



Bredon School

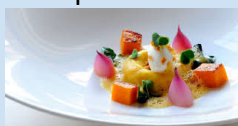
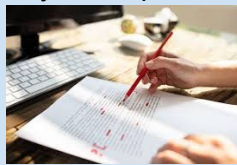
Year 13 Curriculum Map

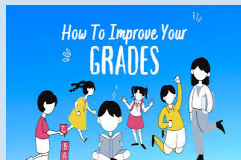
Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
All Creative Arts: <i>Photography</i> <i>Art and Design</i> <i>3D Design</i> <i>Graphic Communications</i> <i>Textile Design</i>	In Year 13, students work at A-level standard, building on the independence, confidence, and creative maturity developed earlier in the course. The focus is on sustained personal investigation, refined technical skill, and confident critical thinking. Alongside practical work, students begin a Related Study, which is a written and visual investigation linked directly to their personal creative work. Preparation over the Summer Holidays Artist / Designer / Photographer 4 – Research & Exploration Over the Year 12/13 summer break, students will have begun their next major artist investigation independently. This sets expectations for Year 13 and allows students to start the year with momentum. During this period, students will: • Research their fourth artist / designer / photographer • Produce copy studies inspired by this practitioner • Experiment with materials, techniques, or processes • Refine their strongest experiments • Begin to work on writing their Related Studies This work completes the research and exploration stages of the creative process before students return to school.					
	Completing Artist 4	Mocks and Portfolio	Related Study completion and	Building depth and personal	A Level Examinations	Personal Portfolio and

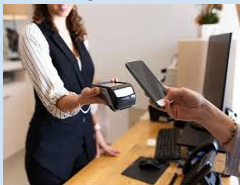
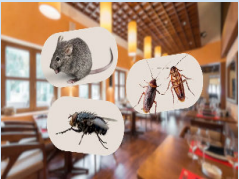
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	<i>(Independent creative development)</i> In this half-term, students complete their fourth artist study by developing and refining a personal creative idea. Students will: Develop a personal idea inspired by Artist 4 Refine and improve their work through feedback and comparison Produce a resolved outcome or series Complete a written evaluation explaining their creative decisions	Development This half-term focuses on preparing students for mock assessments and strengthening their overall body of work. Students will: Prepare for creative subject mock assessments Review and improve earlier work Refine final outcomes and evaluations Identify strengths and areas for improvement This stage is about raising quality and confidence, rather	Start the Externally Set Task (Exam preparation and <i>independent response</i>) In January, students make their final edits to the Related Study, this is completed and submitted by Jan 31st and is a weighted component of the Personal Portfolio. In February, students begin the Externally Set Task, responding to a theme set by the exam board. Students will: Analyse the exam paper or theme	response As part of the exam project, students expand their research and influences. Students will: Introduce two additional artists / designers / photographers, bringing the total to three influences Develop and refine ideas using these influences Produce a sustained and personal final outcome Complete evaluation work under exam conditions This stage demonstrates	Students complete their final practical examination.	Exhibition Celebration and reflection After exams, students curate a personal portfolio of their strongest work. Students will: Select their best work from Years 12 and 13 Prepare work for exhibition Reflect on their creative journey and achievements This provides a strong conclusion to the course and supports progression to further study or creative pathways.

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	Continue developing their related studies	than starting new work. Continue developing their related studies The Related Study draft 1 is handed in by the end of Autumn 2.	Begin a new creative project using the same familiar process Research an initial artist / designer / photographer Explore and experiment with ideas linked to the exam theme The Related Study final copy and the Personal Portfolio coursework components are handed in by the end of Spring 1.	higher-level thinking by showing how students can combine ideas from multiple sources into one coherent outcome.		
	By the end of Year 13, Creative and Applied Arts students will have: • Completed multiple artist-led projects • Produced a major exam project • Built a strong personal portfolio • Developed independence, confidence, and creative resilience They leave the course well prepared for A-level study, creative qualifications, or future pathways.					

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BTEC Subsidiary Diploma in Hospitality	We welcome the pupils back and get stuck straight back into completing their work on European Cuisine. They will practice and complete their final two European dishes. EUROPEAN DISHES  They will create different evaluation methods for each dish and use these to get	The final cooking unit that the pupils will undertake is the Contemporary World Food Unit  The pupils will carry out research into what contemporary food is and what makes it contemporary. Using this information the pupils will carry out further research into contemporary street food dishes in order to choose	 The pupils will practice three contemporary world street food dishes before making all three at once for assessment. The pupils will need to evaluate their cooking and performance using feedback from their peers.  The pupils will	Their final cooking task will be a three course fine dining menu on contemporary world food. They will research fine dining menus and produce a balanced menu that they will go on to prepare and serve. They will refine the recipes and produce a shopping list and a timeplan to follow.	The focus, this term, will be to cover managing and supervising customer service in various settings in the hospitality sector. They will take on the managing and running off events to broaden their experience.  The pupils will need to reflect on the service they offered and the success of the event at meeting its success criteria.	The pupils will complete all their outstanding coursework and make revisions and improvements to their marked work. Once they have completed their qualification and can focus on any upcoming exams.  Classes will still run offering cookery lessons that will teach them staple foods

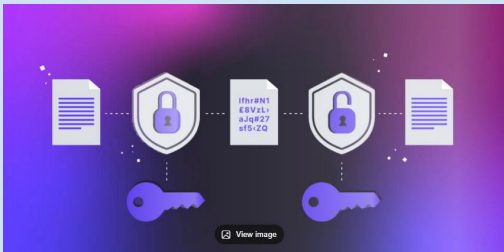
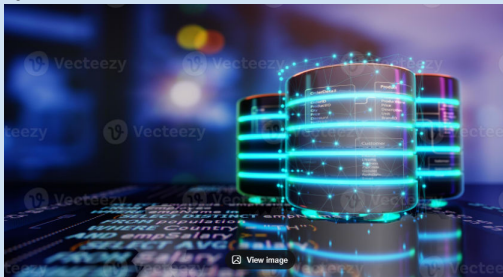
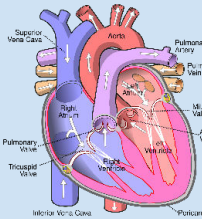
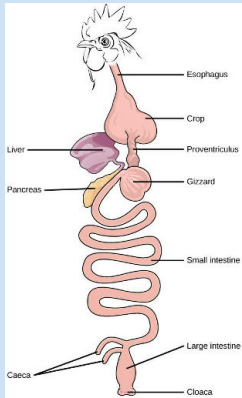
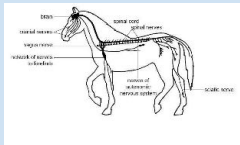
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	feedback from their peers. The pupils will complete the unit by evaluating their final dishes and their cooking as a whole. They will need to suggest reasoned recommendations on how they could improve their European cooking.  	3 dishes to cook for their assessment. They will need to produce a menu, a shopping list and a time plan. The pupils will also look at the theory behind food and service and what makes excellent food and drink service.  The pupils will prepare a mystery customer audit sheet that they can use when visiting 3 different catering outlets over the Christmas holidays	also look at customer service, researching and describing how communication, presentation and teamwork relate to good customer service. They will go on to research and describe how examples of how to provide outstanding customer service.  There will be opportunities for them to gain valuable service experience at school events and be assessed on their practical work.	 The pupils will practice making their fine dining dishes before preparing and cooking them together for their final practical assessment. They will need to prepare a feedback form for the dining guests to give them feedback. The final piece of work will be the evaluation and recommendations for improvement.  The pupils will	 FOOD SERVICE EVALUATION They will suggest and recommend ways to improve.  The pupils will also complete improvements to the work they have submitted the previous term to try to improve their grades.	to cook when they are living independently. 

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				continue to work on customer service theory and put this theory into practice during catering events.		
BTEC L1/2 First Award in Hospitality	The pupils will continue cooking each week to improve their practical and life skills in the kitchen.  The dishes they will learn will be ones that they can take with them once they leave school and use when they live independently. The dishes will be nutritious, economical and	The cooking continues with the focus on using seasonal autumnal food and then producing Christmas dishes.  WHAT TO COOK FOR A SMALL CHRISTMAS DINNER? easypeasyfoodie.com  Dishes to be produced include Christmas cake, chocolate roulade, pavlova	 The pupils will undertake detailed revision on the hospitality industry unit and then take the exam. The pupils will continue to cook each week, focusing on seasonal spring food and slightly lighter dishes. The aim, as always, is to make them independent and confident cooks.	The pupils will complete the food safety and HACCP policies and procedures and go on to look at other legislation that particularly affects the hospitality industry.  This includes health and safety legislation, human resource legislation and retail selling legislation.	 Depending on the result of their unit exam taken in January, the pupils will revisit the hospitality industry unit and study in detail areas of weakness in preparation for retaking this exam.  There is an opportunity for all	The pupils will complete all their outstanding coursework and make revisions and improvements to their marked work. Once the pupils have completed their qualification and can focus on any upcoming exams.  Classes will still run offering cookery lessons that will teach

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	straightforward to cook. The pupils will also learn in detail about the hospitality industry in preparation for the unit exam in January.  Topics covered will include the size, scale and sectors of the hospitality industry and the working skills required.	and a mini roast christmas dinner.  Work for the unit exam continues with the pupils looking at business ownership types, choosing suppliers, purchasing, sustainability and technology in the hospitality industry. 	 The final unit is about legislation in the industry. The pupils will look at how food safety is maintained through procedures, policies and legislation. 	 The pupils will work on customer service, looking at examples at great customer service and also how to deal with complaints. They will then take part in providing excellent customer service at school based events through the term. 	to not just pass but to improve their grade from a pass to a merit or a merit to a distinction. The pupils will also take the opportunity to complete any outstanding work and also improve their grades. There will also be the opportunity to cook each week to continue to improve their repertoire.	them staple foods to cook when they are living independently. 
BTEC Level 3 Applied Science	Investigation skills - unit 3 (externally examined in the summer term) Students develop a range of skills involved in planning an investigation, writing a risk assessment, collecting data, analysing data.					

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	This is applied across a range of practicals in Biology, Chemistry and Physics. Optional unit (internally assessed) Students also complete their internally assessed work (optional module). This involves investigation planning, data collection and analysis					

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NCFE Level 3 Certificate for Entry to the Uniformed services	Unit 04 Equality, diversity and inclusion In this unit learners will examine the meaning of equality, diversity and inclusion. Learners will also understand radicalisation, as well as British values and standards. Learners will review the impact that radicalisation, extremism and terrorism have had on society. 	Unit 08 Carry out map reading and navigation across open country Learners will know about safety requirements when navigating routes. Using this knowledge, learners will plan and navigate a route across open country, prepare route cards and deliver a safety brief to participants. Learners will then evaluate their own map reading and navigation skills. 		Unit 16/17 Skills for land/water-based outdoor and adventurous activities In this unit learners will describe different land/water-based outdoor and adventurous activities. Learners will describe and demonstrate the skills and techniques required for land/water-based outdoor and adventurous activities. Learners will review their own performance and then develop a personal development plan based on this review. 		
BTEC Level 3 in IT	Unit 2: Cyber Security (Exam Unit) Working through the technical aspects of the Unit 2 spec. Students master encryption, incident response, and security management. In December, they complete a formal mock exam to	Unit 4: Relational Databases (NEA) After the January exam, the focus shifts entirely to Unit 4. Students follow the spec to design, normalize, and build a relational database for a specific brief, using SQL and	Portfolio Polish & Transitions Final refinement of the Unit 4 database and any necessary resits for Unit 1 or 2.			

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	refine their technique before the real series (Jan) 		form-builders to create a functional system. 		Students reflect on their skills as they prepare for higher education or technical apprenticeships in the IT sector. 	
Agriculture	Understand Animal Anatomy and Physiology Identify the major body systems in animals Describe the structure of the major organs in the animal body 	Understand Animal Anatomy and Physiology Describe the functions of the major organs in the animal body 	Understand Animal Anatomy and Physiology Examine the hormonal control mechanisms in animals Examine neural control mechanisms in animal  Assessment: Produce revision	Understand Animal Anatomy and Physiology Explain how the body structure of selected animals are adapted to their environments Explain how the body systems of selected animals are adapted to their environments	Course complete Practical learning sessions Revision for academic subjects	Course complete Practical learning sessions Revision for academic subjects

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		Assessment: Short question paper covering body systems	notes that could be used to prepare for an exam, the notes are based on the parts and function of the nervous and endocrine system	 Assessment: Report on a chosen species of livestock to describe how the body structure and systems have adapted to their environment		