Component 2 A1: Development of physical, vocal and interpretative skills	Component 3 C3: Synoptic External Assessment
Term 3b	
Component 2 A2: Develop skills and techniques during the rehearsal process	Component 3 C3: Synoptic External Assessment C4: Evaluating the development process and performance outcome
PROGRESSION PATHWAY <ul style="list-style-type: none"> GCSE Performing Arts/ GCSE Drama A level programme Apprenticeships Work in a Performing Arts related field Undergraduate/ Postgraduate degree in Performing Arts/ Drama 	
CAREERS <i>Dancer, Musical theatre performer, Dance/Music/Drama therapist, Theatre director, Screenwriter, Actor/Actress, Secondary school teacher, Primary school teacher, College lecturer, University lecturer, Arts administrator, Theatre stage manager, Broadcasting presenter.</i>	

Science

Course Title	SCIENCE: BIOLOGY /CHEMISTRY				
Level	ENTRY LEVEL - GCSE				
Grades	Entry Level 3 – GCSE Level 9				
Class Teachers	Mrs. Lecointe / Mr Grey				
Unique selling point about your subject	The course is structured to be accessible to all students regardless of any gaps that may exist within their learning. All Yr 9 students are entered for Entry Level Single or Double Science dependent on their prior Science knowledge and time in the school. Students in Year 10 and 11 will gain a greater understanding of the effects and consequences of their interactions with the world around them through study of GCSE Biology and Chemistry. The programme is delivered through an exciting combination of practicals, which underpin the theory covered and improves each student's scientific literacy.				
Assessment	This AQA Entry Level Science qualification will be assessed through up to 6 externally set assignments and up to 6 teacher devised assessments at the end of Year 9. AQA GCSE Biology and GCSE Chemistry qualifications will each be assessed through 2 X 1 hr 45 mins written papers at the end of Year 10 and Yr 11 respectively.				
	Module	Elements	Assessment	Date	%
	External set assignments	Single Award Units 1, 3 & 5 or Units 2, 4 and 6	45 mins each	On demand	57%
		Double Award Units 1, 2, 3, 4, 5 & 6	45 mins each	On demand	57%
	Teacher devised assignments	Single Award Units 1, 3 & 5 or Units 2, 4 and 6	2 hrs each	On demand	43%
		Double Award Units 1, 2, 3, 4, 5 & 6	2 hrs each	On demand	43%
	Biology Paper 1	Topics 1 – 4	1 hr 45 mins	June Y11	50%
	Biology Paper 2	Topics 5 - 8	1 hr 45 mins	June Y11	50%
	Chemistry Paper 1	Topics 1 - 5	1 hr 45 mins	June Y11	50%
	Chemistry Paper 2	Topics 6 – 10	1 hr 45 mins	June Y11	50%

Course Content – Topic Studied

Year 9	Year 10	Year 11
Term 1a		
Unit 1 – Human Body (Biology)	Unit 7 – Ecology	Unit 1 – Atomic Structure & Periodic table Unit 2 – Bonding, Structure and Matter
Term 1b		
Unit 3 – Elements, Mixtures, Compounds (Chemistry)	Unit 6 – Inheritance, Variation and evolution	Unit 3 – Quantitative Chemistry Unit 4 – Chemical Changes
Term 2a		
Unit 5 – Energy, Forces and Structure (Physics)	Unit 5 – Homeostasis	Unit 5 – Energy Changes Unit 6 – The rate and extent of chemical changes
Term 2b		
Unit 2– Environment, Evolution & Inheritance (Biology)	Unit 4 - Bioenergetics	Unit 7 – Organic Chemistry Unit 8 – Chemical Analysis
Term 3a		
Unit 4 – Chemistry in our World	Unit 3 – Infection and Response	Unit 9 – Chemistry of the atmosphere
Term 3b		
Unit 6 – Electricity & Magnetism (Physics)	Unit 2 – Organisation Unit 1 – Cell Biology	Revision

PROGRESSION PATHWAY

- GCSE Biology or Chemistry from Entry Level Science
- Further study of science related vocational at Level 2 or 3
- A level programme
- Apprenticeships
- Work in a Science related field

CAREERS

Animal Care Assistant, Beautician, Chef, Chemist, Child Care Assistant, Emergency Services, Engineer, Hospitality and Catering, Psychologist, Food Scientist, Forensic Scientist, Health Care Assistant, Sports & Leisure, Teacher, Vet, Zookeeper

Physical Education(Y9 only)

Course Title	Physical Education	
Level taught to	Key Stage 3	
Grades students can achieve	National Curriculum Level	
Class Teachers	Mr Grey	
Unique selling point about your subject	The course is structured to allow all Yr 9 students an experience in a large range of PE activities. The majority would be covered in school however we are able to offer some experiences that some schools could not due to smaller class sizes and more one to one time with each student.	
Assessment	<p>The course is assessed on the progress of a number of practical tasks each student has to complete each term. This will be them developing specific techniques in the sport that they are taking part in. In each activity they should aim to become more competent, confident and expert in their techniques, and apply them across different sports and activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work.</p> <p>Teachers assess pupils work in Physical Education by making assessments as they observe them working during lessons. Year 9 pupils are encouraged to evaluate their own work and to suggest ways to improve.</p>	
Course Content – Topic Studied Year 9		
Autumn Term	Spring Term	Summer Term
Badminton Table Tennis Tennis *Ice Skating	Football Basketball Tag Rugby *Golf *Rock Climbing *Self Defense	Athletics Rounders Cricket *Swimming *Trampolining *Orienteering Sports Day
Lessons with a * will be one off experiences for students		
PROGRESSION PATHWAY		
<ul style="list-style-type: none"> • Level 1 Sports Leadership Award • Level 2 Sports Leadership Award 		

Sports Leaders (Y10 & 11)

Course Title	Sports Leaders	
Level	Level 1 & Level 2	
Grades	Pass	
Class Teacher	Mr Grey	
Unique selling point about your subject	Sports Leadership is specially designed on a framework to use sport and physical activity to help young people develop and hone their leadership skills whilst helping themselves and others stay physically active. It develops confident, healthy leaders through sport and physical activity. Young people undertaking a qualification in Sports Leadership will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to younger people, their peers, older generations and within the community. The courses involve both guided & peer-to-peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people.	
Assessment	<p>Sports Leaders have provided a Learner Evidence Record (LER) for this qualification. The LER is mandatory and uses the following assessments:</p> <ul style="list-style-type: none"> • Practical observation – with additional guidance of how to use videos and conferencing apps to support assessment decisions • Questioning of underpinning knowledge - via worksheets • Plans and evaluations completed during the course <p>* Reasonable adjustments can be made for learners who are unable to complete the LER</p>	
Course Content – Topic Studied		
Year 10		Year 11
<p>Developing leadership Skills</p> <ul style="list-style-type: none"> • Develop the skills and behaviours needed to lead others <p style="text-align: center;">Examine communication, teamwork, self belief and self management</p>		<p>Unit 1 - Developing leadership skills</p> <ul style="list-style-type: none"> • Examine the skills of an effective leader • How to set SMART goals • Be able to take on roles and responsibilities of a sports leader <p>Unit 2 - Plan, lead and evaluate sports/physical activity sessions</p> <ul style="list-style-type: none"> • Know how to plan structured, inclusive and a safe sports activity • Work on planning a 'series' of sessions

<p>Unit 2 - Plan assist in leading and review a sports physical activity session</p> <ul style="list-style-type: none"> • Know how to plan an appropriate sports activity for a group • Examine how background information can alter your plans such as age, ability, numbers, equipment, session focus • Assess the ways of effective communication I.e. verbal or non verbal communication 	<ul style="list-style-type: none"> • Look at how to plan an inclusive lesson working with a range of abilities • How to adapt plans whilst a session is going on to ensure suitability for participants needs <p>Unit 3 - Assist in planning and leading a sports/physical activity event</p> <ul style="list-style-type: none"> • Understand the different types of sports event • Collect the correct background information to inform event planning • Carry out the responsibilities associated with the chosen leadership role at a sports event
<p>Unit 2 - Plan assist in leading and review a sports physical activity session</p> <ul style="list-style-type: none"> • Look at how assisting a sports activity can be done correctly using such techniques as motivation, personal challenge, teamwork, praise phrases • How to review their leadership role by looking at self review, peer review etc • Look at how they can improve for future performance 	<ul style="list-style-type: none"> • Evaluate the success of the sports event to include own leadership, overall team performance <p>Unit 4 - Lead sport/activity sessions linked with the centre</p> <ul style="list-style-type: none"> • Examine the range of opportunities available that are linked to the centre • Look at the leadership opportunities available in the local community
<p>PROGRESSION PATHWAY</p> <ul style="list-style-type: none"> • Level 2 Sports Leadership • Level 3 Sports Leadership • Level 1 Gym Instruction • Level 1 Personal Training 	
<p>CAREERS Gym manager, Personal Trainer, Community Sports Leader, Physiotherapist, Sports Coach.</p>	