

Year 12 Programmes of Study 2025/26

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Year End Points
Art	<u>Component 1 – Personal investigation</u> :- Selecting title, researching critical studies links & pursuing initial observations.	<u>Component 1 – Personal investigation</u> :- Focus on AO3 & AO1-, developing critical studies links & initial observations.	<u>Component 1 – Personal investigation</u> :- Strengthening observations at AO3 & exploring media options, choices and effects.	<u>Component 1 – Personal investigation</u> :- AO2 focus - Develop ideas, combining critical studies references, observations & media experiences to start designing potential final resolution(s) - AO4.	<u>Component 1 – Personal investigation</u> :- Develop ideas further, combining critical studies references, observations & media experiences to start designing potential final resolution(s)- AO4.	<u>Component 1 – Personal investigation</u> :- Focus on working on the completion of diverse and exhaustive final resolution(s) options.	Students will have explored media in greater depth and have experimented with materials and ideas . Work will have been focused on process over product , they will have tried out lots of new media and processes which would not necessarily result in finished pieces. Basic skills should have been revisited. It would be up to the student to have decided which media they used and how they decided to work with the themes set. Students would have been open minded about the possibilities open to them and for them to have explored new areas of subject matter and media .
OCR (A) A-level Biology Year 12	Module 1: Practical skills (continued throughout the course).	Module 2: Foundations in biology. Topics: Enzymes	Module 3: Exchange and transport.	Module 3: Exchange and transport.	Module 3: Exchange and transport.	Module 5: Communication , homeostasis and energy.	- To have an understanding of the cellular structure, biochemistry and function of the living organism. - To understand the structural and functional adaptations of plants and animals in terms of their exchange and transport systems.

Biological processes <u>Teacher 1</u>	Module 2: Foundations in biology. Topics: Biological molecules. Key Skills: Comparing biochemical structures, study skills, compare and contrast, linking structure to function. MP: Biological molecules test.	and biological membranes. Key Skills: Practical investigation, data interpretation inc. graphical and tabular data. MP: Enzymes and membranes test.	Topics: Exchange surfaces and breathing. Key Skills: Using models, dissection and biological drawing. MP: Mid-year assessment - foundations in biology.	Topics: Transport in animals. Key Skills: Dissection, graphical data interpretation, method planning. MP: Exchange surfaces and transport in animals test.	Topics: Transport in plants. Key Skills: Microscopy, application and exam practice. MP: End of year assessment - biological processes paper.	Topics: Communication and homeostasis, excretion. Key Skills: Microscopy, histology, linking structure to function, biological drawing.	• To have an understanding of the variety of organisms that are pathogenic and how plants and animals have developed defences to deal with disease. • To have an understanding of the importance of biodiversity and an appreciation for the need for conservation. • To be able to successfully utilise microscopes to draw and calculate size of specimens. • To use a range of biochemical techniques including quantitative and qualitative testing. • To develop an understanding of the ethical use of living organisms in a practical context. • To acquire a competence in the manipulation of qualitative and quantitative data including statistical testing.
OCR (A) A-level Biology Year 12 Biological diversity <u>Teacher 2</u>	Module 1: Practical skills (continued throughout the course). Module 2: Foundations in biology.	Module 2: Foundations in biology. Topics: Cell division, cell diversity and cell differentiation.	Module 4: Biodiversity, evolution and disease. Topics: Communicable diseases and biodiversity.	Module 4: Biodiversity, evolution and disease. Topics: Classification. Key Skills: Statistics	Module 6: Genetics and ecosystems. Topics: Cellular control. Key Skills: Exam application, use of	Module 6: Genetics and ecosystems. Topics: Patterns of inheritance. Key Skills: Interpretation and drawing of	

	Topics: Cell structure and nucleotides. Key Skills: Comparing biological structures, microscopy, study skills, use of computers. MP: Baseline review	Key Skills: Microscopy, biological investigation. MP: Cell structure and nucleotides test.	Key Skills: Linking structure to function, application of knowledge, outdoor investigative methods, statistics. MP: Mid-year assessment - foundations in biology.	and application of statistics. MP: Module 4 test - disease, diversity and classification.	keywords and exam specific language. MP: End of year assessment - biological diversity.	genetic diagrams	
Business Studies Y12 Business AQA (NP)	Module 3.2 Managers, Leadership and Decision Making Understanding Management; Leadership and Decision Making; Management Decision Making; Role and Importance of Stakeholders. Module 3.3 Marketing	Module 3.3 Marketing Management Understanding Markets and Customers; Segmentation targeting, positioning; Using the Marketing Mix.	Module 3.5 Financial Management Setting Financial Objectives; Analysing Financial Performance.	Module 3.5 Financial Management Sources of Finance; Improving Cash Flow and Profits	Revision and Exam Practice Consolidation, revision and feedback.	Module 3.8 Choosing Strategic Direction (A Level only) Strategic Direction; Strategic positioning; Audit	To be able to do/show: Communication Skills, Develop a reasoned judgement based on information Develop a reasoned conclusion Presentation Skills Understand the importance of financial performance for a business using balance sheets, income statements and financial ratios. Understand Structure for 20 Mark Question Construct and Analyse Budgets and Cash Flow Forecast Calculate and Interpret HR Data e.g. Labour Turnover Creative thinking, Leadership Skills, Constructed a balanced reasoned argument. Evaluative Skills, Numerical Skills (Specific Calculations e.g Market Share etc) Construct a reasoned argument.

	Management Setting Marketing Objectives; Understanding Markets and Customers.						
Y12 Business AQA (LS)	Module 3.1 What is Business? Understanding the Nature and Purpose of Business; Different Business Forms; External Environment. Module 3.4 Operational Management Setting Operational Objectives; Analysing Operational Performance. Assessed Homework (3.1) Topic Assessment (3.2) Assessed Homework	Module 3.4 Operational Management Setting Operational Objectives; Analysing Operational Performance.	Module 3.6 Human Resource Management Setting Human Resource Objectives; Analysing HR Performance; Improving Organisational Design; Managing the Human Resource Flow. January Exam (3.1-3.4) Topic Assessment (3.5-3.6)	Module 3.6 Human Resource Management Improving Motivation and Engagement; Employer-employee relations.	Revision and Exam Practice Consolidation, revision and feedback. End of Year Exams - AS Paper 1 - AS Paper 2	Module 3.7 Mission, Corporate Objectives, Functional Objectives and Strategy (A Level Only) Mission, corporate objectives and strategy; Investment appraisal; Balance Sheets; Income statements; Financial ratios.	

	(3.3) Topic Assessment (3.4)						
Chemistry Organic Chemistry <u>Teacher1</u>	Module 2: Foundations in Chemistry Topics: Electrons & bonding Shapes of molecules & Intermolecular forces Key Skills: Understanding models, development of scientific thinking, analysis, evaluation, extended writing, application of knowledge to properties, 3D drawing, angles. Practical skills. MP1: Shapes & IM forces exam Qs	Module 4 Core Organic chemistry & analysis Topics: Basic concepts Alkanes & Alkenes Key Skills: IUPAC rules, ratios, logical thinking & looking for patterns, drawing in 3D, visualisation in 3D, analysis, evaluation, extended writing, radical substitution mechanism, electrophilic addition mechanism, application of structure to	Module 4 Core Organic chemistry & analysis Topics: Alcohols Haloalkanes Key Skills: IUPAC rules, logical thinking, drawing & visualisation in 3D, analysis, evaluation, nucleophilic substitution mechanism, application of structure to properties. Ethics, environmental concerns. Practical skills.	Module 4 Core Organic chemistry & analysis Topics: Organic Synthesis Spectroscopy – Mass & IR Key Skills: Practical skills, purification techniques, analysis, logical thinking & looking for patterns, identification, data analysis, application of data and spectra to structure. MP7: Alcohol to organic	Module 4 Core Organic chemistry & analysis Topics: Spectroscopy Revision Key Skills: Analysis, logical thinking & looking for patterns, identification, data analysis, application of data and spectra to structure. Exam skills, command words, understanding mark schemes MP9: EOY Exam	Module 6 Organic Chemistry & analysis Topics: Aromatic chemistry – benzene and phenol Directing groups Key Skills: Understanding models, development of scientific thinking, IUPAC rules, logical thinking & looking for patterns, analysis, evaluation, extended writing, nucleophilic substitution mechanism, application of structure to properties. Practical skills.	- Apply new terminology and concepts to previous understanding of structure and bonding - Describe how the shape and polarity of molecules gives rise to their properties - Understand that these properties can relate to forces that exist between or within molecules - Apply new ideas about sigma- and pi-bonds to explain bonding and reactivity of organic molecules - Be able to represent and name organic molecules and functional groups using IUPAC nomenclature - Represent the reactions of different organic molecules in terms of reaction mechanisms, reagents and conditions - Investigate the reactions of organic molecules using a variety of practical equipment and techniques - Be able to apply knowledge of practical organic chemistry techniques in written exams - Identify the structure of organic molecules using spectrometry and spectroscopy

	MP2: Electrons to IM forces Test	properties. Practical skills. MP3: nomenclature naming assessment MP4: Alkane & alkene test	MP5: January Assessment MP6: Haloalkane exam Qs	synthesis test MP8 Spectroscopy exam Qs		MP10: Aromatic Exam Qs Extracurricular: Cambridge University Chemistry Challenge	
Physical Chemistry <u>Teacher2</u>	Module 2 Foundations in Chemistry Topics: Atoms, Ions and Compounds Amount of Substance Key Skills: Writing formulae, changing the subject of an equation, working with standard form and significant figures, using ratios, fractions,	Module 3 Periodic table & energy Topics: Acids and Redox The Periodic Table Key Skills: Substituting numbers into algebraic equations and solving them, plotting variables from experimental data, drawing and using the gradient of a	Module 3 Periodic table & energy Topics: Reactivity Trends Enthalpy Key Skills: algebraic equations and solving them, plotting variables from experimental data, recognising and explaining patterns, evaluating,	Module 3 Periodic table & energy Topics: Equilibrium and Reaction Rates Key Skills: Applying the conservation of energy principle, data analysis, logical thinking, interpreting diagrams, looking for patterns,	Module 3 Periodic table & energy & Module 5 Physical chemistry Topics: Revision Rates of reaction Key Skills: Drawing and using the gradient of a tangent to a curve, calculating constants, exam skills, command words, understanding	Module 5 Physical chemistry Topics: Rates of Reaction Key Skills: logarithms and their inverse, algebraic equations, plotting experimental data, graphical analysis, working with indices, practical skills	- To have a deep understanding of atomic, isotopic and ionic structure in terms of subatomic particles and be able to interpret this using mass spectrometry - To analyse and evaluate chemical reactions mathematically in terms of determining their formulae, moles, mass, volume, yield, and ratios through manipulating mathematical equations appropriately. - To be able to apply and explain a range of practical and analytical techniques to identify chemical species and determine mass, concentration, energy change by experiment. - To be able use the Periodic Table to describe and explain in detail a wide range of trends in the properties, bonding and structure of elements thinking in Groups (horizontal) and Periods (lateral). - To understand and explain the trends in reactivity of Group 2 and Group 7 elements and their uses

	percentages, practical skills. MP1: Baseline test MP2: Calculation exam Qs	tangent to a curve to measure rate, recognising and explaining patterns, analysing experimental data, practical skills MP3: Quantitative Test MP4: Grp 7 exam Qs	analysing experimental data, logical thinking, practical skills MP5: January Assessment MP6: Bond enthalpy & Hess cycle assessment	drawing and using the gradient of a tangent to a curve, constructing enthalpy cycles, calculating constants, practical skills MP7: Equilibrium Qs MP8: Rates of reaction exam Qs	mark schemes. MP9: EOY Exam	MP10: Orders of Reaction Rates exam Qs	- To understand how energy (enthalpy) plays a fundamental role in driving chemical reactions and to be able to calculate and measure this by experiment and theoretically using Hess' Law.
Computer Science	Module: Fundamental s of computer systems Topics: Number systems, binary number system, Logic gates and Boolean algebra. Internet security, TCP/IP, client	Module: Fundamental s of Programming and the CPU Architecture Topics: Programming basics, Internal hardware, stored program concept and the processor	Module: Fundamental s of Communicati ons and Networking Topics: Communicati on basics, Networks, The Internet, Internet Security, TCP/IP, The Client Server Model	Module: Systematic Approach and the Fundament als of Databases Topics: Relational databases, SQL, big data Key Skills: Produce a data model	Module: Consequence s of Computing and Introduction to the NEA Topics: Moral, legal and ethical issues. Software development and non exam assessment introduction	Module: Aspects of software development Topics: Analysis, Design, Implementation, Testing and Evaluation Key Skills: Be aware that before a problem can be solved, it must be defined,	Understand the basic internal components of a computer system. Be able to describe the concept of addressable memory and the stored program concept. Define the term 'processor instruction set'. Be able to interpret simple assembly code instructions with immediate and direct addressing modes and use given assembly language instruction formats to write instructions to perform simple tasks. Understand the structure of the Internet. Understand the purpose and function of the Domain Name Server (DNS) system and the role of packet switching and routers. Understand how a firewall works and explain symmetric and asymmetric encryption and key exchange. Be able to discuss worms, Trojans and viruses and the vulnerabilities

	server model and networks Key Skills: Be familiar with the concept of a number base, in particular decimal, binary and hexadecimal. Know that the 2^n different values can be represented with n bits. represent negative and positive integers in two's complement, perform subtraction using two's complement, calculate the range of a given number of bits, n. Know how numbers with a fractional part can be represented. Compare the advantages	instruction set Key Skills: Define and use user-defined data types based on language-defined (built-in) data types. Use definite and indefinite iteration, Use nested selection and nested iteration structures. Use meaningful identifier names and know why it is important to use them. Be familiar with, and be able to use, random number generation. Know how to use exception handling in a	Key Skills: Define and compare synchronous and asynchronous data transmission. Differentiate between baud rate and bit rate. Understand the relationship between bit rate and bandwidth. Explain peer-to-peer networking and client-server networking. Be familiar with the components required for wireless networking. Explain the wireless protocol Carrier Sense Multiple Access with	from given data requirements for a simple scenario involving multiple entities. Produce entity relationship diagrams. Explain the concept of a relational database. Normalise relations to third normal form. Be able to use SQL to retrieve, update, insert and delete data from multiple tables of a relational database. Be able to use SQL to define a database table. Know that a client	Key Skills: Show awareness of current individual (moral), social (ethical), legal and cultural opportunities and risks of computing. Understand that developments in computer science and the digital technologies have dramatically altered the shape of communications and information flows in societies, enabling massive transformations in the capacity to: monitor behaviour, amass and analyse	the requirements of the system that solves the problem must be established and a data model created. Requirements of system must be established by interaction with the intended users of the system. Be aware that before constructing a solution, the solution should be designed and specified, for example planning data structures for the data model, designing algorithms, designing an appropriate modular structure for the solution and designing the human user interface.	that they exploit. Describe the roles of the four layers in the TCP/IP protocol stack, Be able to write an entity description for each entity in a database. define key terms such as attribute, primary key, composite primary key and foreign key. Produce simple entity relationship diagrams. Use SQL to retrieve, update, insert and delete data from a single table. State what is meant by a client-server database and issues surrounding this software. The ability to give examples of some of the moral and ethical choices which arise when digital technology is used. Explain, with examples, how some software applications have resulted in great benefits but also caused great harm Give examples from the range of laws which relate to the use, and misuse, of digital technology to gather, store, process and distribute digital data.
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	and disadvantages of fixed point and floating point forms in terms of range, precision and speed of calculation. Construct truth tables, write Boolean expressions and trace the logic of circuits. Be familiar with the use of Boolean identities and De Morgan's laws to manipulate and simplify Boolean expressions. MP1: End of Unit Assessment MP2: Past Paper Questions	programming language. Be able to describe the stored program concept. Explain the role and operation of a processor and its major components: arithmetic logic unit, control unit, clock, general-purpose registers and dedicated registers, including: • program counter • current instruction register • memory address register • memory buffer register • status register	Collision Avoidance (CSMA/CA) with and without Request to Send/Clear to Send (RTS/CTS). Understand the structure of the Internet. Understand how a firewall works (packet filtering, proxy server, stateful inspection). Describe the role of the four layers of the TCP/IP stack (application, transport, network, link) and the protocols that apply. Know that networks can be divided into subnets. Distinguish between	server database system provides simultaneous access to the database for multiple clients. Know how concurrent access can be controlled to preserve the integrity of the database. Know that 'Big Data' is a catch-all term for data that won't fit the usual containers. MP1: End of Unit Assessment MP2: Past Paper Questions	personal information. Distribute, publish, communicate and disseminate personal information. Computer scientists and software engineers therefore have power, as well as the responsibilities that go with it, in the algorithms that they devise and the code that they deploy. MP1: End of Unit Assessment MP2: Past Paper Questions	Be aware that the models and algorithms need to be implemented in the form of data structures and code (instructions) that a computer can understand. Be aware that the implementation must be tested for the presence of errors, using selected test data covering normal (typical), boundary and erroneous data Know the criteria for evaluating a computer system MP1: End of Unit Assessment MP2: Past Paper Questions	
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		Know that instructions consist of an opcode and one or more operands (value, memory address or register) Understand and apply the basic machine-code operations. MP1: End of Unit Assessment MP2: Past Paper Questions	routable and non-routable IP addresses. MP1: End of Unit Assessment MP2: Past Paper Questions				
Economics	Theme 1 1 Introduction to economics 2 Understanding of theorists (John M Keynes Frederick Hayek, Karl Marxm Adam Smith)	Theme 1 1 Application of the supply and demand model 2 Functions of price mechanism 3 Rational and irrational behaviour	Theme 2 1 Introduction to macroeconomic variables and objectives 2 Economic growth, inflation,	Theme 2 1 Government objectives 2 Government discretionary policy in order to influence the economy -	Exam practice and revision Themes 1 and 2 1 Fiscal policy 2 Monetary Policy 3 Supply side policy	Theme 3 Introduction to microeconomics at A2 level. Competition, market, structure. Research task on the UKs economy and a less developed country of the	To understand the nature of economics To be able to explain economic potential to understand shifts and shapes of supply and demand curves. To be able to analyse the impact of external shocks on the markets To analyse the impact on society of markets To understand why markets and government intervention can lead to poor allocation of resources. To consolidate how markets work and fail. To understand the macroeconomic variables, how they are calculated and their importance.

	3 Productive potential - PPF 4 Supply and demand 5 Elasticities (PED, PES, YED, XED) Assessment 1 - topics 1,2 3 Multiple choice and short questions Assessment 2 - topics 1,2,3,4,5 Multiple choice and data response	4 Functions of money 5 Externalities 6 Types of market failure 7 Private and social costs and benefits to society of economic decisions and government intervention Theme 2 Introduction to Macroeconomics Assessment 1 - full past paper. Topics 1,2,3,4,5,6,7,8,9,10	unemployment 3 Balance of payments and patterns of international trade 4 Introduction of the aggregate supply and demand model 5 C, I, G, X M 6 Circular flow of income and wealth Assessment 1 MOCK - past paper theme 1 Assessment 2 - multiple choice and short questions. Topics	demand side and supply side (Fiscal / Monetary and Supply side policies) 3 Conflicts between policies Assessment 1 Past papers Theme 2 Assessment 2 Mixed paper Theme 1 and 2	Revision Theme 1 and 2 for mock exams Assessment 1 - past paper 1 theme 1 Assessment 2 - past paper 2 theme 2	students' choice - in order to develop skills to succeed at A level by improving their use of context. Assessment 1 Week 4 summative assessment to include topics from all of the themes 1 and 2.	To be able to assess the impact on markets and the economy of the changeable economic environment. To be able to interpret economic policy and fully analyse and evaluate impact. To be effective at micro and macro analysis of a set of data. To understand shifts of supply and demand. To understand the concept of market failure and government failure. To be able to create and analyse a macroeconomic model. To understand and critically evaluate economic policy.
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			1,2,3,4,5 (theme 2)				
English Literature	A Streetcar Named Desire AIM: To study the 1940s modern domestic tragedy in depth. To examine social/moral/political/cultural issues of the period of publication and setting, making connections to present day issues e.g. abusive relationships, class. To establish and build on prior knowledge and understanding.	Prose Comparison AIM: To study and compare two prose texts in parallel. To build and develop evaluative, comparative essay skills. To explore the various contextual influences on each text e.g. genre, historic, socio-political, biographical. KEY SKILLS: Comparative analysis. Identifying and examining writers' methods and their	Prose Comparison AIM: To study and compare two prose texts in parallel. To build and develop evaluative, comparative essay skills. To explore the various contextual influences on each text e.g. genre, historic, socio-political, biographical. KEY SKILLS: Comparative analysis. Identifying and examining writers' methods and their	Modern Poetry AIM: To study a list of prescribed poems from the Poems of the Decade Collection. This is new, challenging poetry that tackles modern issues such as gender inequality, morality, universal truths, power, transitions. To establish and build on prior skills from GCSE. To introduce unseen poems	Intro to NEA AIM: To introduce the independent component of the course. To begin study of the set text as a class. To introduce a weekly 'book club' for students to read a range of texts suitable for comparison to the set text. KEY SKILLS: Independent critical and contextual research and note taking. Textual analysis. Comparison. CAREER LINKS:	NEA (Gatsby) AIM: To complete study the set text as a class. To prepare students for independent summer work. To introduce a weekly 'book club' for students to read a range of texts suitable for comparison to the set text. KEY SKILLS: Independent critical and contextual research and note taking. Textual analysis. Comparison. CAREER LINKS: Useful preparation for university coursework e.g.	- Read widely and independently. - Engage critically and creatively with a substantial body of texts. - Develop and apply knowledge of literary analysis and evaluation. - Identify a wide range of literary methods and show understanding of how writers use dramatic/poetic/ prose methods to shape meaning.

	KEY SKILLS: Identifying and analysing the writer's methods in detail. Evaluation. Essay planning and writing. Critical thinking. Group discussion and presentation. CAREER LINKS: Playwrighting, direction, acting, psychology, mental health, history. READING: Recommended reading lists given at the start of the year.	effects. Essay planning and writing. Research. Annotation. CAREER LINKS: Science, advocacy, law, ethics, activism, politics, history, literature, curatorship	effects. Essay planning and writing. Research. Annotation. CAREER LINKS: Science, advocacy, law, ethics, activism, politics, history, literature, curatorship	throughout the study of the set poems. KEY SKILLS: Unseen poetry approach. Comparative analysis. Identifying and examining writers' methods and their effects. Essay planning and writing. Annotation. Independent evaluation. CAREER LINKS: Any role requiring critical thinking, communication and creative skills.	Useful preparation for university coursework e.g. referencing. Any role requiring critical thinking, communication and creative skills. READING: Book club homework and lessons to encourage independent reading but also discussion and recommendation in a group setting.	referencing. Any role requiring critical thinking, communication and creative skills. READING: Book club homework and lessons to encourage independent reading but also discussion and recommendation in a group setting.	- Show knowledge and understanding of the contexts in which texts have been produced and received. - Show understanding of how these contexts influence meaning/reflect attitudes and values. - Make connections between texts and explore these in detail. - Plan and write conceptual and developed essays. - Conduct research independently to support and deepen learning.
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Geography Teacher 1 (4 lessons per fortnight)	Exploring Oceans Characteristic s of Oceans	Exploring Oceans Marine resources. Socio-economic and political factors.	Exploring Oceans Socio-economic / political factors (continued). Climate change. Pollution.	Exploring Oceans Pollution	Earth's Life Support Systems How important are water and carbon cycles to life on earth?	Earth's Life Support Systems How important are water and carbon cycles to life on earth?	Understand how coastal landscapes can operate as a system. Understand how coastal landforms develop in high and low energy environments. Understand how climate change and human activity can affect coastal landscapes. Understand how climate change is affecting coastal landscapes and ocean systems including island nations and the Arctic Ocean region. Understand the physical and biological characteristics of oceans. Understand the consequences of human activities on oceans.
Teacher 2 (4 lessons per fortnight)	Changing Places, Making Spaces Place Identity including built environment, physical landscape, demographic, socio-economic, cultural and political characteristics	Changing Places, Making Spaces Understanding places: perception, representation, emotional attachment. Social Inequality Impact of changes in	Changing Places, Making Spaces Impact of changes in economic activity on places. Place making; rebranding Coastal Landscapes	Coastal Landscapes Erosional and depositional landforms (continued). Coasts as systems	Coastal Landscapes Emergent and submergent landforms	Coastal Landscapes Human activity on coastlines	Understand how socio-economic and political factors have influenced the use of oceans. Understand why carbon and water are important to life on Earth. In groups, plan and complete fieldwork investigations in unfamiliar physical and human environments With guidance, create GIS maps using their own fieldwork data. To be able to apply and evaluate analytical skills to a wide range of geographical data.

		economic activity on places	Geomorphic processes, Erosional and depositional landforms.				Explain in detail a variety of geographical processes and features including independently identify and explain links between Oceans and other A level topics. Confidently apply knowledge and understanding to unknown situations and to construct well-developed, evidenced arguments which reach reasoned conclusions.
12 NEA (2 lessons per fortnight)	Introduction to fieldwork Planning fieldwork Writing an Introduction Writing methods Northleach fieldwork	Writing up fieldwork investigations Presenting Data ArcGIS maps Analysing Data Writing Conclusions Evaluating fieldwork	Analysing fieldwork data Statistical Tests Data Presentation Initial research for own investigations Safety Investigations	Fieldwork Preparation Analysing data from safety investigation Planning Swanage fieldwork Swanage follow-up work	Urban Fieldwork Writing questionnaire Birmingham fieldwork Use of Excel to analyse data	NEA Preparation Completing own proposal forms Planning data collection	Understand how to plan, undertake and evaluate an individual investigation.
Government & Politics	Module UK GOV 1: The UK Constitution Content: Nature &	Start Module UK GOV 2: UK Parliament Content: Structure & role of	Start Module UK GOV 3: Prime Minister & the Executive	Start Module UK GOV 4: Relations between branches	Finish off Relations between branches Start Module UK POL 4:	Start Political Ideologies module: Liberalism Content: Core ideas &	UK: 1: an understanding of the emergence and development of the UK's democratic system and the similarities, differences, connections and parallels between direct and indirect democracy.

	sources of the UK Constitution, Constitutional change since 1997, impact of devolution, debates on further reform. Module UK POL 1: Democracy & Participation Content: Current systems of representative democracy and direct Democracy; The features, similarities and differences. Advantages and disadvantages and the consideration of the case for reform.	the House of Commons & House of Lords, comparative powers, legislative process, Parliament-Executive interaction Start Module UK POL 2: Political parties Content: Political Parties; The functions and features of political parties in the UK's representative democracy. Party funding and debates on current system. Established Political Parties; The origins and historical development of the	Content: The structure, role, and powers of the Executive; Its structure, including PM, the Cabinet, junior ministers and government departments. Its main roles, including proposing legislation, proposing a budget, making policy decisions within laws and budget. The main powers of the Executive, including Royal Prerogative powers, initiation	Content: Supreme Court, Executive-Parliament relationship, influence of EU on UK Government, location of sovereignty. Start Module UK POL 3: Electoral Systems Content: Functions of an electoral system, Workings of FPTP, Different electoral systems, referendums & how they are used, electoral system analysis	Voting Behaviour & the media Content: Demographic factors influencing voting behaviour, non-demographic explanations for voting behaviour, Case studies of 3 key general elections, influence of the media	principles (individualism, freedom, state, rationalism, equality, liberal democracy); differing views & tensions within socialism (classical, modern); Key thinkers (John Locke, Mary Wollstonecraft, John Stuart Mill, John Rawls, Betty Friedan) Finish Voting Behaviour & the Media	2.) a critical evaluation of role of the individual in the political process and their relationship with the state and their fellow citizens. 3.) a fundamental understanding of the nature of law making and UK constitution, assessing where, how and by whom political decisions are made with further comparisons with other political systems. 4.) Exploring the main branches of Government, relationships and balance of power between them, with a consideration of where sovereignty now lies within this system. 5.) Understanding of the factors which influence voting behaviour and the viability of the electoral system they are voting in.
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	A wider franchise and debates over suffrage; Key milestones in the widening of the franchise in relation to class, gender, ethnicity and age. The work of the suffragists/suffragettes to extend the franchise.	Conservative, Labour and Liberal Democrat Party's. Current policy on the economy, law and order, welfare and foreign affairs. Emerging and minor UK political parties; Importance and case study of three minor parties.	of legislation and secondary legislative power. The concept of ministerial responsibility; individual and collective ministerial responsibility.				
History OCR Exam Board USA	USA topic: Westward Expansion Content: What opened up the west in the 19th Century? Exploration, Federal influences,	USA topic: Native Americans Content: Why was there conflict between the Native Americans and the Union? How did the Union	USA topic: Sectional Tensions Content: Why did tensions between the North and the South deteriorate? How important was the	USA topic: Sectional Tensions Content: How important was the issue of slavery to the Union? Did Lincoln make civil war	USA topic: The Civil War Content: Looking at the leadership of both the Confederacy and the Union. Understanding the	Introduction to coursework-independent research skills Content: Choosing topics and questions, students should be able to begin building their research	Students can make judgements about which factor/s affect Expansion westward and the lives of Native Americans throughout the 19th Century. Students can also argue what factor/s caused the biggest impact between tensions of the North and the South and how this led to the Civil War. This will require a high level of thinking and understanding. Students can discuss and compare concepts using multiple PEEL paragraphs and a

	Individuals, Economy, Ideology. Cultural Capital: Impact of colonisation and international relations. The concept of federalism and manifest destiny. Topic: Mid-Tudor Crises Content: Edward VI reign, Mary I's marriage & religious policies, social & economic issues in mid-Tudor England, threats & rebellions Cultural Capital:	effect the livelihood of the Native Americans? Cultural Capital: A focus on an oppressed minority looking at the long-term impacts of colonisation. CONTINUED from term 1	issue of slavery to the Union? Cultural Capital: Understanding the lasting impacts of slavery and the discrimination minorities continue to suffer. Topic: Elizabeth's religious reforms & government Content: Terms of Religious Settlement, Roman Catholic resistance, role of puritans & Archbishops, Elizabeth's style of rule, succession & marriage question, impact of this.	inevitable? Cultural Capital: The nature of sectionalism and the impact it has on society. The nature of Civil War Topic: Elizabeth's economic & social reforms Content: Sources of income, inflation, overseas trade, action on poverty & effectiveness, dealing with the poor Cultural Capital:	significance of key battles during the Civil War. Cultural Capital: Understand the impact of war including the specific impacts a civil war can have. Topic: Elizabeth's later years Content: relations with parliament, war with Spain, social & economic problems of 1590s, Essex Rebellion, decline in popularity Cultural Capital:	skills in preparation for next year. Cultural Capital: Building independent skills to aid research- key skills needed for most careers. CONTINUED from term 5 + introduction to Russia Content: Key events in Russia, key concepts (eg ideology), context of Tsarist Russia, Russia today Cultural Capital:	substantiated conclusion. Students can give multi-layered reasoning for the causation/consequences of key events in the time period. Students can understand & analyse a complex chronology of Tudor rule Students can create a complex historical judgement on why/how multiple sources agree/ disagree (including provenance)
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			Cultural Capital:				
Maths Lead Teacher 1 (6 lessons per fortnight Pure & Statistics) Teacher 2 (3 lessons per fortnight Pure & Mechanics)	Pure Maths Teacher 1 Quadratics Quadratic Functions Simultaneous Equations Inequalities Calculus – Differentiation From first principles Differentiation Liebnitz notation Linear coordinate geometry Tangents and Normals Logarithms and Exponentials Laws of logarithms Solving logarithmic equations	Pure Maths TEACHER 1 Integration Introduction to integration Reverse differentiation Logarithms and Exponentials Laws of logarithms Solving logarithmic equations Solving exponential equations Binomial Expansion With n as an integer TEACHER 2 Indices and Surds Manipulating surds Rationalising a denominator	Pure Maths TEACHER 1 Calculus - Differentiation Differentiation Maxima and minima Optimisation Problems Calculus – Integration Areas under graphs Coordinate Geometry Equation of a circle Coordinate geometry problems Logarithms and Exponentials 2 e^x and $\ln x$ Real life	Pure Maths TEACHER 1 Proof By exhaustion Algebraic Disprove by counter example Year 13 content Partial Fractions Radians, arc length and sectors TEACHER 2 – Year 13 content Calculus - Differentiation Differentiating trigonometry	Pure Maths TEACHER 1 Year 13 content Numerical Methods Iteration Location of roots Spider and staircase diagrams MOCK EXAMS	Pure Maths TEACHER 1 Year 13 content Trigonometry Reciprocal trigonometric functions Exact values Functions Domains and ranges Mapping Composite functions Inverse functions TEACHER 2- Year 13 content Algebraic Fractions Simplify Add, subtract, multiply and divide Numerical Methods Trapezium Rule Differentiation Chain rule differentiating trigonometry, logarithms and exponentials.	Construct and present mathematical arguments through appropriate use of diagrams; sketching graphs; logical deduction and precise statements Understand and use mathematical language and syntax as set out in the content. Understand and use language and symbols associated with set theory, as set out in the appendices. Apply to solutions of inequalities and probability. Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae, including those relating to applications of mathematics. Recognise the underlying mathematical structure in a situation and simplify and abstract appropriately to enable problems to be solved. Construct extended arguments to solve problems presented in an unstructured form, including problems in context. Interpret and communicate solutions in the context of the original problem. Evaluate, including by making reasoned estimates, the accuracy or limitations of solutions.

	Solving exponential Equations TEACHER 2 Indices and Surds Index laws Manipulating surds Rationalising a Denominator Curve Sketching Sketching Cubic, quartic and reciprocal graphs Curve sketching graph transformations Initial Assessment	STATISTICS T1 Sampling & Definitions Sampling Methods Key definitions Large Data Set Probability Notation Tree diagrams Venn diagrams Independence and Mutually exclusive Describing Data Means and Standard deviation MECHANICS T2 Forces & Units	exponentials Logarithmic Data MECHANICS T2 Vectors Notation Magnitude Unit vectors Angles with an axis Variable Acceleration Calculating displacement, velocity and acceleration using calculus Year 12 Pure and Applied	Differentiating e^x and $\ln x$ STATISTICS T1 Probability Describing Data Histogram Means and Standard deviations Comparing Distributions Bivariate Data Discrete Probability Discrete random variables Binomial Distribution Hypothesis Testing Binomial hypothesis testing p-value and critical regions			Understand the concept of a mathematical problem solving cycle, including specifying the problem, collecting information, processing and representing information and interpreting results, which may identify the need to repeat the cycle Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems, including in mechanics. Translate a situation in context into a mathematical model, making simplifying assumptions. Use a mathematical model with suitable inputs to engage with and explore situations (for a given model or a model constructed or selected by the student). Interpret the outputs of a mathematical model in the context of the original situation (for a given model or a model constructed or selected by the student). Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate. Understand and use modelling assumptions
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		Standard units and basic dimensions Force units and balanced forces Resultant forces Motion in a straight line Displacement time graphs Velocity time graphs Constant Acceleration SUVAT Proof SUVAT equations Midterm Exam		MECHANICS T2 Dynamics Use of $F=ma$ Connected Particles Cars pulling trailers			
Maths Lead Teacher 1(6 lessons per fortnight)	TEACHER 1 Trigonometry Sine and Cosine Rule Trigonometric graphs	TEACHER 1 Integration Introduction to integration Reverse	TEACHER 1 Calculus - Differentiation	TEACHER 1 Proof By exhaustion	TEACHER 1 - Year 13 content Radians, arc length and sectors	TEACHER 1 - Year 13 content Trigonometry Reciprocal trigonometric functions	Construct and present mathematical arguments through appropriate use of diagrams; sketching graphs; logical deduction and precise statements Understand and use mathematical language and syntax as set out in the content.

Pure & Mechanics) Teacher 2 (3 lessons per fortnight Pure & Statistics)	Solving equations through CAST diagrams Trigonometric Identities Quadratics Quadratic Functions Simultaneous Equations Inequalities Calculus – Differentiation From first principles Differentiation Liebnitz notation Linear coordinate geometry Tangents and Normals TEACHER 2 Factor Theorem and Cubics Factor theorem Algebraic Long division	differentiation Logarithms and Exponential s Laws of logarithms Solving logarithmic equations Solving exponential equations Binomial Expansion With n as an integer TEACHER 2 Indices and Surds Manipulating surds Rationalising a denominator Mechanics T1 Forces and Units Standard units and basic	Maxima and minima Optimisation Problems Binomial Expansion With n as an integer Calculus – Integration Introduction to integration Reverse differentiation Areas under graphs Coordinate Geometry Equation of a circle Coordinate geometry problems	Algebraic Disprove by counter example Year 13 content Partial Fractions Numerical Methods Iteration Location of roots Spider and staircase diagrams TEACHER 2 – Year 13 content Calculus - Differentiation Differentiating trigonometry Differentiating e^x and $\ln x$ Mechanics T1		Exact values Functions Domains and ranges Mapping Composite functions Inverse functions TEACHER 2- Year 13 content Algebraic Fractions Simplify Add, subtract, multiply and divide Numerical Methods Trapezium Rule Differentiation Chain rule differentiating trigonometry, logarithms and exponentials.	Understand and use language and symbols associated with set theory, as set out in the appendices. Apply to solutions of inequalities and probability. Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae, including those relating to applications of mathematics. Recognise the underlying mathematical structure in a situation and simplify and abstract appropriately to enable problems to be solved. Construct extended arguments to solve problems presented in an unstructured form, including problems in context. Interpret and communicate solutions in the context of the original problem. Evaluate, including by making reasoned estimates, the accuracy or limitations of solutions. Understand the concept of a mathematical problem solving cycle, including specifying the problem, collecting information, processing and representing information and interpreting results, which may identify the need to repeat the cycle Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems, including in mechanics. Translate a situation in context into a mathematical model, making simplifying assumptions. Use a mathematical model with suitable inputs to engage
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	Solving Cubics Indices Index laws Curve Sketching Sketching Cubic, quartic and reciprocal graphs Curve sketching graph transformations	dimensions Force units and balanced forces Resultant forces Motion in a straight line Displacement time graphs Velocity time graphs Constant Acceleration SUVAT Proof SUVAT equations Statistics T2 Sampling and Definitions Sampling and Definitions Sampling Methods Key definitions Large Data Set		Vectors Notation Magnitude Unit vectors Angles with an axis Variable Acceleration Calculating displacement, velocity and acceleration using calculus Dynamics Use of $F=ma$ Connected Particles Cars pulling trailers Lifts Pulleys Statistics T2 Discrete Probability Binomial Distribution		with and explore situations (for a given model or a model constructed or selected by the student). Interpret the outputs of a mathematical model in the context of the original situation (for a given model or a model constructed or selected by the student). Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate. Understand and use modelling assumptions
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		Probability Notation Tree diagrams Venn diagrams Independenc e and Mutually exclusive Describing Data Means and Standard deviations Comparing Distributions		Hypothesis Testing Binomial hypothesis testing p- value and critical regions			
Further Maths	CORE MATHS TEACHER 1 Complex Numbers 1 •Arithmetic •Conjugate •Quadratics & Roots •Argand diagram •Modulus Argument form •Loci •Problem Solving	CORE MATHS TEACHER 1 Matrices 2 •Invariant Points •Matrices PPQ Complex Numbers 2 •Complex Polynomials Roots of Polynomials •Sum and	CORE MATHS TEACHER 1 Momentum •Conservatio n •Experiment al law • Collisions • Impulse Dimension Analysis • Analysis •Consistenc y Work,	CORE MATHS TEACHER 1 Vectors • Vector equation of a line • Cartesian equation • Intersection and Matrices • Dot Product	Revision and Mock Exam	CORE MATHS TEACHER 1 Complex Numbers (A level) • Exponential form • Roots of complex numbers • Euler's form Proof of Differences (A level) • Proof of	OT1: Mathematical argument, language and proof OT1.1 Construct and present mathematical arguments through appropriate use of diagrams; sketching graphs; logical deduction; precise statements involving correct use of symbols and connecting language, including: constant, coefficient, expression, equation, function, identity, index, term, variable. OT1.2 Understand and use mathematical language and syntax as set out in the content OT1.3 Understand and use language and symbols associated with set theory, as set out in the content. OT1.4 Understand and use the definition of a function; domain and range of functions. OT1.5 Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae,

	Maclaurin Expansion • Expansions • Combining standard results Matrices 1 • Introduction • Arithmetic • Determinate • Inverses • Singular • Transformations TEACHER 2 Summations • Standard results Proof • Proof of differences • Proof by induction summations, division, matrices and recurrence Midterm Exam	product of roots of a quadratic • Roots of a cubic • Roots of a quartic • Relationship between roots Algebraic Inequalities • Solving inequalities algebraically Polar Coordinates • Sketching polar graphs • Polar to cartesian • Intersecting lines TEACHER 2 Graphs • Linear rational equation & Inequalities • Quadratic rational equations and inequalities • Parabolas, ellipses and hyperbola	Energy & Power • Work, energy and power • Gravitational potential energy • Kinetic energy • Tension & EPE FStats T2 Discrete Random Variables • Expectation and variance • Coding • Sums and differences • Functions • Chi Squared • Hypothesis testing for independence on a contingency table Continuous Random Variables • Expectation and variance • Mean and Quartiles	• Angle between vectors • Distances • Volume of Revolution • Revolution around x axis • Revolution around y axis • Mean Value Theorem • Finding mean value of a function using integration • Hyperbolic Functions • Definitions and graph • Inverse • Identities and equations FMech T2 Circular Motion • Angular Motion • Constant speed	differences with partial fractions Fstats T2 Yates Correction (A level) Continuous Random Variables Further Statistics and Further Mechanics Exam	including those relating to applications of mathematics OT2: Mathematical problem solving OT2.1 Recognise the underlying mathematical structure in a situation and simplify and abstract appropriately to enable problems to be solved. OT2.2 Construct extended arguments to solve problems presented in an unstructured form, including problems in context OT2.3 Interpret and communicate solutions in the context of the original problem. OT2.6 Understand the concept of a mathematical problem solving cycle, including specifying the problem, collecting information, processing and representing information and interpreting results, which may identify the need to repeat the cycle. OT2.7 Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems, including in mechanics. OT1: Mathematical Modelling OT3.1 Translate a situation in context into a mathematical model, making simplifying assumptions. OT3.2 Use a mathematical model with suitable inputs to engage with and explore situations (for a given model or a model constructed or selected by the student). OT3.3 Interpret the outputs of a mathematical model in the context of the original situation (for a given model or a model constructed or selected by the student). OT3.4 Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate OT3.5 Understand and use modelling assumptions.
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		Year 12 Exam Week	Further Statistics Assessment	•Connected particles - Circular Motion (A level) •Tangential acceleration •Conical pendulum FStats T2 Confidence Intervals •Introduction to normal distribution •Confidence interval for a mean - Poisson • Definitions • Sum of distributions •Hypothesis Testing - Type I and Type II errors			
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Core Maths	Estimation Financial Maths 1 Percentages VAT Inflation Exchange rates	Analysis of Data Sampling Averages and quartiles Box Plots Stem & Leaf Standard	Probability & Estimation Point estimates Confidence intervals Correlation &	Critical Analysis Paper 2 Mock Exam	Revision External Exams		

	Base line test	Deviation Histograms Financial Maths 2 Budgeting Tax & National Insurance Savings & Investments Normal Distribution Paper 1 Mock Exam	Regression Line of best fit PMCC Regression line				
MFL French	<u>Teacher 1: Unit 1</u> Skills: Discussing the changing concept of family Grammar: Intensive GCSE grammar recap, regular and irregular present tense, future tense, interrogative forms	<u>Teacher 1: Unit 3</u> Skills: Discussing the role of voluntary and charity work Grammar: Using comparatives and superlatives, using imperfect and pluperfect together, recognising and using	<u>Teacher 1: Film study</u> Skills: Film module (La Haine) - analysis of background, themes and characters. <u>Teacher 2: Unit 5</u> Skills: Discussing contemporary French music	<u>Teacher 1: Film study</u> Skills: Film module (La Haine) - analysis of background, themes and characters. ASSESSMENT: 2 marked essays. <u>Teacher 2: Unit 6</u> Skills: Discussing	<u>Teacher 1: Exam skills and feedback</u> Skills: Revision, exams & work experience. Y12 exam feedback and evaluation. ASSESSMENT: Y12 End of Year Exams (P1 and P2) <u>Teacher 2: Unit 7</u>	<u>Teacher 1: Exam skills and feedback</u> Skills: Revision, exams & work experience. Y12 exam feedback and evaluation. Consolidation of Units 1-6. <u>Teacher 2 : Unit 7 (cont.)</u> Skills: ongoing from last term.	By the end of year 12, students will be able to... ...understand and discuss the changing concept of family ...understand and discuss the role of technology in everyday life ...understand and discuss the role of voluntary and charity work ...understand and discuss French heritage and culture ...understand and discuss contemporary French music ...understand and discuss the invention of cinema in France

	ASSESSMENT: U1 Paper 1, U1 Speaking Teacher 2: Unit 2 Skills: Discussing the role of technology in everyday life Grammar: Using definite articles and reflexive verbs, position and agreement of adjectives, revision of the perfect tense ASSESSMENT: U2 Paper 1, U2 Speaking	direct and indirect pronouns) ASSESSMENT: U3 Paper 1, U3 Speaking Teacher 2: Unit 4 Skills: Discussing French heritage and culture Grammar: Using irregular verbs in the perfect tense, negative forms, the passive voice and use of “on” and infinitive constructions ASSESSMENT: U4 Paper 1, U4 Speaking	Grammar: Using the past historic and imperatives, recognising and using the imperfect, present and past participles. ASSESSMENT: U5 Paper 1, U5 Speaking, Y12 mid-year exams	the invention of cinema in France Grammar: Recognising and using the subjunctive, conditional tense and adverbs ASSESSMENT: U6 Paper 1, U6 Speaking, Y12 mid-year exams	Skills: Multiculturalism, how French society has become multicultural Grammar: Recognising and using comparative and superlative adverbs, demonstrative adjectives and pronouns, possessive adjectives and pronouns ASSESSMENT: Complete next term	ASSESSMENT: U7 Paper 1, U7 Speaking	...understand and discuss how French society has become multicultural ...conjugate verbs accurately in all tenses. ...critically analyse the film La Haine. ...respond to speaking cards on all topics.
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German	Teacher 1 (JJR): 2.1 Soziale Netzwerke 2.2 Die Sucht nach Technik 2.3 Das Internet 3.1 Musik und Lieder Teacher 2 (BP): 1.1 So viele verschiedene Familienformen 1.2 Auf immer und ewig Unit 2 Assessment	Teacher 1 (JJR): 3.2 Promis aus dem Herkunftsland 3.3 Mode und Image 4.1 Frohe Festtage 4.2 Vielfältige Feste und Traditionen Teacher 2 (BP): 1.3 Das heutige Familienleben 3.4 Die Rolle des Fernsehens Unit 1 Assessment Unit 3 Assessment	Teacher 1 (JJR): 4.3 Fest oder Geschäft 5.2 Deutsche Kunst 5.3 Der Zeit ihrer Kunst Teacher 2 (BP): 5.1 Meilensteine der Architektur Mid-year exam Unit 4 Assessment	Teacher 1 (JJR): 5.4 Wiederaufbau oder Neuaufbau 6.1 Berlin – geprägt durch seine Geschichte 6.2 Kulturmetropole Berlin Teacher 2 (BP): Film Study: Goodbye, Lenin! Unit 5 Assessment	Teacher 1 (JJR): 6.3 Berlin im Schatten des Dritten Reichs 6.4 Berlin – Hauptstadt der Vielfalt INTRO TO IRP Teacher 2 (BP): Film Study: Goodbye, Lenin! Unit 6 Assessment AS Mock exam	Teacher 1 (JJR): 7.1 Einwanderungsl and Deutschland Teacher 2 (BP): 8.1 Woher kommst du? Timed Film Essays (x2)	By the end of year 12, students will be able to... ...understand and produce language on the topics of family, technology, youth culture, art and architecture and Berlin. ...conjugate verbs accurately in all tenses. ...understand the use of all four cases and a wide range of prepositions. ...critically analyse the film Goodbye, Lenin. ...respond to speaking cards on all topics.
Spanish	Topics: 1.1 Los valores	Topics: 2.3 Los teléfonos... inteligentes	Topics: 4.1 Los jóvenes bajo la influencia	Topics: 5.3 Un viaje gastronómico	Film study: El Laberinto del Fauno	7.1 La inmigración en España	By the end of year 12, students will be able to...

tradicionales y modernos 1.2 La religión católica y las fiestas 1.3 Y vivieron felices... para siempre 1.4 Las múltiples formas familiares 2.1 Las diferentes caras de Internet 2.2 Han cambiado las nuevas tecnologías nuestra vida a mejor o a peor? Grammar: Present tense, Adjectives, Reflexive verbs, Interrogatives, Definite and	3.1 La lucha por la igualdad de las mujeres 3.2 La mujer contemporánea: hablan ellas 3.3 Los derechos del colectivo LGBT 3.4 Mejorando la situación de la mujer: ¿un trabajo aún inacabado? Grammar: Direct and Indirect Object Pronouns, Imperfect vs preterite tense, impersonal verbs, Preterite vs Perfect, Time expressions, Future tenses	de los ídolos musicales 4.2 Héroes deportivos 4.3 La nueva cultura de la fama 5.1 La Semana Santa en España 5.2 La tauromaquia, sus diversas formas y la polémica Grammar: Future tenses, Infinitives, Negatives, Preterite tense, Present subjunctive Unit 4 Assessment	o por Europa 6.1 Perú: Incas, conquistas y maravillas para la historia 6.2 Unas pinceladas de arte mexicano 6.3 La arquitectura árabe en Andalucía y sus vestigios 6.4 El patrimonio musical y su diversidad en el mundo hispánico Grammar: Relative pronouns, Por and para, Ser and estar, Passive voice and	Film - history and context Film - scene summaries Film - scene summaries Film - Themes Film - Characters Film - Techniques AS Mock exam	7.2 La vida y penurias de un 'sin papeles' Introduction to IRP and Book Study Grammar: Conditional tense, Gerunds, More relative Pronouns Unit 7 Assessment	...understand and produce language on the topics of family, technology, youth culture, art and architecture and Latin America. ...conjugate verbs accurately in all tenses. ...understand the use of the subjunctive. ...critically analyse the film EL Laberinto del Fauno. ...respond to speaking cards on all topics.
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	Indefinite Articles, Comparatives Unit 1 Assessment	Unit 2 Assessment Mid-year exam		impersonal se, Prepositions with verbs Unit 5 Assessment Unit 6 Assessment			
Personal Education Development	Goal setting- making the most out of 6th form life. Post 18 options- Uni, Apprenticeships, employment, gap year.	RSHE - Healthy & unhealthy relationships.	CPR, self – examination, screening.	Financial health	Driving theory, practical & finance	Post 18 options.	Students will have been advised to consider a collection of options post A level study and received guidance on how to access those opportunities and been supported through an understanding of the application processes and should have made a start with this to encompass apprenticeships and Further Education colleges in the UK and internationally. They will have discussed healthy and unhealthy relationships and come up with strategies to deal with situations relating to relationships, the pressures exerted by society and by peers or partners. They will be aware of the impact of viewing harmful content and that pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves and negatively affect how they behave towards sexual partners. They will have revisited the risks associated with substances and its impact on decision making. They will have had a reminder of how to recognise the signs concerning wellbeing and how to deal with pressures of exams and early adulthood issues. They will have explored the functions and uses of money, the importance of personal budgeting, money management and a

							range of financial products and services. They will have been advised on the dangers of driving and the impact dangerous driving can have on passengers, other road users and pedestrians and on the families of those concerned. How to administer CPR and how to self screen will have been revisited.
Philosophy & Ethics Philosophy Epistemology & Moral Philosophy	Intro to philosophy. Different types of truth and argument What is Knowledge? Attempts of define the necessary and sufficient conditions for knowledge Perception as a source of knowledge Direct realist, indirect realist and idealist theories of the objects of perception.	Reason as a source of knowledge Does experience provide the content of every idea, and the justification of all knowledge? Limits of knowledge Can philosophers respond to the challenge of scepticism?	Utilitarianism Is pleasure the only good? Are all pleasures of equal value? Should we lie or steal to minimise suffering? Kantian Deontology Are some types of action rational / irrational regardless of their consequences? Must we respect the autonomy of every	Virtue Ethics Should the focus of morality be 'the good life'? Would a virtuous person enjoy violent computer games?	Revision, Mocks Metaethics Do moral statements even express beliefs, or merely feelings?	Metaethics Are there any objective moral truths? How might utilitarianism, deontology or virtue ethics account for them?	Students should be able to explain and evaluate theories and arguments related to: Epistemology: The definition of knowledge Perception as a source of knowledge Reason as a source of knowledge The limits of knowledge Moral Philosophy Moral theories (utilitarianism, deontology and virtue ethics) Their application to practical issues (stealing, lying, eating animals and simulated killing) Metaethics - the meaning of moral language and the possibility of moral knowledge

			person? What about animals?				
Physics	T1: Module 3 (6 LESSONS) Topics: 1. Practical Skills 2. Foundations 3. Motion Key Skills: Calculating, using a lab book, interpreting data, application of knowledge, explaining, practical skills MP1: Foundations Test MP2: Motion Test T2: Module 4 (4 LESSONS)	T1: Topics: 4. Forces in Action 5. Work, Energy and Power Key Skills: Research, referencing, presenting MP3: Forces in Action Test MP4: Work, Energy and Power Test T2: Topics: 9. Energy, Power, Resistance 10. Electrical Circuits Key Skills: Calculating, interpreting	T1: Topics: 6. Materials Key Skills: Calculating, interpreting data, application of knowledge, explaining, practical skills MP5: Mid-Year Exam MP6: Materials Test and Presentation Topics: 11. Waves Key Skills: Calculating, interpreting data, application of knowledge, explaining,	T1: Topics: 7. Newton's Laws and Momentum 13. Quantum Key Skills: Calculating, interpreting data, application of knowledge, explaining, practical skills MP6: Materials Presentation MP7: Newton's Laws and Momentum Test T2: Topics:	T1: Topics: 14. Thermal Key Skills: Calculating, interpreting data, application of knowledge, explaining, practical skills MP8: Y12 Exam (Paper 1) T2: Topics: 25. Radioactivity Key Skills: Calculating, interpreting data, application of knowledge, explaining, practical skills	T1: Topics: 15. Ideal Gases Key Skills: Calculating, interpreting data, application of knowledge, explaining, practical skills MP9: Thermal Physics Test MP10: Ideal Gases Test T2: Topics: 25. Radioactivity 24. Particle Key Skills: Calculating, interpreting data, application of knowledge, explaining, practical skills, logarithms	- Be able to give the units for all quantities, naming the SI base units and deriving all others - Rearrange and use all the key equations to make calculations, using the data booklet appropriately to look up equations and constants - Derive selected equations from first principles - Determine the resultant of two or more vectors and resolve vectors into components - Interpret graphs accurately, including determining gradients and areas - Plan experiments, collect valid results safely using a range of apparatus and methods, critically evaluate results and suggest improvements. - Apply Newton's laws and the principles of moments, conservation of momentum and conservation of energy to different situations qualitatively and quantitatively - Build complex circuits from diagrams and make measurements - Apply Kirchhoff's laws to make calculations about circuits - Use ideas of proportionality to make calculations - Explain wave behaviour and the experiments that provide evidence for both the wave and particulate nature of light

	Topics: 8. Charge and Current Key Skills: Calculating, interpreting data, application of knowledge, explaining, practical skills MP1: Charge and Current Test	data, application of knowledge, explaining, practical skills MP2: Energy, Power, Resistance Test MP3: Electricity GAT	practical skills MP4: Mid-year Exam (Electrical Circuits) MP5: Waves 1 Test	12. Waves 2 Key Skills: Calculating, interpreting data, application of knowledge, explaining, practical skills MP6: Waves 2 Test	MP7: Y12 Exam (Paper 2)	MP8: Radioactivity Test MP9: Particle Physics Test	
Psychology	Paper 1 Memory (models, types, forgetting, eyewitness testimonies) Paper 2 Origins of Psychology (Wundt & Introspection) Research Methods (Experiments, validity, reliability, Case studies)	Paper 1 Memory continued (eyewitness testimony, cognitive interviews) Attachment (stages) Paper 2 The cognitive Approach (Schema, models, cognitive neuroscience)	Paper 1 Attachment (stages, theories, studies, cultural variations) Psychopathology (defining abnormality) Paper 2 Research Methods (observations continued) Paper 3	Paper 1 Attachment continued (deprivation, privation, institutionalisation, adult relationships) Psychopathology (phobias, depression) Paper 3 Issues & Debates Culture Bias	Paper 1 Social Influence (conformity & obedience) Psychopathology (OCD) Paper 2 The Biological Approach (genetic basis for behaviour, genotype, + phenotype, evolution and	Paper 1 Social Influence continued (minority influence, resistance and social change) Paper 2 Research Methods (Correlational Analysis)	Paper 1 To be able to describe & evaluate: All research evidence (70+) and theory from the 4 topics in paper 1 Paper 2 To be able to describe, evaluate & apply: Behaviourist, cognitive and biological approaches to research and theory. To be able to describe: The biopsychological processes of neuronal communication, the nervous system, the endocrine system and the fight/flight response To be able to identify, describe & evaluate: Research methods and techniques that psychologists use to investigate behaviour. Paper 3 To be able to apply:

		The Behaviourist Approach continued (Classical & Operant Conditioning, Social Learning Theory) Research Methods (observations) Psychology as a Science (paradigms, objectivity, reliability, hypothesis testing, falsification) Paper 3 Issues & Debates The Nomothetic vs Idiographic debate	Issues & Debates Nature v Nurture debate In Class JANUARY ASSESSMENTS		natural selection) Biopsychology (the nervous system, neurons, the endocrine system) Research Methods (self reports) APRIL/MAY MOCKS Full Paper 1 exam, partial Paper 2 exam		These debates when evaluating research and theory in Paper 1 exam questions.
Sociology Paper 1	INTRODUCTORY SOCIOLOGY	METHODS IN CONTEXT	Continue from Term 2	METHODS IN CONTEXT	Continue from Term 4	METHODS IN CONTEXT	Students are expected to be familiar with sociological explanations of the following content: the role and functions of the education system

Topic of Study & Content	(Key figures, perspectives and concepts) EDUCATION (The Role of Education)	(Experiments , Questionnaires) EDUCATION (Differential Achievement by Class, Gender, Ethnicity)		(Interviews, Observations, Official Statistics) EDUCATION (Educational Policies)		(Experiments, Case Studies, Personal Documents)	• differential educational achievement of social groups • relationships and processes within schools • the significance of educational policies Students must be able to apply sociological research methods to the study of education.
Paper 2 Topic of Study & Content	FAMILY & HOUSEHOLDS (Social Perspectives of the family)	FAMILY & HOUSEHOLDS (Social Perspectives of the family, Demography, Family Diversity)	Continue from Term 2	FAMILY & HOUSEHOLDS (Family Diversity, Changing Roles in the Family, Childhood)	Continue from Term 4	FAMILY & HOUSEHOLDS (Social Policy & the Family)	Students are expected to be familiar with sociological explanations of the following content: • the relationship of the family to social structure / change, the economy and state policies • changing patterns of marriage, cohabitation, divorce, childbearing and the life course • gender roles, domestic labour and power relationships within the family • the nature of childhood, and the status of children in the family and society • demographic trends in the United Kingdom since 1900
Papers 1&3 Topic of Study & Content	THEORY & METHODS (Data types, Positivism, Interpretivism , Qualitative & Quantitative methods, Sources of data)	Continue from Term 1	THEORY & METHODS (Practical, Ethical, Theoretical Issues, Research Design, Sampling, Pilot Studies)	Continue from Term 3	Continue from Term 3&4	THEORY & METHODS (Consensus, conflict, structural and social action theories)	Students must be able to describe and evaluate • quantitative and qualitative methods of research • sources of data, including questionnaires, interviews, observation, experiments, documents and official statistics • primary, secondary, quantitative and qualitative data • the relationship between positivism, interpretivism and sociological methods;

							the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research
Assessment	Homework or in class assessment Based on content in this column	Homework or in class assessment Based on content in this column	In class JANUARY ASSESSMENTS	Homework or in class assessment Based on content in this column	April MOCKS. Full Paper 1 exam, partial Paper 2 exam.	Homework or in class assessment Based on content in this column	
Sports Science	Anatomy & Physiology Skeletal and Muscular Systems Structure and function Synovial joints Muscle fibre types and types of contraction Skill Classification of skills Types and methods of practice Transfer of skills Stages of learning Guidance	Movement analysis Planes and axes of movement Movement patterns Application to sporting examples Skill Principles and theories of learning movement skills Feedback Biomechanics Biomechanical principles Newton's Laws Force Stability	Cardiovascular and respiratory systems Structure and function of the heart Mechanics of breathing Cardiorespiratory response to exercise Cardiovascular and respiratory control Biomechanics Levers Analysing movement through the use of technology	Diet and nutrition Healthy balanced diet Macro and micro nutrients Energy intake, expenditure, and balance Psychology Attitudes Motivation Arousal Anxiety Global Sporting Events Modern Olympics aims	Ergogenic aids Pharmacological aids Physiological aids Nutritional aids Psychology Social Facilitation Aggression Goal setting in sports performance Psychology Team Dynamics: Teams and groups Group effectiveness Ringlemann effect Social loafing	Preparation and training methods Methods of training Evaluation of fitness Periodisation Adaptations to training Revision / Reinforce Prior Learning Skill Biomechanics Psychology Revision Recap of key topics from the course EAPI – apply the various areas of learning to the EAPI	- Learners will develop their knowledge and understanding of the roles of the skeletal and muscular systems in the performance of movement skills in physical activities and sport. - Learners will develop an understanding of the importance of being able to classify skills in order to select the most suitable approach to the learning of motor skills. - Understand the 'Emergence and evolution of modern sport' topic area, investigating sport that can be charted through each century. - Learners will be able to apply and justify the impact social factors such as class, gender, money etc. has on participation in physical activity. - Learners will develop knowledge and understanding of how physical activity and sport have developed through time and the factors that shape contemporary sport. - Develop knowledge and understanding of planes of movement, the roles of muscles and types of contraction will be developed. Learners will also be able to analyse movement in

	Sport & Society Emergence and Evolution of Modern Sport Introduction to social cultural factors Pre & Post-Industrial Britain End of topic assessment	Emergence and Evolution of Modern Sport Social cultural factors that shaped sport in 20th Century Britain Public Schools Amateurism and professionalism Public School Influence Social class and status End of Topic Assessments	Psychology Individual differences Personality Emergence and Evolution of Modern Sport Social cultural factors that shaped sport in 21st Century Britain Contemporary factors shaping sport Social class Globalisation End of Topic Assessment Informal Assessment	Olympic games politics Impacts of hosting global sporting events End of Topic Assessment	End of Topic Assessments	assessment to help prepare students for the EAPI assessment in Year 13. End of Topic Assessments Formal Assessment Non-Examined Assessment (NEA) Introduction to EAPI Assessment Strengths and Weakness Observation Skills EAPI Essay Formal Assessment	physical activities and sport applying the underlying knowledge of muscular contraction. - Students will be able to identify underlying factors required for effective and efficient performance. Students will also gain a detailed understanding of the impact of the environment and conditions in which new skills are learned on the success of acquiring these motor skills. - Students will develop a knowledge and understanding of biomechanical principles, including defining and applying Newton's Laws. The concept of force will be understood along with being able to draw and understand free body diagrams. - Understand the 'Emergence and evolution of modern sport' topic area, investigating sport that can be charted through each century. - Learners will be able to apply and justify the impact social factors such as class, gender, money etc. has on participation in physical activity. - Learners will gain an understanding of how 19TH Century Public Schools helped shape the develop the provision for sport across the UK. - Learners will develop knowledge and understanding of how physical activity and sport have developed through time and the factors that shape contemporary sport. - Learners will know key terms and develop their knowledge and understanding of the cardiovascular and respiratory systems at rest, during exercise and during recovery.
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Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Year End Points
DT	Project 1: Lamp Project 2: Passive Speakers Skills: - to learn about a range of measuring, marking out and cutting tools - to learn about a range of natural and manufactured timbers and boards including their sources and origins, their physical characteristics, working properties, social and	Project 2: Passive Speakers Skills: - to learn to apply knowledge and understanding of working properties, characteristics, applications, advantages, disadvantages of the following types of material: 1.1 Woods 1.2 Metals	Component 2: Independent Design and Make Project (Paper code: 9DT0/02) - to learn about the manufacture of a product, including the selection and justification of tools and processes - to learn about the need for quality	Component 2: Independent Design and Make Project (Paper code: 9DT0/02) to learn about the manufacture of a product, including the selection and justification of tools and processes. - to learn about the need for quality and accuracy - to learn about the need to test and evaluate a product including the use of user	Component 2: Independent Design and Make Project (Paper code: 9DT0/02) - to learn about identifying design opportunities - to learn about the needs and wants of a range of potential different users - to learn about the different types of research to be carried	Component 2: Independent Design and Make Project (Paper code: 9DT0/02)	By the end of Year 12 students will have: Used creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values Identified market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes Acquired subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation, and commercial manufacture Been open to taking design risks, showing innovation and enterprise while considering their role as responsible designers and citizens Developed intellectual curiosity about the design and manufacture of products and

	ecological footprint - to learn about setting up the pillar drilling machine to drill blind holes - to learn about aluminium rolling and acrylic bending - to learn about threading using taps and dies - to learn about laminating solid timber and flexibly - to learn about a range of surface finishes for timbers	1.3 Polymers 1.4 Composites 1.5 Papers and boards 1.6 Textiles. 1.7 – Smart and modern materials 2.1 Performance characteristics of materials. 3.1-3.2 Processes, techniques and specialist tools. 3.3 Use of media to convey design decisions, to record to recognised standards, explain and communicate information and ideas. 3.4 Uses, characteristics, advantages and disadvantages of the	and accuracy to learn about the work of past and present designers and companies. 3.5 Application, advantages and disadvantages of finishing techniques and methods of preservation including for the prevention of degradation: 4 Digital Technologies 4.1 Set up, safe and accurate operation, advantages and disadvantages of the	testing and a LCA - to learn about the use of different design strategies - to learn about the use of a range of communication techniques	out when investigating potential design opportunities - to learn about the need and purpose of a design specification - to learn how to use different design strategies - to learn about different design techniques and the need for modelling - to learn about how energy is generated and stored including; fossil fuels, biofuels, tidal, wind, solar,	systems, and their impact on daily life and the wider world Worked collaboratively to develop and refine their ideas, responding to feedback from users, peers, and expert practitioners Gained an insight into the creative, engineering and/or manufacturing industries Developed the capacity to think creatively, innovatively, and critically through focused research and exploration of design opportunities arising from the needs, wants and values of clients/end users Developed an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use Been able to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype Been able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including mathematics and science, to inform decisions in design and the application or development of technology
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		following permanent and semi-permanent joining techniques in order to discriminate between them, select appropriately	following digital technologies: 5 - Factors influencing the development of products 5.1 The importance and influence of user centred design in ensuring products are fit-for-purpose and meet the criteria of specifications when designing, making and evaluating		hydroelectric , batteries and cells, solar cells, mains electricity and wind power		Been able to work safely and skilfully to produce high-quality prototypes A critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors Developed the ability to draw on and apply a range of skills and knowledge from other subject areas, including the use of mathematics and science for analysis and informing decisions in design.
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