Curriculum and Skills Mapping Template

Subject : ASDAN   **Key Stage: 4**   **Year: 10**

Teacher 1 – 3 lessons   **Teacher 2- 3 lessons**

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	Introduction to PSE	• To effectively prepare students for the course • To help students understand a portfolio – based approach • To promote reflectiveness	• Evidence based research	• Use of maths • Use of English • Use of IT	• Reflectiveness • Remembering
	Developing myself	• build a sense of a supportive group identity for the PSE course • become aware of our own identities,	Learners must undertake some formative challenges (A and B challenges) before they undertake their formally assessed (C) challenge for	• Use of English • Use of Maths • Use of IT	• Self- reflection • Resilience • Emotion coaching

		strengths and heritage - link our own personal effectiveness to the success of those around us - differentiate between different feelings - develop some strategies for managing feelings - normalise the discomfort of failure - understand that failure brings about learning opportunities - define and use the word 'vulnerability' - recognise that feeling vulnerable is part of learning	unit DM. It is suggested that either: Tutors pre-teach the skills of personal and social effectiveness, either using this scheme of learning, or their own. Then learners undertake a challenge A and receive feedback before progressing to a challenge B when they are ready. **Or:** Learners undertake a challenge A. Then use the sessions in this scheme of learning or the tutor's own plans to reflect on the		

			emerging skills they needed for their challenge. Learners could then progress to a challenge B to put into practice what they have learned from the sessions.		
Autumn 2	Developing my performance	• apply the Plan Do Review method to your learning • set SMART targets • consider long-term goals rather than just SMART targets • gain an overview of how our bodies respond to threat • identify strategies for	Learners must undertake some formative challenges (A and B challenges) before they undertake their formally assessed (C) challenge for unit DM. It is suggested that either: Tutors pre-teach the skills of personal and social effectiveness,	• Use of English • Use of Maths • Use of IT	• Reflection • Resilience • Target setting

		managing those responses • evaluate questions that move our learning forward • give and receive constructive feedback	either using this scheme of learning, or their own. Then learners undertake a challenge A and receive feedback before progressing to a challenge B when they are ready. **Or:** Learners undertake a challenge A. Then use the sessions in this scheme of learning or the tutor's own plans to reflect on the emerging skills they needed for their challenge. Learners could then progress to a challenge B to put into practice what		

			they have learned from the sessions		
	Problem Solving	- define a problem - generate multiple ideas for solving problems - understand that the skill of problem solving is about the process not about success or failure - recommend solutions based on careful analysis	Learners must undertake some formative challenges (A and B challenges) before they undertake their formally assessed (C) challenge for unit DM. It is suggested that either: Tutors pre-teach the skills of personal and social effectiveness, either using this scheme of learning, or their own. Then learners undertake a challenge A and receive feedback before progressing to a challenge B when they are ready. Or: Learners undertake a challenge A. Then use the sessions in this scheme of learning or the tutor's own plans	- Use of English - Use of Maths - Use of IT	- Problem Solving - Resilience - Reflectiveness - Readiness

			to reflect on the emerging skills they needed for their challenge. Learners could then progress to a challenge B to put into practice what they have learned from the sessions		
Spring 1	Working with Others	• acknowledge that teams work best when they involve different kinds of people • consider how to use our strengths to benefit a team • reflect on how our prejudices might prevent us from working effectively with others • apply empathy to social situations	Learners must undertake some formative challenges (A and B challenges) before they undertake their formally assessed (C) challenge for unit DM. It is suggested that either: Tutors pre-teach the skills of personal and social effectiveness, either using this scheme of learning, or their own. Then	• Use of IT • Use of English • Use of Maths	• Relationship building

		• listen effectively • effectively take part in conversations: listening, taking turns and responding to other people's view • apply the definition of leadership as taking responsibility for developing potential to our own situations • establish and maintain personal boundaries	learners undertake a challenge A and receive feedback before progressing to a challenge B when they are ready. **Or:** Learners undertake a challenge A. Then use the sessions in this scheme of learning or the tutor's own plans to reflect on the emerging skills they needed for their challenge. Learners could then progress to a challenge B to put into practice what they have learned from the sessions		
Spring 2	Final Project	• generate ideas for our projects	Many of the formative (A and B) challenges for Units 1–3 involve	• Use of English • Use of Maths	• Resourcefulness

		- assess the impact of misleading information - evaluate the reliability of sources of information - design a research process that involves data collection and analysis - collect primary evidence using a questionnaire - plan a project, setting and prioritising interim goals - structure a presentation - adapt communication style to different audiences - create learning resources that	research, presentation and discussion. It may be helpful to pre-teach your learners these skills before they embark on the course. Alternatively, you might decide to use parts of this scheme of learning at the end of the course, before you embark on the final unit for the certificate. As this unit is assessed by project rather than portfolio, there are no separate formative challenges. It is expected that learners build on the skills developed in Units 1–3 in their project for Unit 4. Mandatory project forms are referenced here where relevant. Additionally, learners should meet with their tutor/assessor at least three times for	Use of IT	- Resilience - Remembering - Readiness - Reflectiveness - Relationships - Problem Solving

		reflect principles of good design • engage an audience using our voices and body language • judge when to contribute to a discussion and in what way	reviews (forms 3, 6 and 7) during the project.		
Summer 1	Final Project continued	As above	As above	As above	As above
	Introduction to CoPE Level 1	• To gain understanding of the 6 units of the course and expectations for each • To revise evidence-based portfolios and WAGOLL examples	N/A	• Use of IT • Use of English • Use of Maths	• Reflectiveness • Remembering
Summer 2	Working with others, team building module	1.1.1 Check that they clearly understand what they have to achieve 1.1.2 Identify what needs to be done and	Review of plan part of their PDR Review students reflections of the documentation Q&A with students to	• Completion of PDR using English	• Communication • Resourceful-ness • Resilience

		their individual responsibilities 1.1.3 Make sure they understand the arrangements for working together 1.2.1 Carry out tasks to meet their responsibilities 1.2.2 Work safely, following the working methods they have been given 1.2.3 Check progress, asking for help and offering support to others, when appropriate 1.3.1 Identify what went well and what went less well in working with others 1.3.2 Identify how they helped to achieve things together 1.3.3 Suggest ways of improving their work with others for next time	check knowledge and understanding. Q&A with group members to check suitability of responsibilities. , Review of student plans for the trip Discussion during workshops to check learners understanding Review of risk assessments Review of learning log/emotions tracker Review of evidence collated from the trip Review the 'Do' of the PDR,		• Relationship building • Solving problems • Reflectiveness

Curriculum and Skills Mapping Template

Subject : ASDAN   **Key Stage: 4**   **Year: 11**

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	Oral Presentation	1.1.1 Find out about the chosen topic 1.1.2 Make notes of the main points to be made in the talk 1.1.3 Prepare any resources needed for the talk 1.2.1 Use words that everyone can understand 1.2.2 Keep to the subject 1.3.1 Choose images relevant to the chosen subject, such as graphs, photographs, pictures, diagrams or models 1.3.2 Refer to the image(s) in the talk	Observation of the discussion and mindmap activity. Review of candidates evidence sheet. Review of candidates initial performance during the Microsoft PowerPoint introductory lesson. Q&A to confirm understanding of topic or of where they can find out more., Observation of the 'practice' for each candidate. Class teacher will give formative assessment, WWW and EBI in	• Use of IT • Use of English	• Resilience • Confidence • Resourceful-ness • Reflectiveness

			order for students to set targets. Observation of the presentation using the observation checklist as part of the students formative assessment. Peer assessment WWW and EBI's to be shared with the candidate after their presentation. , Use of images should be visible on candidates print off's of their presentation, class teacher to circle evidence of images and to update the observation checklist to reflect this.,		
	Improving Own Learning and Performance	1.1.1 Make sure targets clearly show what they want to achieve 1.1.2 Identify clear action points and deadlines for each target	Review completed 'plan' part of PDR. Review evidence of initial art lesson and a reflection of the skills the students will need to improve further.	• Creating targets and self analysis over time • Use of English to fill in	• Reflectiveness • Resilience

		1.1.3 Identify how to get the support they need and the arrangements for reviewing their progress 1.2.1 Work through their action points to complete them on time 1.2.2 Use ways of learning suggested by their supervisor, making changes, when needed, to improve their performance 1.2.3 Use support given by others to help them meet their targets 1.3.1 Say what they learned and how they learned, including what has gone well and what has gone less well 1.3.2 Identify targets they have met and their achievements 1.3.3 Check what they need to do to improve their performance	Possible Q&A if candidates need guidance/ confirm individual responsibilities., Students themselves will keep track of progress and will complete the 'Do' section of their PDR to be reviewed by their teacher.Candidates will evidence any progress in their learning through annotated pictures or through a learning log. This will then be reviewed by their class teacher.Class teacher to continue to 'check in' and Q&A the student (if necessary) identifying skills of motivation that the candidate themselves may not recognise.,	mandatory paperwork	

			Review of candidates completion of the 'Review' part of their PDR. Q&A discussion with candidate to assess learning and progress.,		
Autumn 2	Discussion	1.1.1 Find out about the subject and make contributions that are relevant and suit the purpose of the discussion 1.1.2 Judge when to contribute and how much to contribute 1.2.1 Make contributions demonstrating a manner that suits the situation (e.g. formal/informal, class discussion, discussion with new people) 1.2.2 Use words that everyone can understand 1.3.1 Show listening skills in at least one of	Evidence created from the Discussion booklet will be a reflection of candidates understanding post-lessons. Observation of planning with appropriate Q&A to check students' knowledge and understanding. Q&A to check suitability of questions prior to interview following a 'open vs closed questioning' lesson. Evidence sheet will reflect students planning for their Discussion.	• Speaking and Listening practice and assessment links to English	• Resilience • Relationships • Remembering

		the following ways: making relevant comments, using appropriate body language 1.3.2 Ask questions to clarify points	Completion of discussion booklet and collection of cue cards. Analysis of discussion including language and contributions made. Reflection of discussion skills during the practice speaking task (Q&A interview). Students to discuss WWW and EBI with Class teacher. Observation of discussion. A recording will be taken to assist with transcript and then destroyed (GDPR) Observer to pay close attention to body language and listening skills.		
	Working with Others	1.1.1 Check that they clearly understand what they have to achieve 1.1.2 Identify what needs to be done and their individual responsibilities	Review of plan part of their PDR Review students reflections of the documentation Q&A with students to check knowledge and understanding. Q&A with group members	• Completion of PDR using English	• Communication • Resourceful-ness • Resilience • Relationship building

		1.1.3 Make sure they understand the arrangements for working together 1.2.1 Carry out tasks to meet their responsibilities 1.2.2 Work safely, following the working methods they have been given 1.2.3 Check progress, asking for help and offering support to others, when appropriate 1.3.1 Identify what went well and what went less well in working with others 1.3.2 Identify how they helped to achieve things together 1.3.3 Suggest ways of improving their work with others for next time	to check suitability of responsibilities. , Review of student plans for the trip Discussion during workshops to check learners understanding Review of risk assessments Review of learning log/emotions tracker Review of evidence collated from the trip Review the 'Do' of the PDR,		• Solving problems • Reflectiveness
Spring 1	Research	1.1.1 Identify a broad area of interest and	Review of evidence sheet (plan) WWW	• Use of English to complete	• Reflectiveness

| | | divide it up into different sections
1.1.2 Choose one of these sections and plan how to carry out the research
1.1.3 Agree where to get information for research
1.2.1 Follow the research plan
1.2.2 Keep a record of sources of information and of research activities
1.2.3 Show an understanding of the chosen subject by describing what was learnt
1.3.1 Prepare for presenting the research
1.3.2 Present the research using a suitable method
1.3.3 Review the presentation with a suitable person | and EBI of the sources collected by candidates. Review bibliography where candidates have self-reviewed websites to demonstrate understanding. Q&A to check students understanding of using computers as a resource. Review Research booklet,

Review of 'carrying out your plan' from evidence sheet. Review sources and research booklets weekly for each candidate, give formative verbal feedback to student about how they could improve their research.,

Review survey responses Review completed research booklet and discuss feedback with student. Summative tutor statement following research., | madatory documentation
• Use of IT
• Use of Maths (Survey analysis) | • Resourceful-ness |

	Working with others continued	As above	As above	As above	As above
Spring 2	Problem Solving	1.1.1 Check they clearly understand the problem they have been given 1.1.2 Check how they will know the problem has been solved 1.1.3 Come up with different ways of tackling the problem 1.2.1 Help decide how they will try to solve the problem 1.2.2 Plan what they need to do 1.2.3 Follow their plan, working safely and using support given by others to help tackle the problem 1.3.1 Check if the problem has been solved using methods they have been given 1.3.2 Identify clearly what went well and less	Q&A with candidate to confirm individual understanding of problem solving skills. Review suitability of candidates problem. Ensure it is a SMART problem. Review 'Plan' in PDR and action steps. Discuss with candidate deadlines they must keep to. , Review candidates action plan, which should identify various ways of tackling the problem. Review of candidates evidence. Q&A with candidate to confirm process and understanding. WWW and EBI at points in the candidates action planning as part of their formative assessment. , Review of completed PDR document. Q&A	• Use of English • Use of IT	• Solving problems • Resilience • Resourceful-ness

		well in tackling the problem 1.3.3 Check what they need to do to improve their problem solving skills	with candidate to confirm understanding and set targets on how to improve. This will be a summative comment from their class teacher and will be added to the candidates Review. WWW and EBI student and teacher feedback from presentation of problem solving process. ,		
	Final tutorials and portfolios checks				

PSE Yr10 Programme of Study | 2022-2023

Term	Nick (3 lessons)	Emma (3 lessons)
Autumn 1	Developing Myself	Introduction to PSE 1st 3 weeks – Evidence based research 2nd 3 weeks- Understanding the skills of Problem Solving
Autumn 2	Developing my Performance	Problem Solving Continued
Spring 1	Working with Others	Portfolio and paperwork. Mandatory mid-point Internal moderation
Spring 2	Working with Others	Module Mop-up
Summer 1	Introduction to CoPE level 1	Introduction to CoPE level 1
Summer 2	Working with others Team building module – trip/activity based	Working with others Team building module – trip/activity based

CoPE Yr11 Programme of Study | 2022-2023

Term	Nick (4 lessons)	Emma (2 lessons)
Autumn 1	Discussion	1 lesson – Research 1 lesson – Paperwork and Internal moderation checks
Autumn 2	Working with Others	1 lesson – Research 1 lesson – Paperwork and Internal moderation checks
Spring 1	Improving Own Learning and Performance	1 lesson – Problem Solving 1 lesson – Paperwork and Internal moderation checks
Spring 2	Oral Presentation	1 lesson – Problem Solving 1 lesson – Paperwork and Internal moderation checks
Summer 1	Tutorial and portfolio checks before Study leave	Tutorial and portfolio checks before Study leave
Summer 2		