

FINE ART/ART GRAPHICS/ ART PHOTOGRAPHY	AQA ART FINE – 7202 ART GRAPHICS – 7203 ART PHOTO – 7206 The Art department aims to develop all students to develop their meta-thinking and self-regulation to build on their visual intellectual confidence and transferrable skills for assessment criteria and life. They will start over the Y11 to Y12 summer holidays building a library of photographs to allow creative intellectual playfulness and original ideas at the start of the course. Students will develop their own personal study title and design brief from one-to-one discussions with their art teacher. This project will allow them time to take risks and learn from mistakes to improve their evolutionary thinking to expand ideas through sub-themes by researching a broad range of artists of their own selection. In the Summer Term they will experience a Mock examination to produce an independent controlled timed practical sustained piece linking to their theme unaided. The feedback will enable students to improve and achieve the highest grade and help generate ideas to see them through Y13. From the Summer Term Mock feedback students will have been encouraged to self-regulate the 'Bigger Picture' of their project to generate fresh ideas which intellectually play with several artists for their own original practical outcomes. They will be encouraged to expand to their learning through a range of techniques informed by the artists of their own choice. Their written analysis and evaluations will be collected into a detailed essay logging their metacognition and intellectual confidence will help to conclude the coursework component worth 60% of their final grade. From February they will independently develop a smaller project from a starting point delivered by the examination board. This 10 week project will end with a 15 hour practical controlled public examination where students get to be creative and enterprising. Those students who persevere and work hard to be resilient and self-regulate their personal study will be the ones who achieve the A* grade.
ART TEXTILES	AQA – 7204 Personal coursework 60% Externally set assignment 40% This course is delivered through the investigation of the work of Artists and Designers and developed through experimentation of a wide range of media and skills. In the first-year students will produce a full portfolio of work and a made outcome. Year 13 students produce a folio of work and outcome in the personal assessment worth 60% of the total A level and a 15 hour externally set assignment towards the end of the year making up the remaining 40% All units are controlled assessment based.
BIOLOGY	OCR – H420A Year 12 Teacher 1: Cell structure, Biological membranes, Enzymes, Transport in animals, Communicable disease, Classification and evolution Teacher 2: Cell division, Biological molecules, Nucleic acids, Exchange surfaces, Transport in plants, Biodiversity We introduce the Aspire programme (meta-thinking skills) at Christmas of Year 12 of the different topics covered. Year 13 Teacher 1: Neuronal communication, Animal responses, Photosynthesis, Manipulating genomes, Cloning and biotechnology, Ecosystems Teacher 2: Homeostasis and communication, Excretion, Hormonal communication, Plant responses, Respiration, Cellular control, Patterns of inheritance, Populations and sustainability We continue the Aspire programme, continuing with topics, but also introducing different question styles (e.g. AO2/AO3)

BUSINESS	EDEXCEL – 9SB0 Students with prior GCSE knowledge and those with no previous experience should leave the courses with a deep understanding of all topics to the same standard. They should be fully equipped to study it or a related topic at undergraduate level or ready to enter the world of work. A LEVEL BUSINESS YEAR 12 What is business? Managers, leadership and decision making Decision making to improve marketing performance Decision making to improve operational performance Decision making to improve financial performance Decision making to improve human resource performance A LEVEL BUSINESS YEAR 13 Analysing the strategic position of a business Choosing strategic direction Strategic methods: how to pursue strategies Managing strategic change
CHEMISTRY	OCR – H432A Year 12 1 Induction, Quantitative Chemistry Part 1, Atomic Structure, Molecules 2 Quantitative Chemistry Part 2, Bonding & Structure, Periodicity, Group 2 3 Halogens & Redox Reactions, Qualitative Analysis, Rates & Equilibria, Enthalpy Changes 4 Basic Organic Concepts and Alkenes, Alkanes and haloalkanes 5 Alcohols, Analytical Techniques Part 1 6 Analytical Techniques Part 2, Synthesis of Aspirin (Practical Endorsement Activity) Year 13 Arenes, carbonyl compounds, organic nitrogen compounds & Polymers Carboxylic acids, Synthesis & Organic Qualitative Analysis, Analytical Techniques Part 2, Entropy, Lattice Enthalpy How Fast?, How Far? (Quantifying Chemical Equilibria), Redox Chemistry How Far? (Strong & Weak acids), Transition Elements & Qualitative Inorganic Analysis

OCR – H446B

In Year 12 students study the following:

- Topic 1: How processors work.
- Topic 2: Different types of processors.
- Topic 3: Input, output and storage devices.
- Topic 4: Operating systems.
- Topic 5: How computers make executable binary code.
- Topic 6: Software development methodologies.
- Topic 7: Different types of programming languages.
- Topic 8: Programming in Assembly.
- Topic 9: Compression and encryption.
- Topic 10: Databases.
- Topic 11: Networking.
- Topic 12: How the web works.
- Topic 13: Data types.
- Topic 14: Data structures.
- Topic 15: Boolean algebra.
- Topic 16: Computing laws.
- Topic 17: Ethical, moral and cultural debates.

Year 13 students study the following units:

- Topic 18: Thinking abstractly
- Topic 19: Thinking ahead
- Topic 20: Thinking procedurally
- Topic 21: Thinking logically
- Topic 22: Thinking concurrently
- Topic 23: Programming techniques
- Topic 24: Computational methods
- Topic 25: Algorithms

AS and A Level OCR Computer Science H446 H046 A-Level (2016) PG Online

Essential algorithms for A Level Computer Science (2019) CraignDave

Documenting Defold Programming Projects OCR A Level Computer Science H446 (2020) CraignDave

OCR – H459BA

Year 12 OCR A level Drama and Theatre: Practitioner exploration, Live Theatre analysis, study of the set texts 'A Day In the Death of Joe Egg' by Peter Nichols and 'Live Like Pigs' by John Arden.

Drama and Theatre at A level at SHS provides students with the opportunity to increase their practical and theoretical understanding of the theatre and performance. Students attend several theatre visits throughout the course as well as in-school workshops with theatre companies/practitioners in order to develop the skills to analyse and evaluate a live performance. In Year 12, students explore practically the work of theatre practitioners and use the skills gained to explore text and create devised theatre as well as explore practically two performance texts on a chosen theme of Family Dynamics: 'A Day in the Death of Joe Egg' by Peter Nichols and 'Live Like Pigs' by John Arden.

Y13 OCR A level Drama and Theatre: Component 1 Practitioners in Practice (devising), Component 2 Exploring and Performing Texts (script work), Component 3 Analysing Performance (written paper) and Component 4 Deconstructing Texts for Performance (written paper). Drama and Theatre at A level at SHS provides students with the opportunity to increase their practical and theoretical understanding of the theatre and performance. Students continue to attend several theatre visits throughout the course as well as in-school workshops with theatre companies/practitioners as an experience to write about in their Analysing Performance written paper. In Year 13, students complete their Component 1 Practitioners in Practice devising unit using the skills they learnt about practitioners in Year 12, including creating an accompanying Research Report and Portfolio to demonstrate this knowledge. An external examiner assesses Component 2, the Exploring and Performing Texts unit. Here students explore one performance text in its entirety and perform part of the script, applying the relevant skills to communicate the meaning to an audience. Performance is accompanied by written work to complete a Concept Pro-Forma. Finally, students also study 'Antigone' by Jean Anouilh in order to learn about directorial decisions for a text and demonstrate their knowledge and understanding about how drama is created and developed for performance.

EDEXCEL – 9EB0

Our aim is to prepare students for the academic rigour of university life and life-long learning. The curriculum will provide an opportunity for advanced mastery of the skills of analysis of different genres and the terminology and required. In poetry, this would be a grasp of different sonnet forms, the use of rhythm; for a particular writer, such as John Keats, students will need to understand his use of feminine adjectives, synaesthesia, imagery of liminal and frozen states. In the novel, an understanding of different narrative strategies, positioning of the reader, as well as how literary vehicles are used to depict abstract concepts and ideas are needed. All these aspects will be required to understand how meaning is shaped. In a Streetcar Named Desire, students explore dramatic innovations, such as, Expressionism and Plastic Theatre. Students are supported through access to material compiled by the English department (Keats booklet, Streetcar, Othello)

The curriculum offers opportunities for extended scholarship skills from the beginning of Year 12 culminating in the independent approach to the Non-examination element of the course. Students read critical texts and learn the skill of compiling a bibliography and be discerning in their selection of material and argument. The curriculum focuses on exerts from biographical, literary and socio-historical academic papers to evaluate the influence of context on texts of different periods. They explore pertinent concepts such as colonialism, racism and 'othering' in order to formulate their own views on texts covering the Renaissance to modern times. In contemporary poetry, students consider the language and idioms of their own times and learn to explore through language and form perspectives on the modern world.

In Year 12 students' study:

- A short introduction to contemporary poetry through examination of the roots of modernism from T.S. Eliot/Ezra Pound to George the Poet. We study Sylvia Plath as a way of revisiting close writing skills and introduce multiplicity of interpretations.
- Students in the third week are inducted into research resources and library resourcing in preparation for wider study; students undertake a short project on a novel of their choice, which emphasises self-reliance and intellectual confidence
- Students study a selection of eight poems from the Forward Poetry Anthology
- Students study 'Streetcar Named Desire' and 'Othello'
- Students begin to study 'Heart of Darkness' and 'The Lonely Londoners' deepening understanding of colonial and post-colonial interpretations
- Before the end of the summer term students return to their independent research to begin planning their NEA over the summer

The Year 13 course is a continuation of Year 12 and builds on key developing skills. Students study the following units:

- John Keats - students develop 'a big picture' of romanticism and the historical and social aspects of his writing before studying his poetry
- Students complete their NEA
- Students are taught the remaining contemporary poems and explore unseen poetry

FRENCH	EDUQAS – A800U20-1 In Year 12 students study the following units: Families and Citizenship Cinema, Art, Music Family: Changing family structures; the changing nature of marriage and partnership; Volunteering 1 'No et Moi' Film Volunteering 2, Employment and education: The education system and student issues; work and travel opportunities and the changing work scene 'Intouchables' Film. Year 13 French students study the following units: Diversity and difference (IRP Continuation) The Occupation Diversity and difference: 'La Haine' Film Speaking exam preparation Examination skills
GEOGRAPHY	AQA – 7037 Geography at SHS aims to develop student understanding of the world through enquiry and questioning. At all stages, SHS Geographers will experience fieldwork and skills associated with this and have opportunities to demonstrate their knowledge and understanding through a variety of lesson activities and competitions. In Year 12, the topics studied are; Water and the Carbon Cycle, Changing Place, Coastal Systems and Landscapes, Skills and Preparation for the coursework. Fieldwork is a two-day trip looking at infiltration rates with a further trip at the end of Year 12/start of Year 13 to collect data for their coursework. In Year 13, the topics studied are; (Continuation of Coursework), Hazards, Global Systems and Global Governance and Population and the Environment.

AQA – 7662V

German students study the following topics:

Term 1

The digital World.

The Internet.

Social networks.

The digitalisation of society.

Conjunctions

Verbs; Present(weak, strong, irregular, modals); Future, Conditional, Perfect, Imperfect

Weak and adjectival nouns

Festivals and traditions.Origins of festivals and customs.

The variety of festivals and traditions in different regions.

Their social and economic meaning nowadays.

Articles, nouns, plurals of nouns, the cases

The family

Relationships within families.

Different types of relationships and marriage.

Different types and roles of the family.

Weak and adjectival nouns

Oral skills

Term 2

The digital World.

The Internet.

Social networks.

The digitalisation of society.

Grammar: verbs

Modal particles

Tenses: Future, Conditional, Perfect, Imperfect

Passive and conditional

Festivals and traditions.

Origins of festivals and customs.

The variety of festivals and traditions in different regions.

Their social and economic meaning nowadays.

Prepositions and cases

Conjunctions

The family

Relationships within families.

Different types of relationships and marriage.

Different types and roles of the family.

Speaking – introduction to speaking exam

Film - Goodbye Lenin

Term 3

Festivals and traditions.

Origins of festivals and customs.

The variety of festivals and traditions in different regions.

Their social and economic meaning nowadays.

Clause structure and word order.

Oral skills.

Aspects of German-speaking society –Youth Culture Fashion and image.

The meaning and importance of music for young people.

The role of TV.

Pronouns

Including relative clauses

Adjectives and adjective endings

Adverbs

Word order, clauses, conjunctions

Term 4

Cultural life in Berlin, past and present
 The history of Berlin.
 Cultural life in Berlin during the Nazi period
 Theatre, cinema and music in Berlin.
 The diversity amongst Berlin's population.
 The passive
 The imperative
 Aspects of German-speaking society –Youth Culture Fashion and image.
 The meaning and importance of music for young people.
 The role of TV.
 Negatives
 Infinitive Constructions
 Film – Goodbye Lenin
 Term 5
 Cultural life in Berlin, past and present
 The history of Berlin.
 Cultural life in Berlin during the Nazi period
 Theatre, cinema and music in Berlin.
 The diversity amongst Berlin's population.
 tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language.
 Art and architecture
 The past, present and future of art and architecture in German-speaking countries.
 Grammar review
 'top up' teaching on film or book to meet A-level requirements. Practice of exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language.
 Term 6
 'top up' teaching on film or book to meet A-level requirements. Practice of exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language.
 Revision/exam skills
 Introduction of the 'Independent Research Project' for the oral exam.
 Year 12 exams, Munich Exchange

 Year 13:
 Term 1
 Multiculturalism in German-speaking society Immigration – Economic and Political
 Aspects of political life in the German-speaking world. Germany and the EU
 Term 2
 German literature – Der Vorleser (The Reader)
 Multiculturalism in German-speaking society Immigration – Economic and Political
 Integration and its problems
 Aspects of political life in the German-speaking world. Politics and young people
 Term 3
 Mock exams
 German literature – Der Vorleser (The Reader)
 Multiculturalism in German-speaking society
 Integration and its problems Racism – its origins and measures to combat racism.
 Aspects of political life in the German-speaking world. Reunification and its effects.
 German literature – Der Vorleser (The Reader)
 Term 4
 German literature – Der Vorleser (The Reader)
 Multiculturalism in German-speaking society
 Racism – its origins and measures to combat racism.
 German literature – Der Vorleser (The Reader)
 Term 5
 Revision and exam skills

GOVERNMENT & POLITICS	AQA – 7152 The Politics Department aims to equip students with critical thinking skills through the production of essays and encourages students to debate; stimulating their intellectual playfulness and developing flexible thinking as well as building their intellectual confidence in reaching supported conclusions. In Year 12 students gain a breadth and depth of knowledge of British Government and Politics as well as beginning their study of Political Ideas in the Summer terms (liberalism, conservatism, and socialism). In Year 13, the Politics Department seeks to build on the topics and skills studied in Year 12. We particularly focus on the skills of linking between topics and seeing alternative perspectives in the study of the feminism in the September term and then American Government and Politics and comparative politics for the rest of the year.
HISTORY	OCR – H505 Our intent is that through ‘big picture thinking and a broad A Level curriculum, which challenges everyone, we develop an enquiring nature, and a sense of curiosity as well as promoting an active engagement with the past that will last a lifetime. We want to help students become independent learners, to see the present in the context of the past, show empathy and respect for the past peoples and help them understand their own place within a larger human story that goes beyond the British Isles. In terms of skills, our curriculum intent is to help Y12 students develop the ability to use information critically (critical thinking), so that they can see alternative perspectives and appreciate how and why interpretations are constructed, contested and constantly changing, so that they are better-prepared for the demands of the post-18 world. Besides this, we aim to give Y12 students opportunities to strategy plan, self-regulate, (i.e. especially as part of the Unit 4 – coursework/Independent Study), communicate effective their arguments (in essay answers and their Unit 4 extended essay) and use scholarship as much as possible – all being seen as crucial elements to success. Above all, our intent is to make History engaging and enjoyable. Unit 1 (Y106): Early Tudors, 1485-1558. Unit 2 (Y216): America: 1803-1890. Year 13 students develop the ability to use information critically (critical thinking), so that they can see alternative perspectives and appreciate how and why interpretations are constructed, contested and constantly changing, so that they are better-prepared for the demands of the post-18 world. Besides this, we aim to give Y13 students opportunities to strategy plan, self-regulate, (i.e. especially as part of the Unit 4 – coursework/Independent Study), communicate effective their arguments (in essay answers and their Unit 4 extended essay) and use scholarship as much as possible – all being seen as crucial elements to success. We plan to ensure that pupils make good progress from their starting points by using transition activities/baseline assessments/tests as well as knowledge and understanding about the needs of the least and most able, including those with SEND, PP and EAL. Above all, our intent is to make History engaging and enjoyable. Unit 3 (Y321): Middle East, 1908-2011. Unit 4 (Y100): Coursework - Independent Study / extended essay.

**EDEXCEL
MATHS – 9MA0
FURTHER MATHS – 9FM0**

The knowledge and understanding of topics is taught in accordance with the Edexcel Mathematics Specification and is as follows:

Pure & Statistics:

Equations of Lines

Equations of Circles

Differentiation

Tangents and Normals

Stationary Points

Graphs and Transformations

Binomial Expansion 1

Probability

Probability Distributions

Binomial Hypothesis Testing

Sampling

Average and Spread

Data Presentation

Bivariate Data

Exponential and Logs

Factor Theorem

Proof

Pure & Mechanics:

Algebra and Functions

Indices and Surds

Inequalities

Polynomials and Graphs

Vectors

Units and Kinematics

SUVAT Equations

Vertical Motion

Forces and Motion

Integration

Definite Integrals & Area

Variable Acceleration

Sine and Cosine Rules

Trigonometry Functions

Pure & Statistics:

Radians, Arcs & Sectors

Functions and Transformations

Trig and Modelling

Parametric Form

Integration Methods

Normal Distribution

Differential Equations

Conditional Probability

Regression and Correlation

Pure & Mechanics:

Partial Fractions

Sequences and Series

Trig Reciprocal Functions

Differentiation Methods

Moments

Forces and Friction

Applications of Forces

Projectiles

	Vectors 3D Kinematics and Vectors Binomial Expansion 2 Numerical Methods Proof by Contradiction
MUSIC	EDUQAS – A660U30-1 In Year 12 Music students study the following: Term 1: The Elements of Music and AoS A: Western Classical Tradition – musical Eras and stylistic features Term 2: The Elements of Music and AoS C – Musical Theatre and AoS A: Western Classical Tradition (The Development of the Symphony) – Set Works: Haydn’s London Symphony (First Movement) and Mendelssohn’s Italian Symphony (First Movement) Term 3: AoS C – Musical Theatre and Composition 1 (free composition) and AoS A: Western Classical Tradition (The Development of the Symphony) – Set Works: Haydn’s London Symphony (First Movement) and Mendelssohn’s Italian Symphony (First Movement) Term 4: AoS C – Musical Theatre and Composition 1 (free composition) and AoS A: Western Classical Tradition (The Development of the Symphony) – Set Works: Haydn’s London Symphony (Second Movement) and Mendelssohn’s Italian Symphony (Second Movement) Term 5: Revision of Western Classical Tradition & Musical Theatre and Composition 1 (free composition) and AoS A: Haydn Symphony Second Movement and Mendelssohn Symphony Second Movement Term 6: Revision / recap of year / listening skills and mock recital Y13 Students study the following units: Term 1: AoS E – Into the 20th Century – Impressionism & set work: Debussy’s Nuages and AoS A: Western Classical Tradition (The Development of the Symphony) – Set Works: Haydn’s London Symphony (Third Movement) and Mendelssohn’s Italian Symphony (Third Movement) Term 2: AoS E – Into the 20th Century – Impressionism & set work: Debussy’s Nuages then Expressionism and Serialism and AoS A: Western Classical Tradition (The Development of the Symphony) – Set Works: Haydn’s London Symphony (Third & Fourth Movement) and Mendelssohn’s Italian Symphony (Third & Fourth Movement) and Composition 2 (composition to brief) Term 3: AoS E – Into the 20th Century – Neo-classicism & set work: Poulenc’s Trio for Oboe, Bassoon and Piano – Movement II and AoS A: Western Classical Tradition (The Development of the Symphony) – Set Works: Haydn’s London Symphony (Third & Fourth Movement) and Mendelssohn’s Italian Symphony (Third & Fourth Movement) and Composition 2 (composition to brief) Term 4: Revision and Composition 2 (composition to brief) Term 5: Revision
PE	AQA – 7582 In A level examination PE at SHS, the PE department knows all students have become independent thinkers and learners. We develop and focus on the concepts of scholarship in the first 2 weeks of the curriculum and set a high standard upon learners when they receive well-paced and challenging tasks. The students experience a mixture of learning styles from the 3 teaches that deliver the 3 sections. They understand that to succeed they must work outside the classroom and develop the thirst for knowledge in independent learning tasks and formal homeworks. Students will follow the AQA specification and study the following topics; Year 1 Section A: Applied anatomy and physiology Section B: Skill acquisition Section C: Sport and society Students will be assessed as a performer or coach in the full sided version of one activity. Groundwork for NEA: written/verbal analysis of performance. Year 2 Section A: Exercise physiology and biomechanics Section B: Sport psychology Section C: Sport and society and technology in sport Continuation of work for assessment as a performer or coach in the full sided version of one activity. Final work toward NEA: written/verbal analysis of performance

PHILOSOPHY, ETHICS & BELIEF	EDEXCEL – 9RS0 The following units are studied in Y12 RE: Philosophy, Ethics and Buddhism Philosophy: Design Argument, Cosmological Argument, Ontological Argument, Problem of Evil, Religious Experience Ethics: Environmental Ethics, Equality, Utilitarianism, Situation Ethics, Virtue Ethics, War and Peace, Sexual Ethics Buddhism: Beliefs, values and teachings, Life of the Buddha, The Tipitaka, Theravada Buddhism, Mahayana Buddhism Y13 Students study the following units: Philosophy, Ethics and Buddhism Philosophy: Religious Language, Atheism and Theism, Life after death, Religion and Science Ethics: Meta-Ethics, Religion and Morality, Deontology, Medical Ethics Buddhism: Spread of Buddhism, Gender in Buddhism, Bodhisattva doctrine, Ahimsa, Contemporary issues
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OCR – H556A

The Year 12 course is mapped out in such a way to consider the challenge of the course, the development of skills, understanding and knowledge within physics and the OCR course we follow. The course also takes into regard how we can ensure our students develop their metacognition in order to become high performance learners. A great deal of challenge posed to the students is the required level for such a course and the continual preparation and practice of skills to ensure they are best prepared for the final.

The course starts off with a development of skills, understanding and knowledge of standard physics that encompass the entire A-level course through the topic of Foundations of Physics.

Practical element within Physics: A great deal of skills development takes place in the first topic with a huge number of practical skills and the associated processes within that require a student to plan, analyse and evaluate within physics. This section of development is practised throughout the course for the practical work that is completed within each topic, and is assessed for their Practical Endorsement, which is a validation of these practical skills that is assessed separately from the A-level grade at the end of the course. The students will have a Lab book, where they store their practical work and is used by the teacher to assess what ever skills are being assessed for each practical. The students are given a check list which shows the name of each practical, in which topic it will take place within and what practical skill elements are assessed. Along with this, the students are given information that allows them to engage with each practical skill by providing examples of evidence for each practical skill.

The course is then split between two specialist teachers of Physics as follows:

Teacher A: Materials, Kinematics, Forces in Action, Work, and Newton's laws of Motion

Teacher B: Electricity 1, Waves 1, Electricity 2, Waves 2, Quantum Physics.

There are different ways in which the students are challenged within and outside of the classroom. The resources provided to the students offer breadth and opportunity to practice, while also giving them the opportunity to realise their progress through the mark schemes provided online. The Isaac Physics online homework tool offers the greatest challenge for our students as the questions provided are at the highest possible level and provide a superb path of development for students aiming for a level 9 and possible transition to A-level Physics.

The year 13 course is a continuation of the A-level course from year 12 and follows a similar plan but the students are now more familiar with the practical skills. In addition to this, the content of year 12 is developed further in the topics in year 13 as the understanding, skills and knowledge is required to develop further extensive ideas.

The following topics are covered between two teachers:

Teacher A: Thermal Physics, Circular Motion and gravitational fields, Oscillations, Medical Imaging

Teacher B: Electric Fields, Capacitors, Electromagnetism, Nuclear and particle physics

The teachers will follow the same program described in the year 12 map in terms of offering challenge through the work given in and out of class along with the resources provided on the padlet page. The difference is that at this stage the students are more able to meet the next challenge posed by the course and the ideas presented, and are actively seeking challenge. The students are also more efficient workers and learners thus the pace of work is at a much higher standard along with the expectation of their physics teacher.

The resources provided to the students enables them to become active and successful learners. You can see the resources provided on the following padlet page:

https://padlet.com/shs_physics/l6hqkl3zax86.

We actively promote and task students to use these resources, and follow a program of homework that task students to complete work that challenges and develops the students' skills, understanding and knowledge of Physics. The focussed homework portal is Isaac Physics as it provides the necessary challenge for all students.

PRODUCT DESIGN	AQA – 7552 AQA Paper 1: Technical principles (30% of A level) Paper 2: Designing and making principles (20% of A level) NEA (coursework): Practical application of technical principles, designing and making principles (50% of A level). This is a substantial single design and make task over 2 years. The course will focus on contemporary technology, materials and processes, as well as established practices. There is an emphasis on understanding and applying the iterative design processes. Students will use their creativity and imagination to design and build prototypes that solve real and relevant problems. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing prototypes of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.
PSYCHOLOGY	AQA – 7182 The following units are studied in Psychology: - Introduction to psychology, key skills and scholarship opportunities - Approaches (students are introduced to the main psychological theories) - Memory (students explore types of memory, explanations for forgetting, and eyewitness testimony) - Social Influence (students study explanations and key studies for conformity, obedience, minority influence and social change) - Attachment (students explore attachments between children and adults, cultural variations, animal studies of attachment and the impacts of maternal deprivation) - Psychopathology (students are introduced to definitions of abnormality then explore phobias, depression and obsessive-compulsive disorder and possible treatments) - Research methods (these are integrated throughout the topics and include evaluating different research methods and the analysis of data) The psychology department aims to review all content prior to mock examinations in Term 6. Following these, students will be introduced to their first year 13 topics. Students study the following units: - Biopsychology (the nervous system and the endocrine system, neurons and synaptic transmission, localisation of functions in the brain, hemispheric lateralisation and split-brain research, brain plasticity, studying the brain, biological rhythms, endogenous pacemakers and exogenous zeitgebers) - Forensic psychology (Offender profiling, biological explanations for offending behaviour, psychological explanations for offending behaviour, dealing with offending behaviour, e.g. custodial sentencing) - Schizophrenia (Biological explanations, psychological explanations, biological therapy, management of schizophrenia, the interactionist approach to schizophrenia.) - Issues and Debates (gender and cultural bias in psychology, free will and determinism, holism and reductionism, idiographic and nomothetic approaches, ethical implications of research studies and theory) - Gender (sex and gender, androgyny, the role of chromosomes and hormones, atypical sex chromosome patterns, cognitive explanations of gender development, psychodynamic and social learning theory explanations, the influence of culture and media on gender roles, atypical gender development.) - Research methods (review of year 12 research methods, choosing a statistical test, probability and significance, non-parametric tests: Mann-Whitney and Wilcoxon, parametric tests, tests of correlation, test of association, reporting psychological investigations, features of science)

SOCIOLOGY	AQA – 7192 The sociology department at SHS aims to move students away from a 'getting the answer right' approach towards seeing alternative perspectives and developing an ability to see society through a variety of lenses. Beginning the course with an introduction to sociological theory and locating it in 'big picture' thinking engages students by framing the learning in the context of essential contemporary debates – to what extent is class important in 21st Century Britain? Why do more middle-class than working-class children attend grammar schools and elite universities? Is it more 'natural' for women than men to do housework and childcare? Throughout year 12 intellectual confidence builds through enabling success in assessed work. Students collaborate on planning essays and exam questions in a supportive environment with guidance being incrementally removed allowing students to operate with a high level of precision in the execution of their answers. Regular retrieval practice of key sociological ideas builds automaticity in use of previously unfamiliar concepts and terms, giving students the core knowledge readily to hand. The study of families and education with research methods introduces sociological methodology and theory in a relatable context, drawing out and finding connections between their own experience and the curriculum content. Guidance on a wide range of scholarship resources enables students to undertake independent learning with confidence and further fosters personalisation and choice for all students. Goal setting and planning are developed due to students being encouraged to experiment, monitor, and assess their own use of study strategies, resulting in students who effectively select the right learning techniques for the task. Sociology in Year 13 at SHS builds on the strong development from year 12. Students are motivated by making connections between their previous learning of core sociological concepts such as stratification and socialisation and recognize that the overlearning of key concepts through regular assessments reduces the amount of time needed for revision and makes acquisition of new topics more manageable. The content of the crime unit is located in the wider context and furthers the understanding of 'big picture' thinking. This topic is a perennial favourite and engages through an obvious link to careers in criminology, social policy and criminal justice. Being now fluent in sociological theory the students are encouraged to experiment with using abstract theory to solve problems, drawing on ideas ranging from Marxism, the New Right and Ultra Realism to debate and evaluate real life problems in policing and crime reduction policy. As exams approach students are further encouraged to operate independently, planning and monitoring their own learning, seeking advice and support tailored to their needs. Frequent and targeted feedback throughout the year, coupled with precise understanding of the demands of the assessments further develops intellectual confidence and the students' ability to confidently offer defend conclusions to academic questions.
SPANISH	AQA – 7692V In Spanish, students study the following units: Modern and traditional values Cyberspace Sexual equality Influence of Idols Regional Spanish Identity Cultural Heritage, Film - either Pan's Labyrinth or Volver Students in Year 13 Spanish study the following units: Immigration Racism Coexistence Youths of today, citizens of tomorrow Monarchies and dictatorships Popular movements Book - Chronicle of a Death Foretold