Year 13 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>** Continue ideas for final resolutions referencing critical studies influences**.** Develop further/alternative ideas for final resolution(s). Begin 3000 word annotated essay.	**<u>Component 1 – Personal investigation -</u>** Develop final ideas further, combining critical studies references, observations & media experiences for the final resolution(s)- AO4. Work on the diverse and exhaustive final resolution(s).	**<u>Component 1 – Personal investigation -</u>** Focus remains on working on the completion of final resolution(s) based on critical studies influences & the body of work as a whole, ready to submit the PI unit as a whole (to include illustrated essay). **<u>Component 2 – Externally Set Assignment -</u>** Select a project title & focusing on	**<u>Component 2 – Externally Set Assignment -</u>** Strengthening observations at AO3 & exploring media options, choices and effects for final resolution(s) options - AO2.	**<u>Component 2 – Externally Set Assignment -</u>** Focus on working on the completion of diverse and exhaustive final resolution(s) options through to the realisation of intentions in 15 hours of supervised time.		Students will have developed their **use of' visual language** and **key communication skills**. Initially working from observation, then specialising in a chosen area. They will have been encouraged to take responsibility for the **development of their own ideas** and to have gained independence in their learning as the course progressed. Through a sustained investigation, students will have shown sequential thinking and evidence of self-review. The artist research element required students to be critical in their analysis and to show an understanding of context.

			AO1 & AO3 - initial investigations & observations. Demonstrating understanding of critical studies sources.				
OCR (A) A-level Biology **Year 13** **Biological processes** **<u>Teacher 1</u>**	Module 5: Communication, homeostasis and energy. Topics: Neuronal and hormonal control. Key Skills: Relating structure to function, revision. MP: September assessment - AS topics: biological processes.	Module 5: Communication, homeostasis and energy. Topics: Plant and animal responses. Key Skills: Application of theory into novel scenarios MP: November assessment - mainly module 5.1, 5.2, 5.3 & 5.4.	Module 5: Communication, homeostasis and energy. Topics: Photosynthesis. Key Skills: Research, citation, analysis, evaluation, chromatography. MP: Mock exam - combined processes and diversity questions.	Module 5: Communication, homeostasis and energy. Topics: Respiration. Key Skills: Development of scientific knowledge, revision techniques.	Summary review, revision and linking knowledge. Topics: Unified biology and revision. Key Skills: Drawing links between topics, effective revision strategies, application of knowledge. Review of all skills required for the A-level exams. MP: Respiration test.		• To have an understanding of the range of biochemical and physiological processes in plants and animals. • To have an appreciation of the complexity of the genome and the associated technologies in the real world. • To have an understanding of the diversity of life. • To be able to effectively plan and critically analyse and evaluate scientific experiments. • To be an adept practical biologist who can safely and correctly use laboratory equipment. • To develop competence and confidence in mathematical and problem-solving skills. • To develop their interest and enthusiasm for biology including developing an understanding of post-education opportunities relating to biology.

							• To understand how society makes decisions about scientific issues and how biology contributes to the success of society.
OCR (A) A-level Biology **Year 13** **Biological diversity** **<u>Teacher 2</u>**	Module 6: Genetics and ecosystems. Topics: Patterns of inheritance and manipulating genomes. Key Skills: Drawing and interpreting genetic diagrams, interpretation of genetic fingerprints MP: September assessment - AS topics: biological diversity.	Module 6: Genetics and ecosystems. Topics: Cloning and biotechnology. Key Skills: Evaluating ethical dilemmas, use of aseptic techniques, social and economic implications for the future. MP: November assessment - mainly module 6.1, 6.2 & 6.3.	Module 6: Genetics and ecosystems. Topics: Ecosystems. Key Skills: Analysis and evaluation of socioeconomic impacts within biology.	Module 6: Genetics and ecosystems. Topics: Populations and sustainability. Key Skills: Analysis and evaluation of socioeconomic impacts within biology. MP: Mock exam - full paper 3: unified biology.	Summary review, revision and linking knowledge. Topics: Unified biology and revision. Key Skills: Drawing links between topics, effective revision strategies, application of knowledge. Review of all skills required for the A-level exams. MP: Populations and sustainability test. <u>EXAMS</u> Paper 1 - Biological		

					processes (Modules 1, 2, 3&5): 2h15 Paper 2 - Biological diversity (Modules 1, 2, 4&6): 2h15 Paper 3 - Unified biology (All content - links drawn between modules): 1h30		
Business Studies **Y13 Business AQA (NP/CWG)**	**Module 3.9 Strategic Methods: How to Pursue Strategies Assessing a Change in Scale; Innovation**	**Module 3.9 Strategic Methods: How to Pursue Strategies Internationalisation; Assessing Greater use of Digital Technology**	**Module 3.10 Managing Strategic Change Problems with strategies and why strategies fail; Managing Change**	**Module 3.10 Managing Strategic Change Managing change; Managing organisational culture**	**Revision and Exam Practice Personalised Revision Plans for Students. A-Levels Begin**		To be able to do/show: Be able to calculate Financial Ratios e.g Profitability Construct a reasoned argument and evaluation, Application Skills Creative Thinking, Develop Strategic Thinking. Application Skills Understand the importance of financial performance for a business using balance sheets, income statements and financial ratios. Strategic Thinking, Constructing a reasoned argument, Calculating Key Numerical Data and applying in Context Analytical Skills Be able to complete and interpret business calculations Apply Knowledge Construct a Reasoned Argument Evaluative Skills Analytical Skills Be able to complete and interpret business calculations Apply Knowledge Construct a Reasoned Argument Evaluative Skills
	Module 3.7 Analysing The	**Module 3.7 Analysing The**	**Module 3.10 Managing**	**Revision and Exam Practice**			

Y13 Business AQA (LS)	**Strategic Position of a Business. Data analysis; Political and legal change.** **Topic Assessment (3.7.2) Assessed Homework (3.8-3.9) November Internal Exam (A level Paper 2) Topic Assessment (3.1-3.7)**	**Strategic Position of a Business. Economic change; Social and technological change; The competitive environment**	**Strategic Change Managing strategic implementation** **Mock Exams - A level Paper 1 - A level Paper 3 Topic Assessment (3.10)**	**Consolidation, revision and feedback.**	**Paper 1: Business 1 Paper 2: Business 2 Paper 3: Business 3**		
Chemistry **Organic Chemistry** **Teacher 1**	**Module 6 Organic Chemistry & analysis** Topics: Revision of arenes & reactions Carbonyls, carboxylic acids,esters	**Module 6 Organic Chemistry & analysis** Topics: Amines, amino acids, amides & chirality Condensation polymers	**Module 6 Organic Chemistry & analysis** Organic synthesis, Synthetic routes Functional group analysis	**Module 6 Organic Chemistry & analysis** Carbon-13 NMR Proton-NMR Key Skills: Analysis, evaluation, identification,	**Module 6 Organic Chemistry & analysis** Chromatography Combined Techniques Synoptic concepts REVISION		- Recall and explain the synthesis of organic functional groups; their typical reactions and - properties. - Full understanding of how reactions happen and be able to apply these to unfamiliar

	and acyl chlorides Key Skills: IUPAC rules, logical thinking & looking for patterns, analysis, evaluation, nucleophilic addition mechanism, application of structure to properties. 3D-visualisation and drawing. Practical skills. MP: Module 1,2,4 assessment	Key Skills: IUPAC rules, logical thinking & looking for patterns, analysis, evaluation, nucleophilic addition mechanism, application of structure to properties. 3D-visualisation and drawing. Practical skills. MP3: Carbonyl to Synthesis Test MP4: Assessment week: Organic exam	Key Skills: IUPAC rules, logical thinking & looking for patterns, analysis, evaluation, visualisation, extended writing. Practical skills. MP: RSC Olympiad MP: MOCK Paper 2	visualisation, mathematical skills, logical thinking MP: Spectroscopy Assessment	Key Skills: Analysis, evaluation, identification, visualisation, mathematical skills, logical thinking. Exam skills, command words, subject specific key words, application, evaluation, practical skills, application of knowledge to a variety of unfamiliar molecules and reactions. MP: Synoptic Exam Qs		- situations. - - Be able to identify and explain optical isomerism, and chirality - Be able to explain and show mechanisms for extending the carbon chain in aliphatic and - aromatic molecules. - Investigate and explain how to practically synthesise molecules containing functional groups - from Yr12 and 13. - To purify an organic solid and to test for the functional groups and purity - Compose multi-stage synthetic routes for preparing organic compounds - Effectively use carbon-13 and proton-NMR in connection with previous analytical technique - to correctly identify complex organic molecules - Be able to combine knowledge from all modules to successfully answer synoptic/unfamiliar - questions

Physical Chemistry **Teacher 2**	**Module 5: Physical chemistry & transition elements** Rates of reaction Acids, Bases and pH Key Skills: Changing the subject of, substituting numbers into, and solving algebraic equations, plotting experimental data, graphical analysis, logical thinking, calculating constants, practical skills MP1: Module 1,2,3 assessment	**Module 5: Physical chemistry & transition elements** Acids, Bases and pH Buffers, Neutralisation Key Skills: Changing the subject of, substituting numbers into, and solving algebraic equations, plotting experimental data, graphical analysis, logical thinking, calculating constants, using indices practical skills MP: November Assessment Paper 1 Physical exam	**Module 5: Physical chemistry & transition elements** Redox and Electrode Potentials Key Skills: Analysis, evaluation, applying conservation of energy, logical thinking, Changing the subject of, substituting numbers into, and solving algebraic equations, plotting experimental data, graphical analysis, practical skills MP : Redox assessment	**Module 5: Physical chemistry & transition elements** Enthalpy and Entropy Transition Elements Key Skills: Changing the subject of, substituting numbers into, & solving algebraic equations, plotting data, graphical analysis, interpreting data, logical thinking, applying principles to unfamiliar electrochemical cells, practical skills MP: MOCK Paper 1	**Module 5: Physical chemistry & transition elements** Synoptic concepts REVISION – modules 2, 3, 5 and practical techniques Key Skills: Exam skills, command words, subject specific key words, application, evaluation, practical skills MP: Enthalpy & entropy test		- To apply mathematical skills to analyse chemical reactions quantitatively in terms of equilibrium, rates and energy for the first time. - To determine by calculation the extent, speed and feasibility of chemical reactions. - To evaluate the quantitative effects of temperature, pressure and concentration on the rate of reaction and chemical equilibrium, and understand how these can be manipulated to control industrial processes - To understand the importance of acids, bases and pH in chemical and biological processes. - To calculate pH of strong acids, weak acids, alkalis and buffer solutions and analyse pH curves - To understand the role of buffers in maintaining blood pH as a case study for the essential

							role of acids and bases to health and wellbeing - To determine whether chemical reactions are feasible and spontaneous by applying the principles of energy and entropy and studying electrode potential and electrochemistry - To understand the importance of redox reactions in electrochemical cells, including fuel cells and those used to power portable devices (batteries) - To develop practical skills with techniques including continuous monitoring, measuring pH using pH meter, redox titrations, measuring potential difference of electrochemical cells - To understand in detail the chemistry of the transition metals/d-block elements, including the colours, shapes and reactions of their ions, how complexes form, and how and why chemical

							and physical properties change in the centre of the Periodic Table
Computer Science	**Module:** Fundamentals of Programming **Topics:** Object oriented programming **Key Skills:** Be familiar with the use of recursive techniques in programming languages. Understand the characteristics of the procedural- and object-oriented programming paradigms, and have experience of programming in each. Be aware of the following object-oriented design principles: encapsulate what varies, favour composition over	**Module:** Computational Thinking and Data Structures **Topics:** Mealy machines, the Turing machine, regular and context free languages. Queues and stacks, hash tables and dictionaries **Key Skills:** Be able to distinguish between static and dynamic structures and compare their uses, as well as explaining the advantages and disadvantages of each. Be aware of a graph as a data structure used to represent	**Module:** Fundamentals of Algorithms **Topics:** Dijkstra's shortest path algorithm, search algorithms, reverse polish notation and sorting algorithms **Key Skills**: Be able to trace breadth-first and depth-first search algorithms and describe typical applications of both. Be able to describe uses of tree-traversal algorithms. Be able to convert	**Module:** Fundamentals of Functional Programming **Topics:** Basics of functional programming, writing functional programs **Key Skills:** Know that a function is a first-class object in functional programming languages and in imperative programming languages that support such objects. Know that function application means a function applied to its arguments. Know what is meant by composition of functions.	**Revision** Paper 1 and paper 2 topics. Exam techniques.	**Exams**	The ability to draw and interpret a class diagram. Explain what is meant by inheritance and polymorphism and be able to interpret and correct a simple object-oriented program. Give examples of first-class objects in a functional programming language. Write and interpret simple functions in Haskell and evaluate simple functions involving map, filter, reduce or fold. State the distinguishing features of Big Data including volume, velocity and variety. Understand and describe the concept and uses of a queue, stack, list, graph, tree, hash table, dictionary and vector. Define a rooted tree and a binary tree and be able to apply a simple hashing algorithm. Perform vector addition and scalar multiplication State the essential characteristics of a recursive algorithm. Explain and state the order in which nodes are visited in, addressing pre-order, in-order and post-order tree traversals. Give examples of linear, polynomial, exponential and logarithmic functions. Explain the principles of a linear and binary search. Explain what is meant by a tractable or intractable problem Interpret finite state machines with and without output. Define a set by listing its members and calculate a subset addressing membership, union, intersection, and

	inheritance, program to interfaces, not implementation. MP1: End of Unit Assessment MP2: Programming Assessment	more complex relationships. Know how an adjacency matrix and an adjacency list may be used to represent a graph. Be familiar with typical uses for rooted trees. Be familiar with the concept of a hash table and its uses. Be familiar with the concept of a vector and the specification notations. Be able to draw and interpret simple state transition diagrams and state transition tables for FSMs with no output and with output (Mealy machines only).	simple expressions in infix form to Reverse Polish notation (RPN) form and vice versa. Know and be able to trace and analyse the complexity of the linear and binary search algorithms. Know and be able to trace and analyse the time complexity of the bubble and merge sort algorithms. Understand and be able to trace Dijkstra's shortest path algorithm. MP5: Summative Assessment	Construct simple programs in a functional programming language. MP6: NEA Moderation			difference of given sets. Form and use simple regular expressions for string manipulation. Explain the structure of a simple Turing machine. Read BNF production rules and validate input strings. Convert simple infix form to Reverse Polish Notation and vice versa

		MP3: End of Unit Assessment MP4: Summative Assessment					
Drama	**<u>C2: Text in Action and C3 Text in Performance</u>** **C2- text in Action:** Study practitioner/companies (opposite to C1) Devising using a stimulus rehearsals Choosing a text and performing it with a chosen practitioner/company in mind. Rehearsals – full group. Log exploration. **C3 – Chimerica** Read and explore the text (context,	**<u>C2: Text in Action and C3 Text in Performance</u>** **C2- text in Action:** Study practitioner/companies (opposite to C1) Devising using a stimulus rehearsals Choosing a text and performing it with a chosen practitioner/company in mind. Rehearsals – full group. Log exploration. **C3 – Chimerica** Read and explore the text (context,	**<u>C2: Text in Action (Performance) and C3 Text in Performance</u>** **C2- text in Action:** Study practitioner/companies (opposite to C1) Devising using a stimulus rehearsals Choosing a text and performing it with a chosen practitioner/company in mind. Rehearsals – full group. Log exploration.	**<u>C3: Text in Performance (exam) prep</u>** **C3 exam prep:** Completion of Chimera text Recap Hedda and revise text in performance application Completion of study of Curious Incident of the Dog in the Night-Time. Explore context, characters, design concepts, costumes etc.	**<u>C3: Text in performance (exam) prep</u>** **C3 exam prep:** Completion of Chimera text Recap Hedda and revise text in performance application Completion of study of Curious Incident of the Dog in the Night-Time. Characters, design concepts, costumes, lighting etc.	**Study leave/exams.**	To have completed C2 performances and log for a visiting examiner. To have studied all 3 texts for examination and completed the examination in line with target grades.

	characters, design etc.) Look at exam-style questions based on text. **Assessment x 2** 1 – Mock of scripted and devised 2 – mock-style questions on Chimerica **AO1** Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice **AO2** Apply theatrical skills to realise artistic intentions in live performance **AO3** Demonstrate knowledge and	characters, design etc.) Revision of Hedda (studied in Yr 12) Look at exam-style questions based on text. **Assessment x 2** 1 – Mock of scripted and devised 2 – mock-style questions on Chimerica **AO1** Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice **AO2** Apply theatrical skills to realise artistic intentions in	**C3 – Chimerica** Read and explore the text (context, characters, design etc.) Recap and revision on Hedda. Look at exam-style questions based on text. **Assessment x 2** 1 – Mock of scripted and devised 2 – mock-style questions on Chimerica and Hedda **Examiner to visit centre to assess C2 = 40% of A Level.Date TBC in Jan can be in T3 or T4** **AO1**	**Assessment x 2** 1 – Full mock on all 3 texts 2- mock questions/ performance of texts. **AO3** Demonstrate knowledge and understanding of how drama and theatre is developed and performed **AO4** Analyse and evaluate their own work and the work of others.	**Assessment x 2** 1 – Full mock on all 3 texts 2- mock questions/ performance of texts. **AO3** Demonstrate knowledge and understanding of how drama and theatre is developed and performed **AO4** Analyse and evaluate their own work and the work of others. **C3 exam = 40 %**		

	understanding of how drama and theatre is developed and performed **AO4** Analyse and evaluate their own work and the work of others.	live performance **AO3** Demonstrate knowledge and understanding of how drama and theatre is developed and performed **AO4** Analyse and evaluate their own work and the work of others.	Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice **AO2** Apply theatrical skills to realise artistic intentions in live performance **AO3** Demonstrate knowledge and understanding of how drama and theatre is developed and performed **AO4** Analyse and evaluate their own work				

			and the work of others.				
Economics	**Theme 3** 1. Introduction to 2. Business economics 3. Growth of businesses and their objectives 4. Costs and revenues 5. Types of profit **Theme 4** 1 Macroeconomics at an international level 2. Fiscal, monetary and supply side policy 3. Public sector finance, Taxation and	**Theme 3** 1 Perfect competition 2. Contestability 3. Monopolistic Competition **Theme 4** 1 Specialisation of trade 2 Terms of Trade 3 Trading blocs and monetary unions 4 WTO 5 Protectionism - tariffs, quotas, non tariff barriers 6 Exchange rates **Assessment**	**Theme 3** 1 Oligopoly 2 Game theory 3 Monopoly 4 Monopsony **Theme 4** 1 International 2 Competitiveness 3 Inequality - Gini coefficient, Lorenz curve 4 Poverty 5 Redistribution of income and wealth **Assessment** 1 short questions and multiple choice topics	**Theme 3** 1 Efficiency - allocative, productive, dynamic, technical 2. Government intervention to promote competition and protect consumers 3. Labour market and wage determination **Theme 4** 1 Measures of development 2 Factors influencing growth and development 3 Measure to improve development	**Theme 3** Revision themes 1, 2 ,3 4 Exam practice Research to consolidate contextual understanding **Assessment** 1 - paper 3	**A Levels Begin**	To be able to confidently understand economic data and context using economic modelling and theories. To have a bank of factual information to enable students to compare and contrast information. To have a broad understanding of the UK and global economy. To be able to interpret macro and microeconomic information. **Theme 3** To understand the motives driving firms to grow or remain small To be able to draw and interpret cost and revenue curves To understand the assumptions for highly competitive models and be able to draw their short run and long run equilibrium To be able to use the appropriate diagram for the context To understand the long and short term equilibrium for all markets and the levels of efficiency To understand the purpose of competition policy To achieve a holistic understanding of global economics with in depth knowledge of micro and macro economic theories and models

	public expenditure 4. Globalisation **Assessment** 1 Multiple choice and 20 mark Q: globalisation 2 mixed paper 1 and 2 (theme 1,2)	1 Mock exam half paper 1 and half paper 2	1,2,3,4,5,6,7, 8,9,10,11	4 Financial markets Central banks and regulation **Assessment** 1 - mock exam all themes Paper 3 2 - synoptic essays, all themes			To confidently analyse and evaluate macro and micro economic information using contextual understanding To be able to synoptically analyse data **Theme 4** To understand the interconnectedness of markets and globalisation To understand trade specialisation and comparative advantage To evaluate the impact of protectionism To understand factors that affect international competitiveness To evaluate impacts and causes of inequality To understand financial markets To know how the 2008 financial crash shaped our world economy.
English Literature	**NEA** **Intro to Donne** **Aim:** To plan and begin the writing stages of NEA. To introduce Donne's (challenging) metaphysial poetry and the various contexts surrounding his work (biographical, religious, cultural,	**NEA** **Donne Poetry** **Aim:** To introduce students to 'Othello', providing them with a clear overview of both historical factors (social and political), deepening their understanding of the tragedy genre and introducing them to the first	**Unseen/NEA Prose Revision** **Aim:** To build on students' knowledge from last year and introduce them to unseen poetry and how to tackle this. To revise prose texts and target areas in	**ASND/Othello Revision** **Prose/Poetry Revision** **Aim:** to consolidate knowledge and understanding. To practise exam technique.	**Revision** **Aim:** to consolidate knowledge and understanding. To practise exam technique	**Revision** **Aim**: to consolidate knowledge and understanding. To practise exam technique.	● Engage critically and creatively with a substantial body of texts and ways of responding to them. ● Undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing traditions. ● Respond to and evaluate texts, drawing on their understanding of interpretations by different readers such as literary critics ● communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts

	historical, literary etc). To revise the sonnets that they have already studied and introduce various other forms that Donne used, exploring themes which include of love, religion, sexuality. **Skills:** Playwright's craft, evaluating and developing critical thinking about the way in which a writer conveys their perspective, looking at the concept of nature vs: nurture, introducing students to machiavellianism. **Skills:** Poet's craft, analysing language and structural	two acts of the play. **Aim:** to complete study of the collection of Donne poems and develop essay skills. **Skills:** Introduce students to critics' perspectives and use these to develop discussion, push students to challenge ideas/shape their own viewpoints. **Skills**: Thinking evaluatively and critically, applying key contextual factors to the poet's methods. Students should develop an original viewpoint, discuss the	which students feel less confident in. To look at key themes, context, and characters to build on prior knowledge and aid revision skills. **Skills:** making critical choices when comparing poems/understand themes and ideas/ comparison skills when presented with a new poem. **Skills**: making critical, significant comparisons between texts and their respective contexts. Analysis of writer's craft				● Use literary critical concepts and terminology with understanding and discrimination ● Make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources.

	choices critically and evaluative. Making clear connections between the language and relevant contexts. Exploring metaphysical form and conventions.	significance of elements of language, structure, and form in terms of meaning.	and intentions.				
Geography Teacher 1 (4 lessons per fortnight	**Powers and Borders** Challenges to sovereignty and territorial integrity, global governance of conflicts	**Hazardous Earth** Processes and features at plate boundaries	**Hazardous Earth** Vulcanicity; volcano case studies, management of volcanic hazards	**Hazardous Earth** Seismicity; earthquake case studies, management of seismic hazards	**Revision**	**Final Exams**	Understand how sovereignty and territorial integrity can be challenged, and how global governance can address the consequences of these challenges. Understand how the water and carbon cycles operate in contrasting locations. Understand how water and carbon cycles can change over time. Understand how the water and carbon cycles are linked. Understand conteporary patterns of migration and how these are increasing in complexity. Understand the impacts and issues arising from unequal flows of migrants.

							Understand the theory of plate tectonics and the evidence to support this theory. Understand the processes occurring at plate boundaries. Know the main hazards generated by volcanic and seismic activity.
Teacher 2 (3 lessons per fortnight)	**Global Migration** What are the contemporary patterns of global migration, why has it become increasingly complex and what are the associated issues with unequal flows of global migration?	**Earth Life Support Systems** What are the contemporary patterns of global migration, why has it become increasingly complex and what are the associated issues with unequal flows of global migration?	**Earth Life Support Systems** How do the water and carbon cycle operate in contrasting locations. (Tropical rainforest and Arctic Tundra). How much change occurs over time in the water and carbon cycle.	**Earth Life Support Systems** To what extent are the water and carbon cycle linked and how are they managed globally.	**Revision**	**Final Exams**	Understand the impacts, responses and mitigation strategies associated with tectonic hazards. Understand how the risk of a hazard changes over time and is linked to the occurrence of disasters. Create GIS maps independently using own fieldwork data. Explain in detail a variety of geographical processes and features including independently identify and explain links between Tectonics and other A level topics. Confidently apply knowledge and understanding to unknown situations and to support well-developed, thoughtfully evidenced arguments which reach substantiated conclusions.
NEA (2 lessons per fortnight)	Writing up NEA: Introduction; Methods	Data Presentation and analysis	Writing conclusion and evaluation	Final checks; contents page; bibliography	Revision for final exams		Plan, undertake and evaluate an individual investigation.

Government & Politics	**MH** **T&L Module 1**: The US constitution **Content**: The nature of the Constitution; the main aims & principles of the US Constitution; its founding; the Bill of Rights & other amendments; constitutional amendment & the role of the SC; federalism & constitutional change. Debates about its effectiveness today **NCD** **T&L Module 2:** The Supreme Court, Rights & Liberties **Content:** The nature and role of the SC; the appointment process, the SC & public policy; the protection of rights &	**NCD & MH** **Completion of modules 1 & 2** **NCD** **T&L Module 3:** The US Congress **Content:** the structure of Congress; The functions of Congress; interpretations & debates **MH** **T&L Module 4:** The Presidency **Content:** Formal sources of presidential power as outlined in the US Constitution and their use; Informal sources of presidential power and their use; The presidency over time; Interpretations & debates of the US presidency.	**NCD & MH** **Completion of modules 3 & 4** **JHs** **T&L Module 3:** Socialism **Content:** Core ideas & principles (collectivism, common humanity, equality, social class, workers' control); differing views & tensions within socialism (revolutionary socialism, social democracy, third way); Key thinkers (Karl Marx, Beatrice Webb, Rosa Luxembourg, Anthony Crosland, Anthony Giddens)	**NCD & MH** **T&L Module 5:** Democracy & Participation **Content:** Electoral systems in the USA; Campaign finance; The key ideas and principles of the Democratic and Republican parties; The current conflicts and tendencies and the changing power and influence that exist within the parties. Coalition of supporters for each party; Interest groups in the USA – their significance, resources, tactics and debates about their impact on democracy; Interpretations and debates of US democracy and	**Revision for all teachers** NCD/MH to revise all US content plus links to UK for paper 3 and to support papers 1 & 2 JHs to revise ideologies & UK content for papers 1 and 2	**A level exam**	**USA:** 1: a deep understanding & critical appraisal of the nature of US Government and the role of, and relationship between, the different branches of US Government and between federal and state governments within a federal system; 2: an understanding of the rights and liberties of US citizens & an evaluation of how well they are protected today; 3: an understanding of the nature of US democracy and an evaluation of its strengths and weaknesses; 4: an appraisal of the similarities and differences between US and UK Government and Politics. 5: An understanding of the historical context which impacted how key principles of conservatism, liberalism & socialism developed. 6: Ability to analyse the divisions within each ideology & evaluate the degree to which they are cohesive & united. 7: Ability to analyse how key thinkers have influenced each ideology's principles & focus.

	liberties; race & rights in the USA today **JH** **Recap & consolidate** **T&L Module 2:** Liberalism **Content:** Core ideas & 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)	**JHs** **T&L Module 2: Conservatism** **Content:** Core ideas & principles (pragmatism, tradition, human imperfection, organic society, paternalism, libertarianism); differing views & tensions within socialism (traditional, one-nation, new right); Key thinkers (Thomas Hobbes, Edmund Burke, Michael Oakeshott, Ayn Rand, Robert Nozick)		participation including. **JHs** **T&L Module 4:** Feminism **Content:** Core ideas & principles (sex & gender, patriarchy, personal is political, equality feminism & difference feminism, intersectionality) ; differing views & tensions within feminism (liberal, socialist, radical & post-modern feminism); key thinkers (Charlotte Perkins Gilman, Simone de Beauvoir, Kate Millett, Sheila Rowbotham, Bell Hooks)			
History OCR Exam Board	**Russia Topic:** Alexander II, Alexander III & Nicholas II	**Russia Topic:** Provisional Government & Lenin	**Russia Topics:** Stalin & Khrushchev	**Russia Topics:** Thematic overview –	**Russia Topics:** Thematic overview – economy & war	**Exams**	Deep chronological understanding of Russia from 1855-1964

	Content: Nature of Emancipation, Liberal Reforms under Alexander II, the 'reaction' under Alexander III, industrialisation & growing opposition, reform & reaction under Nicholas II **Assessment:** Should A2 be known as the 'Tsar liberator'? & A2 interpretation question **Skills:** Evaluating validity of historical interpretations **Cultural Content:** Uneven & de-stabilising nature of industrialisation, political	**Content:** February Revolution, Dual Authority, PG in crisis, November Revolution, Red Terror, Civil War **Assessment:** PG interpretation question & November mocks **Skills:** Continuing historical interpretation evaluation **Cultural Content:** Nature of democracy, socialism, use of violence for political change	**Content:** Great Terror, Modernisation programme, WW2, Cold War, De-Stalinisation **Assessment:** Stalin 'Red Tsar' thematic question & Khrushchev interpretation Q **Skills:** Thematic analysis **Cultural Content**: Totalitarian regimes, methods of industrialisation, WW2 impact on Russia, Cold War from Russian perspective	government & nationalities **Content:** Style of government, effectiveness of opposition, structure of central/local government, freedom of nationalities, Russification **Assessment:** Government thematic question & March mocks **Skills:** Developing thematic analysis **Cultural Content:** Perseverance of political systems, nature of freedom, cultural conflict in multi-national states	**Content:** Industrialisation, Agricultural problems, living conditions, war as a driver of change, social/political impacts of war **Assessment:** Alternative March mock question & thematic question **Skills:** Essay planning in time-pressured conditions **Cultural Content:** Common people left behind, recurrence of famine, importance of total wars		Students are able to describe 100+ events/concepts in Russian history Students are able to give nuanced analysis on why certain events are particularly significant Students can evaluate the nature and amount of change at multiple points between 1855 -1964 Students can place multiple secondary sources within a wider historical debate, applying a range of historical knowledge to evaluate their validity Students can analyse trends & important turning points within a particular theme (eg economy) over a broad period of time Students have an appreciation of how Russian history complements/contrasts with pre-existing historical knowledge

	autocracy, Russian traditions						
	Coursework: preparing an introduction to your essay and producing a written section of it. **Assessment-** research review feedback and Germany topic factual testing.	**Coursework:** how to write a draft of coursework essay. November examination- Germany paper **Assessment-** Germany exam paper and critical feedback on initial essay	**Coursework:** developing feedback to strengthen essays **Assessment** - ongoing coursework essay feedback and Germany topic factual testing	**Coursework- final essay completion.** March Mock Exams **Assessment-** March mock exam (Germany) and final coursework grade.	**Final Germany revision** **Assessment-** Germany exam response questions (final targeted topics)		Students have the ability to undertake independent learning & confidence to undertake a research question effectively Students can be confident in using primary sources to critically evaluate a historical debate. Students will be able to create a sustained argument using a broad range of historical knowledge & research.
Maths **Lead Teacher 1 (6 lessons per fortnight Pure & Statistics)** **Teacher 2 (3 lessons per fortnight Pure & Mechanics)**	**PURE MATHS**) **TEACHER 1 Trigonometry** Addition rule Double angle rules Inverse trigonometric functions Identities R Formula Small angle approximations Differentiation	**PURE MATHS TEACHER 1 Calculus - Integration** Area between two curves Integration by cover up Rational functions Partial fractions Trigonometric identities	**PURE MATHS TEACHER 1 Calculus - Integration** By parts Substitution Standard Results Numerical Method Newton Rapheson Modulus Graphs	**PURE MATHS TEACHER 1 Parametric Equations 1** The graphs of parametric equations Parametric to cartesian Differentiating parametrics Integrating parametrics	**PURE MATHS Revision**	**A Levels**	Construct and present mathematical arguments through appropriate use of diagrams; sketching graphs; logical deduction; precise statements involving correct use of symbols and connecting language 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 Understand and use the definition of a function; domain and range of functions. Comprehend and critique mathematical

	of trig from first principles **Calculus - Differentiation** Chain, product and quotient Derivations of inverses Shapes of functions **TEACHER 2** Sequences and Series Recurrence Relationships Arithmetic Sequences Geometric Sequences **MECHANICS T2** **Statics** At an angle Coefficient of friction **Dynamic** At an angle Coefficient of friction	**STATISTICS T1** **Conditional Probability** Applied to tree diagrams and Venn diagrams **Normal Distribution** Finding probabilities Working backwards Z values and finding mean and standard deviation **MECHANICS T2** In 3D SUVAT Vectors with variable acceleration	Solving equations **TEACHER 2** **Binomial Expansion** with fractional and negative powers **Calculus - Differentiation** Implicit differentiation Normals, tangents and turning points	**Solving Differential Equations** Connected rates of change Separation of variables **Proof** Proof by contradiction **Statistics T1** **Approximating Distributions** Approximating Binomial with a normal distribution Normal distribution hypothesis testing **Mechanics T2** **Projectiles** From ground level From a height At an angle **Moments** Multiple pivots and suspensions			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. Understand that many mathematical problems cannot be solved analytically, but numerical methods permit solution to a required level of accuracy. Evaluate, including by making reasoned estimates, the accuracy or limitations of solutions, including those obtained using numerical methods. 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
Maths **Lead Teacher 1 (6 lessons per fortnight Pure & Mechanics)** **Teacher 2 (3 lessons per fortnight Pure & Statistics)**	**PURE MATHS TEACHER 1** **Trigonometry** Addition rule Double angle rules Inverse trigonometric functions Identities R Formula Small angle approximations Differentiation of trig from first principles Calculus - Differentiation Chain, product and quotient Derivations of inverses Shapes of functions TEACHER 2 Sequences and Series Recurrence	**PURE MATHS TEACHER 1** **Calculus - Integration** Area between two curves Integration by cover up Rational functions Partial fractions Trigonometric identities **TEACHER 2** **Binomial Expansion** with fractional and negative powers **Mechanics T1** **Statics** At an angle Coefficient of friction **Dynamic**	**PURE MATHS TEACHER 1** **Calculus - Integration** By parts Substitution Standard Results **TEACHER 2** **Numerical Method** Newton Rapheson **Calculus - Differentiation** Implicit differentiation Normals, tangents and turning points Modulus Graphs Solving equations	**PURE MATHS TEACHER 1** **Parametric Equations 2** Differentiating parametric Integrating parametric **Solving Differential Equations** Connected rates of change Separation of variables **TEACHER 2** **Proof** Proof by contradiction	**PURE MATHS Revision**		Construct and present mathematical arguments through appropriate use of diagrams; sketching graphs; logical deduction; precise statements involving correct use of symbols and connecting language 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 Understand and use the definition of a function; domain and range of functions. 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. Understand that many mathematical problems cannot be

	Relationships Arithmetic Sequences Geometric Sequences **Statistics T2** **Conditional Probability** Applied to tree diagrams and Venn diagrams	At an angle Coefficient of friction **Vectors** In 3D SUVAT Vectors with variable acceleration **Statistics T2** **Normal Distribution** Finding probabilities Working backwards Z values and finding mean and standard deviation	**Mechanics T1** **Projectiles** From ground level From a height At an angle **Moments** Multiple pivots and suspensions				solved analytically, but numerical methods permit solution to a required level of accuracy. Evaluate, including by making reasoned estimates, the accuracy or limitations of solutions, including those obtained using numerical methods. 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
Further Maths	**CORE MATHS TEACHER 1** **Complex Numbers 1** ●Nth roots of	**CORE MATHS TEACHER 1** **Matrices 2** ●Diagonalisation	**CORE MATHS TEACHER 1** **Integration 1**	**CORE MATHS TEACHER 1** **Integration 2**	**Revision**		OT1.1 Construct and present mathematical arguments through appropriate use of diagrams; sketching graphs; logical deduction; precise statements involving correct use of

	unity **Vectors** ●Vector product ●Equation of line and area of triangle ●Planes, angles and intersections ●Distances **Matrices 1** ●Determinate of 3x3 ●Sim equations and geometric interpretation ●Factorising ●Eigen vectors and Eigen values **TEACHER 2** Graphs ●Modulus functions ●Rational with oblique asymptotes ●Composite transformations **Maclaurin & Limits** ●Proving an expansion ●L'Hopitals rule **YEAR 13 TRANSITIONAL EXAMS**	**2 nd Order Differential Equations** ●Solve homogenous ●Solve nonhomogeneous ●Particular solutions **FStats T1 Continuous random variables** Rectangular distribution **T-Tests** ● Hypothesis testing with t-tests **Continuous random variables** ● Exponential distribution **FMech T2 Circular Motion** ● Inclined planes ● Conical pendulum	● Improper integrals ● Integrating Partial fractions ●Polar integration ● Arc length **FMech T2** **Centre of Mass** ●Particles and rods ● Composite ● Volume of revolution ● Toppling or sliding	● Area of surface revolution ● Reduction formula **Differential equations** ● 1 st order differential equations ● Simple harmonic motion ● Damped and forced motion ● Coupled equations **Hyperbolic Functions** ●Reciprocal hyperbolic functions ●Differentiating and integrating hyperbolic functions ● Osbourne's rule ● Identities in proof **FMech T2 Collisions** ● Collisions with walls ● Impulse			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, including those relating to applications of mathematics 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 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

		●Vertical motion **YEAR 13 ASSESSMENT WEEK**		**YEAR 13 MOCK EXAMS**			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.
MFL - FRENCH	**<u>Teacher 1: Unit 8</u>** **Skills:** How marginalisation affects different sectors in society **Grammar:** Venir de and	**<u>Teacher 1: Unit 9</u>** **Skills:** Prison in France (the judicial and prison system) **Grammar**: Using inversion,	**<u>Teacher 1: Unit 10</u>** **Skills:** Young people and politics, the right to vote, the future of the EU	**<u>Teacher 1: Unit 12</u>** **Skills:** Politics of immigration **Grammar:** impersonal verbs and dependent infinitives, direct	**<u>EXAMS</u>**	**<u>EXAMS</u>**	**By the end of year 13, students will be able to…** …understand and discuss how marginalisation affects different sectors in society …understand and discuss young people and politics, the right to vote, the future of the EU

	depuis, passive in all tenses, indefinite pronouns and adjectives **ASSESSMENT: U8 Paper 1, U8 Speaking** **<u>Teacher 2: Literature study</u>** **Skills:** Study of book Un Sac de billes (analysis of background, themes and characters, essay writing skills) **ASSESSMENT: 2 marked essays**	present and perfect subjunctive **ASSESSMENT: U9 Paper 1, U9 Speaking** **<u>Teacher 2: Literature study</u>** **Skills:** Study of book Un sac de billes, cont. **ASSESSMENT: Y13 Assessment Week (Papers 1-2-3)**	**Grammar:** future ideas with quand, using more than 1 tense in the same sentence **ASSESSMENT: U10 Paper 1, U10 Speaking** **<u>Teacher 2: Unit 11</u>** **Skills:** Demonstrations and strikes **Grammar:** interrogative adjectives and pronouns, prepositions, irregular forms of the past historic **ASSESSMENT: U11 Paper 1, U11 Speaking**	and indirect speech, recognising the imperfect subjective) **ASSESSMENT: U12 Paper 1, U12 Speaking** **<u>Teacher 2: Revision</u>** **<u>Skills</u>:** Revision of all units with exam skills for the exams **ASSESSMENT: Mocks (Papers 1-2-3)**			…understand and discuss the judicial and prison system in France …understand and discuss demonstrations and strikes …understand and discuss the politics of immigration …conjugate verbs accurately in all tenses. ...understand the use of the subjunctive and other advanced tenses. …critically analyse the film La Haine and the book Un Sac de Billes. …respond to speaking cards on all topics and a wide range of IRP questions.

MFL - GERMAN	Teacher 1 (JJR): Book - Zonenkinder Unit 8.1 - Woher kommst du? Unit 8.2 - Ein Volk – viele Einflüsse Teacher 2 (BP): Unit 7.3 – Massnahmen gegen Masseneinwanderungen Unit 8.3 – Radio Multikulti ASSESSMENT: 2 marked essays	Teacher 1 (JJR): Unit 9.2 - Die Ursprünge des Rassismus Unit 9.3 – Der Kampf gegen Rassismus Teacher 2 (BP): Revision Film good bye Lenin! Unit 9.1 - Altagsrassismus ASSESSMENT: Y13 Assessment Week (Papers 1-2-3)	Teacher 1 (JJR): Unit 10.2 - Die Auswirkungen der EU Unit 10.3 – Die Rolle Deutschlands in Europa Unit 11.1 – Politik und Jugend - Macht mit Teacher 2 (BP): Unit 10.1 – Sind Sie Deutsche(r) oder Europäer(in) ASSESSMENT: U10 Paper	Teacher 1 (JJR): 11.2 – Politik und Jugend – Engagier dich! 12.1 - Friedliche Revolution in der DDR 12.2 - Wie vereinigt ist Deutschland 12.3 – Alte und neue Bundesländer – Kultur & Identität Teacher 2 (BP): Unit 11.3 – Wehrfpflicht: Ja oder Nein? ASSESSMENT: U11 Paper 1, U11 Speaking	Teacher 1 (JJR): Revision - Speaking Teacher 2 (BP): Revision		By the end of year 13, students will be able to… …understand and produce language on the topics of immigration, integration, racism, the EU, politics and the Berlin Wall. …conjugate verbs accurately in all tenses. ...understand the use of all four cases and a wide range of prepositions. …critically analyse the book Zonenkinder. …respond to speaking cards on all topics.

	ASSESSME NT: U7&8 Paper 1, U8 Speaking	ASSESSME NT: U9 Paper 1, U9 Speaking	1, U10 Speaking	ASSESSME NT: U12 Paper 1, U12 Speaking			
MLF - SPANISH	**Teacher 1 (BP)**: 7.3 La inmigración mexicana en EE. UU. 8.1 Actitudes racistas y xenófobas en la España de ayer y hoy 8.2 Las medidas nacionales y locales en contra del racismo en Hispanoamérica 8.3 Las legislaciones antirracistas en el mundo hispano **Teacher 2 (HQ)**: Book study: Como Agua Para Chocolate **Paper 2 Mock**		**Teacher 1 (BP):** 9.1 La convivencia entre culturas en la España medieval 9.2 Convivencia e integración en los centros escolares 9.3 La convivencia en la España moderna **Teacher 2 (HQ):** Book study: Como Agua Para Chocolate	**Teacher 1 (BP):** 10.1 Los jóvenes y la política: ¿activismo o apatía? 10.2 El paro entre los jóvenes 10.3 Su sociedad ideal: ¿una quimera? **Teacher 2 (HQ):** 11.1 El franquismo en España		**Teacher 2 (BP):** 12.1 El poder de los sindicatos 12.2 Las protestas sociales en profundidad 12.3 La efectividad de las manifestaciones **Teacher 2 (HQ):** 13.1 Las corrientes pictóricas del último siglo y su legado 13.2 La seguridad y los hackers 13.3 La influencia de la Iglesia Católica en Latinoamérica

					11.2 La evolución de la monarquía en España 11.3 Dictadores latinoamericanos		
MUSIC	**Module:** 3.17 AOS 5 Programme Music 3.18 Board set brief composition **Topics:** Continuing AOS 5, Programme Music: Symphonic poem: Smetana, Liszt, Strauss and composers for piano Choosing Board set brief composition (set by OCR) and beginning a first draft Refining the full solo performance recital	**Module:** 3.19 AOS 6 Innovations in Music. 3.20 Developing Board set brief composition 3.21 Producing an A grade performance recital **Topics:** AOS 6: Innovations in Music: Late Romanticism, Impressionism, Expressionism.	**Module:** 3.22 AOS 6 Innovations in Music 2/Revision on AOS 1-5 3.23 Developing board set brief composition 3.24 Developing learner set brief composition 3.25 Preparing recital for exam **Topics:** Continue to study "Innovations in Music":	**Module:** 3.26 Completing both compositions 3.27 Revising for the listening paper 3.28 preparing for the recital exam. **Topics:** Completing BOTH compositions for submission on May 1st Preparing and refining performance recital for Exam	**Revision and Exam Practice** Personalised Revision Plans for Students. **Assessment:** Complete another full listening paper. Complete a range of timed essay questions/mind maps and examination questions (Listening paper takes place in June)	**A- Levels Begin**	Be able to understand all key features, composers and styles of Programme music. Completed first draft on Board set brief composition High level performance recital completed Be able to produce a high grade performance Completed first draft of Board set brief composition Be able to complete a full Listening paper to a high standard. Strategic Thinking, Constructing a reasoned argument, Calculating Key Numerical Data and applying in Context Both compositions submitted to a high standard. Performance recital completed All areas of study revised

	Assessment 1: Essay question on Programme Music **Assessment 2:** First draft of Board set brief composition Performance recital	Developing Board set brief composition Improving and developing performance recital. Revision of AOS 3 **Assessment 3:** A Level Listening paper 2018 - MOCK **Assessment 4:** Board set brief composition Full performance recital	Minimalism, Modernism Continue to develop both compositions Detailed revision on AOS 1-5 with exam preparation/class test/exam questions **Assessment 5:** Presentation on Minimalism/Modernism Revision presentations on AOS 1, 2 and 3 **Assessment 6:** Essay questions (25 mark) on AOS 3-5. Short 10 mark questions on AOS 1,2 and aural perception tests.	on April 21st (approx. date) Revising all areas of study and completing range of examination related essays, questions and aural perception tests for the Listening paper. **Assessment 7 & 8:** WHOLE SCHOOL March assessments: A Level Listening Paper 2019			Robust revision for the listening paper completed. Ability to complete a full Listening paper to a high standard. All revision completed and each question type revised. All areas of study also revised in depth.

Personal Education Development	Post 18 options- Personal statements, UCAS/ apprenticeship/ employment applications, gap year.	RSHE - Healthy & unhealthy relationships- Pornography; impact of negative experiences, alcohol & (risky) decision making, contraception, STIs.	Money management.	Drugs- Psychoactive substances, Steroids, Prescription drugs.	Prevent - Equality Act & Democracy, Respect, Tolerance.		Students will have been supported with finalising applications for a collection of options post A level study to help students to make the best choices and submit the strongest applications. They will have deepened their understanding 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. The physical and psychological risks associated with alcohol and how it may impact on decision making; as well as the facts about some legal and illegal drugs and their associated risks, to include an awareness of the dangers of prescribed drugs. Money management as they move towards an independent lifestyle will have been explored, to include wages, taxes, credit, debt, financial risk and a range of more sophisticated financial products and services. They will have revisited recognising abuse both in person and online to promote exploitation or extremism and have the strategies to manage being targeted or if witnessing others being targeted.
Philosophy & Ethics **Metaphysics of Mind**	**What do we mean by mind?** Characteristics of the mind,	**Substance and Property dualism**	**Physicalism: Behaviorism , MBIT**	**Functionalism / Eliminative Materialism**	**Revision**	**Revision/Exams**	In addition to revision the Y12 year end points, students should be able to explain and evaluate theories and arguments related to:

	including phenomenal and intentional properties. Chalmers' 'hard problem of consciousness'	Argument for and against each view, including the divisibility of the physical, the possibility of 'philosophical zombies' the problem of other minds and psycho-physical interaction/	Arguments for and against view based on our use of language, the possibility of faking or concealing mental states, and the multiple realisability of mental states.	Can mental states be functionally defined? Can computers think / feel? Could we replace our concepts for the mind with those of neuroscience?			Metaphysics of Mind The nature of the mind Substance dualism Property dualism and epiphenomenalism Mind-brain type identity theory Behaviourism Eliminative materialism Functionalism
Philosophy & Ethics **Metaphysics of God**	**The concept and nature of 'God'** The coherence and consistency of omniscience, omnibenevolence, omnipotence, eternality	**Ontological and Cosmological Arguments** Must God exist as the 'first cause' explaining the existing of the universe? Is existence a perfection, and so part of the definition of God?	**Teleological argument, Problem of Evil** Does the order and perfection of the universe show God created it? Does the disorder and imperfection show he doesn't exist?	**Religious Language** Can we speak meaningfully about the transcendent? What other purposes might religious language have?	**Revision**	**Revision / Exams**	The coherence of the concept of God The cosmological argument The teleological argument The ontological argument The problem of evil The meaningfulness of religious language

Physics	**T1: Module 5** **Topics**: 15. Ideal Gases 16. Circular Motion **Key Skills:** Calculating, practical skills, analysing data, extrapolating, explaining changes, application of knowledge, exam technique MP1: Thermal and Ideal Gases Test MP2: Circular Motion Test **T2**: Module 6 **Topics:** 24. Particle 25. Radioactivity 26. Nuclear Key Skills: Calculating, analysing, application of knowledge,	**T1:** **Topics:** 18. Gravity 17. Oscillations **Key Skills:** Calculating, analysing, practical skills, Datalogging, interpreting data, application of knowledge, exam technique MP3: Gravity Test MP4: November Exam (Paper 1) **T2:** **Topics:** 21. Capacitance 22. Electric Fields Key Skills: Datalogging, calculating, practical skills, interpreting data,	**T1**: **Topics:** 19. Stars **Key Skills:** Literacy, extended response, explaining, researching, referencing, exam technique MP5:Oscillations Test MP6: Stars Test **T2:** **Topics**: 23. Magnetic Fields **Key Skills:** Calculating, application of knowledge, explaining, exam technique MP5: Electric Fields Test	**T1:** **Topics:** 20. Cosmology Revision **Key Skills:** Literacy, calculating, conversion of units, literacy, researching, referencing, exam technique MP7: March Mock (Paper 1) MP8: March Mock (Paper 3) **T2:** **Topics:** 27. Medical Physics **Key Skills:** Calculating, logarithms, explaining, exam technique MP7: X-rays GAT MP8: March Mock (Paper 2)	**T1:** **Topics:** Revision **Key Skills:** Revision strategies, exam technique MP9: Cosmology Test **T2**: **Topics:** Revision **Key Skills:** Revision strategies, exam technique MP9: Medical Physics Test	**<u>EXAMS</u>** <u>(Provisional dates)</u>	- Understand how the skills and knowledge gained through study of Physics A Level can be used in a range of different careers and industries - Make connections between topic areas, using big ideas like kinetic theory, energy changes and fields - Use logarithmic functions confidently, including plotting and interpreting log graphs - Identify exponential change and explain how this is modelled mathematically, specifically in the context of radioactive decay and capacitor charging/discharging - Apply knowledge in a range of unfamiliar contexts - Derive selected equations from basic principles - Derive all the commonly used units using SI base units - Use kinetic theory to explain changes of state and the behaviour of ideal gases qualitatively and quantitatively - Use mathematical equations to explain the motion of simple harmonic oscillators and objects moving in circles - Understand the similarities and differences between gravitational, electric and magnetic fields and their applications

	explaining, exam technique MP1: Radioactivity Test or Particle Test MP2: Nuclear Physics Test	logarithms, application of knowledge, exam technique MP3: Capacitors Test MP4: November Exam (Paper 2)	MP6: Magnetic Fields Test				- Understand the past, present and future of our universe and the evidence we have for this - Understand how the standard model has developed over time, the nature of radioactive decay and the importance of nuclear physics in the development of energy resources - Understand how different topic areas come together when designing, building and using machines for medical physics - Understand the importance of Physics in cultural, economic, moral and social change, but the limitations of scientific fact in decision making.
Psychology	**Paper 2 Research Methods** (Statistical testing) **Biopsychology** (biorhythms) **The Psychodynamic Approach** (Personality, Ego defence mechanisms, Consciousness,	**Paper 3 Aggression** (Biological and social-psychological explanations) **Gender Development** (stereotypes, androgyny, explanations) **Issues & Debates** Gender Bias	**Paper 2 Research Methods** (Content & Thematic Analysis, validity) **The Humanistic Approach** (Congruence, Self-Actualisation, Client-centred Therapy)	**Paper 2 Research Methods** (Self reports, reliability) **Biopsychology** (the brain) **Paper 3 Schizophrenia** (biological and psycho-social explanations) **Issues & Debates**	**Paper 2 Research Methods** (Content & Thematic Analysis, Writing a report) **Paper 3 Schizophrenia** (treatments) **Issues & Debates** Ethical and Socially	**Study Leave**	To be able to describe, evaluate and apply psychological approaches to research and theory. To be able to describe and evaluate the biopsychological processes of biological rhythms, brain functions, plasticity and brain investigation techniques To be able to describe and evaluate content analysis, thematic analysis, case studies.

	Psychosexual Stages) **Paper 3 Issues & Debates** Gender Bias	**NOVEMBER assessments Full Paper 1 & 2 Exam**	**Paper 3 Aggression** (institutional aggression, influences on aggression) **Gender Development** (media and cultural, influences, gender dysphoria) **Issues & Debates** Determinism	Reductionism **MARCH MOCKS Full Paper 2 & 3 Exams**	Sensitive Research		To be able to apply debates when evaluating research and theory in Paper 1 and Paper 3 topic exam questions. To be able to describe and evaluate all research evidence (70+) and theory from the 3 topics in Paper 3 (Gender, Aggression, Schizophrenia)
Sociology	**MEDIA** (the new media + the role of the media in contemporary society, the media, globalisation and popular culture, the relationship between ownership and control of the	**MEDIA** (media representations of age, social class, ethnicity, gender, sexuality and disability and the relationship between the media their content and presentation, and	**CRIME & DEVIANCE** (Marxist, neo-Marxist and critical criminological theories, left and right realism, Gender + crime, ethnicity + crime, class + crime) **End of term assessment**	**CRIME & DEVIANCE** (globalisation, media + crime, patterns + trends, Human rights, State Crime, Green Crime) **THEORY & METHODS (Social Action theories**	**CRIME & DEVIANCE** (Crime and criminal justice, Crime control, prevention, punishment and victims) **THEORY & METHODS** (the extent to which Sociology can be	**Study Leave** **A Level Examinations**	Students are expected to be familiar with sociological explanations of the following content: ● new media ● the relationship between ownership and control of the media ● the media, globalisation and popular culture ● the processes of selection and presentation of the content of the news ● media representations of age, social class, ethnicity, gender, sexuality and disability

	media the processes of selection and presentation of the content of the news) **THEORY & METHODS** (Marxism, postmodernism, feminism and social policy) **End of term assessment** Based on content in this column	audiences) **CRIME & DEVIANCE** (Explaining Crime: Functionalist, strain and subcultural theories, labelling theory) **NOVEMBER assessments.** Full Paper 1 & 2 exam.	Based on content in this column	**and Structuration)** **MARCH MOCKS.** Full Paper 2 and 3 exams	regarded as scientific and The relationship between theory and methods,) **Informal assessment**		● the relationship between the media, their content and presentation, and audiences. Students are expected to be familiar with sociological explanations of the following content: ● crime, deviance, social order and control ● the social distribution of crime and deviance by ethnicity, gender and social class ● globalisation and crime in contemporary society ● crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system. Students must be able to describe and analyse ● the nature of 'social facts' ● consensus, conflict, structural and social action theories ● the concepts of modernity and post-modernity ● the nature of science and the extent to which Sociology can be regarded as scientific ● the relationship between theory and methods ● debates about subjectivity, objectivity and value

							freedom the relationship between Sociology and social policy.
Sports Science - **Anatomy & Physiology**	**Energy systems** Recap ofATP, ATP/PC, Glycolytic Aerobic energy systems Energy continuum, intermittent exercise and factors affecting energy system usage	**Recovery, Altitude and Heat** EPOC - fast/slow components Implications of recovery on training Effect of altitude on performance Effect of heat on performance	**Sports Injury** Acute and chronic injuries Hard tissue and soft tissue injuries	**Prevention and Rehabilitation of Injury** Intrinsic and extrinsic risk factors Acute management (SALTAPS/PRICE) Rehabilitation methods	**Revision** Revisiting all topics covered across the whole course. Developing exam technique and students' understanding to support students in preparation for the summer	**A Level EXAMS**	- Anatomy & Physiology / Exercise Physiology - Students will have gained an in-depth knowledge and understanding of the human body's capabilities to perform physical exercise of differing intensities and in differing environments. - Students will be able to apply their previously learned knowledge of anatomy & physiology to the development, preventative methods and treatment/rehabilitation of a wide range of sports injuries.
Skill Psychology Biomechanics	**Psychology** Attribution - Weiner ' s Model Confidence and self efficacy Leadership in Sport Stress Management to Optimise Performance	**Psychology** Attribution - Weiner ' s Model Confidence & self efficacy Leadership in Sport Stress Management to Optimise Performance	**Biomechanics** Quantities Moment of Inertia Conservation of Angular Momentum Fluid Mechanics Air Resistance	**Biomechanics** Flight Paths Bernoulli ' s Principle Lift Forces Down ward Forces Spin - Magnus Force		**A Level EXAMS**	- Psychology - Students will embed knowledge and understanding of psychological factors of sport, focusing on leadership, confidence, stress management and are able to apply this to sporting examples to optimise performance. Biomechanics - Students will develop knowledge and understanding of the factors that combine to conserve angular momentum. - Students will develop

Socio Cultural	**Routes to Sporting Excellence** Identification of Talent Support strategies Role of UK Sport, National Institutes Drop out strategies	**Modern Technology in Sport** Impact of technology in sport on: Elite performance General participation Fair Outcomes Entertainment Preparation for informal assessment revision of previously learned material in preparation for the in formal assessments	Projectile Motion Free body diagrams Resolving of Forces **EAPI Assessment** Completion of the EAPI assessment as part of NEA . **Ethics & Deviance in Sport** Drugs in Sport Legal Supplements v s Illegal Drugs Violence in Sport Gambling in Sport	**Commercialism & Media** Factors leading to commercialism Positive & negative impacts on sport Changes in media since 1980 Golden Triangle			their knowledge and understanding of fluid mechanics, including factors that impact the magnitude of air resistance (on land) or drag (in water) on a body or object. - Students will have developed their knowledge and understanding of projectile motion, including the application of Bernoulli ' s principle and the Magnus effect on spinning balls Socio-Cultural - Students will develop their knowledge and understanding of the ethics and deviance that affects sport and apply using practical examples. - Students will develop their knowledge and understanding of the positive and negative impacts of commercialisation and the media on physical activity and sport. - Students will be able t o critically analyse, justify and apply the impact of the Golden Triangle and how sport, media and sponsorship are interlinked. - Students will analyse and be able t o fully explain the support strategies on offer from UK Sport, National Institutes and NGBs t o help identify and develop sporting talent. NE A Assessment - Students will complete the EAPI assessment and have the knowledge and understanding to identify strengths and weaknesses, alongside developing an action plan while

							applying all relevant theoretical knowledge. - Students will be able t o evidence and showcase their practical performance in their chosen sport which will include a completed logbook and video evidence.
