

Queen Katharine Academy KS5 Curriculum Overview



Years 12 and 13

Art – Year 12 OCR FINE ART						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Fish Project	Fish Project	Fish Project	Fish Project	Fish Project	
Unit length:	All term	All term	All term	All term	All term	All term
Key concepts:	In-depth and well considered recording of ideas, observations, and insights relevant to intentions. Insightful ability to reflect critically on work and progress.	In-depth exploration and well considered selection of relevant resources, media, materials, techniques, and processes. Fully developed and insightful review and refinement of work as it develops.	Informed ideas are fully developed, with in-depth reflection of influences of contextual and other sources, with evidence of focused and insightful investigation. Demonstrates fully developed and insightful analysis and critical understanding.	Informed ideas are fully developed, with in-depth reflection of influences of contextual and other sources, with evidence of focused and insightful investigation. Demonstrates fully developed and insightful analysis and critical understanding.	Component 01: Personal investigation (portfolio) task Students produce a portfolio of practical work showing their personal response to a set starting point, brief, scenario or stimulus. The portfolio may be presented in appropriate formats for the specification title they are following and chosen area of study, including sketchbooks, digital presentations, mounted sheets,	Starting their own personal project Students produce a portfolio of practical work showing their personal response to a set starting point, brief, scenario or stimulus.

					animated work, scale models or illustrated written work. The portfolio must provide evidence that the student has met all four assessment objectives A final painting related to the fish theme	
Cross-curricular links:	<ul style="list-style-type: none"> Photography Textiles Media History 	<ul style="list-style-type: none"> Photography Textiles Media History 	<ul style="list-style-type: none"> Photography Textiles Media History 	<ul style="list-style-type: none"> Photography Textiles Media History 	<ul style="list-style-type: none"> Photography Textiles Media History 	<ul style="list-style-type: none"> Photography Textiles Media History
Assessments:	A03	A02	A01	A01	A01/A02/A03/A04	A01/A02/A03
Enrichment and employability opportunities:	Any day in C26	Any day in C26	Any day in C26	Any day in C26	Any day in C26	Any day in C26

Art – Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	PERSONAL Project	PERSONAL Project /Mock Exam	Related study EXAM PAPER ARRIVES FEBUARY 1ST	EXAM PAPER	EXAM PAPER	EXHIBITION
Unit length:	All Term	All Term	All Term	All Term	All Term	
Key concepts:	<p>Informed ideas are fully and maturely developed, reflecting a sophisticated response to contextual and other sources, with evidence of mature and sustained investigation.</p> <ul style="list-style-type: none"> Demonstrates sophisticated and sustained analysis and critical understanding. <p>Sophisticated and sustained exploration and mature selection of relevant</p>	<p>Sophisticated and mature recording of ideas, observations and insights to reflect intentions.</p> <ul style="list-style-type: none"> Sophisticated ability to reflect critically on work and progress. <p>A personal and meaningful response showing sophisticated and mature realisation of intentions.</p> <ul style="list-style-type: none"> Connections made between visual and other elements, 	<p>PERSONAL STUDY ideas with thorough exploration, refinement and excellent critical and contextual understanding. Extensive and sophisticated handling of specialist language and vocabulary in recording is demonstrated. An accomplished level of structured and reasoned knowledge and understanding is shown when presenting the study and realising intentions. Connections, where</p>	<p>Informed ideas are fully and maturely developed, reflecting a sophisticated response to contextual and other sources, with evidence of mature and sustained investigation.</p> <ul style="list-style-type: none"> Demonstrates sophisticated and sustained analysis and critical understanding. <p>Sophisticated and sustained exploration and mature selection of relevant</p>	<p>Sophisticated and mature recording of ideas, observations and insights to reflect intentions.</p> <ul style="list-style-type: none"> Sophisticated ability to reflect critically on work and progress. <p>A personal and meaningful response showing sophisticated and mature realisation of intentions.</p> <ul style="list-style-type: none"> Connections made between visual and other elements, 	

	resources, media, materials, techniques and processes. • Sophisticated and sustained review and refinement of work as it develops	where appropriate, are sophisticated and mature. MOCK EXAM	appropriate, between visual and other elements are sophisticated	resources, media, materials, techniques and processes. • Sophisticated and sustained review and refinement of work as it develops	where appropriate, are sophisticated and mature. Exam	
Cross-curricular links:	<ul style="list-style-type: none"> ▫ Photography ▫ Textiles ▫ Media ▫ History ▫ 	<ul style="list-style-type: none"> ▫ Photography ▫ Textiles ▫ Media ▫ History 	<ul style="list-style-type: none"> ▫ Photography ▫ Textiles ▫ Media ▫ History 	<ul style="list-style-type: none"> ▫ Photography ▫ Textiles ▫ Media ▫ History 	<ul style="list-style-type: none"> ▫ Photography ▫ Textiles ▫ Media ▫ History ▫ 	<ul style="list-style-type: none"> ▫ Photography ▫ Textiles ▫ Media ▫ History ▫
Assessments:	ao1/ao2	ao3/ao4	ao1/ao2	ao3/ao4	ao1/ao2/ ao3/ao4	
Enrichment and employability opportunities:						

Criminology – Year 12 WJEC						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Unit 1 Changing awareness of crime	Unit 1 Changing awareness of crime	Unit 2 Criminological theories	Unit 2 Criminological theories	Unit 2 Criminological theories revision	Unit 3 Crime Scene to Courtroom
Unit length:	7 weeks	6 weeks	6 weeks	5 weeks	3 weeks	6 weeks
Key concepts:	Understand how crime reporting affects the public perception of criminality Understand how campaigns are used to elicit change	Plan campaigns for change relating to crime	Understand social constructions of criminality Know theories of criminality	Applies theories of crime Evaluate theories of crime	Understand social constructions of criminality Know theories of criminality Applies theories of crime Evaluate theories of crime	Role of personnel and types of evidence in criminal investigation
Cross-curricular links:	Media studies Sociology	Media studies Sociology	Sociology Biology	Sociology Biology	Sociology Biology	Sociology

	Unit 7: IT systems security and encryption	Unit 7: IT systems security and encryption	Unit 7: IT systems security and encryption	Unit 7: IT systems security and encryption	Unit 7: IT systems security and encryption	Unit 7: IT systems security and encryption
Unit length:	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
Key concepts:	Students will gain a understanding of internal computer components, including their purpose, features, and uses. Students will explore the factors that influence the choice and performance of these components. Additionally, they will learn a wide range of system security breaches, cryptographic techniques, and effective methods for protecting IT systems.	Students will cover computer architecture, including factors influencing choices, instruction cycles, cache, registers, instruction sets, pipelining, and multi-processing. Students will learn about software-based protection, including authentication, access controls, encryption, and Wireless LAN security. Practical skills in implementing strategies will be developed.	Students will cover number systems, binary arithmetic, text representation, image representation, data structures, and data transmission in computer systems. Students will learn about codes, character sets, storage, resolution, sample/bit depth, and compression effects.	Assignment: Learners work independently on the assignment for learning aim C and D. Learners to complete this outside class time.	Exam prep <ul style="list-style-type: none"> ▫ Example questions. ▫ Example mark schemes. ▫ Example responses. ▫ Specifications. 	
Cross-curricular links:	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)
Assessments:	Assignment: Learners work independently on the assignment for learning aims A and B.	Assignment: Learners work independently on the assignment for learning aims A and B.	Assignment: Learners work independently on the assignment for learning aim C and D.	Assignment: Learners work independently on the assignment for learning aim C and D.	Exam prep <ul style="list-style-type: none"> ▫ Example questions. ▫ Example mark schemes. 	Exam prep <ul style="list-style-type: none"> ▫ Example questions. ▫ Example mark schemes.

	Learners complete this outside class time.	Learners complete this outside class time.	Learners to complete this outside class time.	Learners to complete this outside class time.	▫ Example responses.	▫ Example responses.
Enrichment and employability opportunities:	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.

Computer Science – Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Principles of Computer Science	Principles of Computer Science	Principles of Computer Science			
Unit length:	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
Key concepts:	Students will explore computational thinking, problem-solving, and programming concepts in these lessons. They will analyse and reverse-engineer a computer game, design algorithms, develop pseudocode, learn about data types and variables, apply validation techniques, use functions for modularization, and understand different	Students will explore programming concepts such as searching algorithms, count occurrences, validation algorithms, stacks, queues, procedural programming, and object-oriented programming. They will engage in activities to understand the features, uses, and benefits of different programming paradigms.	Students will cover event-driven programming using Visual Basic®, coding for the web using HTML5, server-side and client-side processing, code translation between languages, and exam preparation.			

	data structures and sorting algorithms.					
Cross-curricular links:	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)
Assessments:	Assignment: Learners work independently on the assignment for learning aims A . Learners complete this outside class time.	Assignment: Learners work independently on the assignment for learning aims B and C . Learners complete this outside class time	Assignment: Learners work independently on the assignment for learning aims B and C . Learners complete this outside class time	Assignment: Learners work independently on the assignment for learning aims B and C . Learners complete this outside class time	Exam prep <ul style="list-style-type: none"> ▫ Example questions. ▫ Example mark schemes. ▫ Example responses. 	Exam prep <ul style="list-style-type: none"> ▫ Example questions. ▫ Example mark schemes. ▫ Example responses.
Enrichment and employability opportunities:	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.	<i>Coding Success</i> is a programme designed to help inspire future coders, computer scientists and software engineers.

Dance – Year 12									
	Autumn 1				Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Developing Skills and Techniques for live performance	Developing Skills and Techniques for live performance / Investigating	Developing Skills and Techniques for live performance/	Developing Skills and Techniques for live performance	Unit 11 Street dance technique				Unit 11 Street dance technique And preparation for the dance

		Practitioners' Work	Investigating Practitioners' Work						show Elevations
Unit length:	Two terms	Two terms/one term	Two terms/one term	Two terms	Two Terms				Until the end of the academic year
Key concepts:	A: Understand the role and skills of a performer B: Develop performance skills and techniques for live performance Contemporary technique and choreography	Understanding different practitioners Analysing two contrasting performances C: Apply performance skills and techniques in selected styles D: Review and reflect on development of skills and techniques for live performance	Exam technique A: Understand the role and skills of a performer B: Develop performance skills and techniques for live performance	C: Apply performance skills and techniques in selected styles D: Review and reflect on development of skills and techniques for live performance	A: Understand the development of street dance B: Develop skills and techniques of street dance C: Apply skills and techniques of street dance to a performance D: Review personal development and own performance.				Rehearsal preparation for the Annual dance show 'Elevations'.
Cross-curricular links:	Presentation skills Coursework/Evaluation				Social, Historical, Political and Cultural aspects and influences on the choreography	Social, Historical, Political and Cultural aspects and influences on the choreography	Presentation skills Coursework/Evaluation	Presentation skills Coursework/Evaluation	Media Community Links Photography

Assessments:		The Unit 1 Exam window opens The Winter show performance for evidence of Performance work	Unit 1 Exam to be completed (Externally assessed)	Unit 2 to be completed ready for moderation	Unit 1 Exam to be completed (Externally assessed) 2 nd attempt	
Enrichment and employability opportunities:	After school rehearsals Life and role of a dancer- research	The winter show performance Theatre trip	After school rehearsals Life and role of a dancer- research	After school rehearsals	After school rehearsals	The dance show Elevations

Dance – Year 13							
	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Unit 11 Street dance technique	Unit 11 Street dance technique		Unit 3 Group Performance Workshop	Unit 3 Group Performance Workshop	Unit 3 Group Performance Workshop	
Unit length:	One term	One term		One and a half terms (Exam window)	One and a half terms (Exam window)	One and a half terms (Exam window)	
Key concepts:	A: Understand the development of street dance	A: Understand the development of street dance	Working with a pre-released stimulus A 10-minute choreography created as a group		Working with a pre-released stimulus	Working with a pre-released stimulus	

	B: Develop skills and techniques of street dance C: Apply skills and techniques of street dance to a performance D: Review personal development and own performance.	B: Develop skills and techniques of street dance C: Apply skills and techniques of street dance to a performance D: Review personal development and own performance.	Development of the choreography Performance Evaluation		A 10-minute choreography created as a group Development of the choreography Performance Evaluation	A 10-minute choreography created as a group Development of the choreography Performance Evaluation	
Cross-curricular links:	Presentation skills Coursework/Evaluation		Presentation skills Coursework/Evaluation	Writing milestones/evaluation skills	Writing milestones/evaluation skills	Writing milestones/evaluation skills	
Assessments:	Final assessments of the street dance solo, the presentation and coursework.		Final assessments of the street dance solo, the presentation and coursework.	Unit 3 Group Performance workshop Exam window opens.	Exam window	Unit 3 Group Performance workshop Exam window closes.	
Enrichment and employability opportunities :	Skills as a street dance in the industry.		Skills as a street dance in the industry.	Performance to an invited audience	Performance to an invited audience	Performance to an invited audience	

Drama – Year 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Developing Skills and Techniques for live performance	Developing Skills and Techniques for live performance / Investigating Practitioner Work	Developing Skills and Techniques for live performance/ Investigating Practitioner Work	Developing Skills and Techniques for live performance	Acting Styles	Acting Styles
Unit length:	Two terms	Two terms/one term	Two terms/one term	Two terms	Two terms	Two terms

Key concepts:	A: Understand the role and skills of a performer B: Develop performance skills and techniques for live performance	Understanding different practitioners Analysing two contrasting performances C: Apply performance skills and techniques in selected styles D: Review and reflect on development of skills and techniques for live performance	Exam technique A: Understand the role and skills of a performer B: Develop performance skills and techniques for live performance	C: Apply performance skills and techniques in selected styles D: Review and reflect on development of skills and techniques for live performance	A: Understand acting styles and techniques for performance B: Develop acting styles, skills and techniques for performance C: Apply acting styles, skills and techniques in rehearsal and performance D: Review personal development and own performance	A: Understand acting styles and techniques for performance B: Develop acting styles, skills and techniques for performance C: Apply acting styles, skills and techniques in rehearsal and performance D: Review personal development and own performance
Cross-curricular links:	Historical Context	Music Design Technology	Historical context	Music Design Technology	Historical context Analysing texts - English	Historical context Analysing texts - English
Assessments:		Performance at Winter showcase	Investigating Practitioners work external assessment	2 nd performance for developing skills and techniques for live performance		
Enrichment and employability opportunities:	Opportunity to be a student leader for lower school drama club	Job roles in the theatre Performance at winter showcase	Job roles in the theatre	Performance showcase opportunity	Preparation for scripted performance in Year 13	Preparation for scripted performance in Year 13

Drama – Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Acting Styles	Acting Styles	Group Performance Workshop	Group Performance Workshop		
Unit length:	One term	One term	One term	One term		

Key concepts:	A: Understand acting styles and techniques for performance B: Develop acting styles, skills and techniques for performance C: Apply acting styles, skills and techniques in rehearsal and performance D: Review personal development and own performance	A: Understand acting styles and techniques for performance B: Develop acting styles, skills and techniques for performance C: Apply acting styles, skills and techniques in rehearsal and performance D: Review personal development and own performance	A: Understand acting styles and techniques for performance Interpretation of stimulus B: Develop acting styles, skills and techniques for performance Creating and rehearsing	C: Apply acting styles, skills and techniques in rehearsal and performance D: Review personal development and own performance		
Cross-curricular links:	Historical context Analysing texts - English	Historical context Analysing texts - English	Historical context		□	□
Assessments:	Final scripted performance	Final coursework write up of unit	First two milestones	Final performance and submission of milestones		
Enrichment and employability opportunities:	Showcase of scripted performance	Winter showcase performance opportunity	Theatre roles and work in industry	Showcase of Group performance workshop		

English Language – Year 12							
	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Paper 1: Language & the Individual		Paper 2: Language varieties	Paper 1: Language & the Individual	Paper 2: Language varieties	BESPOKE REVISION OF BOTH PAPERS	NEA WORK
Unit length:	7 weeks		7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Key concepts:	Language analysis; gender		Regional accent & dialect; occupational	Theorists; analysis; gender	Theorists; analysis; regional accent & dialect;	Theorists; analysis; regional accent & dialect;	Style models; creative writing at KS5; investigative language

						sociolinguistic s; analysis		sociolinguistic s	sociolinguistic s; gender	analysis; academic writing
Cross-curricular links:	Language analysis; creative written accuracy; textual analysis; Context; History; Classics; Citizenship; Business; Philosophy; Drama; Media	Language analysis; persuasive written accuracy; literary analysis; characterisation; context History; Classics; Citizenship; Business; Philosophy; Drama; Media	Language analysis; creative written accuracy; literary analysis; characterisation; context & empathy; History; Classics; Citizenship; Business; Philosophy; Drama; Media	Language analysis; persuasive written accuracy; literary analysis; characterisation; context & empathy; History; Classics; Citizenship; Business; Philosophy; Drama; Media	Language analysis; creative written accuracy; literary analysis; characterisation; context & empathy; History; Classics; Citizenship; Business; Philosophy; Drama; Media	Language analysis; persuasive written accuracy; academic analysis; characterisation; context History; Classics; Citizenship; Business; Philosophy; Drama; Media				
Assessments:	Weekly assignments					Practice exams	Practice exams	Weekly assignments	External AS level examinations	Weekly drafts of NEA work
Enrichment and employability opportunities:	Academic; journalism; law; politics; project management; healthcare; psychology					Academic; journalism; law; politics; project management; healthcare; psychology	Academic; journalism; law; politics; project management; healthcare; psychology	Academic; journalism; law; politics; project management; healthcare; psychology	Academic; journalism; law; politics; project management; healthcare; psychology	Academic; journalism; law; politics; project management; healthcare; psychology

English Language – Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Language, the Individual and Society	Language diversity and change	EXAM PRACTICE BESPOKE REVISION	EXAM PRACTICE BESPOKE REVISION	BESPOKE REVISION	COURSE COMPLETE
Unit length:	7 weeks	7 weeks	6 weeks	6 weeks	2 weeks	n/a
Key concepts:	Child language development; revision of skills and theorists	Child language acquisition; revision of skills and theorists	Completion of NEA work; revision of exam skills	NEA submissions; key exam techniques revised	Exam walkthrough; skills and techniques consolidated	End of course
Cross-curricular links:	History; Classics; Citizenship; Business; Philosophy; Drama; Media	History; Classics; Citizenship; Business; Philosophy; Drama; Media	History; Classics; Citizenship; Business; Philosophy; Drama; Media	History; Classics; Citizenship; Business; Philosophy; Drama; Media	History; Classics; Citizenship; Business; Philosophy; Drama; Media	History; Classics; Citizenship; Business; Philosophy; Drama; Media
Assessments:	Weekly marked assessments with student-friendly mark scheme throughout	Practice exams	Practice exams	Weekly marked assessments; NEA work	External A level examinations	External A level examinations
Enrichment and employability opportunities:	Academic; journalism; law; politics; project management; healthcare; psychology	Academic; journalism; law; politics; project management; healthcare; psychology	Academic; journalism; law; politics; project management; healthcare; psychology	Academic; journalism; law; politics; project management; healthcare; psychology	Academic; journalism; law; politics; project management; healthcare; psychology	Academic; journalism; law; politics; project management; healthcare; psychology

English Literature – Year 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Prose- 'Emma' Poetry- 'Comedy Anthology' Drama- 'Taming of the Shrew'	Prose- 'Emma' Poetry- 'Comedy Anthology' Drama- 'Taming of the Shrew'	Prose- 'Emma' Poetry- 'Comedy Anthology' Drama- 'Taming of the Shrew'	Prose- 'Emma' Poetry- 'Comedy Anthology'- Revision Drama- 'The importance of being earnest'	Prose- 'Emma' Poetry- 'Comedy Anthology'- Revision Drama- 'The importance of being earnest' Exam preparation for each module.	End of year exams. Prose- 'Literary concepts and intro to NEA' Poetry- 'Intro to Songs and NEA'
Unit length:	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
Key concepts:	Aspects of Comedy 1-14 Critical Theory	Aspects of Comedy 1-14 Critical Theory	Aspects of Comedy 1-14 Critical Theory	Aspects of Comedy 1-14 Critical Theory	Aspects of Comedy 1-14 Critical Theory	

	Top Ten Skills: 1. Advanced linguistic terminology 2. Secondary (wider) reading 3. Coherent and creative written expression 4. Confident participation in discussions and debates 5. Analysing language and meaning 6. Applying theories and ideas to critiques 7. Collecting data/evidence 8. Analysing data, statistics & evidence 9. Analyse and evaluate contextual features and language techniques 10. Explore connections across texts, informed by linguistic concepts and methods	Top Ten Skills: 1. Advanced linguistic terminology 2. Secondary (wider) reading 3. Coherent and creative written expression 4. Confident participation in discussions and debates 5. Analysing language and meaning 6. Applying theories and ideas to critiques 7. Collecting data/evidence 8. Analysing data, statistics & evidence 9. Analyse and evaluate contextual features and language techniques 10. Explore connections across texts, informed by linguistic concepts and methods	Top Ten Skills: 1. Advanced linguistic terminology 2. Secondary (wider) reading 3. Coherent and creative written expression 4. Confident participation in discussions and debates 5. Analysing language and meaning 6. Applying theories and ideas to critiques 7. Collecting data/evidence 8. Analysing data, statistics & evidence 9. Analyse and evaluate contextual features and language techniques 10. Explore connections across texts, informed by linguistic concepts and methods	Top Ten Skills: 1. Advanced linguistic terminology 2. Secondary (wider) reading 3. Coherent and creative written expression 4. Confident participation in discussions and debates 5. Analysing language and meaning 6. Applying theories and ideas to critiques 7. Collecting data/evidence 8. Analysing data, statistics & evidence 9. Analyse and evaluate contextual features and language techniques 10. Explore connections across texts, informed by linguistic concepts and methods	Top Ten Skills: 1. Advanced linguistic terminology 2. Secondary (wider) reading 3. Coherent and creative written expression 4. Confident participation in discussions and debates 5. Analysing language and meaning 6. Applying theories and ideas to critiques 7. Collecting data/evidence 8. Analysing data, statistics & evidence 9. Analyse and evaluate contextual features and language techniques 10. Explore connections across texts, informed by linguistic concepts and methods	
Cross-curricular links:	▫ History, Drama, Media	History, Drama, Media	History, Drama, Media	History, Drama, Media	▫	▫
Assessments:	Continuous assessment through the use of Critical Thinking Logs. In class assessment prior to mocks- used as a diagnostic.	Continuous assessment through the use of Critical Thinking Logs. Mock exams- students to sit relevant questions from both Lit papers.	Continuous assessment through the use of Critical Thinking Logs.	Continuous assessment through the use of Critical Thinking Logs.	Continuous assessment through the use of Critical Thinking Logs. Regular exam technique practice and marking.	End of term exams- AS Level
Enrichment and employability opportunities:					Jane Austen writing competition The Poetry Society competition	NEA in Prose and Poetry
English Literature – Year 13 Exam board AQA (taught between three specialists)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Prose- ‘The Kite Runner’ Poetry- ‘Songs of Innocence and Experience’ Drama- ‘The Handmaid’s Tale’ and unseen political and social protest texts.	Prose- ‘The Kite Runner’ Poetry- ‘Songs of Innocence and Experience’ Drama- ‘The Handmaid’s Tale’ and unseen political and social protest texts.	Prose- ‘The Kite Runner’ Poetry- ‘Songs of Innocence and Experience’ Drama- ‘The Handmaid’s Tale’ and unseen political and social protest texts.	Prose- ‘The Kite Runner’ Poetry- ‘Songs of Innocence and Experience’ Drama- ‘The Handmaid’s Tale’ and unseen political and social protest texts.	Revision of all texts taught and exam techniques. Prose- ‘Cross text links’ Poetry- ‘Songs of innocence and experience’ revision	End of year exams
Unit length:	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks

Key concepts:	<p>Elements of Political and Social protest writing 1-13 Critical Theory</p> <p>Top Ten Skills:</p> <ol style="list-style-type: none"> 1. Advanced linguistic terminology 2. Secondary (wider) reading 3. Coherent and creative written expression 4. Confident participation in discussions and debates 5. Analysing language and meaning 6. Applying theories and ideas to critiques 7. Collecting data/evidence 8. Analysing data, statistics & evidence 9. Analyse and evaluate contextual features and language techniques 10. Explore connections across texts, informed by linguistic concepts and methods 	<p>Elements of Political and Social protest writing 1-13 Critical Theory</p> <p>Top Ten Skills:</p> <ol style="list-style-type: none"> 1. Advanced linguistic terminology 2. Secondary (wider) reading 3. Coherent and creative written expression 4. Confident participation in discussions and debates 5. Analysing language and meaning 6. Applying theories and ideas to critiques 7. Collecting data/evidence 8. Analysing data, statistics & evidence 9. Analyse and evaluate contextual features and language techniques 10. Explore connections across texts, informed by linguistic concepts and methods 	<p>Elements of Political and Social protest writing 1-13 Critical Theory</p> <p>Top Ten Skills:</p> <ol style="list-style-type: none"> 1. Advanced linguistic terminology 2. Secondary (wider) reading 3. Coherent and creative written expression 4. Confident participation in discussions and debates 5. Analysing language and meaning 6. Applying theories and ideas to critiques 7. Collecting data/evidence 8. Analysing data, statistics & evidence 9. Analyse and evaluate contextual features and language techniques 10. Explore connections across texts, informed by linguistic concepts and methods 	<p>Elements of Political and Social protest writing 1-13 Critical Theory</p> <p>Top Ten Skills:</p> <ol style="list-style-type: none"> 1. Advanced linguistic terminology 2. Secondary (wider) reading 3. Coherent and creative written expression 4. Confident participation in discussions and debates 5. Analysing language and meaning 6. Applying theories and ideas to critiques 7. Collecting data/evidence 8. Analysing data, statistics & evidence 9. Analyse and evaluate contextual features and language techniques 10. Explore connections across texts, informed by linguistic concepts and methods 	<p>Elements of Political and Social protest writing 1-13 Critical Theory</p> <p>Top Ten Skills:</p> <ol style="list-style-type: none"> 1. Advanced linguistic terminology 2. Secondary (wider) reading 3. Coherent and creative written expression 4. Confident participation in discussions and debates 5. Analysing language and meaning 6. Applying theories and ideas to critiques 7. Collecting data/evidence 8. Analysing data, statistics & evidence 9. Analyse and evaluate contextual features and language techniques 10. Explore connections across texts, informed by linguistic concepts and methods 	
Cross-curricular links:	History, Drama, Media	History, Drama, Media	History, Drama, Media	History, Drama, Media	History, Drama, Media	
Assessments:	Continuous assessment through the use of Critical Thinking Logs.	Continuous assessment through the use of Critical Thinking Logs. Mock exams- students to sit relevant questions from both Lit papers.	Continuous assessment through the use of Critical Thinking Logs.	Continuous assessment through the use of Critical Thinking Logs.	Continuous assessment through the use of Critical Thinking Logs. Regular exam technique practice and marking.	End of term exams- A Level
Enrichment and employability opportunities:	NEA for Prose and Poetry				Jane Austen writing competition The Poetry Society competition.	

Geography – Year 12 – 2 topics are taught concurrently with 2 teachers – there are 4 topics per year so topics don't follow terms precisely
Students complete the AS level so will take examinations at the end of the first year to gain an AS grade, if they are successful, they can continue to A-Level Geography into Y13.

	Autumn		Spring		Summer 1	Summer 2
Unit title:	Paper 1: tectonic processes and hazards	Paper 2: Globalisation	Paper 1: Coastal landscapes and change	Paper 2: Shaping places: regenerating places	Revision AS - level Examinations	Start Non Examined Assessment (NEA) for A-Level
Unit length:	20 hours	20 hours	20 hours	20 hours		
Key concepts:	EQ1: Why are some locations more at risk from tectonic hazards? EQ2: Why do some tectonic hazards develop into disasters? EQ3: How successful is the management of tectonic hazards and disasters	EQ1: What are the causes of globalisation and why has it accelerated in recent decades? EQ2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment? EQ3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?	EQ1: Why are coastal landscapes different and what processes cause these differences EQ2: How do characteristic coastal landforms contribute to coastal landscapes? EQ3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? EQ4: How can coastlines be managed to meet the needs of all players?	EQ1: How and why do places vary? An in-depth study of the local place in which you live or study and one contrasting place EQ2: Why might regeneration be needed? EQ3: How is regeneration managed? EQ4: How successful is regeneration?		
Cross-curricular links:	<ul style="list-style-type: none"> ▫ Economics ▫ Science ▫ Maths ▫ Politics 	<ul style="list-style-type: none"> Economics Maths Social sciences politics 	<ul style="list-style-type: none"> Science Economics Maths Politics 	<ul style="list-style-type: none"> Economics History Maths Politics 	<ul style="list-style-type: none"> ▫ 	<ul style="list-style-type: none"> ▫ Science ▫ Maths ▫ Economics
Assessments:	End of topic assessments with exam style questions in preparation for the summer AS - level examination					

Enrichment and employability opportunities:			Required field trip – location to tbc dependent on numbers and in conjunction with TDA	Required field trip – location to tbc dependent on numbers and in conjunction with TDA		
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Geography – Year 13 - 2 topics are taught concurrently with 2 teachers – there are 4 topics per year so topics don't follow terms precisely						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Paper 1: The Water Cycle and Water Insecurity	Paper 2: Super powers	Paper 1: The Carbon Cycle and Energy Security	Paper 2: Global Development and Connections. either Topic 8A: Health, Human Rights and Intervention	Revision Preparation for Paper: Geographical applications	A-Level examinations
Unit length:	20 hours	20 hours	20 hours	20 hours		
Key concepts:	EQ1: What are the processes operating within the hydrological cycle from global to local scale? EQ2: What factors influence the hydrological system over short- and long-term timescales? EQ3: How does water insecurity occur and why is it becoming such a global issue for the 21st century?	EQ1: What are superpowers and how have they changed over time? EQ2: : What are the impacts of superpowers on the global economy, political systems and the physical environment? EQ3:What spheres of influence are contested by superpowers and what are the implications of this?	EQ1: How does the carbon cycle operate to maintain planetary health? EQ2: What are the consequences for people and the environment of our increasing demand for energy? EQ3: How are the carbon and water cycles linked to the global climate system?	Health, human rights and intervention: EQ1: What is human development and why do levels vary from place to place? EQ2: Why do human rights vary from place to place? EQ3: How are human rights used as arguments for political and military intervention? EQ4: What are the outcomes of geopolitical interventions in terms of human		

				development and human rights?		
Cross-curricular links:	<ul style="list-style-type: none"> Science Economics History Maths Politics 	<ul style="list-style-type: none"> Science Economics History Maths Politics 	<ul style="list-style-type: none"> Science Economics History Maths Politics 	<ul style="list-style-type: none"> Science Economics History Maths Politics 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Assessments:	End of topic assessments with exam style questions in preparation for the summer AS - level examination NEA individual geographical investigation – completion by the Easter holidays					
Enrichment and employability opportunities:						

History – Year 12 – Edexcel – New first teaching September 2023						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Democracies in change	Democracies in change	Democracies in change	Democracies in change	Democracies in change	Democracies in change
Unit length:	7 weeks	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks
Key concepts:	UK: Politics and economy transformed Changing political landscapes (liberal reforms) Responses to Economic Challenges USA: Affluence & conformity 1955-1963 Urbanisation and Affluence –	UK: Creation of the welfare state Welfare provision Public health Education and greater opportunities USA: Affluence & conformity Cont: Cultural Conformity and Challenge Civil rights movement	UK: Society in transition Class/Social values Status of Women Race/immigration USA: Protest & reaction 1963-1972 cont: Protest & personal freedom	UK: Changes to Quality of Life Living standards Popular culture/entertainment Leisure & travel USA: Social Political Change Cont: Changes in popular Culture Extent of progress in individual/civil rights	UK: Key individuals Understanding the individuals and events influencing the change across the topic areas USA: Republican Dominance and its opponents Cultural Challenges	UK: Thatcher case study Interpretations Exploring differing historical interpretations of the Thatcher years and their transformative nature REVISION USA: Revision

	understanding the extent of 'the American Dream'	JFK Protest & reaction 1963-1972 Civil rights Johnson's great society	Reactions to counterculture 1968-1972 Social Political Change 1973-80 Crisis of political leadership Economic change and impact on society	Republican Dominance and its opponents 1981-1992 New directions in economic policy (neo liberalism) Religious rights and its critics	Extent of Social change	
Cross-curricular links:	Geography, Politics, sociology, Citizenship,	Geography, Politics, sociology, Citizenship	Geography, Politics, sociology, Citizenship	Geography, Politics, sociology, Citizenship	Geography, Politics, sociology, Citizenship	Geography, Politics, sociology, Citizenship
Assessments:	Regular examination paper question assessments	Regular examination paper question assessments	Regular examination paper question assessments	Regular examination paper question assessments	Regular examination paper question assessments	Regular examination paper question assessments
Enrichment and employability opportunities:	Politics Journalism Historian	Politics Journalism Historian	Politics Journalism Historian	Politics Journalism Historian	Politics Journalism Historian	Politics Journalism Historian

History – Year 13 - AQA						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Stuart Britain and the Crisis of Monarchy – Cromwell Protectorate 1649-1660 NEA	Stuart Britain and the Crisis of Monarchy – Charles II Restoration 1660-1685 NEA	Stuart Britain and the Crisis of Monarchy – James I/William and Mary 1685-1689 Glorious Revolution NEA	Stuart Britain and the Crisis of Monarchy Comparison across the period NEA	Revision Stuart Britain and the Crisis of Monarchy Democracy & Nazism 1918-45	Public Examinations

	Democracy & Nazism 1918-45 Recap Hitler to Chancellor Reichstag fire Enabling Act A2 overview question styles	Democracy & Nazism 1918-45 Consolidation of power March 1933/34 Terror state Opposition Economic policy War economy Extent of economic recovery	Democracy & Nazism 1918-45 Social Policies: Youth/Women/ Workers/Church Racial Policies Policies toward Jews Development of antisemitic policy 1938- 1941	Democracy & Nazism 1918-45 Policies towards Jews 1940-41 Ghettoes Impact of war on society Wartime economy Final Solution Wartime opposition / resistance Assassination attempts Nazi state overview by 1945		
Unit length:	The units are taught concurrently throughout the year and are expected to be delivered within 30 weeks.					
Key concepts:	<p>STUARTS: Students will need to understand the nature of causes and consequences: of change and continuity and of similarity and difference over an extended period. They should be able to make links between why was power more widely shared during this period?</p> <p>Key Historical Skills</p> <ol style="list-style-type: none"> 1. Students are expected to develop an understanding of the process of change over time. 2. Students will need to be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study. <p>GERMANY: This option provides for the study in depth of a period of German history during which a newly developed democratic form of government gave way to a dictatorial Nazi regime. It explores political concepts such as 'right' and 'left', nationalism and liberalism as well as ideological concepts such as racialism, anti-Semitism and Social Darwinism. It also encourages reflection on how governments work and the problems of democratic states as well as consideration of what creates and sustains a dictatorship.</p> <p>Key Historical Skills</p> <ol style="list-style-type: none"> 1. Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives. 2. Students will need to be aware that each depth study has an introductory commentary setting out the focus of the study and the key concepts that apply to it. There is a close interrelationship between the commentary and the content that follows. Students will need to appreciate the complexity of the historical process through a detailed focus on the period of this depth study. <p>NEA – Historical Investigation</p> <p>The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification.</p>					

	<p>Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work.</p> <p>The Historical Investigation contributes towards meeting the aims and objectives of the A-level specification. In particular it encourages students to:</p> <p>ask relevant and significant questions about the past and undertake research</p> <p>develop as independent learners and critical and reflective thinkers</p> <p>acquire an understanding of the nature of historical study</p> <p>organise and communicate their knowledge and understanding in a piece of sustained writing</p>					
Cross-curricular links:	<ul style="list-style-type: none"> ▫ English Literature ▫ Sociology ▫ Citizenship 					
Assessments:	Ongoing – NEA – Non Examination Assessment	<p>Interpretation assessment</p> <p>Long essay</p>	Practice examination 1	<p>Interpretation assessment</p> <p>Long essay</p>	<p>Interpretation assessment</p> <p>Long essay</p>	
Enrichment and employability opportunities:	Participation in the lessons from Auschwitz Project. This involves a visit to Auschwitz and the production of a presentation on reflections from the visit.					

L anguages - Spanish – Year 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	<p>Los valores tradicionales y modernos</p> <p>El ciberespacio</p>	Cultural topic: Study of a film: El laberinto del Fauno	La igualdad de los sexos	La influencia de los ídolos	La identidad regional de España	IRP/ Cultural Topic: Literature
Unit length:	4	16	4	4	4	4

Assessments:	Paper 1	Paper 1, Paper 2	Paper 1, Paper 2 and Paper 3	Paper 3	Paper 1, Paper 2 and Paper 3	
Enrichment and employability opportunities:	6 th Form students Teaching assistant programme Catch up sessions in D7	6 th Form students Teaching assistant programme Catch up sessions in D7	6 th Form students Teaching assistant programme Catch up sessions in D7	6 th Form students Teaching assistant programme Catch up sessions in D7	6 th Form students Teaching assistant programme Catch up sessions in D7	

Languages - Spanish – Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	La inmigración	El racismo Cultural topic: La casa de Bernarda Alba	La convivencia	Jóvenes de hoy, ciudadanos de mañana Monarquías y dictaduras	Movimientos Populares	
Unit length:	4	12	4	4	4	
Key concepts:	Discuss the positive and negative aspects of immigration Learn more about immigration in the Spanish-speaking world Discuss what problems illegal migrants might face	Describe and discuss racist and xenophobic attitudes in the Spanish-speaking world Understand and discuss measures to combat racism and their effectiveness Look at existing legislation against racism Discuss possible new legislation	Understand and describe the different ways cultures integrate in Hispanic society Understand and describe the issues surrounding the integration of different cultures within the sphere of education Understand and describe the coexistence of various	Discuss the importance of politics in young people's lives Understand why their attitude to politics is changing Discuss the unemployment situation amongst young people nowadays and how it is affecting them Describe and discuss the type of society young people in the Hispanic world want to live in.	Consider and discuss how effective protests and strikes are Describe and discuss the power of trade unions Consider and discuss the 15-M Movement in Spain and the Mother's of the Plaza de Mayo in Argentina	

		Studying the vocabulary of literature, the story, themes, characters, author techniques and style, and social environment. <i>A case study of La casa de Bernarda Alba.</i>	religions in the Hispanic world	Understand the impact of the civil war Discuss life under Franco's dictatorship Describe and discuss the changes from monarchy and republic to dictatorship Describe the transition from dictatorship to monarchy Discuss dictatorships in Latin America, particularly in Panama, Chile and Argentina.		
Cross-curricular links:	<ul style="list-style-type: none"> ▫ English ▫ Maths ▫ Geography ▫ History ▫ Economics ▫ Sociology ▫ Travel and Tourism ▫ Politics ▫ 	<ul style="list-style-type: none"> ▫ English ▫ Maths ▫ Geography ▫ History ▫ Economics ▫ Sociology ▫ Travel and Tourism ▫ Politics 	<ul style="list-style-type: none"> ▫ English ▫ Maths ▫ Geography ▫ History ▫ Economics ▫ Sociology ▫ Travel and Tourism ▫ Politics 	<ul style="list-style-type: none"> ▫ English ▫ Maths ▫ Geography ▫ History ▫ Economics ▫ Sociology ▫ Travel and Tourism ▫ Politics 	<ul style="list-style-type: none"> ▫ English ▫ Maths ▫ Geography ▫ History ▫ Economics ▫ Sociology ▫ Travel and Tourism ▫ Politics ▫ 	▫
Assessments:	Paper 1	Paper 1, Paper 2, Paper 3	Paper 1, Paper 2	Paper 1, Paper 2, Paper 3	Paper 1, Paper 2, Paper 3	
Enrichment and employability opportunities:	6 th Form students Teaching assistant programme Catch up sessions in D7	6 th Form students Teaching assistant programme Catch up sessions in D7	6 th Form students Teaching assistant programme Catch up sessions in D7	6 th Form students Teaching assistant programme Catch up sessions in D7	6 th Form students Teaching assistant programme Catch up sessions in D7	

AS Level Media – Year 12 – Exam Board – OCR

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Introduction to AS Media Studies Language, Representation and Vocabulary	Magazines Music Videos and Radio NEA	Online Media and News + Video Games NEA	TV, NEA and Revision	Revision and Exam Practice	Transition Term
Unit length:	7 weeks	8 weeks	6 weeks	5 weeks	6 weeks	7 weeks
Key concepts:	<p>Students will build on prior knowledge of the subject and showcase their current understanding.</p> <p>Within this term students will engage and explore key elements of Media including Language, Industry, Audience and Representation.</p> <p>Students will be introduced to the key set Film, Advertising and Marketing products. They will begin to analyse key marketing and advertising techniques used for Films.</p> <p><i>Shang-Chi and the Legend of Ten Rings</i></p>	<p>Students will engage in a variety of Media Texts and apply key theorists.</p> <p>They will study their key set products in-depth in preparation for their final exams: Magazines, Music Videos, Radio.</p> <p>NEA briefs are released on the 1st of September. Students will be working on their submissions independently.</p> <p>BBC Radio 1 Breakfast Show 2 front covers of The Big Issue Billie Jean and Million Reasons</p>	<p>Students will continue to work on and finalise their NEA pieces.</p> <p>Introduction to News and Online social media.</p> <p>Preparation for MOCK exams.</p> <p>One complete edition of the Daily Mirror and The Daily Telegraph and 2 front covers from each.</p> <p>The Mirror Online and The Telegraph websites.</p> <p>2 articles from the Mirror Online and The Telegraph</p>	<p>Long Form TV Drama US – Stranger Things</p> <p>Animal Crossing: new Horizons</p> <p>DEADLINE FOR NEA ready for marking over Easter + Summer</p>	<p>Revision of all key topics and concepts</p>	<p>Introduction to Year 13 exam alongside NEA. Planning over summer in preparation for Autumn of next academic year.</p>

	Movie Posters + Trailer		websites + Social Media platforms.			
Cross-curricular links:	Business. English.	Music. English.	Games Design. English.	Drama. English.		
Assessments:	Practical activities. Exam based questions	Mock EXAM	Mock exams	Retrieval Quizzes.	FINAL EXAM. END OF MAY.	FINAL EXAMS / TRANSITION INTO YEAR 13
Enrichment and employability opportunities:	Open Evening volunteering to showcase the subject. Student Media Studies social media account to showcase?	Options Evening and Sixth Form options.	Involvement with school productions. Visit from any external organisations?			

A Level Media – Year 13 – Exam Board – OCR						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Music Videos, Film, Advertising and Marketing	NEA.	News. TV Drama.	News and Online + TV	revision	
Unit length:	7 weeks	8 weeks	6 weeks	5 weeks	6 weeks	7 weeks
Key concepts:	Re-capping the course structure. FILM: Students will look at both Jungle Book film versions (1967) and (2016). MUSIC VIDEO: Stop Where You Are by	Pitch NEA followed by Statement of Intent NEA production. 3 weeks spent of each production. Candidates to produce 2 pieces.	Newspapers: Two front covers from the Daily Mail and two front covers from The Guardian AND One complete edition of the Daily Mail and one complete edition of The Guardian	Application of academic theories, ideas and arguments (set by OCR) to the in-depth studies: News, Online and Social and Participatory Media	Final Revision	

	<p>Corrine Bailey Rae and Titanium by David Guetta.</p> <p>ADVERTISING AND MARKETING: Old Spice, Lucozade and Shelter adverts.</p>	Applying academic theorist and ideas to studies. Set by OCR.	<p>Online: The Mail Online and The Guardian websites (media industries and audiences) AND at least two articles from the Mail Online website and at least two articles from The Guardian websites (Media language and representation) plus relevant Facebook, Twitter and Instagram feeds from each news organisation.</p> <p>Television: Deutschland 83.</p>	Long form television series: Stranger Things and Deutschland 83.		
Cross-curricular links:	Music, Business, English.	English. Sociology. Psychology.	Drama. ESOL. English	English. Drama.	1.	1.
Assessments:	MOCK EXAMS		MOCK EXAMS			
Enrichment and employability opportunities:	Open Evening volunteering to showcase the subject. Student media social media account to showcase?	Options Evening and Sixth Form options.	<p>Involvement with school productions.</p> <p>Visit from any external organisations?</p>			

Music – Year 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Unit 5: Session Musicianship	Unit 5: Session Musicianship	Unit 5: Session Musicianship	Unit 3: Ensemble Music	Unit 3: Ensemble Music	Unit 3: Ensemble Music
Unit length:	The whole year as two units run either side of each other	The whole year as two units run either side of each other	The whole year as two units run either side of each other	12 Weeks	12 Weeks	12 Weeks
Key concepts:	Working as a session musician and completing set tasks in a variety of scenarios.	Working as a session musician and completing set tasks in a variety of scenarios.	Working as a session musician and completing set tasks in a variety of scenarios.	Working within a musical ensemble to complete a five part controlled assessment	Working within a musical ensemble to complete a five part controlled assessment	Working within a musical ensemble to complete a five part controlled assessment
Cross-curricular links:	Dance, Media	Dance, Media	Dance, Media	n/a	n/a	n/a
Assessments:	Coursework	Coursework	Coursework	Controlled assessment fie activities	Controlled assessment fie activities	Controlled assessment fie activities
Enrichment and employability opportunities:	Using the practice spaces to complete coursework expectations	Using the practice spaces to complete coursework expectations	Using the practice spaces to complete coursework expectations	Using the practice spaces to complete coursework expectations	Using the practice spaces to complete coursework expectations	Using the practice spaces to complete coursework expectations

Music – Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Unit 2: Practical Theory and Harmony	Unit 2: Practical Theory and Harmony	Unit 2: Practical Theory and Harmony	Unit 1: Music Industry	Unit 1: Music Industry	Unit 1: Music Industry
Unit length:	All year	All year	All year	12 Weeks	12 Weeks	12 Weeks
Key concepts:	Create melodies and chord progressions and arrangement for given pieces of music.	Create melodies and chord progressions and arrangement for given pieces of music.	Create melodies and chord progressions and arrangement for given pieces of music.	Learn about job roles within the music industry	Learn about job roles within the music industry	Learn about job roles within the music industry
Cross-curricular links:	Dance, Media	Dance, Media	Dance, Media	n/a	n/a	n/a

Assessments:	Coursework	Coursework	Coursework	Controlled assessment fie activities	Controlled assessment fie activities	Controlled assessment fie activities
Enrichment and employability opportunities:	Using the practice spaces to complete coursework expectations	Using the practice spaces to complete coursework expectations	Using the practice spaces to complete coursework expectations	Using the practice spaces to complete coursework expectations	Using the practice spaces to complete coursework expectations	Using the practice spaces to complete coursework expectations

Sport – Year 12: OCR Level 3 Cambridge Technical Certificate in Sport and Physical Activity						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Unit 1: Body systems and the effects of physical activity		Unit 1: Body systems and the effects of physical activity. Unit 2: Sports coaching and activity leadership			Unit 19: Sport and exercise psychology
Unit length:	Unit 1 and 2: 90 GLH					Unit 19: 60GLH
Key concepts:	Unit 1: In this unit you will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training and lifestyle can have on them. Understand the skeletal system in relation to exercise and physical activity. Understand the muscular system in relation to exercise and physical activity.		Unit 1: Revision of all topic areas for unit 1. Unit 2: This unit will give you an understanding behind the theory of what makes good sports coaches and activity leaders and methods that can be employed to improve the performance of participants. You will explore the roles and responsibilities of coaches and leaders and how these differ from each other, and others involved in delivering and teaching sport and physical activity. The main part of the unit is related to you developing the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions reflecting on your own			Unit 19: In this unit you will learn different motivations that people have for participating in sport and exercise and how performance can be managed through an understanding of attribution theory, stress and group dynamics. You will also learn the impacts that

	<p>Understand the cardiovascular system in relation to exercise and physical activity.</p> <p>Understand the respiratory system in relation to exercise and physical activity.</p> <p>Understand the different energy systems in relation to exercise and physical activity.</p>	<p>practice and using this feedback to improve your performance as a sports coach or activity leader.</p> <p>Know the roles and responsibilities of sports coaches and activity leaders.</p> <p>Understand principles which underpin coaching and leading.</p> <p>Be able to use methods to improve skills, techniques and tactics in sport.</p> <p>Be able to plan sports and activity sessions.</p> <p>Be able to prepare sports and activity environments.</p> <p>Be able to deliver sports and activity sessions.</p> <p>Be able to review sports and activity sessions.</p>	<p>participation in sport and exercise can have on a person's mental health and wellbeing, whether an elite performer or a member of the general public.</p> <p>Know the different factors that affect motivation for sport and exercise.</p> <p>Understand attribution theory in relation to sport and exercise.</p> <p>Understand the effects of stress, anxiety and arousal in sport and exercise.</p> <p>Understand the importance of group dynamics in team sports and group exercise.</p> <p>Understand the psychological impact of sport and exercise on mental health and wellbeing.</p>
Cross-curricular links:	<ul style="list-style-type: none"> • English • Maths • Science • Psychology 		

Assessments:	<p>Unit 1:</p> <p>Past exam questions related to each topic will be delivered at the end of each assessment point.</p>	<p>Unit 1:</p> <p>Past exam questions and papers,</p> <p>Mock exams.</p> <p>Unit 2:</p> <p>Task 1:</p> <p>P1: Describe the roles and responsibilities of sports coaches and activity leaders.</p> <p>P2: Describe how sports coaches and activity leaders support a healthy active lifestyle.</p> <p>P3: Compare the different roles and responsibilities of those involved in teaching and delivering sport.</p> <p>P4: Explain how different leadership styles and personalities can support different stages of group development.</p> <p>M1: Evaluate the importance of different attributes in supporting the principles of leadership and group dynamics.</p> <p>Task 2:</p> <p>P6: Establish participants' needs for sports or activity sessions.</p> <p>P7: Plan effective sports/activity sessions which are appropriate to participants' needs and include SMART goals.</p> <p>M3: Plan a series of progressive, inclusive sports/activity sessions based on participants' needs.</p> <p>D1: Explain how a plan for a series of sports/activity sessions might need to be adapted based on participants' rate of improvement over time.</p>	<p>Unit 19:</p> <p>Task 1:</p> <p>P1: Describe types of motivation and goal setting, and how they can improve performance in sport and exercise.</p> <p>M1: Explain how motivation may differ at different levels of performance in sport and exercise.</p> <p>Task 2:</p> <p>P2: Describe attribution theory in relation to sport and exercise.</p> <p>M2: Describe the possible ways an individual could attribute their successes or failures.</p> <p>D1: Explain how retraining could help improve an individual's performance in sport and exercise.</p>

		<p>Task 3:</p> <p>P8: Prepare a safe sports/activity environment appropriate to the participants involved.</p> <p>P9: Deliver warm ups appropriate to the activities taking place in sports/activity sessions.</p> <p>P10: Deliver sports/activity sessions using effective communication and motivation techniques.</p> <p>P11: Bring sports/activity sessions to an appropriate, planned conclusion offering and obtaining feedback to/from the participants involved.</p> <p>P12: Evaluate the delivery of a sports/activity session compared to the plan and using the feedback obtained from participants.</p> <p>M4: Explain how participants' safety was maintained throughout sports/activity sessions.</p> <p>M5: Suggest changes to future sports/activity sessions with justifications.</p> <p>D2 Deliver a series of sports/activity sessions where the participants progression and needs are continuously evaluated, and sessions are adapted accordingly.</p> <p>Task 4:</p> <p>P5 Demonstrate methods used to improve skills, techniques, and tactics in sport.</p> <p>M2: Evaluate the effectiveness of different methods of measuring improvement in skills, techniques, and tactics.</p>	<p>Task 3:</p> <p>P3: Explain stress and anxiety, their causes, symptoms and effect on sport and exercise performance.</p> <p>P4: Explain the effects of arousal on sport and exercise performance using relevant theories.</p> <p>M3: Explain the methods that could be used to control stress, anxiety and arousal in sport for different levels of performer.</p>
Enrichment and employability			

opportunities:	
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Sport– Year 13: OCR Level 3 Cambridge Technical Extended Certificate in Sport and Physical Activity

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Unit title:	Unit 19: Sport and exercise psychology	Unit 3: Sports organisation and development. Unit 18: Practical skills in sport and physical activities.			
Unit length:	Unit 19: 60GLH	Unit 3: 60 GLH Unit 18: 60 GLH			
Key concepts:	Unit 19: In this unit you will learn different motivations that people have for participating in sport and exercise and how performance can be managed through an understanding of attribution theory, stress and group dynamics. You will also learn the impacts that participation in sport and exercise can have on a person's mental health and wellbeing, whether an elite performer or a member of the general public.	Unit 3: In this unit you will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. You will also gain an understanding of the organisations involved, who sports development is targeted at and why, how sports development is carried out and how the success of sports development initiatives can be measured. Understand how sport in the UK is organised. Understand sports development. Understand how the impact of sports development can be measured. Understand sports development in practice. Unit 18: This unit gives you the opportunity to participate in a number of different sports and outdoor and adventurous activities which allows you to experience first-hand situations and the challenges that leading will come across. In this unit you will learn how to apply skills, tactics, techniques and knowledge in individual sports, team sports and outdoor and adventurous activities effectively, safely and enjoyably.			

	<p>Know the different factors that affect motivation for sport and exercise.</p> <p>Understand attribution theory in relation to sport and exercise.</p> <p>Understand the effects of stress, anxiety and arousal in sport and exercise.</p> <p>Understand the importance of group dynamics in team sports and group exercise.</p> <p>Understand the psychological impact of sport and exercise on mental health and wellbeing.</p>	<p>Be able to apply skills, techniques and tactics in an individual sport.</p> <p>Be able to apply skills, techniques and tactics in a team sport.</p> <p>Be able to apply skills and knowledge in outdoor and adventurous activities.</p> <p>Be able to officiate in sport and physical activity.</p>
Cross-curricular links:	<ul style="list-style-type: none"> • English • Maths • Science • Psychology 	
Assessments:	<p>Unit 19:</p> <p>Task 4:</p> <p>P5: Explain the process of how a group forms with reference to factors affecting cohesion.</p> <p>M4: Explain the motivational and</p>	<p>Unit 3:</p> <p>Past exam questions related to each topic will be delivered at the end of each assessment point.</p> <p>Mock exams.</p> <p>Unit 18:</p> <p>Task 1:</p>

	<p>coordination losses that an exercise group or sports team may experience.</p> <p>D2: Evaluate methods a coach could use to improve task and social cohesion of a specific exercise group or sports team.</p> <p>Task 5:</p> <p>P6: Explain the impact of sport and exercise on mental health and wellbeing.</p> <p>P7: Explain how sport and exercise could be used to treat a specific medical condition.</p> <p>M5: Analyse how the psychological impacts of sport and exercise might be different for elite performers and general participants.</p>	<p>P1: Demonstrate effective selection and execution of skills and techniques in an individual sport.</p> <p>P2: Demonstrate effective selection of tactics and strategies during performance.</p> <p>P3: Manage and maintain own performance appropriately.</p> <p>M1: Demonstrate understanding of the sport and awareness of opponent(s') and performance situation through decision-making and adaptability during performance.</p> <p>D1: Demonstrate creativity and flair during performance.</p> <p>Task 2:</p> <p>P4: Demonstrate effective selection and execution of skills and techniques in a team sport.</p> <p>P5: Demonstrate effective the team performance and communication of tactics and strategies.</p> <p>P6: Fulfil own role within a team performance effectively.</p> <p>M2: Demonstrate understanding of the sport and awareness of opponent(s)' teammates and performance situation through decision making and adaptability during performance.</p> <p>D2: Demonstrate creativity and flair during performance, appropriate to the needs of the team.</p> <p>Task 3:</p> <p>P7: Demonstrate effective use of skills and knowledge to safely participate in an outdoor or adventurous activity.</p> <p>Task 4:</p> <p>P8: Describe the roles and responsibilities of officials in sport and physical activity.</p> <p>P9: Officiate a competitive regulations game or performance situation effectively, applying the rules and regulations accurately.</p> <p>M3: Communicate clearly and effectively with participants while officiating a competitive game or performance situation.</p> <p>M4: Demonstrate consistency and confidence in decision making.</p> <p>D3: Justify decisions made as an official and how positioning supported the accurate and appropriate application of rules and regulations.</p>
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Enrichment and employability opportunities:					
Science – Biology Year 12					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Unit title:	Topic 1 <u>Biological Molecules (AJA)</u> Topic 2 <u>Cells and viruses (SAR)</u>	<u>Topic 3</u> Classification (AJA) <u>Topic 4</u> Exchange and transport (SAR)	<u>Topic 4</u> Exchange and transport (SAR and AJA)	Revision and maths skills Exam techniques	Revision and
Unit length:	Biological molecules (7 lessons)1 double Cells and viruses (14 lessons)	Classification 7 lessons Exchange and transport	14 lessons		

	2 doubles	14 lessons			
Key concepts:	<p>Biological molecules (AJA)</p> <ul style="list-style-type: none"> - Water - Carbohydrates - Lipids - Proteins - Nucleotides - DNA - Genetic code - Protein Synthesis - Gene mutation - Enzymes - Enzyme inhibition <p>Cells and viruses (SAR)</p> <ul style="list-style-type: none"> - Eukaryotic cells and microscopy - Protein transport in cells - Plant structure and organelles - Prokaryotic cells - Viruses - Controlling viral infections - The cell cycle - Mitosis 	<p>Classification (AJA)</p> <ul style="list-style-type: none"> - Classification - What is species - Evidence of evolution - Natural selection - Evolution and adaptation - Speciation - Biodiversity - Conservation <p>Exchange and transport</p> <ul style="list-style-type: none"> - Cell transport mechanisms - Osmosis - Facilitated diffusion - Active transport - Gas exchange <p>In insects, fish and plants</p>	<p>Circulation</p> <p>Roles of blood</p> <p>Blood circulation</p> <p>Human heart</p> <p>Atherosclerosis</p> <p>Tissue fluid</p> <p>And lymph</p> <p>Transport in plants</p> <p>Tissues in plants</p> <p>Uptake of water by plants</p> <p>Translocation</p>		

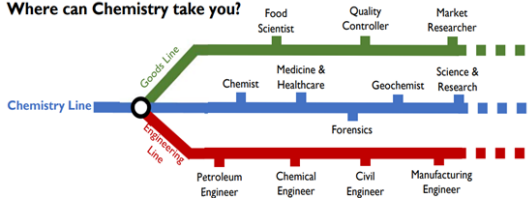
	<ul style="list-style-type: none"> - Asexual reproduction - Growth and repair - Sexual reproduction and meiosis - Mutations - Gametogenesis - Fertilisations in mammals and plants - Embryo development in mammals 				
Cross-curricular links:	<p>Chemistry</p> <ul style="list-style-type: none"> - Structure of polymers and water - Maths <p>Calibration of microscopes</p> <p>Gradient of curve</p> <p>Literacy</p> <p>Key words and definitions</p>	<p>Maths skills</p> <p>Calculating biodiversity</p> <p>Percentages/ ratios</p>	Maths skills		•

Assessments:		<ul style="list-style-type: none">- Plenaries- Required practicals- Tests- Homework		<ul style="list-style-type: none">- Plenaries- Required practicals- Tests- Homework		<ul style="list-style-type: none">- Plenaries- Required practicals- Tests Homework					
Enrichment and employability opportunities:		Cell biologist Microbiology Food science pathology		Conservationist Ecologist Entomology		Medicine Botany Veterinary science					
				Science – Chemistry Year 12							
	Autumn 1	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 2	Summer 1		Summer 2	
Unit title:	Topic 1 Atomic Structure and Periodic table	Topic 2 Chemical Bonding and Structure	Topic 3 Redox	Topic 4 Inorganic Chem. I	Topic 5 Formulae Equations and Amounts of Substance	Topic 8 Energetics I	Topic 6 Organic Chem I	Topic 9 Kinetics I		Topic 10 Equilibrium	
Unit length:	2 weeks 4 double lessons	3-4 weeks 5 double lessons	1.5 weeks 3 double lessons	2 weeks 4 double lessons	3 weeks 5 double lessons	1.5 weeks 3 double lessons	4-5 weeks 10 double lessons	2 weeks 3 double lessons		2 weeks 3 double lessons	
Key concepts:	Simple models of Atomic structure	Metallic Bonding Electronegativity	Redox review OIL RIG Oxidation numbers	Properties of groups 1 and 7 Group 1 metals and	Avogadro and Moles Chemical Formula and equations	STP Enthalpy δH	Modelling and naming alkanes	Collision theory Rate of reaction calcs gradients		Kc Kp	

	Electronic configuration	Giant Ionic lattices	calculations	their compounds	Masses and volume calculations	$\delta H_c, f, c, n$	Reactions of alkanes	Catalysts alt reaction roots	Catalysts
	Mass Spectra	Shapes of molecules	Redox & transition metals	Group 7 Halogens and their compounds	Ideal gas law	Hess' Law	Distillation	Maxwell Boltzmann curves	Dynamic equilibrium
	Electronic structure Shells	Forces between dipoles		Spectroscopic techniques	Types of reaction displacement	E_a	Fractionation		
	Periodicity Trends in period 3				Making a standard solution				
Cross-curricular links:	Physics atomic structure atomic power Biology enzymes, cell biology	Physics Biology enzymes, cell biology Geology Pharmacology	Maths Physics energy Light Pharmacology	Maths Physics Geology Biology Pharmacology	Maths calculations Physics	Physics Geology	Physics Geology	Maths Biology metabolism cell biology Pharmacology	Biology metabolism Pharmacology
Assessments:	End of unit / topic test Homework Salter's Chapter 2.1 2.2 and Qs	End of unit / topic test Required practicals x2 Homework Salter's Chapter 3.1, 3.2 and 3.3, 5.2 Qs	End of unit / topic test Homework Salter's Chapter	End of unit / topic test Homework Salter's Chapter 11.4 Qs	End of unit / topic test Homework Salter's Chapter 11.4 Qs	End of unit / topic test Homework Salter's Chapter	End of unit / topic test Homework Salter's Chapter 4.1 Qs	End of unit / topic test Homework Salter's Chapter 10.1 Qs Core-Practical-8---hess-law	End of unit / topic test Homework Salter's Chapter 7 1 Qs

		Core practical x	9.1, 9.2 Qs	Core practical x2	Core practical x2 Core-Practical-1-- -Molar- Volume-of- a-Gas Core-Practical-2-- -Solid-Acid-Solution	12.1 , 13.1Qs Core practical Hess' law enthalpy cycle	Core practical x2 Core-Practical-5_Oxidati on_of_Ethanol Core-Practical-6 Investigati ng chlorinati on of 2- methylpro pan-2-ol		Core practical Core_Practical_14_Activation_Energy
Enrichment and employability opportunities:	See below	See below	See below	See below	See below	See below	See below	See below	See below
Science – Chemistry - Year 12									
				Summer 1	Summer 2	Summer 1	Summer 2		

Unit title:					Topic 7 Modern Analytic al techniqu es	Topic 16 Equilibrium II
Unit length:					2 weeks 4 double lessons	3 weeks 9 double lessons
Key concepts:					Mass Spectros copy Topic IR spectrosc opy	Kc Kp Catalysts
Cross- curricular links:					Biology	Biology
Assessmen ts:					Core practical Analysis of some inorganic and organic unknown s 1	Core practical Core_Practical_13a_Iodine-Propanone_Reaction Core_Practical_13b_-_Clock_Reaction student sheet

Enrichment and employability opportunities:	<div>Where can Chemistry take you?</div> 							
Science – Biology - Year 13								
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Unit title:	<div><u>Topic 5</u> Energy for biological processes (AJA) Cellular respiration Photosynthesis (10 lesson) <u>Topic 6</u> Microbiology and pathogens (SAR)</div>	<div><u>Topic 7</u> Modern genetics (AJA) <u>Topic 8</u> Origins of genetic variation (SAR)</div>	<div><u>Topic 9</u> Control Systems (AJA) <u>Topic 10</u> Ecosystems (SAR)</div>	<div>Finishing topic 9 /10 Preparation for paper 3 exams</div>	<div>Revision and Exam techniques</div>			

Unit length:	<p>Topic 5 – 10 lessons</p> <p>Topic 6 – 14 lessons</p>	<p>Topic 7 12 lessons</p> <p>Topic 8 10 lessons</p>	<p>Topic 9 20 lessons</p> <p>Topic 10 10 lessons</p>			
Key concepts:	<p>Topic 5</p> <p>Respiration in cells</p> <p>Glycolysis and anaerobic respiration</p> <p>Krebs cycle</p> <p>Electron transport chain</p> <p>Photosynthesis</p> <p>Biochemistry of photosynthesis</p> <p>Light dependent reaction</p>	<p>Topic 7</p> <p>Gene sequencing</p> <p>PCR</p> <p>DNA profiling</p> <p>Gene expression</p> <p>Epigenetics</p> <p>Stem cells and therapeutic uses of stem cells</p> <p>Gene technology</p> <p>Topic 8</p>	<p>Topic 9</p> <p>Chemical control in mammal and plants</p> <p>Homeostasis</p> <p>Hormone production</p> <p>Phytochrome and flowering</p> <p>Photomorphogenesis</p>			

	Light independent reaction	Genetic variation	Mammalian nervous system			
	Topic 6	Mendelian genetics	Neurones in action			
	Bacteria and disease					
	Patterns of growth in bacterial colonies	Dihybrid inheritance and unlinked genes	Effect of drugs on the nervous system			
	Antibiotics and antibiotic resistance	Gene linkage	Eye and brain			
		Gene pools				
	Non bacterial pathogen- viruses, fungi and protozoa as pathogens	Population bottle necking and Founder effect	Peripheral nervous system			
			Control of heart rate			
	Response to infection and developing immunity	Selection pressure	Osmoregulation			
			Control of the kidney			

			and homeostasis			
			Thermoregul ation			
			<u>Topic 10</u>			
			What is ecology?			
			Abiotic and biotic factors			
			Ecological techniques			
			Statistical analysis			
			Trophic levels			
			Nutrient recycling			
			Human influences			

			on ecosystem			
			Human influence on climate change			
			Biological impact of climate change			
			conserving global biodiversity			
Cross-curricular links:	Chemistry Structure of ions Splitting of water Maths Graph skills Percentages Ratios	Maths skills Ratios Percentages Chi square calculations	Statistics Maths skills		•	•

Assessments:	Tests Required practicals Homework And plenaries	Tests Required practicals Homework And plenaries	Tests Required practicals Homework And plenaries			
Enrichment and employability opportunities:	Biochemistry Microbiology Pathology Drug development	Geneticist Ecologist Stem cells research	Ecologist Conservationist Medicine Health sector careers			



	Autumn 1
Unit title:	Topic 11 Equilibrium
Unit length:	1.5 weeks 4 double lessons
Key con	Kc

cepts:	<p>Kp</p> <p>Catalysts</p>
Cross-curricular links:	<p>Biology</p>
Assessments:	
Enrichment and employability opportunities:	<p>University visits</p> <p>Where can Chemistry take you?</p> <pre> graph LR Start(()) --- Chemistry Line Chemist Start --- Goods Line FoodScientist[Food Scientist] Start --- Engineering Line PetroleumEngineer[Petroleum Engineer] Chemist --- Medicine[Medicine & Healthcare] Medicine --- Geochemist Geochemist --- Science[Science & Research] Science --- Forensics FoodScientist --- Quality[Quality Controller] Quality --- Market[Market Researcher] PetroleumEngineer --- Chemical[Chemical Engineer] Chemical --- Civil[Civil Engineer] Civil --- Manufacturing[Manufacturing Engineer] </pre>

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Photography – Year 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Introduction to photography Studio / photography equipment	Personal Creative Enquiry shoot 1	Personal Creative Enquiry shoot 2	Personal Creative Enquiry shoot 2 / 3	Personal Creative Enquiry shoot 3	Controlled Assessment an exhibition preparation
Unit length:	1 Term	All year	All year	All year	All year	26 th Feb – end of term
Key concepts:	Evidencing specialist equipment.- Including filters, lens's, contextual references, own photos. Health and safety in studio. Use of tripods and adapters triggers and electrical equipment	Self-directed work on specialism of choice. Mind Mapping, exploring ideas and contextual research, test shoot 1 editing 3 or more outcomes. Workshops on photoshop editing.	Contextual research, photographer and artist research, image analysis, and collected images, Test Shoots 12 or more images based on research	Bespoke Workshops/tutorials to suit group editing needs. Presenting second outcomes, evaluation of findings	Contextual research, photographer and artist research, image analysis, and collected images, Test Shoots 12 or more images based on research	Final shoot/editing evaluations and presentations of all work. Making sure all work has a candidate labels. Complete learner statement and authentication document.
Cross-curricular links:	Art, Dance, Media	Art, Dance, Media	Art, Dance, Media	Art, Dance, Media	Art, Dance, Media	Art, Dance, Media
Assessments:	Coursework A01 developing ideas through investigations demonstrating critical understanding of sources. A02 refining work by exploring ideas selecting and experimenting with appropriate media materials A03 recording ideas observations insights relevant to intention as work progresses. A04 presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Coursework A01 developing ideas through investigations demonstrating critical understanding of sources. A02 refining work by exploring ideas selecting and experimenting with appropriate media materials A03 recording ideas observations insights relevant to intention as work progresses. A04 presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Coursework A01 developing ideas through investigations demonstrating critical understanding of sources. A02 refining work by exploring ideas selecting and experimenting with appropriate media materials A03 recording ideas observations insights relevant to intention as work progresses. A04 presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Coursework A01 developing ideas through investigations demonstrating critical understanding of sources. A02 refining work by exploring ideas selecting and experimenting with appropriate media materials A03 recording ideas observations insights relevant to intention as work progresses. A04 presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Coursework A01 developing ideas through investigations demonstrating critical understanding of sources. A02 refining work by exploring ideas selecting and experimenting with appropriate media materials A03 recording ideas observations insights relevant to intention as work progresses. A04 presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Controlled assessment 26 th Feb to 16 th May for final shoot A01 developing ideas through investigations demonstrating critical understanding of sources. A02 refining work by exploring ideas selecting and experimenting with appropriate media materials A03 recording ideas observations insights relevant to intention as work progresses. A04 presenting a personal and meaningful response that realises intentions and

						demonstrates understanding of visual language
Enrichment and employability opportunities:	Shoots on location outside school	Shoots on location outside school including other subject trips	Shoots on location outside school including other subject trips	Loan cameras can be borrowed for shoots off site	Loan cameras can be borrowed for shoots off site	

Photography – Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Inspired shoot 1	Inspired shoot 2	Inspired shoot 3	Inspired shoot 4	Inspired shoot 5	Exam prep
Unit length:	1 term	1 term	1 term	1 term		
Key concepts:	Mind map Essay themes and ideas, Review Essay question, structure, and contents. Review Harvard reference system. Biographies and relevant influences. Self-directed work on theme of choice from past exam paper. exploring ideas and contextual research, test shoot 1 editing 3 or more outcomes	Essay: Image analysis photographer 2, bibliography comparative study Self-directed work on theme of choice from past exam paper. exploring ideas and contextual research, test shoot 2 editing 3 or more outcomes. Editing images and evaluating processes and media.	Essay: Image analysis photographer 3, bibliography comparative study Shoot 3 research, planning shoot editing 3 or more outcomes, sourcing prop's locations development of final ideas.	Shoot 4 research, sourcing props locations development of final ideas. planning shoot editing 3 or more outcomes, presenting final shoot outcomes, considering presentations and printing methods for exhibition.	Presenting and printing final shoot outcomes for all shoots taken, considering presentations and printing methods for exhibition. with presentation back to the group on ideas and themes covered over the year	Final hand in for course work is 29 th Feb, all work printed and mounted. Prep for exam paper issued in March
Cross-curricular links:	Art, media	Art, media	Art, media	Art, media	Art, media	Art, media
Assessments:	Coursework A01 developing ideas through investigations demonstrating	Coursework A01 developing ideas through investigations demonstrating	Coursework A01 developing ideas through investigations demonstrating	Coursework A01 developing ideas through investigations demonstrating	Coursework A01 developing ideas through investigations demonstrating	exam paper issued in March

	critical understanding of sources. A02 refining work by exploring ideas selecting and experimenting with appropriate media materials A03 recording ideas observations insights relevant to intention as work progresses. A04 presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language	critical understanding of sources. A02 refining work by exploring ideas selecting and experimenting with appropriate media materials A03 recording ideas observations insights relevant to intention as work progresses. A04 presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language	critical understanding of sources. A02 refining work by exploring ideas selecting and experimenting with appropriate media materials A03 recording ideas observations insights relevant to intention as work progresses. A04 presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language	critical understanding of sources. A02 refining work by exploring ideas selecting and experimenting with appropriate media materials A03 recording ideas observations insights relevant to intention as work progresses. A04 presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language	critical understanding of sources. A02 refining work by exploring ideas selecting and experimenting with appropriate media materials A03 recording ideas observations insights relevant to intention as work progresses. A04 presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language	
Enrichment and employability opportunities:	Shoots on location outside school including other subject trips	Shoots on location outside school including other subject trips	Shoots on location outside school including other subject trips	Shoots on location outside school including other subject trips	Shoots on location outside school including other subject trips	

Applied Psychology – Year 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Unit 1 Psychological Approaches	Unit 1 Psychological Approaches	Unit 1 revision until Jan exam and Unit 2 conducting psychological research	Unit 2 conducting psychological research	Completing coursework where necessary and resit preparation	Unit 3 Health psychology
Unit length:	7 weeks	6 weeks	6 weeks	5 weeks	6 weeks	6 weeks
Key concepts:	Key psychological approaches, their assumptions and concepts Application of psychological approaches	Key psychological approaches, their assumptions and concepts Application of psychological approaches	Understanding research methods and their importance in psychological inquiry Review implications of research	Understanding research methods and their importance in psychological inquiry Review implications of research		Lifestyle choice and health-related behaviour
Cross-curricular links:	Psychology Health and Social care Child development	Psychology Health and Social care Child development	Psychology Health and social care EPQ	Psychology Health and social care EPQ		Health and social care Biology
Assessments:	5 past paper questions	One past paper 3 x 9 mark questions	Unit 2 Btec coursework – LA A-B	Unit 2 Btec coursework LA CD		4 x past paper questions
Enrichment and employability opportunities:	Catch up support Tuesday tutor time	Catch up support Tuesday tutor time	Catch up support Tuesday tutor time	Catch up support Tuesday tutor time	Catch up support Tuesday tutor time	Catch up support Tuesday tutor time

Applied Psychology – Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Unit 3 Health psychology	Unit 3 Health psychology	Revision for Unit 3 until end of January. Unit 4	Unit 4 Criminal and forensic psychology	Resit revision for unit 3 and completion of unit 4 coursework	Course completed
Unit length:	7 weeks	6 weeks	4 weeks of Unit 4	5 weeks	5 weeks	
Key concepts:	Stress, behavioural addiction and physiological addiction	Promotion of positive behavioural change	Understanding different psychological approaches to	Apply different methods to create an offender profile.	Students complete unit 4. A very small number	

	Addiction to: smoking, gambling, alcohol and shopping	Theories of behavioural change	explaining criminal behaviour Investigate punishment strategies and behaviour modification of criminal behaviour		may need to resit unit 3, so will revise for this.	
Cross-curricular links:	Health and social care Biology	Health and social care Biology	Criminology Psychology	Criminology Psychology	Health and social care Biology Criminology Psychology	
Assessments:	2 x past papers	2 x 9 mark questions and practice exams	Complete Btec coursework LA - AB	Complete Btec coursework LA - C	Complete Btec coursework LA - C	
Enrichment and employability opportunities:	Catch up support Tuesday tutor time	Catch up support Tuesday tutor time	Catch up support Tuesday tutor time	Catch up support Tuesday tutor time	Catch up support Tuesday tutor time	

Psychology – Year 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Topics in psychology	Topics in psychology	Psychology in context	Psychology in context	Revision and exams	Psychology in context (extended content)/ Issues and options in psychology
Unit length:	7 weeks	8 weeks	7 weeks	5 weeks	6 weeks	6 weeks
Key concepts:	Understand and evaluate key topics: Social influence, memory. Understand and evaluate the scientific process in research. Identify approaches in psychology.	Understand and evaluate Key topics: continue social influence, attachment. Understand and evaluate the non-scientific method of investigation	Apply KU of research methods. Understand and evaluate psychopathology.	Understand and evaluate Key approaches in Psych, including biopsych. Understand and evaluate psychopathology (continued from spring 1)	Revise KU/application and evaluation skills of topics, approaches and research methods.	Understand and evaluate extended approaches, including biopsychology. Introduce wider psych issues and debates.
Cross-curricular links:	English Mathematics Science History	English Mathematics Sociology (RM) Child development	English Mathematics Science	English Mathematics Science	English Mathematics Science History sociology	English Science Citizenship

					Child development	
Assessments:	SI 1 x MTT. MTT and 1 x EOMT	SI 1 x EOMT. Att 1 x MTT and 1 x EOMT	RM 1 x project assessed. Psypath 1 x MTT	App 1 x MTT and 1 x EOMT. Psypath 1 x EOMT	P1/2 past paper Qs.	Biopsy 1 x 16m essay. I&D 1 x 16m essay
Enrichment and employability opportunities:						

Psychology – Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Psychology in context (extended content)	Issues and options in psychology	Issues and options in psychology	Issues and options in psychology	Revision and exams	Completed course
Unit length:	7 weeks	8 weeks	7 weeks	5 weeks	6 weeks	
Key concepts:	Understand and evaluate topics in biopsychology. Understand and apply statistical analysis within the scientific process.	Understand and evaluate Issues and debates in psy. Understand and evaluate optional topics in psy: forensic psy.	Understand and evaluate optional topics in psy: relationships; forensic (continued from Aut 2).	Understand and evaluate optional topics in psy: schizophrenia; forensic (continued from Spring 1).	Revise topics; approaches; optional topics, RM and widens issues and debates in psy.	
Cross-curricular links:	English Mathematics Science	English Mathematics Citizenship	English Citizenship	English	English Mathematics Science Citizenship History	2.
Assessments:	3 x P1 EOMT 1 x MTT/EOMT for biopsy	3 x P1 EOMT 1 x MTT/EOMT for I&D Internal practice exams: P1/2	5 x RM assessment. 1 x MTT for forensic 1 x MTT/EOMT for relationships. Internal practice exams: P3	4 x RM assessment 1 x EOMT for forensic. 1 x MTT/EOMT for SZ.	P1/2/3/ past paper Qs.	
Enrichment and employability opportunities:	Support in tutor time E30 Tuesday	Support in tutor time E30 Tuesday	Support in tutor time E30 Tuesday	Support in tutor time E30 Tuesday	Support in tutor time E30 Tuesday	

Sociology – Year 12

[illegible]

Sociology – Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Social Inequalities	Globalisation and the digital social world	Crime and Deviancy	Revision	Revision and exams	Completed course
Unit length:	5 weeks	3 weeks (see next term) 2 weeks practice exams	6 weeks	7 weeks	7 weeks	
Key concepts:	Patterns and trends in relation to ethnicity and age. Explanations of these inequalities from functionalist, Marxist, Weberian and Feminist perspectives. Each of these theories needs to be evaluated.	Implications of globalisation and the effects of social media on relationships and equality, including sociological theories.	Understanding the patterns and trends in crime statistics. Explanations for this patterns from sociological theory and evaluations of these theories	Revise unit 1, 2 and 3	Revise unit 1, 2 and 3	
Cross-curricular links:	Economics Human geography	Economics Human geography	Criminology	Criminology Economics Human geography	Criminology Economics Human geography	3.
Assessments:	2 x 20 mark essays and 2 x 40 mark essays	2 x 9 mark questions 2 x 10 mark questions 2x 16 mark questions	2 x 10 mark questions 2 x 20 mark questions 2 x 40 mark questions	3 whole past papers from each unit	Identify areas of weakness from data over the year	
Enrichment and employability opportunities:	Highlight job roles around greater equality	Investigating international social research projects	Visit to the crown courts.	Possible revision conference	None	

Travel and Tourism – Year 12 Level 2 Pearson Btec First Award						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Unit 1 - The UK Travel and Tourism Industry		Unit 5 – Factors affecting worldwide travel and tourism		Unit 3 – The travel and tourism customer experience	
Unit length:	30 Guided Learning Hours		30 Guided Learning Hours		30 Guided Learning Hours	
Key concepts:	<ul style="list-style-type: none"> Types of travel and tourism Sustainable travel Travel and tourism and the UK economy Industries in the travel and tourism sector 	<ul style="list-style-type: none"> Types of organisations in the travel and tourism sector Interrelationships between organisations The role of consumer technology 	<ul style="list-style-type: none"> Climatic and seasonal conditions affecting appeal The effect of worldwide time Entry and exit requirements Health issues Emergency situations 		<ul style="list-style-type: none"> What is customer service, customer service skills and impact of excellent and poor customer service. Organisations in travel and tourism External and internal customers and their needs Responding to customer needs 	
Assessment	Practice exam questions in lessons and for homework	<ul style="list-style-type: none"> Post 16 Practice exams External examination in January – 1 hour and 15 minutes. Resit in May. 	Series of coursework assignments, internally marked and externally verified.		Series of coursework assignments, internally marked and externally verified.	
Unit title:	Unit 2 – UK Travel and Tourism Destinations					
Unit length:	30 Guided Learning Hours					
Key concepts:	<ul style="list-style-type: none"> UK Travel and tourism categories UK gateway airports, seaports, road and rail travel Appeal of destinations and increasing appeal Types of visitors Sources of information UK holiday planning 					
Assessment	Series of coursework assignments, internally marked and externally verified.					

Cross-curricular links:	Maths/ numeracy Geography Sociology Business Studies Economics
Enrichment and employability opportunities:	<ul style="list-style-type: none"> • Visits to key sectors of the industry e.g. transport hubs or accommodation to investigate products and services offered • Visit to city or seaside town to investigate appeal to visitors • Talks from visiting speakers particularly those with job roles within the industry e.g. travel agent • Talk from someone who works in customer service

Travel and Tourism – Year 12 Level 2 Pearson Btec First Certificate						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Unit 1 - The UK Travel and Tourism Industry		Unit 5 – Factors affecting worldwide travel and tourism		Unit 6 – The travel and tourism customer experience	
Unit length:	30 Guided Learning Hours		30 Guided Learning Hours		30 Guided Learning Hours	
Key concepts:	<ul style="list-style-type: none"> • Types of travel and tourism • Sustainable travel • Travel and tourism and the UK economy • Industries in the travel and tourism sector 	<ul style="list-style-type: none"> • Types of organisations in the travel and tourism sector • Interrelationships between organisations • The role of consumer technology 	<ul style="list-style-type: none"> • Climatic and seasonal conditions affecting appeal • The effect of worldwide time • Entry and exit requirements • Health issues • Emergency situations 		<ul style="list-style-type: none"> • What is customer service, customer service skills and impact of excellent and poor customer service. • Organisations in travel and tourism • External and internal customers and their needs • Responding to customer needs 	
Assessment	Practice exam questions in lessons and for homework	<ul style="list-style-type: none"> • Post 16 Practice exams • External examination in January – 1 hour and 15 minutes. Resit in May. 	Series of coursework assignments, internally marked and externally verified.		Series of coursework assignments, internally marked and externally verified.	

Unit title:	Unit 2 – UK Travel and Tourism Destinations		Unit 8 – Promotion and Sales in Travel and Tourism		
Unit length:	30 Guided Learning Hours		30 Guided Learning Hours		
Key concepts:	<ul style="list-style-type: none"> • UK Travel and tourism categories • UK gateway airports, seaports, road and rail travel • Appeal of destinations and increasing appeal • Types of visitors • Sources of information • UK holiday planning 		<ul style="list-style-type: none"> • Importance of organisational aims and objectives to tourism promotion and sales • Target markets • Selling channels and the impact of technology • Promotional techniques • Planning and creation of effective promotional materials 		
Assessment	Series of coursework assignments, internally marked and externally verified.		Series of coursework assignments, internally marked and externally verified.		
Unit title:	Unit 4 – International Travel and Tourism Destinations	Unit 9 – Travel and Tourism Employment Opportunities			
Unit length:	30 Guided Learning Hours	30 Guided Learning Hours			
Key concepts:	<ul style="list-style-type: none"> • International destinations, major gateways, types of destination • Appeal of destinations • Planning international travel to meet the needs of customers 	<ul style="list-style-type: none"> • Job roles in travel and tourism • Working patterns • Job specifications and employment requirements • Person specifications • Binding rights and responsibilities • Recruitment and selection • New employment • Career progression 			
Assessment	Series of coursework assignments, internally marked and externally verified.		Series of coursework assignments, internally marked and externally verified.		
Unit title:	Unit 7 – Travel and Tourism Business Environments				
Unit length:	30 Guided Learning Hours				
Key concepts:	<ul style="list-style-type: none"> • Types of travel and tourism businesses • Business structure • Business functions 	<ul style="list-style-type: none"> • Destination trends • Business responses to new 			

	<ul style="list-style-type: none"> Economic trends Product and services trends 	<ul style="list-style-type: none"> opportunities and threats Opportunities and threats to business development 				
Assessment	<ul style="list-style-type: none"> Practice exam questions in lessons and for homework 	<ul style="list-style-type: none"> Post 16 Practice exams External examination in January – 1 hour and 15 minutes. Resit in May. 	•			
Cross-curricular links:	Maths/ numeracy Geography Sociology Business Studies Economics					
Enrichment and employability opportunities:	<ul style="list-style-type: none"> Visits to key sectors of the industry e.g. transport hubs or accommodation to investigate products and services offered Visit to city or seaside town to investigate appeal to visitors Talks from visiting speakers particularly those with job roles within the industry e.g. travel agent Talk from someone who works in customer service Talk from someone who works in HR – SH? 					

Travel and Tourism – Year 12 Level 3 Pearson Btec National Certificate						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Unit 1 - The World of Travel and Tourism				Revision for resit exam	
Unit length:	90 Guided Learning Hours					
Key concepts:	<ul style="list-style-type: none"> Types of travel and tourism The needs of customers Eight key sectors of the travel and tourism industry 	<ul style="list-style-type: none"> Technology in the travel and tourism industry Importance of the UK as a global destination 	Revision and exam practice			

	<ul style="list-style-type: none"> Ownership and operating aims Interdependence and interrelationships 	<ul style="list-style-type: none"> Income and spending Employment in the travel and tourism industry Product development and innovation Factors affecting the travel and tourism industry Responses of organisations to internal and external factors 				
Assessment	Exam questions set in lessons and for homework	<ul style="list-style-type: none"> Exam questions set in lessons and for homework Post 16 Practice Exams 	External Examination, 1 hour 30 minutes in January		External Examination, 1 hour 30 minutes in May	
Unit title:	Unit 3 – Principles of Marketing in Travel and Tourism					
Unit length:	90 Guided Learning Hours					
Key concepts:	<ul style="list-style-type: none"> The role of marketing activities in influencing customer decision and meeting customer needs The impact that marketing activities have on the success of organisations Using market research to identify a new travel and tourism product or service Producing a promotional campaign for a new product or service to meet objectives. 					
Assessment	One coursework assignment, internally marked and externally verified.					
Cross-curricular links:	Maths/ numeracy Geography Business Studies Economics					
Enrichment and employability opportunities:	<ul style="list-style-type: none"> Visits to key sectors of the industry e.g. transport hubs or accommodation to investigate products and services offered Visit to an organisation or destination to undertake primary research Talks from visiting speakers particularly those with job roles within the industry e.g. travel agent Talk or discussion with a marketer 					

Travel and Tourism – Year 13 Level 3 Pearson Btec National Extended Certificate						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Unit 2 – Global Destinations				Preparation for resit exam	
Unit length:	120 Guided Learning Hours					
Key concepts:	<ul style="list-style-type: none"> Geographical awareness, locations and features giving appeal to global destinations Advantages and disadvantages of travel options Travel planning to meet customer needs 	<ul style="list-style-type: none"> Consumer trends, motivating and enabling factors and their effect on the popularity and appeal of global destinations Content area E: Factors affecting the changing popularity and appeal of destinations 	Preparation, pre-release research and exam practice			
Assessment	Exam questions set in lessons and for homework	<ul style="list-style-type: none"> Exam questions set in lessons and for homework Post 16 Practice Exams 	External Examination, 3 hours in January		External Examination, 3 hours in May	
Unit title:	Unit 9 – Visitor Attractions					
Unit length:	60 Guided Learning Hours					
Key concepts:	<ul style="list-style-type: none"> The nature, role and appeal of visitor attractions How visitor attractions meet diverse expectations of visitors How visitor attractions respond to competition and measure visitor trends and visitor numbers 					
Assessment	One coursework assignment, internally marked and externally verified.					
Cross-curricular links:	Maths/ numeracy Geography					

	Business Studies Economics Sociology Citizenship
Enrichment and employability opportunities:	<ul style="list-style-type: none"> • Visit to a town or city to investigate its appeal • Visit to a visitor attraction • Educational talk at a large visitor attraction • Talks from visiting speakers particularly those with job roles within the industry e.g. travel agent to discuss travel/ holiday planning