

Wellsway School Curriculum Map

Key Stage 5 – Curriculum Overview

KEY STAGE 5	CURRICULUM INTENT – WHAT WE INTEND TO PROVIDE
<p>Biology</p>	<p>The KS5 curriculum follows OCR A specification. This course gives pupils a broad and comprehensive knowledge of biological processes, advancements and ethics. The course delivers an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. Pupils develop practical skills with unfamiliar equipment and processes such as stage micrometers and colorimeters and with this, enhance their analysis and evaluation skills. These competences place students in a strong position for both scientific and non-scientific career paths.</p> <p>Most topics in year 12 reinforce content from GCSE and progress knowledge further with new ground. Pupils study the internal details and structures of cell organelles, the immune and circulatory systems in detail and how we classify and monitor the vast array of wildlife in different habitats. Practical work will make up a large part of the course and is assessed via the Practical Endorsement. These practical activities support learning and build skills throughout the year, preparing students for the practical aspects of further education in the sciences.</p>
<p>Business</p>	<p>The KS5 Business curriculum at Wellsway School aims to develop highly critical students with a keen business eye and the analytical skill needed to examine business performance. Students develop an in-depth understanding of why and how businesses operate, how they adapt to and interact with the many external influences of society and the roles that businesses play on a local, national and international scale. The course is built around these fundamentals whilst following the exam board specifications and embedding skills and knowledge above and beyond that which is required of students to pass an exam. We deliver lessons that are challenging and current, embellished with real world business scenarios and case studies that students find engaging and relevant to their interests, whilst fostering an interest in financial independence and prosperity.</p>

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<p>Chemistry</p>	<p>The KS5 curriculum follows Edexcel specification. A Level chemistry is about how matter and energy behave and interact with each other: from molecular changes in the eye responding to light that allow you to see; to fabricating and testing compounds to produce lifesaving drugs. The course delivers an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. Chemistry remains one of the most vigorous and demanding of A Levels, building skills in the application of mathematics, spatial awareness and logical puzzles. The course will enable pupils to develop critical analysis and problem-solving skills that make a Chemistry A level so highly regarded. Pupils will build on your current understanding to gain a much deeper understanding of the different areas of the subject and how they relate to each other. Practical work will make up a large part of the course and is assessed via the Practical Endorsement. These practical activities support learning and build skills throughout the year, preparing students for the practical aspects of further education in the sciences.</p> <p>We will delve into the mysteries of atomic structure; using the mole; explaining electronic structures and an introduction to the quantum world; A deep understanding bonding/structures and of course chemical reactions. We'll explore organic chemistry; the chemistry of global warming and the greenhouse effect; the ozone layer; its man-made depletion and recovery.</p>
<p>Computing</p>	<p>Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's a creative subject that combines invention and excitement, and can look at the natural world through a digital prism. The aims of this qualification are to enable learners to develop:</p> <ul style="list-style-type: none"> • An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation • The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so • The capacity to think creatively, innovatively, analytically, logically and critically • The capacity to see relationships between different aspects of computer science

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Digital Media	Digital Media at Wellsway aims to enable students to: <ul style="list-style-type: none"> • Develop awareness of the world of digital media and design and understand influencing factors and contexts • Develop creative processes and understand that design is an iterative process • Research and evaluate information relevant to their studies • Reflect requirements and feedback from specific audiences and clients in developing their work • Use digital media creatively as a way of expressing meaning • Use knowledge, understanding and creativity to innovate using appropriate software, equipment, technology and practices • Develop the skills needed for the study of digital media and design in higher education • Prepare for working in a collaborative industry
Design, Art and Technology	<p>AQA Art/Textiles specification. Intent: Subjects guide students through the 4 areas of the design process: research, design, make and evaluate. Design Technology includes the application of scientific, mathematical and material knowledge in order to problem solve, design and build quality prototypes. Students are encouraged to take risks and demonstrate an ability to test and refine ideas in order to develop innovative outcomes. The subject aims to instill an awareness of social, moral and environmental issues in order to inspire a more sustainable future. In designing: Students will use primary and secondary research methods in order to develop an understanding of user needs. They will develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. In making: Students are required to demonstrate the ability to work safely and independently in order to manufacture high quality products and to produce and follow a project plan. In Evaluating: Students are encouraged to analyse the work of other designers and engineers past and present to develop and broaden their understanding. They will investigate new and emerging technologies and understand its impact on individuals, society and the environment and be able to test, evaluate and refine their own ideas against a specification, taking into account the views and needs of others.</p>

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<p>Economics</p>	<p>The KS5 Economics curriculum at Wellsway School aims to develop highly critical students with well-developed analytical skills that allow them to examine and evaluate economic activity and performance. Students develop an in-depth understanding of why and how different market types operate, the market forces that govern them and the various micro and macroeconomic factors, policies, and objectives at play in both the national and international economy. The course closely follows the exam board specifications whilst also embedding skills and knowledge above and beyond that which is required of students to pass an exam. We deliver lessons that are challenging and current, embellished with real world economic scenarios and market case studies that students find engaging and relevant to their interests.</p>
<p>English Language</p>	<p>At KS5 students follow the AQA A Level English language specification. The English Language course introduces students to the study of linguistics and its various theories. Building on the analytical skills that students developed at GCSE, the course develops their knowledge of areas such as grammar, lexis and semantics. Students will learn to use language frameworks to analyse and investigate language use in various contexts. This includes exploring a wide range of text types and applying terminology and linguistic theory. Throughout this course, students are introduced to topics such as language diversity, language change and child language acquisition and they will build the skills necessary to become proficient investigators of how language works for different purposes, audiences and contexts. As part of their NEA assignments they are given the opportunity to write creatively and comment on their own language use.</p>
<p>English Literature</p>	<p>At KS5 students follow the OCR A Level English Literature specification. The English Literature course is designed to inspire students to read widely and develop a critical and thoughtful approach to significant texts within the literary canon. They are encouraged to engage with a range of differing text types over time and explore the influence of context on the writers' choices and ideas. Equally they are expected to engage with language and structure and evaluate meanings. Through this course, students engage with the ideas of academic critics as well as applying critical theories such as feminism and Marxism to their reading of texts. Much opportunity is given for students to work with their peers to discuss and debate interpretations. By the end of this course, students can write detailed, fluent academic essays that critically evaluate a writer's intentions.</p>

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Food science and Nutrition	<p>This course develops students understanding of food science and nutrition and is relevant to many industries and job roles. This course has been designed to provide learners with underpinning knowledge, understanding and skills to progress to further study and training. It offers exciting and interesting areas where learners will apply their learning through a variety of NEA activities, practical work, interviews and exams.</p> <p>The course is divided into two mandatory units developing understanding around diet, health, safety and the affect of cooking on food. This is assessed through internal and external exams and NEA activities. In year 13 pupils must choose one research unit to complete on a topic of their own choice.</p>
French	<p>The French curriculum, both in what we cover and how the lessons are taught, is designed to ignite an interest in and a love of language and other cultures so that you can go on to learn more language or use it in a job or on holiday. Through learning French, you also develop literacy and oracy in English as well as resilience and problem-solving skills. The course is built around grammatical and skills coverage, with topics to enable this. Knowledge and skills are built upon and revisited to ensure long-term learning.</p>
German	<p>The German curriculum, both in what we cover and how the lessons are taught, is designed to ignite an interest in and a love of language and other cultures so that you can go on to learn more language or use it in a job or on holiday. Through learning German, you also develop literacy and oracy in English as well as resilience and problem-solving skills. The course is built around grammatical and skills coverage, with topics to enable this. Knowledge and skills are built upon and revisited to ensure long-term learning.</p>
Geography	<p>The KS5 curriculum is based on the AQA A Level specification. The curriculum is designed to excite students’ minds, challenge perceptions and stimulate investigative and analytical skills. Topics of study balance both physical and human geography where students are encouraged to identify and analyse links between concepts and ideas. Through studying a wide range of places, processes and concepts students develop high level thinking skills such as synopticity and critical thinking. Over the course of two years students study topics in depth and through independent learning extend their knowledge and understanding beyond the classroom. Students build on their geographical investigation skills becoming independent through the planning and writing up of a geographical investigation. The A Level course content acts as a springboard into studying geography at degree level, whilst transferable skills such as teamwork, independence, creativity and communication provide a foundation for employment, apprenticeships and other level 3 courses.</p>

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<p>History</p>	<p>The intent for history is that a high-quality history education will inspire children to have a curiosity and fascination about the local area and Britain’s past and that of the wider world as well. Children will be able to think critically, weigh evidence, sift arguments, and develop perspective and judgement. The children’s deep learning of history and its related information gathering skills will enable them to understand where we have come from and how this has been influenced by the wider world and different cultural heritages. This in turn will enable us to learn from the past, model the future and understand society and the child’s place within it. Furthermore, it gives us a view of other cultures and their development through time. We believe that learning about historical events provides an important context for the development of pupils’ key learning skills, particularly communication, working with others, problem solving and critical thinking skills and that this will be achieved not just through experiences in the classroom but also through the educational visits and cultural event.</p>
<p>Law</p>	<p>At KS5 students follow the AQA A Level Law specification. This course introduces students to the study of the English Legal System, Criminal law and the law of Tort in Year 12. In Year 13 these skills are built on further at a deeper level, as well as studying either Contract Law or Human Rights. Students will analyse different legal situations, applying legal rules and developing skills of debate, rhetoric and essay writing. Students will use a wide range of real examples of case law to support their understanding throughout the course. As law encapsulates all areas of life, students will be challenged and introduced to wide-ranging topics such as morality, justice and crime amongst others. Throughout the course students will build the skills necessary be analytical, think critically and be proficient in using evidence and writing persuasive arguments. Educational visits will feature on the course to deepen understanding and promote interest in the course and its wider context.</p> <p>In Year 12, students will begin with the foundations of the English legal system, moving onto an introduction to Criminal law, Negligence and the Occupiers’ Liability Act. In Year 13, the nature of law, Criminal law, theories of Tort and either Contract Law or Human Rights will be considered.</p>
<p>Maths</p>	<p>Our ambitious mathematics and computing curriculum, rich in skills and knowledge, ignites curiosity and prepares students for everyday life and future employment. Our aim is for students to become fluent in the fundamentals of mathematics through varied and frequent intelligent practice and as a result be able to recall and use knowledge rapidly and accurately. Consequently, students apply their mathematics to a variety of routine and non-routine problems with increasing sophistication. Students have the knowledge and experience to break down problems into a series of simpler steps and show resilience and interest in seeking solutions. Our ‘diagnose, therapy, test’ approach means that students are clear on their progress and our WMAT website provides clear support for students of all ages and abilities.</p>

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<p>Music</p>	<p>We follow the AQA Music A-Level specification. A-Level Music students have frequently developed their own musical identity, with performance often playing huge part of their musical life. We aspire to support their own interests whilst also guiding them through a variety of new musical genres from Baroque, Classical, Romantic to Pop and Jazz. Students will be encouraged to perform the pieces we study in order to gain a deeper understanding of the composers’ intentions which in turn often influences them as composers.</p> <p>Throughout their time studying Music, we expect our students to develop their aural skills further by listening, and performing, a variety of musical genres. We want all our students to understand that the study of Music goes beyond the classroom. Every student is expected to take part in the cultural life of the school, and when possible, we invite professional composers and performers to take workshops in order to broaden the musical experiences of our students. We also explore the cultural context of pieces they may be performing or listening to.</p> <p>This course prepares students for the study of Music, in all its many disciplines, at university as well as giving them transferable life skills such as critical analysis, teamwork and a cultural awareness which will support them in many aspects of employment, and adult life.</p>
<p>Physical Education</p>	<p>The KS5 curriculum is based on the AQA A Level PE specification. The curriculum is designed in an exciting and synoptic way where topics are taught to be related to one another and applying these to clear sporting situations. Sport is a very dynamic situation and many theoretical principles can apply in any given example. This course is structured and sequenced to widen and deepen students’ knowledge, understanding and application in a range of units including Applied anatomy and physiology, Skill acquisition, Sport and society, Exercise physiology, Biomechanical movement, Sport psychology and the role of technology in physical activity and sport. Practically, students will be assessed in one sport, in either the role of the participant/performer or coach. This course will prepare students for further study at degree level, whilst transferable skills such as teamwork, independence, creativity and communication provide a foundation for employment, apprenticeships and other level 3 courses.</p>

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<p>Physics</p>	<p>The KS5 curriculum follows AQA specification. Physics is a subject of enormous breadth. It encompasses the whole of the physical world from fundamental particles to supermassive black holes, from the beginning of time to the ultimate fate of the universe. The course is an exciting journey with a vast array of career opportunities available at the end of it. Pupils will develop as critical thinkers, able to problem solve and apply fundamental physical rules to seemingly abstract concepts.</p> <p>Practical work will make up a large part of the course and is assessed via the Practical Endorsement. Practical work is underpinned by an awareness of the nature of measurement errors and of their numerical treatment. The ability to carry through reasonable estimations is a skill that is required throughout the course and beyond. These activities support learning and build skills throughout the year, preparing students for the practical aspects of further education in the sciences. The aim of the course is to inspire students, nurture a passion for physics and lay the groundwork for further study in science or engineering. Content is framed within relatable context to allow this, such as “How can two light sources combine to make darkness?”; “How do optical fibres work?”; “How can strings produce musical notes?” and “What is a superconductor?”.</p>

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<p>Religious Studies</p>	<p>The KS5 curriculum is based on the Eduqas A level specification. It is our intent for the Religious Studies element of the Humanities curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions. Religious Studies contributes significantly to the vision of the school and enables pupils to ask deep and often searching questions about their own faiths and beliefs, and the beliefs, faiths and opinions of others regarding pertinent contemporary moral issues. The teaching of Religious Studies makes links between the beliefs, practices and value systems of a range of faiths and worldviews studied. The Religious Studies A-level curriculum aims to develop responsibility and respect for all aspects of diversity, whether it be social, cultural and religious, and prepare students well for life in modern, multi-cultural Britain. The course will focus on what philosophy is, and the kinds of questions that philosophers ask and attempt to answer. We then analyze arguments for and against the existence of God, address challenges to religious belief through problems such as evil, and question the threat to religion that modern day movements such as new atheism pose. We also explore difficult ethical problems, and the religious component of the course gives students the opportunity to study either Buddhism or Christianity (final decision dependent on student preferences). Both religions offer fascinating insights into humanity’s past and present whilst raising questions about its future role.</p>

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Social Sciences – Psychology and Sociology	<p>We aim to offer an engaging and effective introduction to psychology which will appeal to a cross-section of students, regardless of whether they have studied psychology before. They will have modules which have continued from GCSE and will be developed further such as social influence and memory. But they will also learn new topics such as schizophrenia, forensic psychology and psychopathology. They develop their extended writing to allow for further explanation and critique so written communication is enhanced as well as verbal communication. Due to debates in class they also develop their verbal communication as well. We also aim to offer an engaging and effective introduction to Sociology. Students will learn the fundamentals of the subject and develop skills valued by higher education (HE) and employers, including critical analysis, independent thinking and research. For example, they investigate current trends in marriage and divorce rates and try to explain why these trends may occur. This develops their application and can use many contemporary examples from current affairs.</p>

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Theatre Studies	<p>We follow the Edexcel Drama and Theatre A level specification. The KS5 curriculum is designed to inspire students and ignite a love of Drama and Theatre Studies. Students will learn through practical workshops to develop their performance and creative skills. Students will combine the theories of this practitioner with ideas from a play text to devise an original and imaginative piece. This is an exciting independent project where students can use their own ideas and research to creatively develop their piece. Students also get to choose a play and a monologue to practically explore and perform. This is a fantastic opportunity for students to showcase their performance or design skills. The final component explores Theatre makers in practice where students can deepen their knowledge and understanding of how to stage different performance texts and the impact this has on an audience. They will also experience a live theatre production which they will critically analyse and evaluate, in terms of their performance and production elements, encouraging them to reflect on the work of professionals. This course will prepare students for further study at degree level, whilst transferable skills such as teamwork, independence, creativity, and communication provide a foundation for future study or employment opportunities.</p>

What our curriculum will cover

YEAR 12	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Art/Textiles	Students will continue with and complete bridging work. Students have the option to choose between an art/textiles project or a costume design project.	Students will start their 60% coursework element. Students write their own project brief related to a chosen topic or theme. Students are asked to complete a mood board, mind map and research into 2 artists and 2 designers. Students will present work in an A3 sketch book.	Students continue with the 60% coursework element. They must respond to the 4 assessment objectives: A01 – develop ideas through sustained and focused investigations. A02 – Explore and select appropriate resources, media, materials and techniques. A03 – Record ideas, observations, ideas and insights reflecting on work and progress. A04 – Present a personal and meaningful response (final piece)	Students continue with the 60% coursework element. They must respond to the 4 assessment objectives: A01 – develop ideas through sustained and focused investigations. A02 – Explore and select appropriate resources, media, materials and techniques. A03 – Record ideas, observations, ideas and insights reflecting on work and progress. A04 – Present a personal and meaningful response (final piece)	Students continue with the 60% coursework element. They must respond to the 4 assessment objectives: A01 – develop ideas through sustained and focused investigations. A02 – Explore and select appropriate resources, media, materials and techniques. A03 – Record ideas, observations, ideas and insights reflecting on work and progress. A04 – Present a personal and meaningful response (final piece)	Students will continue with 60% coursework element with a particular focus of A04 – their final piece. Students will design and prepare ideas for their final response which relates to their initial design brief. Design ideas will be demonstrated and recorded in sketchbooks in preparation for construction.

YEAR 12	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Biology	2. Enzymes 2. Membranes 2. Cell structure	2. Biological molecules 2. Nucleotides 2. Cell division	3. exchange surfaces 3. Transport in animals 4. Communicable diseases	3. Transport in plants 4. Classification and evolution 4. Biodiversity	6 Populations and sustainability 6. ecosystems	6. Manipulating Genomes 6. Cloning and biotechnology
Business	Analysing the strategic position of a business	Choosing a Strategic Direction	Strategic methods: how to pursue strategies	Managing strategic change		
English Literature	Introduction to the course. Introduction to the Gothic.	Paper 1: Drama and Poetry Pre-1900 Study of A Doll's House by H Ibsen and the dramatic form. Paper 2: Comparative and contextual study Study of unseen gothic extracts.	Paper 1: Drama and Poetry Pre-1900 Study of Christina Rossetti Poetry. Paper 2: Comparative and contextual study Introduction to Victorian Gothic literature,	Paper 1: Drama and Poetry Pre-1900 Linking Ibsen and Rossetti poetry. Paper 2: Comparative and contextual study Study of Dracula by Bram Stoker.	NEA 2: Read and Study A Streetcar named Desire by T Williams. NEA 1: Read and study Brand New Ancient by Kate Tempest.	NEA 2: Study of prose choice. Planning responses. NEA 1: Drafting a response. Wider Gothic reading.

YEAR 12	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
English Language	<p>Introduction to Spoken Language framework. Analysis of the spoken and written modes.</p> <p>Introduction to language frameworks and texts in contexts.</p>	<p>Paper 1: Explore Language and texts with a focus on text variations, methods and representation.</p> <p>Paper 2: Language and social groups including social class, dialect, ethnicity, region.</p>	<p>Paper 1: Introduction to Children’s language (CLA) and its function. Focus on the development of spoken language</p> <p>Paper 2: Language and occupation including power and technology.</p>	<p>Paper 1: Children’s literacy development.</p> <p>Paper 2: Language and gender. Introduce language debates and opinion writing.</p>	<p>NEA 2: Introduction to the NEA Original Writing coursework. Explore a range of genres (opinion articles, speeches, monologues) methods and style models. Use commentary method to analyse.</p>	<p>NEA 1: Introduction to the Investigation NEA. Explore research methods, conventions of academic research and reporting.</p>
Food	<p>Unit 1: Meeting Nutritional needs of specific groups.</p> <p>LO1 Understand the importance of food safety</p> <p>Practical work focus: Skill development. Pastry, set sauces.</p> <p>LO6 Be able to cook complex dishes</p>	<p>LO2 Understand properties of nutrients. Protein, fat and Carbohydrates.</p> <p>Practical work focus: LO5 Be able to plan the production of complex dishes</p>	<p>LO3 Understand the relationship between nutrients and the human body</p> <p>MOCK internal assessment.</p> <p>Practical focus.</p> <p>LO6 Be able to cook complex dishes</p>	<p>Unit 1 internal assessment.</p>	<p>Revision for Unit 1 exam.</p> <p>Sitting Unit 1. Students have the opportunity to re-submit Unit 1 internal assessment if they would like to improve their grade</p>	<p>Unit 2: Ensuring food is safe to eat</p> <p>LO1 Understand how micro-organisms affect food safety.</p>

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Business	<p>What is business?</p> <p>Understanding the nature and purpose of business Understanding the different business forms Factors influencing costs and demand</p>	<p>Managers, leadership and decision making</p> <p>Understanding managers, leadership and decision making Understanding management decision making Understanding the role and importance of stakeholders</p>	<p>Decision making to improve marketing performance</p> <p>Setting marketing objectives Understanding markets and customers Segmentation, targeting and positioning Using the marketing mix</p>	<p>Decision making to improve operational performance</p> <p>Setting operational objectives Analysing operational performance Making operational decisions to improve performance: increasing efficiency and productivity Making operational decisions to improve performance: improving quality Making operational decisions to improve performance: managing inventory and supply chains</p>	<p>Decision making to improve financial performance</p> <p>Setting financial objectives Analysing financial performance Making financial decisions: sources of finance Making financial decisions: improving cash flow and profits</p>	<p>Decision making to improve human resource performance</p> <p>Setting human resource objectives Analysing human resource performance Making human resource decisions: improving organizational design and managing the human resource flow Making human resource decisions: improving motivation and engagement Making human resource decisions: improving employer-employee relations</p>

YEAR 12	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Economics	<p>Economic methodology and the economic problem: Scarcity and Opportunity Cost</p> <p>The measurement of macroeconomic performance: Macroeconomic Objectives and Indicators (1)</p>	<p>Economic methodology and the economic problem: PPFs</p> <p>The measurement of macroeconomic performance: Macroeconomic Objectives and Indicators (2)</p>	<p>Price determination in a competitive market: demand; demand elasticities; supply;</p> <p>How the macroeconomy works: the circular flow of income, AD/AS analysis, and related concepts: Circular Flow AD and AS (1)</p>	<p>Price determination in a competitive market: supply elasticities; equilibrium; market interrelation</p> <p>How the macroeconomy works: the circular flow of income, AD/AS analysis, and related concepts: AD and AS (2) AD and AS (3)</p>	<p>Production, costs and revenue: production costs; revenue and profit</p> <p>Economic growth: Economic growth and the economic cycle Employment Inflation</p>	<p>Production, costs and revenue: production costs; revenue and profit</p> <p>Economic growth: Balance of Payments Connections, Conflict and Compromise</p>

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French	<p>La famille en voie de changement (unit 1)</p> <p>Grands-parents, parents et enfants – soucis et problèmes</p> <p>Monoparentalité, homoparentalité, familles recomposées</p> <p>La vie de couple – nouvelles tendances</p> <p>La « cyber-société » (unit 2)</p> <p>Qui sont les cybernautes ?</p> <p>Comment la technologie facilite la vie quotidienne</p> <p>Quels dangers la « cyber-société » pose-t-elle ?</p>	<p>Le rôle du bénévolat (unit 3)</p> <p>Qui sont et que font les bénévoles ?</p> <p>Le bénévolat – quelle valeur pour ceux qui sont aidés ?</p>	<p>Une culture fière de son patrimoine culturel (unit 4)</p> <p>Le patrimoine sur le plan national, régional et local</p>	<p>Comment le patrimoine reflète la culture <u>contemporaine</u> (unit 5)</p> <p>La diversité de la musique francophone contemporaine</p> <p>Qui écoute et apprécie cette musique ?</p> <p>Comment sauvegarder cette musique ?</p>	<p>Cinéma – le septième art (unit 6)</p> <p>Pourquoi le septième art ?</p> <p>Le cinéma – une passion nationale ?</p> <p>Evolution du cinéma – les grandes lignes</p>	<p>Oral topic research and preparation Independent Research Project and grammar revision</p> <p><i>Film study and research</i></p> <p>Les aspects positifs d'une société diverse (unit 7)</p> <p>L'enrichissement dû à la mixité ethnique</p>

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Geography	<p>Paper 1: Physical Geography.</p> <p>A - Water and carbon cycles. -Systems -Global water cycle, balance and hydrographs -River catchment case study and field data</p> <p>Paper 2 Human Geography</p> <p>A: Global systems and global governance -Globalisation -Trade</p>	<p>Paper 1: Physical Geography.</p> <p>A - Water and carbon cycles. -Carbon cycle stores, transfers, budget and changes -Water, carbon and climate change -Tropical rainforest case study</p> <p>Paper 2 Human Geography</p> <p>A: Global systems and global governance -Governance and commons -Antarctica</p>	<p>Paper 1: Physical Geography.</p> <p>C: Coastal systems and landscapes. -System -Energy -Sediment sources, cells and budgets -Mass movement</p> <p>Paper 2 Human Geography</p> <p>B: Changing places -The character of place -Representations and change</p>	<p>Paper 1: Physical Geography.</p> <p>C: Coastal systems and landscapes. -Processes and landforms -Sea level change -Coastal management -UK and India case studies</p> <p>Paper 2 Human Geography</p> <p>B: Changing places -Local place study -Distant place study</p> <p>Residential fieldwork</p>	<p>Paper 1: Physical Geography.</p> <p>B: Hazards. -Tectonics and volcanic and seismic activity</p> <p>Paper 2 Human Geography</p> <p>C: Population and the environment The relationship between the physical environment, particularly climate and soils and food production systems</p>	<p>NEA fieldwork Geographical fieldwork investigation based on an issue or question defined, developed and relating to a specification component.</p> <p>Introduction to fieldwork Data collection Methodology Data analysis Conclusion/evaluation/ethical issues</p>

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German	<p>Familie im Wandel</p> <p>1.1 So viele verschiedene Familienformen</p> <p>1.2 Auf immer und ewig?</p> <p>1.2 Das heutige Familienleben</p> <p>2.1 Soziale Netzwerke</p> <p>2.2 Die Sucht nach Technik</p> <p>2.3 Das Internet</p>	<p>3.1 Musik und Lieder</p> <p>3.2 Promis aus dem Herkunftsland</p> <p>3.3 Mode und Image</p> <p>3.4 Die Rolle des Fernsehens</p>	<p>4.1 Feste und Traditionen</p> <p>4.2 Vielfältige Feste und Traditionen in verschiedenen Regionen</p> <p>4.3 Fest oder Geschäft?</p> <p>5.1 Meilensteine der Architektur bis 1900</p> <p>5.2 Deutsche Kunst</p>	<p>5.3 Der Zeit ihre Kunst – der Kunst ihre Freiheit</p> <p>5.4 Wiederaufbau oder Neuaufbau?</p> <p>6.1 Berlin – geprägt durch seine Geschichte</p> <p>6.2 Kulturmetropole Berlin</p> <p>6.3 Berlin im Schatten des Dritten Reichs</p> <p>6.4 Berlin – Hauptstadt der Vielfalt</p>	<p>Film study</p> <p>Introduction to literature</p> <p>Theme revision</p>	<p>7.1 Einwanderungsland Deutschland</p> <p>7.2 Neue Wege nach Deutschland</p>

YEAR 12	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Psychology	Topic 1 Social influence Conformity Obedience Social change Resistance to social change	Topic 3 Approaches Cognitive Behaviourism Biological Social learning theory Humanism Psychodynamic	Topic 5 Research methods Ethics Displaying data How to write a report How to conduct psychological research Hypotheses	Topic 5 Research methods Ethics Displaying data How to write a report How to conduct psychological research Hypotheses	Topic 8 Issues and debates Is psychology a science? Nature Vs Nurture Socially sensitive research Revision and internal exams	Research Carrying out research for a better understanding of the requirements in the summer exams.
	Topic 2 Memory Working memory model Multi-store model Cognitive interview Forgetting	Topic 4 Attachment Cultural variations Role of the father Types/development of attachment Ainsworth	Topic 6 Psychopathology Explanations of phobias, depression and OCD Treatments of phobias, depression and OCD	Topic 7 Biological Psychology Nervous system Fight or flight response Brain scanning techniques Hormones		

YEAR 12	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Sociology	<p>Topic 1 Introduction to sociology and theories Functionalism, Marxism and feminism</p> <p>Topic 2 Education with theories and methods Gender and class inequalities in educational achievement Cultural and material capital Types of education establishment</p>	<p>Topic 3 Families & Households Theories of the family Changing family patterns Demographics</p> <p>Topic 2 Education with theories and methods Gender and class inequalities in educational achievement Cultural and material capital Types of education establishment</p>	<p>Topic 3 Families & Households Theories of the family Changing family patterns Demographics</p> <p>Topic 2 Education with theories and methods Gender and class inequalities in educational achievement Cultural and material capital Types of education establishment</p>	<p>Topic 3 Families & Households Theories of the family Changing family patterns Demographics</p> <p>Topic 2 Education with theories and methods Gender and class inequalities in educational achievement Cultural and material capital Types of education establishment</p>	<p>Revision of theories and families and households.</p> <p>Topic 2 Education with theories and methods Gender and class inequalities in educational achievement Cultural and material capital Types of education establishment</p>	<p>Year 2 theory and methods</p> <p>Topic 2 Education with theories and methods Gender and class inequalities in educational achievement Cultural and material capital Types of education establishment</p>
Computing	<p>1-1-2 Types of processor</p> <p>1-1-3 Input Output Storage</p> <p>1-1-1 Processor Structure Function</p> <p>1-2-1 Systems Software</p>	<p>1-2-2 Application Generation</p> <p>1-2-3 Software Development</p> <p>1-2-4 Types of Programming Language</p>	<p>1-3-3 _ Networks</p> <p>1-3-4 _ Web Technologies</p> <p>1-3-1 _ Compression Encryption Hashing</p> <p>1-3-2 _ Databases</p> <p>1-4-2 _ Data Structures</p>	<p>1-4-3 _ Boolean Algebra</p> <p>1-4-1 _ Data Types</p>	<p>1-5-2 _ Moral Ethical Issues</p> <p>1-5-1 _ Computing Related Legislation</p>	<p>Project (20% of grade)</p>

YEAR 12	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Digital Media	<p>Skill building and looking at main textual areas of:</p> <p>Digital photography</p> <p>Moving image</p> <p>Mobile and multimedia applications.</p>	<p>Theme 1: Boundaries</p> <p>Theme 2: The digital classroom</p> <p>Theme 3: Digital poetry</p> <p>Theme 4: Emotions</p> <p>Theme 5: Travel</p> <p>Theme 6: Wellbeing</p>	Students are developing their personal Portfolio (25% of grade)	Students are developing their personal Portfolio (25% of grade)	Research for models of externally set assignment (Mock) Exemplars and marking work	<p>Externally Set Assignment (25% of grade)</p> <p>There are two elements to the assignment:</p> <p>Supporting studies</p> <p>A final outcome, produced during a supervised test of 10 hours' total duration</p>
Maths	<p>Algebra and functions</p> <p>Proof</p> <p>Co-ordinate geometry</p> <p>Binomial expansions</p> <p>Polynomials and graphs</p> <p>Vectors</p> <p>Kinematics</p>	<p>Probability</p> <p>Differentiation</p> <p>Binomial distribution</p> <p>Graphs and transformations</p> <p>Polynomial equations</p> <p>Inequalities</p>	<p>Histograms and bivariate data</p> <p>Newton's Laws</p>	<p>Exponentials and logarithms</p> <p>Trigonometry 1</p> <p>Integration 1</p> <p>Hypothesis testing</p> <p>Variable acceleration</p> <p>Large data set</p>	<p>Revision of all year 1 content</p> <p>Exponential calculus</p> <p>Trigonometry 2</p>	<p>Differentiation 2</p> <p>Trigonometry 3</p> <p>Algebra and functions</p> <p>Integration 2</p> <p>Proof</p>

YEAR 12	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Music	<p>Continue with bridging work. Practising the following skills:</p> <p>Notating and reading treble, bass and alto clef; identifying cadences; describing texture, rhythm, harmony and tonality with A-Level language.</p> <p>Learning a range of compositional devices.</p> <p>Exploring performance repertoire.</p> <p>Jazz – Artist 1</p>	<p>Baroque Concerto (Purcell and Vivaldi)</p> <p>Jazz – Artist 1 and 2</p> <p>Composition exercises, exploring typical briefs.</p> <p>Performance</p>	<p>Baroque Concerto (Vivaldi and Bach)</p> <p>Practice essay questions.</p> <p>Jazz – Artist 2 and 3.</p> <p>Practice essay questions.</p> <p>Composition – extended composition with a score and programme note.</p> <p>Performance – 3 minutes.</p>	<p>Baroque Concerto – revision.</p> <p>Mozart Opera (Marriage of Figaro)</p> <p>Jazz overview, making links.</p> <p>Short listening questions. Melodic notation.</p> <p>Composition 1 start. Students to write their own brief.</p>	<p>Mozart Opera (Marriage of Figaro)</p> <p>Composition 1</p> <p>Jazz – practice essays and listening.</p> <p>Revision of material covered so far.</p>	<p>Mozart Opera (Marriage of Figaro)</p> <p>Performance to be recorded and feedback given. At least 5 minutes required. Not coursework.</p> <p>Preparation for Pop Music.</p> <p>Composition 1</p>

YEAR 12	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Drama and Theatre Studies	<p>Series of workshops to develop drama skills</p> <p>Introduction to practitioners</p> <p>Mock Component 2</p>	<p>Introduction to play and extract for Component 1</p> <p>Introduction to specific practitioner for Component 1</p> <p>Live Theatre Review</p>	<p>Devising for Component 1</p> <p>Introduction to Machinal (performer) for Component 3</p>	<p>Devising for Component 1</p> <p>Continued exploration of Machinal (performer) for Component 3</p> <p>Live Theatre review revisited</p>	<p>Component 1 internally assessed</p> <p>Continued exploration of Machinal (performer)</p> <p>Written portfolio for Component 1</p>	<p>Machinal (Performer)</p> <p>Written portfolio</p> <p>Introduction to Woyzeck and chosen practitioner for Component 3</p>
History	<p>Unit 1 Mid and Late</p> <p>Tudor Crisis -Stability of the monarchy</p> <p>Religious change</p> <p>Unit 1 Alongside Democracy & Dictatorship in Germany</p> <p>Weimar Republic</p>	<p>Unit 2 Elizabeth I</p> <p>Stability of monarchy, religion and management of England.</p> <p>Unit 2 D & D in Germany</p> <p>Establishment of Nazi dictatorship</p>	<p>Unit 3 Elizabeth I</p> <p>Rebellion and unrest 1547-58</p> <p>Unit 3 D & D in Germany</p> <p>Domestic policy 1933 -39</p>	<p>Unit 4 Elizabeth I</p> <p>Religion in Elizabeth's reign</p> <p>Unit 4 D & D in Germany</p> <p>Impact of war and defeat on Germany 1939-49</p>	<p>Unit 5 Elizabeth I</p> <p>Nature of Elizabethan Monarchy and management of affairs</p> <p>Unit 5 D & D in Germany</p> <p>Divided Germany; the Federal Republic and the DDR 1949-63</p>	<p>Unit 6 Elizabeth I</p> <p>Elizabeth's later years. A conclusion on her rule.</p> <p>Coursework research and preparation</p>

YEAR 12	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Further Maths	Perms and combs Dimensional analysis Proof by induction Roots of polynomials Complex numbers 1 Matrices 1	Energy Momentum Loci of complex numbers Matrices 2 Chi- squared tests Discrete random variables 1	Impulse and momentum Work energy and power Discrete random variables 2 Goodness of fit Linear regression	Vectors Correlation Motion in a circle Correlation hypothesis testing	Revision of all year 1 materials Proof Further vectors Summation of series Matrices Exponential form of complex numbers	Nin parametric tests Hooke's Law Hypothesis tests – non parametric Linear Momentum – Newton's experimental law and oblique impact
Core Maths	Fermi estimation Percentages and exchange rates Data collection and sampling	Data calculation and comparison Numerical calculation Percentages, interest and savings Use of spreadsheets	Data representation	Financial calculation and indexes Normal distribution	2D shape Critical analysis	Tax and National Insurance 3D shape
Religious Education	Philosophy Theme 1 Arguments for the existence of God – inductive and deductive	Philosophy Theme 1 Arguments for the existence of God – complete deductive Theme 2: The problem of evil and suffering	Philosophy Theme 2 Complete the problem of evil and suffering Theme 2: Religious belief as a product of the human mind.	Philosophy Theme 3 Religious experience	Philosophy Theme 3 Complete Religious experience Theme 4: Religious Language	Philosophy Theme 4 Complete Religious Language

YEAR 12	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Biology	2. Enzymes 2. Membranes 2. Cell structure	2. Biological molecules 2. Nucleotides 2. Cell division	3. exchange surfaces 3. Transport in animals 4. Communicable diseases	3. Transport in plants 4. Classification and evolution 4. Biodiversity	6 Populations and sustainability 6. ecosystems	6. Manipulating Genomes 6. Cloning and biotechnology
Chemistry	1 Atomic structure 2 Bonding and structure 3. Redox I	4. Inorganic chemistry 5. Amount of substance 6. Basic organic chemistry	6. Further organic chemistry 7. Analytical techniques	8. Energetics I 9. Kenetics I 10. Equilibrium I	11. Equilibrium II 17. Organic chemistry II	12. Acid base Equilibrium 16 Kenetics II
Physics	1 Measurements and their error 3 Waves 4. Mechanics	3. Waves 4. Mechanics	2. Particles and radiation 5. Electricity	2. Particles and radiation 5. Electricity	6 Further Mechanics 7 Gravitational fields	6. Thermal physics 7. Electric fields

YEAR 12	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Physical Education	<p>Applied anatomy and physiology Cardiovascular system Respiratory system</p> <p>Skill acquisition Skill, skill continuums and transfer of skills. Impact of skill classifications on structure of practice for learning.</p>	<p>Applied anatomy and physiology Neuromuscular system Musculo-skeletal and movement analysis.</p> <p>Skill acquisition Principles and theories of learning performance. Use of guidance and feedback.</p>	<p>Applied anatomy and physiology Energy systems</p> <p>Exercise Physiology Diet and nutrition</p> <p>Skill acquisition Memory models</p> <p>Sport and society Pre-industrial (pre-1780)</p>	<p>Exercise Physiology Diet and nutrition</p> <p>Sport and society Industrial and post-industrial (1780-1900) Post World War II (1950 to present)</p>	<p>Exercise Physiology Training methods and data</p> <p>Sport and society Impact of sport on society and of society on sport.</p>	<p>Exercise Physiology Training methods and data</p> <p>NEA Introduction.</p>

YEAR 13	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Art/ Textiles	<p>A04 – present a personal and meaningful response. Students will construct final pieces related to own project brief. Final pieces could be based on garment construction, textiles installations or art pieces.</p> <p>Students will also produce an essay related to their sketchbook topic.</p>	<p>A04 – present a personal and meaningful response. Students will construct final pieces related to own project brief. Final pieces could be based on garment construction, textiles installations or art pieces.</p>	<p>Students will complete final pieces.</p> <p>40% exam element starts 1st February. Students will choose a project title set by AQA Exam Board. Students will produce work related to the 4 assessment objectives. An A3 sketchbook and final exam piece is required.</p>	<p>Students will continue with the 40% exam element chosen topic, answering the 4 assessment objectives. Students will also design a final piece idea in their sketchbooks in preparation for their practical exam.</p>	<p>Students will complete their 40% exam book and sit a 15-hour practical exam.</p> <p>Students will submit: 1 x A3 sketchbook and final piece (60%) 1 x A3 sketchbook and final exam piece (40%)</p>	
English Literature	<p>Paper 1 Drama and Poetry Pre-1900 Introduction to Shakespeare and The Tempest</p> <p>Paper 2: Comparative and Contextual study Introduction to Angela Carter and The Bloody Chamber.</p>	<p>Paper 1 Drama and Poetry Pre-1900 The Tempest – writing about themes and language.</p> <p>Paper 2 Comparative and Contextual study The Bloody Chamber.</p>	<p>Paper 1 Drama and Poetry Pre-1900 Revising Ibsen and Rossetti. Wider critical reading.</p> <p>Paper 2 Comparative and Contextual study Comparing Dracula and The Bloody Chamber. Wider gothic reading.</p>	<p>Paper 1 Drama and Poetry Pre-1900 Revising The Tempest. Wider critical reading.</p> <p>Paper 2 Comparative and Contextual study Revising Gothic critical analysis. Wider gothic reading.</p>	<p>Revision and exam practice.</p>	

YEAR 13	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
English Language	<p>Paper 2 World English and Language and ethnicity.</p> <p>Language debates: develop opinion writing.</p> <p>Paper 2 Language change: The history of English. Origins, lexical, semantic and grammatical change.</p>	<p>Paper 1 Child Language Acquisition revision.</p> <p>Paper 2 Language change: attitudes and driving forces.</p>	<p>Paper 1 Revision of texts and representation</p> <p>Paper 2 Revision of language diversity and discourses.</p>	<p>Paper 2 Revision of language debates and writing opinion articles.</p> <p>Paper 2 Revision of language change and diversity.</p>	Revision and exam practice.	
Business	Analysing the strategic position of a business	Choosing a Strategic Direction	Strategic methods: how to pursue strategies	Managing strategic change		
Economics	<p>Individual economic decision-making</p> <p>The measurement of macroeconomic performance</p>	<p>Production, costs and revenue</p> <p>How the macroeconomy works: the circular flow of income, AD/AS analysis and related concepts</p>	<p>Perfect competition, imperfectly competitive markets and monopoly</p> <p>Economic performance</p>	<p>The labour market</p> <p>Financial markets and monetary policy</p>	<p>The distribution of income and wealth: poverty and inequality</p> <p>Fiscal policy and supply-side policies</p>	<p>The market mechanism, market failure and government intervention in markets</p> <p>The international economy</p>

YEAR 13	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
French	<p>Les aspects positifs d'une société diverse (unit 7)</p> <p>L'enrichissement dû à la mixité ethnique</p> <p>Diversité, tolérance et respect</p> <p>Diversité – un apprentissage pour la vie</p> <p>Quelle vie pour les marginalisés ? (unit 8)</p> <p>Qui sont les marginalisés ?</p> <p>Quelle aide pour les marginalisés ?</p> <p>Quelles attitudes envers les marginalisés ?</p> <p>Comment on traite les criminels (unit 9)</p> <p>Quelles attitudes envers la criminalité ?</p> <p>La prison – échec ou succès ?</p> <p>D'autres sanctions</p>	<p>Les ados, le droit de vote et l'engagement politique (unit 10)</p> <p>Pour ou contre le droit de vote ?</p> <p>Les ados et l'engagement politique – motivés ou démotivés ?</p> <p>Quel avenir pour la politique ?</p> <p>Manifestations, grèves – à qui le pouvoir ? (unit 11)</p> <p>Le pouvoir des syndicats</p> <p>Manifestations et grèves – sont-elles efficaces ?</p> <p>Attitudes différentes envers ces tensions politiques</p>	<p>La politique et l'immigration (unit 12)</p> <p>Solutions politiques à la question de l'immigration</p> <p>L'immigration et les partis politiques</p> <p>L'engagement politique chez les immigrés</p>	<p>Aspects de la vie familiale et adoption</p> <p>la belle époque</p> <p>Oral focus</p> <p>IRP / Speaking practice (paper 3)</p> <p>Film / book focus (paper 2)</p> <p>Focus Paper 1 – listening, reading + translation</p>		

YEAR 13	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
German	<p>8.1 Woher kommst du?</p> <p>8.2 Ein Volk, viele Einflüsse.</p> <p>8.3 Radio Multikulti</p> <p>end of unit test - reading and writing</p> <p>revision</p>	<p>Unit 9 Rassismus</p> <p>9.1 Alltagsrassismus</p> <p>9.2 Die Ursprünge des Rassismus</p> <p>9.3 Der Kampf gegen Rassismus</p> <p>Unit 9 revision and notes IRP preparation</p>	<p>Unit 10 Deutschland und die EU</p> <p>10.1 Sind Sie Deutsche(r) oder Europäer(in)?</p> <p>10.2 Die Auswirkungen der EU-Erweiterung auf Deutschland</p> <p>10.3 Die Rolle Deutschlands in Europa</p>	<p>11.1 Macht mit!</p> <p>11.2 Engagier dich!</p> <p>11.3 Wehrpflicht: Ja oder Nein?</p> <p>12.1 Friedliche Revolution in der DDR</p> <p>12.2 Wie vereinigt ist Deutschland überhaupt?</p> <p>12.3 Alte und neue Bundesländer – Kultur und Identität</p>	<p>Unit 13 Vertiefung</p> <p>13.1 Pflegekinder und Adoptivkinder</p> <p>13.2 Unruhen in Stadtbezirken</p> <p>13.3 Hassliebe: Die komplizierte Beziehung zwischen Bildhauern und Politik</p> <p>13.4 Wie schaut man in die Zukunft, ohne die Gegenwart zu vergessen?</p>	
Geography	<p>Geographical fieldwork investigation based on an issue or question defined, developed and relating to a specification component</p>	<p>Geographical fieldwork investigation based on an issue or question defined, developed and relating to a specification component</p> <p>B: Hazards.-Volcano case study and multi-hazard environment case study</p>	<p>Geographical fieldwork investigation based on an issue or question defined, developed and relating to a specification component</p> <p>B: Hazards. -Storm hazard nature, impacts and case study</p>	Revision		

YEAR 13	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Geography Cont:	<p>B: Hazards Impacts, response and management</p> <p>C: Population and the environment food security the relationship between the physical environment and human health</p>	<p>C: Population and the environment natural and migration population change population ecology and the relationship between population and resources</p>	<p>Fires in nature and case study</p> <p>C: Population and the environment global population futures-varying possible scenarios of future population growth</p>			
Psychology	<p>Topic 9 Forensic psychology Restorative justice Explanations of turning to crime Profiling</p> <p>Topic 8 Issues and debates Is psychology a science? Nature Vs Nurture Socially sensitive research</p>	<p>Topic 10 Schizophrenia Explanations and treatment of schizophrenia Symptoms</p> <p>Topic 5 Research methods (year 2) Ethics Statistical analyses Case studies Content analysis</p>	<p>Topic 11 Gender Gender development Medical issues with gender Androgyny</p> <p>Topic 7 Biological psychology (year 2) Localisation of function Plasticity of the brain Split brain research</p>	Revision of whole year	External exams	

YEAR 13	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Sociology	<p>Topic 4 Beliefs in society New Age Movements Religious organisations Theories of religion</p> <p>Topic 5 Crime and deviance Distribution of crime based on gender, race and social class Current trends in crime Crime control and victims</p>	<p>Topic 4 Beliefs in society New Age Movements Religious organisations Theories of religion</p> <p>Topic 5 Crime and deviance Distribution of crime based on gender, race and social class Current trends in crime Crime control and victims</p>	<p>Topic 4 Beliefs in society New Age Movements Religious organisations Theories of religion</p> <p>Topic 5 Crime and deviance Distribution of crime based on gender, race and social class Current trends in crime Crime control and victims</p>	<p>Revision of the whole course</p> <p>Theories and methods specific revision</p>	External exams	
Computing	Databases Compression Encryption Hashing Continuing with Project (20% of marks)	Completion of Project 1-4-2 _ Data Structures 1-4-3 _ Boolean Algebra 1-4-1 _ Data Types	2.1.1 Programming techniques 2.2.2 Computational methods 2-3 - Algorithms	Revision	Revision	
History	<p>Unit 1 Depth Civil Rights USA African Americans and role of individuals, anti-civil rights groups.</p> <p>Unit 1 Breadth African Americans in the Gilded Age</p>	<p>Unit 2 Depth Civil Rights USA Trade Unions and Labour rights</p> <p>Unit 2 Breadth The New Deal and Civil Rights</p>	<p>Unit 3 Depth Civil Rights USA Native American Indians</p> <p>Unit 3 Breadth Malcolm X and Black Power</p>	<p>Unit 4 Depth Civil Rights USA Women’s civil rights movement</p> <p>Unit 4 Breadth Focused revision on Breadth topic.</p>	<p>Focused revision: 1. Tudors 2. Germany 3. Civil Rights</p>	

YEAR 13	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Maths	Rational functions 3D vectors Integration 3 Differentiation and integration of trig functions Series and sequences Newton's Laws Moments	Modulus functions Binomial theorem 2 Normal distribution Projectiles Further kinematics	Hypothesis testing with normal distribution Conditional probability Integration by parts Differential equations	Regression and correlation Numerical methods Parametrics and implicit functions	Revision	Revision/external exam
Further Maths	Polar coordinates Hyperbolic functions Continuous random variables Centres of mass Work energy and power Random variables	Chi squared tests Statics of solids Differential equations 1 Volumes of revolution	Motion in a circle 2 Hypothesis tests – parametrics Variable force Differential equations 2	Inverse hyperbolic functions Further integration Further calculus	Revision	Exam
Core Maths	Student loans Mortgages APR	Correlation and regression	Confidence Intervals	Revision Mock exam paper 2 Response to preliminary data	Revision	

YEAR 13	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	
Food	<p>Unit 2 Ensuring food is safe to eat.</p> <p>LO2 Understand how food can cause ill health</p> <p>LO3 Understand how food safety is managed in different situations</p>	<p>Unit 2 internal assessment.</p> <p>Introduction to units 3 and 4.</p>	<p>Unit 3 Experimenting to solve food production problems or</p> <p>Unit 4 Current Issues in Food Science and Nutrition</p> <p>Pupils choose their preferred area of study and complete a research-based task, set by themselves.</p>	Independent work on chosen unit	Opportunity for re-submission/ retaking of any exams to improve outcomes.	
Religious Education	<p>Miracles (complete from end of yr 12)</p> <p>Nature of God</p> <p>Virtue Ethics (complete from end of year 12)</p> <p>Meta Ethics</p>	<p>Nature of God</p> <p>The Soul; Life after Death</p> <p>Freewill and Determinism</p>	<p>The Soul; Life after Death</p> <p>Conscience</p>	<p>Religious Language</p> <p>Sexual ethics</p> <p>In class revision</p>	Revision	

YEAR 13	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	
Music	<p>Pop Music Overview and Artist 1</p> <p>19th Century Piano Music (Chopin and Brahms)</p> <p>Composition 2 brief released. Ideas explored.</p> <p>Performance can be recorded at any point in Year 13. (35%)</p>	<p>Pop Music Artist 1 and 2</p> <p>19th Century Piano Music (Brahms and Grieg)</p> <p>Start composition 2.</p>	<p>Pop Music Artist 2 and 3.</p> <p>Return to overview of Pop.</p> <p>Revision of Western Classical Music – Baroque, Mozart and 19th century - developing exam skills.</p> <p>Composition audio complete.</p>	<p>Revision of Jazz, Pop and Western Classical Music.</p> <p>Composition score and programme note completed.</p> <p>All coursework submitted (60%)</p>	Revision	
Drama and Theatre Studies	<p>Machinal Designer perspective</p> <p>Exploration of Woyzeck</p>	<p>Introduction to Component 2 monologues and group piece</p> <p>Exploration of practitioner for Component 3</p>	<p>Component 2 monologues and group piece</p>	<p>Component 2 externally assessed</p> <p>Machinal exam questions</p> <p>Woyzeck exam questions</p> <p>Live Theatre Review</p>	Written exam preparation	
Chemistry	<p>16 Kinetics II</p> <p>13 Energetics II</p> <p>17 Organic II</p>	<p>14 Redox II</p> <p>18 Organic Chemistry III</p>	<p>15 Transition metals</p> <p>19 Analytical techniques II</p>	<p>Revision and Exam skills</p>		

YEAR 13	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	
Physics	6. Thermal physics 7. Electric fields 7. Electric capacitors	8. Nuclear Physics 7. Magnetic fields	7. Magnetic fields 9. Astrophysics	Revision and Exam skills		
Physical Education	Exercise Physiology Injury prevention and rehabilitation Psychology Aspects of personality Attitudes Arousal Anxiety Aggression Motivation Achievement motivation theory	Exercise Physiology Injury prevention and rehabilitation Biomechanical movement Biomechanical principles Levers Linear motion Psychology Social facilitation Group dynamics Importance of goal setting Attribution theory Self-efficacy and confidence	Biomechanical movement Angular motion Projectile motion Fluid mechanics Psychology Leadership Stress management NEA	Sport, society and technology Drugs in sport Sport and the law Role of technology in PA and sport Impact of commercialisation Concepts of physical activity and sport Development of elite performers in sport Ethics in sport Violence in sport	Revision	