

	KS3 National Curriculum prior learning	By the end of the term, students can:	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3
What we want our students to know and remember	<p>ASDAN is provided to students at the beginning of Key Stage 4 as part of the option process. Students have the chance to speak to a fully trained ASDAN member of staff where the course is thoroughly explained in detail. Throughout KS4 this course is adaptable to meet the needs of the students that choose to opt for this subject.</p>	<p>Define the key tier 2 / 3 vocabulary:</p>	<p>characteristics findings seasonal 3D design produce specification multi-cultural research investigate communication oral presentation audible volume clarity body language pronunciation confidence discussion</p>	<p>growth cultivate germinate horticultural skills environmental impact personal hygiene health well-being emotions mental health feelings frustration anger guilt embarrassment happiness excitement pride jealousy</p>	<p>Communication Citizenship Community Organisation Information Compare Contrast Opportunity International Links Abroad Foreign language Culture Itinerary</p>	<p>Christianity Islam Judaism beliefs issues attitudes faith causes similarities differences</p>	<p>participate hobby challenge community experience improvement</p>	

	<p>The purpose of the ASDAN CoPE qualification is to enable the students to develop and demonstrate a range of personal, key skills and a range of real-life contexts, building on knowledge gained throughout KS3.</p>	<p>Recall the knowledge:</p>	<p>Science and Technology This is a skill-based unit. Communication To know that full sentences give a full answer. To know that the listener does not know what you know. To know that there is an appropriate time to speak and not to speak.</p>	<p>The Environment This is a skills based unit. Health and Fitness To know the importance of personal hygiene. To know the impact of mental health and well-being on young people. To know how accidents can be avoided. To know the basic rules of road safety.</p>	<p>Community and Citizenship To know that media present information in different ways and that this can affect the readers' opinions. To know that different organisations carry out development relief work overseas.</p>	<p>Beliefs and Values To know the main teachings of one of their chosen religions. To know issues within and attitudes towards marriage, abortion and capital punishment.</p>	<p>Sport and Leisure To learn how to play a traditional board game and to know how to teach others the skills to play this too.</p>	
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What we want our students to do	<p>Throughout the CoPE qualification students cover a range of key skill areas. These include Working with Others, Improving Own Learning and Performance, Problem Solving, carrying out a Piece of Research, Communication and Discussion and Giving an Oral Presentation</p>	Demonstrate excellence in these skills :	<p>Science and Technology To be able to research, design and produce a selection of 3D decorations for a multi-cultural nursery.</p> <p>Communication To be able to take turns in conversation.</p> <p>To be able to use an audible, clear voice when presenting to others and during group discussion.</p>	<p>The Environment To be able to tidy and weed a garden.</p> <p>To improve the look of a garden.</p> <p>To plant seeds and make a wildlife garden.</p> <p>Health and Fitness To investigate impacts of good and poor mental health.</p> <p>To carry out a survey of personal hygiene products.</p>	<p>Community & Citizenship To be able to investigate and research how media present information about natural disasters.</p>	<p>Beliefs and Values To use existing knowledge from their R.E lessons to reinforce research on their chosen religion.</p>	<p>Sport and Leisure To be able to play a traditional board game and be able to pass this skill on to others.</p> <p>To show an improvement in a sport.</p>	
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Key assessment questions:		<p>Science and Technology Is this product suitable for the identified age-range? Is this product 3D and does it meet the specifications? Why / why not? Communication Did your peer use a clear, audible voice? What are the main points of your presentation? Which images did you use in your talk and why? How can you show that you have prepared for your talk? Did you keep to the subject when speaking?</p>	<p>The Environment What is the environmental damage / impact in the local area? How have you improved the look of the garden? Has the improvement contributed to your own mental health and well-being? How? Health and Fitness - What personal hygiene products do you know and what do they do? What is the importance of these?</p>	<p>Community Impact How does the media present information differently and what are the effects of this on the reader / viewer?</p>	<p>Beliefs and Values What are the main teachings within your chosen religion? What are the main festivals? What are some opinions on capital punishment, marriage and abortion?</p>	<p>Sport and Leisure What skills do you need to play this board game? What skills do you need to teach others to play this game?</p>	
Disciplinary Rigour		<p>What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS4 National Curriculum if applicable / KS4 qualification specification?</p>					