



WELLSWAY
SCHOOL

Wellsway School - Curriculum
Overview

Year 11

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Key Stage 4 – Business Learning Journey

How will you be assessed?

Component 1 – Business Dynamics – 62.5% of GCSE – 2 hours

- A mix of short answer and structured questions based on stimulus material covering all of the specification content

Component 2 – Business Considerations – 37.5% of GCSE – 1 hour 30 minutes

Data response questions covering all of the specification content

Useful Links:

BBC Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zbqrgwx>

GCSEPod: <https://www.gcsepod.com/>

Seneca: <https://senecalearning.com/en-GB/>

Eduqas Resources:
<https://resources.eduqas.co.uk/Pages/ResourceByArgs?subId=4>

UNIT 6: Human Resources

- Recruitment & Training
- Motivation
- Organisational Structures
- Communication
- Unions

Year 11 November Mock



UNIT 5: Marketing

- Customer needs
- Segmentation
- Market Research
- The Marketing Mix

Year 11 March Mock



UNIT 4: Finance


- Sources of Finance
- Revenue and Costs
- Profit and Loss Accounts
- Cash Flow
- Financial Performance

GCSE EXAMS

YEAR 11

GCSE

Year 10 Mock



UNIT 3: Business Operations

- Production Methods
- Quality
- Supply Chain
- Sales Process

UNIT 2: Influences on Business

- Technological Influences
- Ethical Influences
- Environmental Influences
- Economic & Global Influences
- Legal Influences

UNIT 1: Business Activity

- Goods and Services
- Business Enterprise
- Business Planning
- Ownership & Growth
- Business Location

YEAR 10

Key Stage 4 – Business & Enterprise Learning Journey

How will you be assessed?

Examined assessment – 40% of qualification – 1 hour 30 minutes

- A mix of short answer and structured questions based on stimulus material covering all of the specification content

Non-exam assessment (NEA) – 60% of qualification – 21 hours & 2 hours prep

- Externally-set, synoptic project based on a brief provided by NCFE

Useful resources:

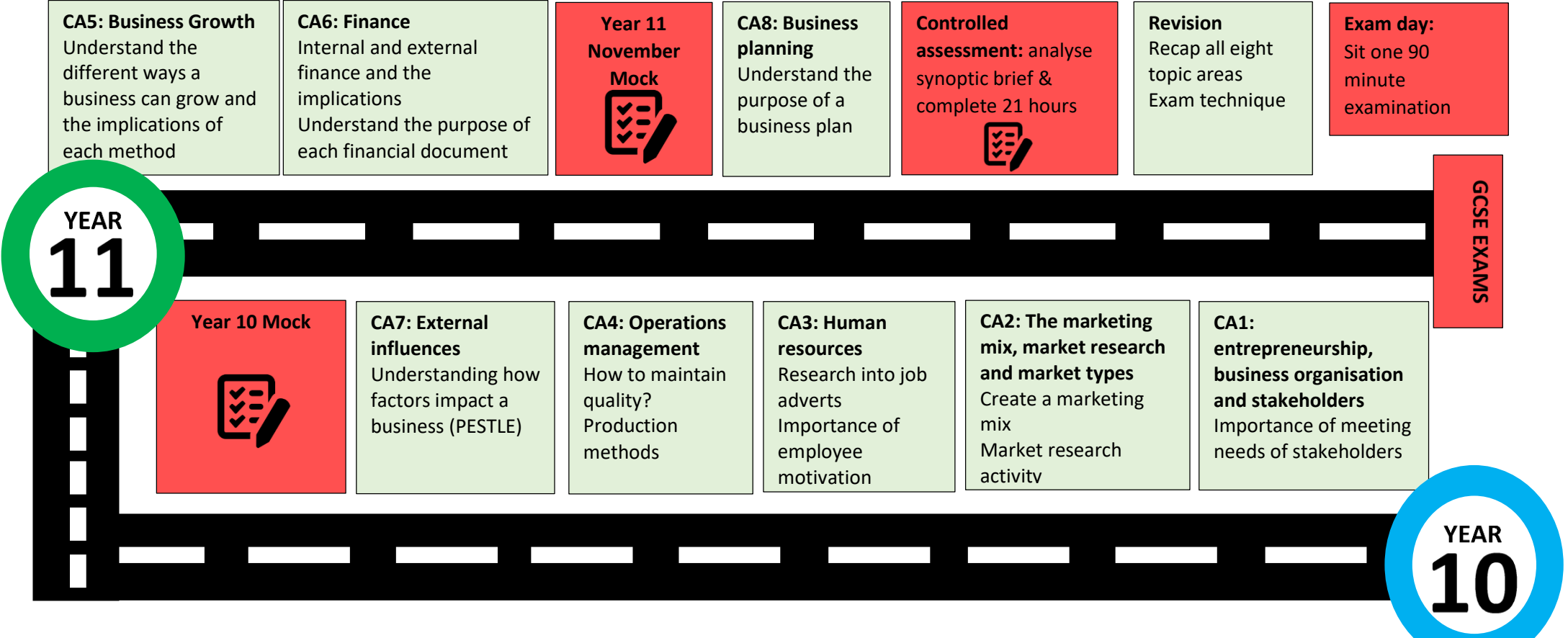
Bizconsesh: [youtube.com/@bizconsesh](https://www.youtube.com/@bizconsesh)

GCSEPod: <https://www.gcsepod.com/>

Seneca: <https://senecalearning.com/en-GB/>

BBC Bitesize: <https://bbcbitesize.com/en-GB/>

Microsoft Teams

Year 11 Art

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theory	<p>Unit 1: 60% it matters to me project</p> <p>-(AO2) Understanding of developing experimentation ideas (AO4) Developing personal responses (AO3) Taking photographs to develop final ideas composition and arrangement -(AO4) Annotation</p>	<p>Unit 1: 60% it matters to me project</p> <p>-(AO2) Understanding of developing experimentation ideas to improve and refine ideas -(AO4) Final design ideas and thumbnails -(AO4) Annotation -(AO4) Developing a final outcome Larger work for whole project linked to the theme 'It matters to me'</p>	<p>Unit 4 40% Externally set assignment</p> <p>-(AO1) Mind map of ideas and mood board of references based upon externally set starting point chosen. -(AO1) one artist research pages including an artist copy using appropriate media and written analysis -(AO2) Developing a personal response.</p>	<p>Unit 4 40% Externally set assignment</p> <p>•(AO1) One artist research page •(AO2) Developing a personal response •(AO2) Experimentation •(AO4) Annotation •(AO3) recording ideas through drawing and photography</p>	<p>Unit 4 40% Externally set assignment</p> <p>•(AO4) Final piece plan •(AO4) Annotation •(AO4) how to produce a final outcome that refines and concludes ideas explored</p>	
Practical	<ul style="list-style-type: none"> •Mixed media techniques •Painting •Clay •Montage •Collage 	<ul style="list-style-type: none"> •Mixed media techniques •Painting •Clay •Thumbnails •5 hour final piece A3 •Stretching and preparing paper 	<ul style="list-style-type: none"> •Student led independent response in a variety of media 	<ul style="list-style-type: none"> •Sewing into photographs •Acrylic transfer •Mono printing •Painting onto photographs •Collage and montage 	<ul style="list-style-type: none"> •10 hour controlled exam producing a larger work in either clay/ painting or mixed media •Annotation 	

Year 11 Creative Technology

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theory	<p>Unit 1: 60% it matters to me project</p> <p>-(AO2) Understanding of developing experimentation ideas (AO4) Developing personal responses (AO3) Taking photographs to develop final ideas composition and arrangement -(AO4) Annotation</p>	<p>Unit 1: 60% it matters to me project</p> <p>-(AO2) Understanding of developing experimentation ideas to improve and refine ideas -(AO4) Final design ideas and thumbnails -(AO4) Annotation -(AO4) Developing a final outcome Larger work for whole project linked to the theme 'It matters to me'</p>	<p>Unit 4 40% Externally set assignment</p> <p>-(AO1) Mind map of ideas and mood board of references based upon externally set starting point chosen. -(AO1) one artist research pages including an artist copy using appropriate media and written analysis -(AO2) Developing a personal response.</p>	<p>Unit 4 40% Externally set assignment</p> <p>•(AO1) One artist research page •(AO2) Developing a personal response •(AO2) Experimentation •(AO4) Annotation •(AO3) recording ideas through drawing and photography</p>	<p>Unit 4 40% Externally set assignment</p> <p>•(AO4) Final piece plan •(AO4) Annotation •(AO4) how to produce a final outcome that refines and concludes ideas explored</p>	
Practical	<ul style="list-style-type: none"> •Mixed media techniques •Clay •Working on a bigger scale 	<ul style="list-style-type: none"> •Clay •Bas Relief •5 hour final piece 	<ul style="list-style-type: none"> •Student led independent response in a media of the students choice 	<ul style="list-style-type: none"> • Clay •Bas Relief •5 hour final piece 	<ul style="list-style-type: none"> •Student led independent response in a media of the students choice 	

Year 11 Food preparation and nutrition

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theory	<p>Commodity: NEA1 and Multi cultural cuisine</p> <p>Intro to NEAs and requirements and WWW & EBI Complete 1500-2000 word food investigation assessment in 8 hours Multi cultural cuisine – differences, specific needs, presentation</p>	<p>Commodity: Multi cultural cuisine and Special diets</p> <p>Core Knowledge: Principles of nutrition: menu planning, specific needs Diet and good health: dietary differences, cultural differences, nutritional profile The science of food: Where does food come from: Cooking & food preparation: presentation</p>	<p>Commodity: Meat, fish, alternatives. Dairy and fruit & vegetables, Free choice NEA 2 – 12 HOURS Revision of commodities, menu planning, presentation Discuss and research investigation brief, plan of action, research task</p>	<p>NEA 2 AND REVISION Produce a logical and detailed time plan Complete nutrition and costing charts Formal practical assessment and evaluation Revision</p>	Revision	
Practical	<ul style="list-style-type: none"> Practical work – investigate brief, gather research, write a prediction High skilled dish from a named cuisine Homework Using the potential NEA tasks plan dishes to suit each NEA practical Pla appropriate practical work/experiment for next lesson Write up, in draft, the results of the experiment/practical work Research multi cultural cuisine Evaluate the dish against cuisine and nutritional profile for one portion 	<ul style="list-style-type: none"> High skilled dish from a named cuisine eg. High skilled dish dietary need meal eg. Stretch and challenge: produce accompaniments eg. Homework Evaluate the dish against cuisine and nutritional profile for one portion Plan a range of special diets dishes Evaluate the specific nutritional profile for one portion of the dish Evaluate the specific nutritional profile for one portion of the dish 	<ul style="list-style-type: none"> Produce a high skilled meal – ext. With accompaniments Trial appropriate dishes and evaluate suitability Homework Evaluate standard of work produced and time management Plan trialling sessions Menu and reasons for choice Complete a draft time plan including HACCP points 	<p>Formal practical assessment</p> <p>Homework Complete a detailed time pla. Evaluation of practical Revision</p>	•Revision	

Year 11 Product Design

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>NEA A02 Design and make prototypes that are fit for purpose C Generating design ideas D Developing design ideas</p> <ul style="list-style-type: none"> • 2 x initial design ideas slides • Design development slide • Final design slide 	<p>NEA A02 Design and make prototypes that are fit for purpose E Realising design ideas</p> <ul style="list-style-type: none"> • Make toile • Buy final fabric • Start to construct final product <p>* November mock</p>	<p>NEA A02 Design and make prototypes that are fit for purpose E Realising design ideas</p> <ul style="list-style-type: none"> • Continue constructing final product <p>Complete following slides</p> <p>A03 Analyse and evaluate</p> <ul style="list-style-type: none"> • Flow chart of making • Photos and analysis of toile • Photos of final product • 2 x evaluation slides • RAG rate specification slide 	<p>Revision for exam. All content – use revision booklet. Past papers</p>	<p>Revision for exam. All content – use revision booklet. Past papers</p>	
	<p>Card modelling development</p>	<p>Practical Product construction</p>	<p>Practical Product construction</p>		

Year 11 textiles

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>NEA A02 Design and make prototypes that are fit for purpose C Generating design ideas D Developing design ideas</p> <ul style="list-style-type: none"> • 2 x initial design ideas slides • Design development slide • Final design slide 	<p>NEA A02 Design and make prototypes that are fit for purpose E Realising design ideas</p> <ul style="list-style-type: none"> • Make toile • Buy final fabric • Start to construct final product <p>* November mock</p>	<p>NEA A02 Design and make prototypes that are fit for purpose E Realising design ideas</p> <ul style="list-style-type: none"> • Continue constructing final product <p>Complete following slides</p> <p>A03 Analyse and evaluate</p> <ul style="list-style-type: none"> • Flow chart of making • Photos and analysis of toile • Photos of final product • 2 x evaluation slides • RAG rate specification slide 	<p>Revision for exam. All content – use revision booklet. Past papers</p>	<p>Revision for exam. All content – use revision booklet. Past papers</p>	
<p>Practical</p>	<p>Practical Toile Start final product</p>	<p>Practical Complete final product</p>	<p>Practical Complete final product</p>		

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>NEA Practice NEA in exam conditions. Complete NEA towards the end of term 1</p>	<p>Component 3 Learning Aim A A1 Investigate individual needs that may impact on play, learning and development: Including a range of Physical needs Cognitive needs Communication needs Social needs Emotional needs A2 Know how individual needs may impact on play, learning and development All areas of development are interlinked and affect each other: o the impact of not meeting expected milestones in one area of development on the other areas of development.</p> <p>Component 3 Learning Aim B B1 Ensure all children are safe • Manage risks and hazards of environments and activities: B2 Health and safety considerations for inside environments for children with individual needs B3 Health and safety considerations for outside environments for children with individual needs</p>	<p>Component 3 Learning Aim C C1 The benefits of adapting activities for all children in play, learning and development C2 Adapting activities/resources to support a child with physical needs (ensuring age appropriateness) C3 Adapting activities to support a child with cognitive and intellectual needs (ensuring age appropriateness) C4 Adapting activities to support a child with communication or language needs (ensuring age appropriateness) C5 Adapting activities/resources to support a child experiencing social and emotional needs (ensuring age appropriateness)</p>	<p>Exam Practice</p>	<p>Exam practice</p>	<p>Course completed</p>

KS4 English Curriculum Journey: Year 11

The Year 11 curriculum provides students with an opportunity to consolidate their learning and practise the skills necessary to achieve their full potential in both the GCSE English Language Examination and the GCSE English Literature Examination.

Term One
English Literature Paper One
You will begin Year 11 studying *Romeo and Juliet*.

Assessment:
How does Shakespeare present Romeo's attitude to love?

Term Two
English Literature Paper One
You will continue your study of *Romeo and Juliet* and revise for the Internal Exam.

Assessment:
Internal Exam
English Language Paper One
English Literature Paper One



Assessment:
Internal Exam
English Language Paper Two
English Literature Paper Two

Term Four
English Literature Paper 2
This term, you will study some poems about power and conflict and revise for the Internal exams.

Assessment:
You will write a persuasive piece about homework.

Term Three
English Language Paper 2
We will study a range of non-fiction extracts that encourage us to formulate an opinion on a range of topics and identify the viewpoints and perspectives of writers/speakers.



Term Five
Revision
A programme of revision will begin. You will revise both English Language and English Literature each week.

Assessment:
You will have the opportunity to complete practice essays both during lessons and at home to get feedback from your teacher.

Term Six
Revision
Revision will continue until your examinations.

GCSE Exams
English Language Paper One
English Language Paper Two
English Literature Paper One
English Literature Paper Two

How will you be assessed?

Paper One – Physical Geography – 35% of GCSE – 1 hour 30 mins

Paper Two – Human Geography – 35% of GCSE – 1 hour 30 mins

Paper Three – Geographical Skills – 30% of GCSE – 1 hour 15 mins

Urban issues and challenges – Bristol (including fieldwork)



Urban issues and challenges - Rio



Year 11 November Mock



Living World



Year 11 March Mock



Resource Management - Water



YEAR
11

GCSE

Year 10 Mock



Coasts



Rivers (including fieldwork)



The changing economic world



The challenge of natural hazards




YEAR
10


Key Stage 4 – History Learning Journey

Paper 2 - Elizabethan England


Unit One – How did Elizabeth keep control of her Government?




Unit Two– Was Elizabeth’s Middle Way a success?




Unit Three – Was Elizabethan England a ‘Golden Age’?



Unit Four – Did Elizabethan voyages lead to war with Spain?




Unit Five – How does a site show an understanding of Elizabethan England?




A-LEVELS

Paper 1 - Conflict & Tension: 1919-1939


Unit Three – How did Appeasement lead to World War 2?



Unit Two – Was the League of Nations a failure?




Unit One – Did the Treaty of Versailles lead to international conflict?





Paper 1 - Germany 189-1945: Democracy & Dictatorship


Unit One – How strong was Germany under Kaiser Wilhelm?




Unit Two – How was Hitler able to rise to power?



Unit Three – Did the Nazi’s succeed in controlling everyone in Germany?




Unit Four – How did WW2 impact Germany?




Paper 2 - Britain: Health and the People c1,000 to present day


Unit Four – Is the government responsible for modern medical progress?




Unit Three – Did the Industrial Period see a ‘revolution in medicine’?



Unit Two – Was there drastic advancement in medicine during the Renaissance?



Unit One - Why did medicine stand still in the Middle Ages?




Key Stage 4 – RE Learning Journey

How will you be assessed?

Component One – Philosophical Issues – 50% of GCSE – 2 hours

Component Two – Christianity – 25% of GCSE – 1 hour

Component Three – Islam – 25% of GCSE – 1 hour

Islam - Practices



Year 11 March Mock



Islam – Beliefs and Teachings



Year 11 November Mock



Human Rights



Good and Evil



YEAR
11

GCSE

Year 10 Mock



Life and Death



Christianity - Practices



Christianity – Beliefs and Teachings



Relationships



YEAR
10

Key Stage 4 – French Learning Journey

How will you be assessed? Each paper is 25% of the GCSE

Paper 1: Listening – comprehension

- 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)

Paper 2: Speaking - Non-exam assessment

- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)


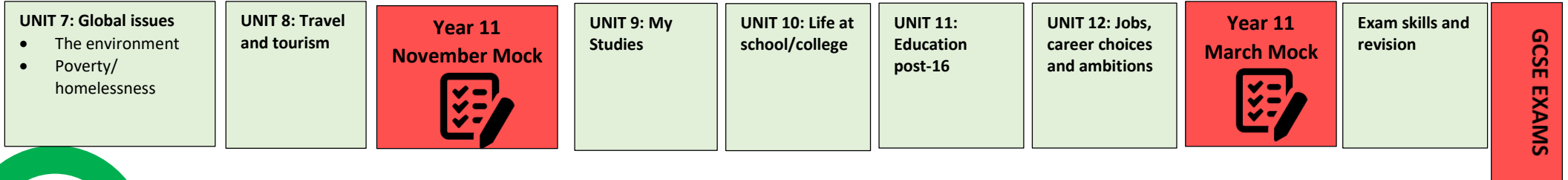
How will you be assessed? Each paper is 25% of the GCSE

Paper 3: Reading – comprehension and translation into English

- 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)

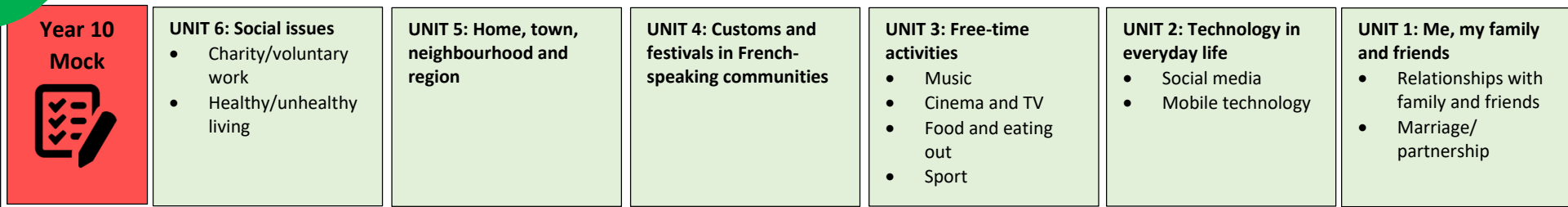
Paper 4: Writing -structured and unstructured writing tasks and translation into French

- 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier

YEAR
11

GCSE



YEAR
10

Key Stage 4 – Spanish Learning Journey

How will you be assessed? Each paper is 25% of the GCSE

Paper 1: Listening – comprehension

- 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)

Paper 2: Speaking - Non-exam assessment

- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)


How will you be assessed? Each paper is 25% of the GCSE

Paper 3: Reading – comprehension and translation into English

- 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)

Paper 4: Writing -structured and unstructured writing tasks and translation into Spanish

- 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier



UNIT 7: Customs and festivals in Spanish speaking communities

UNIT 8: Education post-16; Jobs, career choices and ambitions

Year 11 November Mock



UNIT 9: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

UNIT 10: Global issues

- The environment
- Poverty/homelessness

Year 11 March Mock



Exam skills and revision

GCSE EXAMS



Year 10 Mock



UNIT 6: Home, town, neighbourhood and region

UNIT 5: Technology in everyday life

- Social media
- Mobile technology

UNIT 4: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

UNIT 3: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

UNIT 2: My Studies; Life at school/college

UNIT 1: Introduction to Spanish; Travel and tourism



WELLSWAY SCHOOL		Year 11 Foundation Year Overview		IKB ACADEMY	
	Topic	Content Covered	Corbettmaths Video		
Term 1	S&P7	Sample Space Diagrams Two-Way Tables Frequency and Probability Trees Set Notation and Venn Diagrams	246, 319, 376, 379, 380, 252		
	Shape 13	Compound Measures (Speed, Density, Pressure) Bearings and Scale Drawings Loci and Constructions	299, 384, 385 26, 283 351 75, 76, 77		
	Number 12	Circumference and Area (in terms of Pi) Rounding and Truncation Error Intervals Standard Form	59, 60, 279a, 377 300, 301, 302, 303		
Term 2	Mocks				
	Algebra 14	Solving Equations Simultaneous Equations Forming and Solving Equations Solving Simultaneous Equations Graphically	110, 20 113, 114 297 195		
Term 3	Shape 14	Similarity and Congruency Pythagoras' Theorem Trigonometry	291, 292, 66 257, 260, 263 329, 330, 331		
	S&P 8	Averages from Frequency Tables Averages from Grouped Data The Mean and Problem-Solving	51, 56a, 57a, 54 55 53, 53a		
Term 4	Mocks				
Term 5	Revision				

WELLSWAY SCHOOL		Year 11 Higher Year Overview		IKB ACADEMY	
	Topic	Content Covered	Corbettmaths Video		
Term 1	S&P7	Venn Diagrams and Set Notation Probability Trees Histograms	379, 380 157 252		
	Shape 13	Converting Units of Area/Volume Compound Measures (Speed, Density, Pressure) Distance-Time Graphs Velocity-Time Graphs Area Under Graph/Instantaneous Rate of Change	350, 351 299, 384, 385 171 389 390a		
	Number 12	Error Intervals: Rounding and Truncation Functional Volume Bounds	377 355 – 361 183, 184		
Term 2	Mocks				
	Algebra 14	Iteration Algebraic Fractions Algebraic Proof	373, 373a 21, 22, 23, 24 111a, 112 365		
Term 3	Shape 14	Similarity (including in 3D) Congruency Sine Rule Cosine Rule Area of any triangle	291 – 294 67 333, 334, 334a 335, 336 337		
	S&P 8	Advanced probability Conditional probability Probability Equations	252, 247		
Term 4	Mocks				
Term 5	Revision				

By the end of Year 10, you will have completed the following parts of the course:

- Three set works by Paul Simon's Graceland album – You Can Call Me Al; Diamonds on the Soles of Her Shoes and Graceland.
- Popular Music: The Blues; Rock 1960s-1970s; Broadway Musicals
- Western Classical Music: The Coronation Anthems and Oratorios of Handel; the Orchestra Music of Haydn, Mozart and Beethoven; The piano music of Chopin and Schumann; The Requiem of the late Romantic period.
- Traditional Music: Fusion Music African and Caribbean, Reggae, Calypso (with Paul Simon)
- **Composition** – You will have nearly finished your first composition, which will be based on a brief you have written.
- **Performance** – 2-minute performance complete in June. This will be used to help predict your final mark in Year 10.

Term	Devices, elements, genres
Term 1	Baroque Texture Compositional techniques Preparing to record a performance Composition linked to texture, chords I, IV, V
Term 2	Preparation for Christmas Concert First set piece Melody Classical Composition techniques linked to melody, structure
Term 3	1 st set work – written, revision techniques etc. Romanticism Folk – performance based Reggae - Tonality Play 2 nd set work Composing to a brief
Term 4:	Recap Blues, Reggae, Folk, Baroque, Classical, Romantic 2 nd set work – written, revision etc. Composition starts (3 lessons a fortnight)
Term 5:	3 rd set work Composition Rock Music from 1960s-1970s
Term 6	W/c - 14/06 One day off timetable to assess Year 10 performances. Teacher to organise in Term 4. Finishing compositions Revising for Year 10 exam (2022 paper, 1 hour and 15 mins)

By end of Term 4, in Year 11 you will have completed the following:

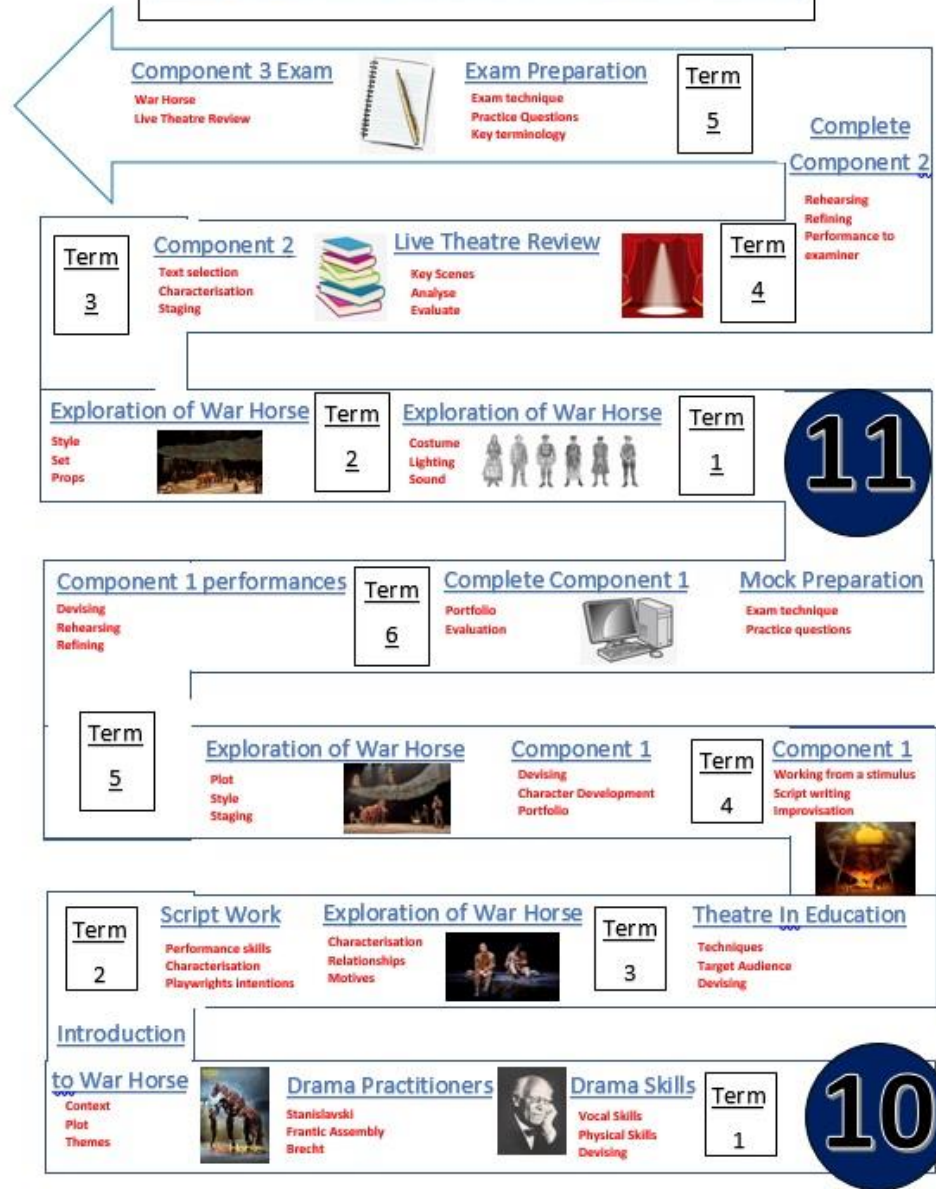
- Fusion music incorporating African and/or Caribbean music, Contemporary Latin music
- The orchestral music of Copland
- British music of Arnold, Britten, Maxwell-Davies and Tavener
- The orchestral music of Zoltán Kodály and Béla Bartók
- Minimalist music of John Adams, Steve Reich and Terry Riley.
- Film and computer gaming music 1990s to present
- **Composition** -Completed your free brief composition, programme note and score by end of September. In addition to this, you will have completed your set brief composition, programme note and score.
- **Performance** - Recorded two performances, which total 4 minutes – solo and ensemble. Ensemble must be at least 1 minute long.

Term	Devices, elements, genres
Term 1	Mozart Clarinet Concerto x 2 fortnight Written your scores and programme notes for your Instrumental Concert – St John's Church. This concert will be recorded Fusion music incorporating African and/or Caribbean music Contemporary Latin music Launch your second composition, based on a brief set by AQA exam board. Some of you may record your performance after school during Term 1.
Term 2	Mozart Clarinet Concerto x 2 a fortnight Composition x 3 a fortnight The orchestral music of Copland British music of Arnold, Britten, Maxwell-Davies and Tavener The orchestral music of Zoltán Kodály and Béla Bartók Minimalist music of John Adams, Steve Reich and Terry Riley.
Term 3	Rock music of 1960s and 1970s Film and computer gaming music 1990s to present Pop music 1990s to present Revision of set works (homework tasks) Final recording session for performances. Composition complete – audio, score and programme note
Term 4:	Focus on listening and appraising exam. Keyword revision Past papers

Year 11 PE Curriculum Map

Girls X/Y 1	Girls X/Y 2	Boys X/Y 3	Boys X/Y 4
<i>Fitness (Glastonbury/AS)</i>	<i>Netball</i>	<i>Rugby</i>	<i>Badminton</i>
<i>Netball</i>	<i>Fitness (Glastonbury/AS)</i>	<i>Badminton</i>	<i>Rugby</i>
<i>Badminton</i>	<i>Dance</i>	<i>Football</i>	<i>Fitness (FS)</i>
<i>Dance</i>	<i>Badminton</i>	<i>Fitness (FS)</i>	<i>Football</i>
<i>Football</i>	<i>Fitness (FS)</i>	<i>Basketball</i>	<i>Fitness (Glastonbury/AS)</i>
<i>Fitness (FS)</i>	<i>Football</i>	<i>Fitness (Glastonbury/AS)</i>	<i>Basketball</i>
<i>Athletics</i>	<i>Athletics</i>	<i>Athletics</i>	<i>Athletics</i>
<i>Striking and fielding</i>	<i>Tennis</i>	<i>Striking and fielding</i>	<i>Tennis</i>
<i>Tennis</i>	<i>Striking and fielding</i>	<i>Tennis</i>	<i>Striking and fielding</i>

KS4 Drama Learning Journey





Each topic is hyperlinked- please click on it to go to the relevant learning checklist which will provide you with links to help with revision



Each topic is hyperlinked- please click on it to go to the relevant learning checklist which will provide you with links to help with revision