

# Year 13 Programmes of Study 2026/27

| Subject | Term 1                                                                                                                                                                                                                                | Term 2                                                                                                                                                                                                                                                        | Term 3                                                                                                                                                                                                                                                                                                                                                                             | Term 4                                                                                                                                                                                     | Term 5                                                                                                                                                                                                                           | Term 6 | Year End Points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Art     | <p><b><u>Component 1 – Personal investigation</u></b> - Continue ideas for final resolutions referencing critical studies influences. Develop further/alternative ideas for final resolution(s). Begin 3000 word annotated essay.</p> | <p><b><u>Component 1 – Personal investigation</u></b> - Develop final ideas further, combining critical studies references, observations &amp; media experiences for the final resolution(s)-AO4. Work on the diverse and exhaustive final resolution(s).</p> | <p><b><u>Component 1 – Personal investigation</u></b> - Focus remains on working on the completion of final resolution(s) based on critical studies influences &amp; the body of work as a whole, ready to submit the PI unit as a whole (to include illustrated essay).<br/> <b><u>Component 2 – Externally Set Assignment</u></b> - Select a project title &amp; focusing on</p> | <p><b><u>Component 2 – Externally Set Assignment</u></b> - Strengthening observations at AO3 &amp; exploring media options, choices and effects for final resolution(s) options - AO2.</p> | <p><b><u>Component 2 – Externally Set Assignment</u></b> - 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.</p> |        | <p>Students will have developed their <b>use of visual language</b> and <b>key communication skills</b>. Initially working from observation, then specialising in a chosen area. They will have been encouraged to take responsibility for the <b>development of their own ideas</b> 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.</p> |

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|                                                                                                                                            |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                    | AO1 & AO3 - initial investigations & observations. Demonstrating understanding of critical studies sources.                                                                                                                                          |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>OCR (A)</b><br><b>A-level</b><br><b>Biology</b><br><br><b>Year 13</b><br><br><b>Biological processes</b><br><br><u><b>Teacher 1</b></u> | Module 5: Communication, homeostasis and energy.<br><br><b>Topics:</b> Neuronal and hormonal control.<br><br><b>Key Skills:</b> Relating structure to function, revision.<br><br><b>MP:</b> September assessment - AS topics: biological processes. | Module 5: Communication, homeostasis and energy.<br><br><b>Topics:</b> Plant and animal responses.<br><br><b>Key Skills:</b> Application of theory into novel scenarios<br><br><b>MP:</b> November assessment - mainly module 5.1, 5.2, 5.3 & 5.4. | Module 5: Communication, homeostasis and energy.<br><br><b>Topics:</b> Photosynthesis.<br><br><b>Key Skills:</b> Research, citation, analysis, evaluation, chromatography.<br><br><b>MP:</b> Mock exam - combined processes and diversity questions. | Module 5: Communication, homeostasis and energy.<br><br><b>Topics:</b> Respiration.<br><br><b>Key Skills:</b> Development of scientific knowledge, revision techniques. | Summary review, revision and linking knowledge.<br><br><b>Topics:</b> Unified biology and revision.<br><br><b>Key Skills:</b> Drawing links between topics, effective revision strategies, application of knowledge. Review of all skills required for the A-level exams.<br><br><b>MP:</b> Respiration test. |  | <ul style="list-style-type: none"> <li>• To have an understanding of the range of biochemical and physiological processes in plants and animals.</li> <li>• To have an appreciation of the complexity of the genome and the associated technologies in the real world.</li> <li>• To have an understanding of the diversity of life.</li> <li>• To be able to effectively plan and critically analyse and evaluate scientific experiments.</li> <li>• To be an adept practical biologist who can safely and correctly use laboratory equipment.</li> <li>• To develop competence and confidence in mathematical and problem-solving skills.</li> <li>• To develop their interest and enthusiasm for biology including developing an understanding of post-education opportunities relating to biology.</li> </ul> |

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

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

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| Y13<br>Business<br>AQA (LS)                                                     | <p><b>Module 3.7<br/>Analysing The Strategic Position of a Business.<br/>Data analysis;<br/>Political and legal change.</b></p> <p><b>Topic Assessment (3.7.2)<br/>Assessed Homework (3.8-3.9)<br/>November Internal Exam (A level Paper 2)<br/>Topic Assessment (3.1-3.7)</b></p> | <p><b>Module 3.7<br/>Analysing The Strategic Position of a Business.<br/>Economic change;<br/>Social and technological change;<br/>The competitive environment</b></p> | <p><b>Module 3.10<br/>Managing Strategic Change<br/>Managing strategic implementation</b></p> <p><b>Mock Exams - A level<br/>Paper 1 - A level<br/>Paper 3<br/>Topic Assessment (3.10)</b></p> | <p><b>Revision and Exam Practice<br/>Consolidation, revision and feedback.</b></p>                                   | <p><b>Paper 1: Business 1<br/>Paper 2: Business 2<br/>Paper 3: Business 3</b></p>                         |  |                                                                                                                          |
| <p><b>Chemistry</b></p> <p><b>Organic Chemistry</b></p> <p><b>Teacher 1</b></p> | <p><b>Module 6<br/>Organic Chemistry &amp; analysis</b></p> <p>Topics:<br/>Revision of arenes &amp; reactions</p>                                                                                                                                                                  | <p><b>Module 6<br/>Organic Chemistry &amp; analysis</b></p> <p>Topics:<br/>Amines, amino acids, amides &amp; chirality</p>                                             | <p><b>Module 6<br/>Organic Chemistry &amp; analysis</b></p> <p>Organic synthesis, Synthetic routes</p>                                                                                         | <p><b>Module 6<br/>Organic Chemistry &amp; analysis</b></p> <p>Carbon-13 NMR<br/>Proton-NMR<br/><br/>Key Skills:</p> | <p><b>Module 6<br/>Organic Chemistry &amp; analysis</b></p> <p>Chromatography<br/>Combined Techniques</p> |  | <p>- Recall and explain the synthesis of organic functional groups; their typical reactions and</p> <p>- properties.</p> |

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|  | <p>Carbonyls, carboxylic acids, esters and acyl chlorides</p> <p>Key Skills: IUPAC rules, logical thinking &amp; looking for patterns, analysis, evaluation, nucleophilic addition mechanism, application of structure to properties. 3D-visualisation and drawing. Practical skills.</p> <p>MP: Module 1,2,4 assessment</p> | <p>Condensation polymers</p> <p>Key Skills: IUPAC rules, logical thinking &amp; looking for patterns, analysis, evaluation, nucleophilic addition mechanism, application of structure to properties. 3D-visualisation and drawing. Practical skills.</p> <p>MP3: Carbonyl to Synthesis Test<br/>MP4: Assessment week: Organic exam</p> | <p>Functional group analysis</p> <p>Key Skills: IUPAC rules, logical thinking &amp; looking for patterns, analysis, evaluation, visualisation, extended writing. Practical skills.<br/>MP: RSC Olympiad<br/>MP: MOCK Paper 2</p> | <p>Analysis, evaluation, identification, visualisation, mathematical skills, logical thinking</p> <p>MP: Spectroscopy Assessment</p> | <p>Synoptic concepts</p> <p>REVISION</p> <p>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.<br/>MP: Synoptic Exam Qs</p> | <ul style="list-style-type: none"> <li>- Full understanding of how reactions happen and be able to apply these to unfamiliar <ul style="list-style-type: none"> <li>- situations.</li> <li>- Be able to identify and explain optical isomerism, and chirality</li> </ul> </li> <li>- Be able to explain and show mechanisms for extending the carbon chain in aliphatic and <ul style="list-style-type: none"> <li>- aromatic molecules.</li> </ul> </li> <li>- Investigate and explain how to practically synthesise molecules containing functional groups <ul style="list-style-type: none"> <li>- from Yr12 and 13.</li> </ul> </li> <li>- To purify an organic solid and to test for the functional groups and purity</li> <li>- Compose multi-stage synthetic routes for preparing organic compounds</li> <li>- Effectively use carbon-13 and proton-NMR in connection with previous analytical technique <ul style="list-style-type: none"> <li>- to correctly identify complex organic molecules</li> </ul> </li> </ul> |
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| <b>Physical Chemistry</b><br><br><b>Teacher 2</b> | <b>Module 5: Physical chemistry &amp; transition elements</b><br><br>Rates of reaction<br>Acids, Bases and pH<br><br>Key Skills:<br>Changing the subject of, substituting numbers into, and solving algebraic equations, plotting experimental data, graphical analysis, logical thinking, calculating constants, practical skills | <b>Module 5: Physical chemistry &amp; transition elements</b><br><br>Acids, Bases and pH<br>Buffers, Neutralisation<br><br>Key Skills:<br>Changing the subject of, substituting numbers into, and solving algebraic equations, plotting experimental data, graphical analysis, logical thinking, calculating constants, using indices practical | <b>Module 5: Physical chemistry &amp; transition elements</b><br><br>Redox and Electrode Potentials<br><br>Key Skills:<br>Analysis, evaluation, applying conservation of energy, logical thinking, Changing the subject of, substituting numbers into, and solving algebraic equations, plotting experimental | <b>Module 5: Physical chemistry &amp; transition elements</b><br><br>Enthalpy and Entropy<br>Transition Elements<br><br>Key Skills:<br>Changing the subject of, substituting numbers into, & solving algebraic equations, plotting data, graphical analysis, interpreting data, logical thinking, applying principles to unfamiliar electrochemical cells, | <b>Module 5: Physical chemistry &amp; transition elements</b><br><br>Synoptic concepts<br><br>REVISION – modules 2, 3, 5 and practical techniques<br><br>Key Skills:<br>Exam skills, command words, subject specific key words, application, evaluation, practical skills<br><br>MP: Enthalpy & entropy test |  | <ul style="list-style-type: none"> <li>- To apply mathematical skills to analyse chemical reactions quantitatively in terms of equilibrium, rates and energy for the first time.</li> <li>- To determine by calculation the extent, speed and feasibility of chemical reactions.</li> <li>- 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</li> <li>- To understand the importance of acids, bases and pH in chemical and biological processes.</li> </ul> |

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|  | MP1: Module 1,2,3 assessment | skills<br><br>MP: November Assessment Paper 1<br>Physical exam | data, graphical analysis, practical skills<br><br>MP : Redox assessment | practical skills<br><br>MP: MOCK Paper 1 |  |  | <p>- To calculate pH of strong acids, weak acids, alkalis and buffer solutions and analyse pH curves</p> <p>- To understand the role of buffers in maintaining blood pH as a case study for the essential</p> <p>role of acids and bases to health and wellbeing</p> <p>- To determine whether chemical reactions are feasible and spontaneous by applying the</p> <p>principles of energy and entropy and studying electrode potential and electrochemistry</p> <p>- To understand the importance of redox reactions in electrochemical cells, including fuel cells</p> <p>and those used to power portable devices (batteries)</p> <p>- To develop practical skills with techniques including continuous monitoring, measuring pH</p> <p>using pH meter, redox titrations, measuring potential difference of electrochemical cells</p> |
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| <b>Computer Science</b> | <p><b>Module:</b> Fundamentals of Programming</p> <p><b>Topics:</b> Object oriented programming</p> <p><b>Key Skills:</b> 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</p> | <p><b>Module:</b> Computational Thinking and Data Structures</p> <p><b>Topics:</b> Mealy machines, the Turing machine, regular and context free languages. Queues and stacks, hash tables and dictionaries</p> <p><b>Key Skills:</b> Be able to distinguish between static and dynamic structures and compare their uses, as well</p> | <p><b>Module:</b> Fundamentals of Algorithms</p> <p><b>Topics:</b> Dijkstra's shortest path algorithm, search algorithms, reverse polish notation and sorting algorithms</p> <p><b>Key Skills:</b> Be able to trace breadth-first and depth-first search algorithms and describe</p> | <p><b>Module:</b> Fundamentals of Functional Programming</p> <p><b>Topics:</b> Basics of functional programming, writing functional programs</p> <p><b>Key Skills:</b> 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</p> | <p><b>Revision</b></p> <p>Paper 1 and paper 2 topics. Exam techniques.</p> | <p><b>Exams</b></p> | <p>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</p> <p>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,</p> |

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|  | <p>of the following object-oriented design principles: encapsulate what varies, favour composition over inheritance, program to interfaces, not implementation.</p> <p>MP1: End of Unit Assessment</p> <p>MP2: Programming Assessment</p> | <p>as explaining the advantages and disadvantages of each. Be aware of a graph as a data structure used to represent 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</p> | <p>typical applications of both. Be able to describe uses of tree-traversal algorithms. Be able to convert 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</p> | <p>application means a function applied to its arguments. Know what is meant by composition of functions. Construct simple programs in a functional programming language.</p> <p>MP6: NEA Moderation</p> |  |  | <p>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 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</p> |
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|    |                                                                                                                                                                                                                               | for FSMs with no output and with output (Mealy machines only).<br><br>MP3: End of Unit Assessment<br>MP4: Summative Assessment                                                                                               | Dijkstra's shortest path algorithm.<br><br>MP5: Summative Assessment                                                                                                                                                    |                                                                                                                                                                                                                                              |                                                                       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| DT | <b>NEA task in response to the Contextual Challenge Skills:</b><br><br>To learn about the need to review design ideas against a specification<br><br>To learn about developing a design idea through modelling and iterations | <b>NEA task in response to the Contextual Challenge Skills:</b><br><br>To learn about the need for producing a final design proposal<br><br>To learn about the need to carry out a final review of the final design proposal | <b>NEA task in response to the Contextual Challenge Skills:</b><br><br>To learn about the manufacture of a product, including the selection and justification of tools and processes<br><br>To learn about the need for | <b>NEA task in response to the Contextual Challenge Skills:</b><br><br>To learn about the manufacture of a product, including the selection and justification of tools and processes<br><br>To learn about the need for quality and accuracy | <b>Revision Assessment</b><br><br>Weekly homework and exams questions |  | By the end of Year 13 students will have:<br><br>Individually and/or in consultation with a client/end user identified a problem and design context.<br><br>Developed a range of potential solutions which include the use of computer aided design and evidence of modelling.<br><br>Made decisions about the designing and development of the prototype in conjunction with the opinions of the client/end user.<br><br>Realised one potential solution through practical making activities with evidence of project management and plan for production. |

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|                  | <p>To learn about the impact of new and emerging technologies including; industry, enterprise, sustainability, people, culture, society, the environment and production techniques and systems</p> | <p>To learn about the justification of materials, components and manufacturing processes in relation to a final design proposals</p> <p>To learn about the need to produce manufacturing drawings to enable 3<sup>rd</sup> party manufacture</p> <p>To learn about the developments in modern and smart materials, composites and technical textiles</p> | <p>quality and accuracy</p> <p>To learn about the work of past and present designers and companies</p> | <p>To learn about the need to test and evaluate a product including the use of user testing and a LCA</p> <p>To learn about the use of different design strategies</p> <p>To learn about the use of a range of communication techniques</p> |                                             |                       | <p>Incorporated issues related to sustainability and the impact their prototype may have on the environment</p> <p>Analysed and evaluated design decisions and outcomes for prototypes/products made by themselves and others</p> <p>Analysed and evaluated the wider issues in design technology, including social, moral, ethical, and environmental impacts.</p> <p>Revised subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation, and commercial manufacture</p> <p>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</p> |
| <b>Economics</b> | <b>Theme 3</b>                                                                                                                                                                                     | <b>Theme 3</b><br>1 Perfect competition                                                                                                                                                                                                                                                                                                                  | <b>Theme 3</b><br>1 Oligopoly                                                                          | <b>Theme 3</b><br>1 Efficiency - allocative,                                                                                                                                                                                                | <b>Theme 3</b><br>Revision themes 1, 2 ,3 4 | <b>A Levels Begin</b> | To be able to confidently understand economic data and context using economic modelling and theories.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|  | <p>1. Introduction to</p> <p>2. Business economics</p> <p>3. Growth of businesses and their objectives</p> <p>4. Costs and revenues</p> <p>5. Types of profit</p> <p><b>Theme 4</b></p> <p>1 Macroeconomics at an international level</p> <p>2. Fiscal, monetary and supply side policy</p> <p>3. Public sector finance, Taxation and public expenditure</p> <p>4. Globalisation</p> | <p>2. Contestability</p> <p>3. Monopolistic Competition</p> <p><b>Theme 4</b></p> <p>1 Specialisation of trade</p> <p>2 Terms of Trade</p> <p>3 Trading blocs and monetary unions</p> <p>4 WTO</p> <p>5 Protectionism - tariffs, quotas, non tariff barriers</p> <p>6 Exchange rates</p> <p><b>Assessment</b></p> <p>1 Mock exam half paper 1 and half paper 2</p> | <p>2 Game theory</p> <p>3 Monopoly</p> <p>4 Monopsony</p> <p><b>Theme 4</b></p> <p>1 International</p> <p>2 Competitiveness</p> <p>3 Inequality - Gini coefficient, Lorenz curve</p> <p>4 Poverty</p> <p>5 Redistribution of income and wealth</p> <p><b>Assessment</b></p> <p>1 short questions and multiple choice topics 1,2,3,4,5,6,7, 8,9,10,11</p> | <p>productive, dynamic, technical</p> <p>2. Government intervention to promote competition and protect consumers</p> <p>3. Labour market and wage determination</p> <p><b>Theme 4</b></p> <p>1 Measures of development</p> <p>2 Factors influencing growth and development</p> <p>3 Measure to improve development</p> <p>4 Financial markets Central banks and regulation</p> | <p>Exam practice</p> <p>Research to consolidate contextual understanding</p> <p><b>Assessment</b></p> <p>1 - paper 3</p> | <p>To have a bank of factual information to enable students to compare and contrast information.</p> <p>To have a broad understanding of the UK and global economy.</p> <p>To be able to interpret macro and microeconomic information.</p> <p><b>Theme 3</b></p> <p>To understand the motives driving firms to grow or remain small</p> <p>To be able to draw and interpret cost and revenue curves</p> <p>To understand the assumptions for highly competitive models and be able to draw their short run and long run equilibrium</p> <p>To be able to use the appropriate diagram for the context</p> <p>To understand the long and short term equilibrium for all markets and the levels of efficiency</p> <p>To understand the purpose of competition policy</p> <p>To achieve a holistic understanding of global economics with in depth knowledge of micro and macro economic theories and models</p> <p>To confidently analyse and evaluate macro and micro economic information using contextual understanding</p> <p>To be able to synoptically analyse data</p> <p><b>Theme 4</b></p> |
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|                           | <b>Assessment</b><br><br>1 Multiple choice and 20 mark Q: globalisation<br>2 mixed paper 1 and 2 (theme 1,2)                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                            | <b>Assessment</b><br><br>1 - mock exam all themes<br>Paper 3<br><br>2 - synoptic essays, all themes                                           |                                                                                                           |                                                                                                            | <p>To understand the interconnectedness of markets and globalisation</p> <p>To understand trade specialisation and comparative advantage</p> <p>To evaluate the impact of protectionism</p> <p>To understand factors that affect international competitiveness</p> <p>To evaluate impacts and causes of inequality</p> <p>To understand financial markets</p> <p>To know how the 2008 financial crash shaped our world economy.</p>                                                                                                                                                                                                                                                                                                              |
| <b>English Literature</b> | <b>NEA Intro to Donne</b><br><br><b>Aim:</b> To plan and begin the writing stages of NEA. To introduce Donne's (challenging) metaphysical poetry and the various contexts surrounding his work (biographical, religious, cultural, historical, literary etc). To revise the sonnets that they have already studied | <b>NEA Donne Poetry</b><br><br><b>Aim:</b> 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 two acts of the play.<br><br><b>Aim:</b> to complete study of the collection | <b>Unseen/NEA Prose Revision</b><br><br><b>Aim:</b> To build on students' knowledge from last year and introduce them to unseen poetry and how to tackle this.<br><br>To revise prose texts and target areas in which students feel less confident in. To look at key themes, context, and | <b>ASND/Othello Revision Prose/Poetry Revision</b><br><br><b>Aim:</b> to consolidate knowledge and understanding. To practise exam technique. | <b>Revision</b><br><br><b>Aim:</b> to consolidate knowledge and understanding. To practise exam technique | <b>Revision</b><br><br><b>Aim:</b> to consolidate knowledge and understanding. To practise exam technique. | <ul style="list-style-type: none"> <li>Engage critically and creatively with a substantial body of texts and ways of responding to them.</li> <li>Undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing traditions.</li> <li>Respond to and evaluate texts, drawing on their understanding of interpretations by different readers such as literary critics</li> <li>communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts</li> <li>Use literary critical concepts and terminology with understanding and discrimination</li> <li>Make appropriate use of the conventions of writing in literary</li> </ul> |

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|  | <p>and introduce various other forms that Donne used, exploring themes which include of love, religion, sexuality.</p> <p><b>Skills:</b><br/>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.</p> <p><b>Skills:</b> Poet's craft, analysing language and structural choices critically and evaluative. Making clear connections</p> | <p>of Donne poems and develop essay skills.</p> <p><b>Skills:</b><br/>Introduce students to critics' perspectives and use these to develop discussion, push students to challenge ideas/shape their own viewpoints.</p> <p><b>Skills:</b> Thinking evaluatively and critically, applying key contextual factors to the poet's methods. Students should develop an original viewpoint, discuss the significance of elements of language, structure, and form in terms of meaning.</p> | <p>characters to build on prior knowledge and aid revision skills.</p> <p><b>Skills:</b><br/>making critical choices when comparing poems/understand themes and ideas/comparison skills when presented with a new poem.</p> <p><b>Skills:</b><br/>making critical, significant comparisons between texts and their respective contexts. Analysis of writer's craft and intentions.</p> |  |  |  | <p>studies, referring accurately and appropriately to texts and sources.</p> |
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|                                                         | between the language and relevant contexts. Exploring metaphysical form and conventions.                             |                                                                          |                                                                                                 |                                                                                                  |                 |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Geography Teacher 1</b><br>(4 lessons per fortnight) | <b>Powers and Borders</b><br><br>Challenges to sovereignty and territorial integrity, global governance of conflicts | <b>Hazardous Earth</b><br><br>Processes and features at plate boundaries | <b>Hazardous Earth</b><br><br>Vulcanicity; volcano case studies, management of volcanic hazards | <b>Hazardous Earth</b><br><br>Seismicity; earthquake case studies, management of seismic hazards | <b>Revision</b> | <b>Final Exams</b> | Understand how sovereignty and territorial integrity can be challenged, and how global governance can address the consequences of these challenges.<br><br>Understand how the water and carbon cycles operate in contrasting locations.<br><br>Understand how water and carbon cycles can change over time.<br>Understand how the water and carbon cycles are linked.<br><br>Understand contemporary patterns of migration and how these are increasing in complexity.<br><br>Understand the impacts and issues arising from unequal flows of migrants.<br><br>Understand the theory of plate tectonics and the evidence to support this theory.<br><br>Understand the processes occurring at plate boundaries. |

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|                                        |                                                                                                                                                                                                          |                                                                                                                                                                                                                    |                                                                                                                                                                                                                       |                                                                                                                                  |                                                             |                     | Know the main hazards generated by volcanic and seismic activity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Teacher 2<br>(3 lessons per fortnight) | <b>Global Migration</b><br><br>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? | <b>Earth Life Support Systems</b><br><br>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? | <b>Earth Life Support Systems</b><br><br>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. | <b>Earth Life Support Systems</b><br><br>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.<br><br>Understand how the risk of a hazard changes over time and is linked to the occurrence of disasters.<br><br>Create GIS maps independently using own fieldwork data.<br><br>Explain in detail a variety of geographical processes and features including independently identify and explain links between Tectonics and other A level topics.<br><br>Confidently apply knowledge and understanding to unknown situations and to support well-developed, thoughtfully evidenced arguments which reach substantiated conclusions. |
| NEA<br>(2 lessons per fortnight)       | Writing up NEA:<br><br>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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Government &amp; Politics</b>       | <b>MH T&amp;L Module 1:</b><br>The US constitution                                                                                                                                                       | <b>NCD &amp; MH Completion of modules 1 &amp; 2</b>                                                                                                                                                                | <b>NCD &amp; MH Completion of modules 3 &amp; 4</b>                                                                                                                                                                   | <b>NCD &amp; MH T&amp;L Module 5:</b><br>Democracy & Participation                                                               | <b>Revision for all teachers</b><br>NCD/MH to revise all US | <b>A level exam</b> | <b>USA:</b><br>1: a deep understanding & critical appraisal of the nature of US Government and the role of, and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|  | <p><b>Content:</b> The nature of the Constitution; the main aims &amp; principles of the US Constitution; its founding; the Bill of Rights &amp; other amendments; constitutional amendment &amp; the role of the SC; federalism &amp; constitutional change. Debates about its effectiveness today</p> <p><b>NCD</b><br/><b>T&amp;L Module 2:</b> The Supreme Court, Rights &amp; Liberties<br/><b>Content:</b> The nature and role of the SC; the appointment process, the SC &amp; public policy; the protection of rights &amp; liberties; race &amp; rights in the USA today</p> | <p><b>NCD</b><br/><b>T&amp;L Module 3:</b> The US Congress<br/><b>Content:</b> the structure of Congress; The functions of Congress; interpretations &amp; debates</p> <p><b>MH</b><br/><b>T&amp;L Module 4:</b> The Presidency<br/><b>Content:</b> 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 &amp; debates of the US presidency.</p> <p><b>JHs</b><br/><b>T&amp;L Module 2: Conservatism</b></p> | <p><b>JHs</b><br/><b>T&amp;L Module 3: Socialism</b><br/><b>Content:</b> Core ideas &amp; principles (collectivism, common humanity, equality, social class, workers' control); differing views &amp; tensions within socialism (revolutionary socialism, social democracy, third way); Key thinkers (Karl Marx, Beatrice Webb, Rosa Luxembourg, Anthony Crosland, Anthony Giddens)</p> | <p><b>Content:</b> 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 participation including.</p> <p><b>JHs</b></p> | <p>content plus links to UK for paper 3 and to support papers 1 &amp; 2</p> <p>JHs to revise ideologies &amp; UK content for papers 1 and 2</p> |  | <p>relationship between, the different branches of US Government and between federal and state governments within a federal system;<br/>2: an understanding of the rights and liberties of US citizens &amp; an evaluation of how well they are protected today;<br/>3: an understanding of the nature of US democracy and an evaluation of its strengths and weaknesses;<br/>4: an appraisal of the similarities and differences between US and UK Government and Politics.<br/>5: An understanding of the historical context which impacted how key principles of conservatism, liberalism &amp; socialism developed.<br/>6: Ability to analyse the divisions within each ideology &amp; evaluate the degree to which they are cohesive &amp; united.<br/>7: Ability to analyse how key thinkers have influenced each ideology's principles &amp; focus.</p> |
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|                               | <b>JH Recap &amp; consolidate</b><br><b>T&amp;L Module 2:</b><br>Liberalism<br><b>Content:</b> 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) | <b>Content:</b> 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) |                                                                                                    | <b>T&amp;L Module 4:</b><br>Feminism<br><b>Content:</b> 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) |                                                                                                                   |              |                                                                                                                                        |
| <b>History OCR Exam Board</b> | <b>Russia Topic:</b><br>Alexander II, Alexander III & Nicholas II<br><br><b>Content:</b><br>Nature of Emancipation,                                                                                                                                                                                                                                            | <b>Russia Topic:</b><br>Provisional Government & Lenin<br><br><b>Content:</b><br>February Revolution,                                                                                                                                                                                                       | <b>Russia Topics:</b><br>Stalin & Khrushchev<br><br><b>Content:</b><br>Great Terror, Modernisation | <b>Russia Topics:</b><br>Thematic overview – government & nationalities<br><br><b>Content:</b> Style of government,                                                                                                                                                                                                                                                                                     | <b>Russia Topics:</b><br>Thematic overview – economy & war<br><br><b>Content:</b> Industrialisation, Agricultural | <b>Exams</b> | Deep chronological understanding of Russia from 1855-1964<br><br>Students are able to describe 100+ events/concepts in Russian history |

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|  | <p>Liberal Reforms under Alexander II, the 'reaction' under Alexander III, industrialisation &amp; growing opposition, reform &amp; reaction under Nicholas II</p> <p><b>Assessment:</b> Should A2 be known as the 'Tsar liberator'? &amp; A2 interpretation question</p> <p><b>Skills:</b> Evaluating validity of historical interpretations</p> <p><b>Cultural Content:</b> Uneven &amp; de-stabilising nature of industrialisation, political autocracy, Russian traditions</p> | <p>Dual Authority, PG in crisis, November Revolution, Red Terror, Civil War</p> <p><b>Assessment:</b> PG interpretation question &amp; November mocks</p> <p><b>Skills:</b> Continuing historical interpretation evaluation</p> <p><b>Cultural Content:</b> Nature of democracy, socialism, use of violence for political change</p> | <p>n programme, WW2, Cold War, De-Stalinisation</p> <p><b>Assessment:</b> : Stalin 'Red Tsar' thematic question &amp; Khrushchev interpretation Q</p> <p><b>Skills:</b> Thematic analysis</p> <p><b>Cultural Content:</b> Totalitarian regimes, methods of industrialisation, WW2 impact on Russia, Cold War from Russian perspective</p> | <p>effectiveness of opposition, structure of central/local government, freedom of nationalities, Russification</p> <p><b>Assessment:</b> Government thematic question &amp; March mocks</p> <p><b>Skills:</b> Developing thematic analysis</p> <p><b>Cultural Content:</b> Perseverance of political systems, nature of freedom, cultural conflict in multi-national states</p> | <p>problems, living conditions, war as a driver of change, social/political impacts of war</p> <p><b>Assessment:</b> Alternative March mock question &amp; thematic question</p> <p><b>Skills:</b> Essay planning in time-pressured conditions</p> <p><b>Cultural Content:</b> Common people left behind, recurrence of famine, importance of total wars</p> | <p>Students are able to give nuanced analysis on why certain events are particularly significant</p> <p>Students can evaluate the nature and amount of change at multiple points between 1855 -1964</p> <p>Students can place multiple secondary sources within a wider historical debate, applying a range of historical knowledge to evaluate their validity</p> <p>Students can analyse trends &amp; important turning points within a particular theme (eg economy) over a broad period of time</p> <p>Students have an appreciation of how Russian history complements/contrasts with pre-existing historical knowledge</p> |
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|                                                                                                                                                                         | <p><b>Coursework:</b> preparing an introduction to your essay and producing a written section of it.</p> <p><b>Assessment-</b> research review feedback and Germany topic factual testing.</p>                                                                                     | <p><b>Coursework:</b> how to write a draft of coursework essay. November examination- Germany paper</p> <p><b>Assessment-</b> Germany exam paper and critical feedback on initial essay</p>                                                                                                     | <p><b>Coursework:</b> developing feedback to strengthen essays</p> <p><b>Assessment</b> - ongoing coursework essay feedback and Germany topic factual testing</p>                                                | <p><b>Coursework-final essay completion.</b> March Mock Exams</p> <p><b>Assessment-</b> March mock exam (Germany) and final coursework grade.</p>                                                                                                                                 | <p><b>Final Germany revision</b></p> <p><b>Assessment-</b> Germany exam response questions (final targeted topics)</p> |                        | <p>Students have the ability to undertake independent learning &amp; confidence to undertake a research question effectively</p> <p>Students can be confident in using primary sources to critically evaluate a historical debate.</p> <p>Students will be able to create a sustained argument using a broad range of historical knowledge &amp; research.</p>                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Maths</b></p> <p><b>Lead Teacher 1 (6 lessons per fortnight Pure &amp; Statistics)</b></p> <p><b>Teacher 2 (3 lessons per fortnight Pure &amp; Mechanics)</b></p> | <p><b>PURE MATHS) TEACHER 1</b></p> <p><b>Trigonometry</b><br/>Addition rule<br/>Double angle rules<br/>Inverse trigonometric functions<br/>Identities<br/>R Formula<br/>Small angle approximations<br/>Differentiation of trig from first principles</p> <p><b>Calculus -</b></p> | <p><b>PURE MATHS TEACHER 1</b></p> <p><b>Calculus - Integration</b><br/>Area between two curves<br/>Integration by cover up<br/>Rational functions<br/>Partial fractions<br/>Trigonometric identities</p> <p><b>STATISTICS T1</b></p> <p><b>Conditional Probability</b><br/>Applied to tree</p> | <p><b>PURE MATHS TEACHER 1</b></p> <p><b>Calculus - Integration</b><br/>By parts<br/>Substitution<br/>Standard Results<br/>Numerical Method<br/>Newton Rapheson<br/>Modulus<br/>Graphs<br/>Solving equations</p> | <p><b>PURE MATHS TEACHER 1</b></p> <p><b>Parametric Equations 1</b><br/>The graphs of parametric equations<br/>Parametric to cartesian<br/>Differentiating parametrics<br/>Integrating parametrics</p> <p><b>Solving Differential Equations</b><br/>Connected rates of change</p> | <p><b>PURE MATHS Revision</b></p>                                                                                      | <p><b>A Levels</b></p> | <p>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</p> |

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|  | <p><b>Differentiation</b><br/>Chain, product and quotient<br/>Derivations of inverses<br/>Shapes of functions</p> <p><b>TEACHER 2</b><br/>Sequences and Series<br/>Recurrence Relationships<br/>Arithmetic Sequences<br/>Geometric Sequences</p> <p><b>MECHANICS T2</b><br/><b>Statics</b><br/>At an angle<br/>Coefficient of friction</p> <p><b>Dynamic</b><br/>At an angle<br/>Coefficient of friction</p> | <p>diagrams and Venn diagrams</p> <p><b>Normal Distribution</b><br/>Finding probabilities<br/>Working backwards Z values and finding mean and standard deviation</p> <p><b>MECHANICS T2</b><br/>In 3D<br/>SUVAT<br/>Vectors with variable acceleration</p> | <p><b>TEACHER 2</b><br/><b>Binomial Expansion</b><br/>with fractional and negative powers<br/><b>Calculus - Differentiation</b><br/>Implicit differentiation<br/>Normals, tangents and turning points</p> | <p>Separation of variables</p> <p><b>Proof</b><br/>Proof by contradiction</p> <p><b>Statistics T1</b><br/><b>Approximating Distributions</b><br/>Approximating Binomial with a normal distribution<br/>Normal distribution hypothesis testing</p> <p><b>Mechanics T2</b><br/><b>Projectiles</b><br/>From ground level<br/>From a height<br/>At an angle</p> <p><b>Moments</b><br/>Multiple pivots and suspensions</p> |  |  | <p>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</p> |
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| <b>Maths</b><br><br><b>Lead Teacher 1 (6 lessons per fortnight Pure &amp; Mechanics)</b><br><br><b>Teacher 2 (3 lessons per fortnight Pure &amp; Statistics)</b> | <b>PURE MATHS TEACHER 1 Trigonometry</b><br>Addition rule<br>Double angle rules<br>Inverse trigonometric functions<br>Identities R Formula<br>Small angle approximations<br>Differentiation of trig from first principles<br>Calculus - Differentiation<br>Chain, product and quotient<br>Derivations of inverses<br>Shapes of functions<br><br>TEACHER 2<br>Sequences and Series<br>Recurrence Relationships<br>Arithmetic Sequences | <b>PURE MATHS TEACHER 1 Calculus - Integration</b><br>Area between two curves<br>Integration by cover up<br>Rational functions<br>Partial fractions<br>Trigonometric identities<br><br><b>TEACHER 2 Binomial Expansion</b><br>with fractional and negative powers<br><br><b>Mechanics T1 Statics</b><br>At an angle<br>Coefficient of friction<br><br><b>Dynamic</b><br>At an angle<br>Coefficient of friction<br><br><b>Vectors</b> | <b>PURE MATHS TEACHER 1 Calculus - Integration</b><br>By parts<br>Substitution<br>Standard Results<br><br><b>TEACHER 2 Numerical Method</b><br>Newton Rapheson<br><br><b>Calculus - Differentiation</b><br>Implicit differentiation<br>Normals, tangents and turning points<br>Modulus<br>Graphs<br>Solving equations<br><br><b>Mechanics T1</b> | <b>PURE MATHS TEACHER 1 Parametric Equations 2</b><br>Differentiating parametric<br>Integrating parametric<br><br><b>Solving Differential Equations</b><br>Connected rates of change<br>Separation of variables<br><br><b>TEACHER 2 Proof</b><br>Proof by contradiction | <b>PURE MATHS Revision</b> |  | 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 solved analytically, but numerical methods permit solution to a required level of accuracy. Evaluate, including by making reasoned estimates, |

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|                      | <p>Geometric Sequences</p> <p><b>Statistics T2</b><br/><b>Conditional Probability</b><br/>Applied to tree diagrams and Venn diagrams</p> | <p>In 3D<br/>SUVAT<br/>Vectors with variable acceleration<br/><b>Statistics T2</b></p> <p><b>Normal Distribution</b><br/>Finding probabilities<br/>Working backwards<br/>Z values and finding mean and standard deviation</p> | <p><b>Projectiles</b><br/>From ground level<br/>From a height<br/>At an angle</p> <p><b>Moments</b><br/>Multiple pivots and suspensions</p> |                                                                                                                      |                 |  | <p>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</p> |
| <b>Further Maths</b> | <p><b>CORE MATHS TEACHER 1</b><br/><b>Complex Numbers 1</b><br/>•Nth roots of unity</p>                                                  | <p><b>CORE MATHS TEACHER 1</b><br/><b>Matrices 2</b><br/>•Diagonalisation</p> <p><b>2 nd Order Differential Equations</b></p>                                                                                                 | <p><b>CORE MATHS TEACHER 1</b><br/><b>Integration 1</b><br/>• Improper integrals<br/>• Integrating Partial fractions</p>                    | <p><b>CORE MATHS TEACHER 1</b><br/><b>Integration 2</b><br/>• Area of surface revolution<br/>• Reduction formula</p> | <b>Revision</b> |  | <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|  | <p><b>Vectors</b></p> <ul style="list-style-type: none"> <li>• Vector product</li> <li>• Equation of line and area of triangle</li> <li>• Planes, angles and intersections</li> <li>• Distances</li> </ul> <p><b>Matrices 1</b></p> <ul style="list-style-type: none"> <li>• Determinate of 3x3</li> <li>• Sim equations and geometric interpretation</li> <li>• Factorising</li> <li>• Eigen vectors and Eigen values</li> </ul> <p><b>TEACHER 2</b></p> <p>Graphs</p> <ul style="list-style-type: none"> <li>• Modulus functions</li> <li>• Rational with oblique asymptotes</li> <li>• Composite transformations</li> </ul> <p><b>Maclaurin &amp; Limits</b></p> <ul style="list-style-type: none"> <li>• Proving an expansion</li> </ul> | <ul style="list-style-type: none"> <li>• Solve homogenous</li> <li>• Solve nonhomogeneous</li> <li>• Particular solutions</li> </ul> <p><b>FStats T1</b></p> <p><b>Continuous random variables</b></p> <p>Rectangular distribution</p> <p><b>T-Tests</b></p> <ul style="list-style-type: none"> <li>• Hypothesis testing with t-tests</li> </ul> <p><b>Continuous random variables</b></p> <ul style="list-style-type: none"> <li>• Exponential distribution</li> </ul> <p><b>FMech T2</b></p> <p><b>Circular Motion</b></p> <ul style="list-style-type: none"> <li>• Inclined planes</li> <li>• Conical pendulum</li> <li>• Vertical motion</li> </ul> | <ul style="list-style-type: none"> <li>• Polar integration</li> <li>• Arc length</li> </ul> <p><b>FMech T2</b></p> <p><b>Centre of Mass</b></p> <ul style="list-style-type: none"> <li>• Particles and rods</li> <li>• Composite</li> <li>• Volume of revolution</li> <li>• Toppling or sliding</li> </ul> | <p><b>Differential equations</b></p> <ul style="list-style-type: none"> <li>• 1 st order differential equations</li> <li>• Simple harmonic motion</li> <li>• Damped and forced motion</li> <li>• Coupled equations</li> </ul> <p><b>Hyperbolic Functions</b></p> <ul style="list-style-type: none"> <li>• Reciprocal hyperbolic functions</li> <li>• Differentiating and integrating hyperbolic functions</li> <li>• Osbourne's rule</li> <li>• Identities in proof</li> </ul> <p><b>FMech T2</b></p> <p><b>Collisions</b></p> <ul style="list-style-type: none"> <li>• Collisions with walls</li> <li>• Impulse</li> </ul> <p><b>YEAR 13</b></p> <p><b>MOCK EXAMS</b></p> |  |  | <p>OT1.2 Understand and use mathematical language and syntax as set out in the content</p> <p>OT1.3 Understand and use language and symbols associated with set theory, as set out in the content.</p> <p>OT1.4 Understand and use the definition of a function; domain and range of functions.</p> <p>OT1.5 Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae, including those relating to applications of mathematics</p> <p>OT2.1 Recognise the underlying mathematical structure in a situation and simplify and abstract appropriately to enable problems to be solved.</p> <p>OT2.2 Construct extended arguments to solve problems presented in an unstructured form, including problems in context</p> <p>Interpret and communicate solutions in the context of the original problem.</p> <p>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.</p> <p>OT2.7 Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems, including in mechanics.</p> <p>OT1: Mathematical Modelling</p> |
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|                         | •L'Hopitals rule<br><br><b>YEAR 13<br/>TRANSITIONA<br/>L EXAMS</b>                                                                                                                               | <b>YEAR 13<br/>ASSESSMENT<br/>WEEK</b>                                                                                                                                              |                                                                                                                                                                                          |                                                                                                                                                                                                   |                     |                     | OT3.1 Translate a situation in context into a mathematical model, making simplifying assumptions.<br>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).<br>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).<br>OT3.4 Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate<br>OT3.5 Understand and use modelling assumptions. |
| <b>MFL -<br/>FRENCH</b> | <b><u>Teacher 1:<br/>Unit 8</u></b><br><br><b>Skills:</b> How marginalisation affects different sectors in society<br><br><b>Grammar:</b> Venir de and depuis, passive in all tenses, indefinite | <b><u>Teacher 1:<br/>Unit 9</u></b><br><br><b>Skills:</b> Prison in France (the judicial and prison system)<br><br><b>Grammar:</b> Using inversion, present and perfect subjunctive | <b><u>Teacher 1:<br/>Unit 10</u></b><br><br><b>Skills:</b> Young people and politics, the right to vote, the future of the EU<br><br><b>Grammar:</b> future ideas with quand, using more | <b><u>Teacher 1: Unit<br/>12</u></b><br><br><b>Skills:</b> Politics of immigration<br><br><b>Grammar:</b> impersonal verbs and dependent infinitives, direct and indirect speech, recognising the | <b><u>EXAMS</u></b> | <b><u>EXAMS</u></b> | <b>By the end of year 13, students will be able to...</b><br><br>...understand and discuss how marginalisation affects different sectors in society<br><br>...understand and discuss young people and politics, the right to vote, the future of the EU<br><br>...understand and discuss the judicial and prison system in France                                                                                                                                                                                                                                                                                                                              |

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|                     | <p>pronouns and adjectives</p> <p><b>ASSESSMENT:</b> U8 Paper 1, U8 Speaking</p> <p><b>Teacher 2:</b> <u>Literature study</u></p> <p><b>Skills:</b> Study of book Un Sac de billes (analysis of background, themes and characters, essay writing skills)</p> <p><b>ASSESSMENT</b> : 2 marked essays</p> | <p><b>ASSESSMENT</b> : U9 Paper 1, U9 Speaking</p> <p><b>Teacher 2:</b> <u>Literature study</u></p> <p><b>Skills:</b> Study of book Un sac de billes, cont.</p> <p><b>ASSESSMENT</b> : Y13 <b>Assessment Week (Papers 1-2-3)</b></p> | <p>than 1 tense in the same sentence</p> <p><b>ASSESSMENT:</b> U10 Paper 1, U10 Speaking</p> <p><b>Teacher 2:</b> <u>Unit 11</u></p> <p><b>Skills:</b> Demonstrations and strikes</p> <p><b>Grammar:</b> interrogative adjectives and pronouns, prepositions, irregular forms of the past historic</p> <p><b>ASSESSMENT:</b> U11 Paper 1, U11 Speaking</p> | <p>imperfect subjective)</p> <p><b>ASSESSMENT:</b> U12 Paper 1, U12 Speaking</p> <p><b>Teacher 2:</b> <u>Revision</u></p> <p><b>Skills:</b> Revision of all units with exam skills for the exams</p> <p><b>ASSESSMENT:</b> Mocks (Papers 1-2-3)</p> |                                             |  | <p>...understand and discuss demonstrations and strikes</p> <p>...understand and discuss the politics of immigration</p> <p>...conjugate verbs accurately in all tenses.</p> <p>...understand the use of the subjunctive and other advanced tenses.</p> <p>...critically analyse the film La Haine and the book Un Sac de Billes.</p> <p>...respond to speaking cards on all topics and a wide range of IRP questions.</p> |
| <b>MFL - GERMAN</b> | <p>Teacher 1 (JJR): Book - Zonenkinder</p>                                                                                                                                                                                                                                                              | <p>Teacher 1 (JJR): Unit 9.2 - Die Ursprünge</p>                                                                                                                                                                                     | <p>Teacher 1 (JJR): Unit 10.2 - Die Auswirkung</p>                                                                                                                                                                                                                                                                                                         | <p>Teacher 1 (JJR): 11.2 – Politik und Jugend</p>                                                                                                                                                                                                   | <p>Teacher 1 (JJR): Revision - Speaking</p> |  | <p>By the end of year 13, students will be able to...</p>                                                                                                                                                                                                                                                                                                                                                                  |

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|  | <p>Unit 8.1 - Woher kommst du?</p> <p>Unit 8.2 - Ein Volk – viele Einflüsse</p> <p>Teacher 2 (BP):</p> <p>Unit 7.3 – Massnahmen gegen Masseneinwanderungen</p> <p>Unit 8.3 – Radio Multikulti</p> <p>ASSESSMENT: 2 marked essays</p> <p>ASSESSMENT: U7&amp;8</p> | <p>des Rassismus</p> <p>Unit 9.3 – Der Kampf gegen Rassismus</p> <p>Teacher 2 (BP):</p> <p>Revision</p> <p>Film good bye Lenin!</p> <p>Unit 9.1 - Alltagsrassismus</p> <p>ASSESSMENT: Y13 Assessment Week (Papers 1-2-3)</p> <p>ASSESSMENT: U9 Paper 1, U9 Speaking</p> | <p>gen der EU</p> <p>Unit 10.3 – Die Rolle Deutschlands in Europa</p> <p>Unit 11.1 – Politik und Jugend - Macht mit</p> <p>Teacher 2 (BP):</p> <p>Unit 10.1 – Sind Sie Deutsche(r) oder Europäer(in)</p> <p>ASSESSMENT: U10 Paper 1, U10 Speaking</p> | <p>– Engagier dich!</p> <p>12.1 - Friedliche Revolution in der DDR</p> <p>12.2 - Wie vereinigt ist Deutschland</p> <p>12.3 – Alte und neue Bundesländer – Kultur &amp; Identität</p> <p>Teacher 2 (BP):</p> <p>Unit 11.3 – Wehrpflicht: Ja oder Nein?</p> <p>ASSESSMENT: U11 Paper 1, U11 Speaking</p> <p>ASSESSMENT: U12 Paper 1, U12 Speaking</p> | <p>Teacher 2 (BP):</p> <p>Revision</p> |  | <p>...understand and produce language on the topics of immigration, integration, racism, the EU, politics and the Berlin Wall.</p> <p>...conjugate verbs accurately in all tenses.</p> <p>...understand the use of all four cases and a wide range of prepositions.</p> <p>...critically analyse the book Zonenkinder.</p> <p>...respond to speaking cards on all topics.</p> |
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|              | Paper 1, U8 Speaking                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                           |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>MUSIC</b> | <p><b>Module:</b><br/>3.17 AOS 5 Programme Music<br/>3.18 Board set brief composition</p> <p><b>Topics:</b><br/>Continuing AOS 5, Programme Music: Symphonic poem: Smetana, Liszt, Strauss and composers for piano<br/><br/>Choosing Board set brief composition (set by OCR) and beginning a first draft<br/><br/>Refining the full</p> | <p><b>Module:</b><br/>3.19 AOS 6 Innovations in Music.<br/>3.20 Developing Board set brief composition<br/>3.21 Producing an A grade performance recital</p> <p><b>Topics:</b><br/>AOS 6: Innovations in Music: Late Romanticism, Impressionism, Expressionism.<br/><br/>Developing Board set brief composition</p> | <p><b>Module:</b><br/>3.22 AOS 6 Innovations in Music 2/Revision on AOS 1-5<br/>3.23 Developing board set brief composition<br/>3.24 Developing learner set brief composition<br/>3.25 Preparing recital for exam</p> <p><b>Topics:</b><br/>Continue to study "Innovations in Music": Minimalism, Modernism</p> | <p><b>Module:</b><br/>3.26 Completing both compositions<br/>3.27 Revising for the listening paper<br/>3.28 preparing for the recital exam.</p> <p><b>Topics:</b><br/>Completing BOTH compositions for submission on May 1<sup>st</sup><br/><br/>Preparing and refining performance recital for Exam</p> | <p><b>Revision and Exam Practice</b><br/><br/>Personalised Revision Plans for Students.</p> <p><b>Assessment:</b><br/><br/>Complete another full listening paper. Complete a range of timed essay questions/mind maps and examination questions (Listening paper takes place in June)</p> | <b>A- Levels Begin</b> | <p>Be able to understand all key features, composers and styles of Programme music.</p> <p>Completed first draft on Board set brief composition</p> <p>High level performance recital completed</p> <p>Be able to produce a high grade performance</p> <p>Completed first draft of Board set brief composition</p> <p>Be able to complete a full Listening paper to a high standard.</p> <p>Strategic Thinking, Constructing a reasoned argument, Calculating Key Numerical Data and applying in Context</p> <p>Both compositions submitted to a high standard.</p> <p>Performance recital completed</p> <p>All areas of study revised</p> <p>Robust revision for the listening paper completed.</p> |

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|  | <p>solo performance recital</p> <p><b>Assessment 1:</b><br/>Essay question on Programme Music</p> <p><b>Assessment 2:</b><br/>First draft of Board set brief composition<br/>Performance recital</p> | <p>Improving and developing performance recital.</p> <p>Revision of AOS 3</p> <p><b>Assessment 3:</b><br/>A Level Listening paper 2018 - MOCK</p> <p><b>Assessment 4:</b><br/>Board set brief composition<br/>Full performance recital</p> | <p>Continue to develop both compositions<br/>Detailed revision on AOS 1-5 with exam preparation/class test/exam questions</p> <p><b>Assessment 5:</b><br/>Presentation on Minimalism/Modernism<br/>Revision presentations on AOS 1, 2 and 3</p> <p><b>Assessment 6:</b><br/>Essay questions (25 mark) on AOS 3-5. Short 10 mark questions on AOS 1,2 and aural perception tests.</p> | <p>on April 21<sup>st</sup> (approx. date)</p> <p>Revising all areas of study and completing range of examination related essays, questions and aural perception tests for the Listening paper.</p> <p><b>Assessment 7 &amp; 8:</b> WHOLE SCHOOL March assessments: A Level Listening Paper 2019</p> |  |  | <p>Ability to complete a full Listening paper to a high standard.</p> <p>All revision completed and each question type revised. All areas of study also revised in depth.</p> |
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| <b>Personal Education Development</b> | <b>Post 18 options &amp; plans</b>                                                                                        | <b>Sexual and reproductive health</b>                                                         | <b>Future finances</b>                                                                        | <b>Independence and personal safety</b>                                                 | <b>Life online</b>                                                     |                                            | 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 & submit the strongest applications. They will have developed their understanding of sexual & reproductive health within the context of healthy relationships, & how to access accurate information, healthcare & appropriate support. Students will have developed the knowledge & skills required to manage money confidently & responsibly, & to make informed financial decisions as they move into adult life. They will have learnt how to assess & respond to risk, injury & illness, & manage personal safety in contexts where they are increasingly independent. They will have explored how engagement online can impact wellbeing, relationships, attitudes & behaviour, & how to evaluate online content critically, recognise harmful influence & narratives, & access help & support when needed. |
| <b>Physics</b>                        | <b>T1: Module 5</b><br><br><b>Topics:</b><br>15. Ideal Gases<br>16. Circular Motion<br><b>Key Skills:</b><br>Calculating, | <b>T1:</b><br><br><b>Topics:</b><br>18. Gravity<br>17. Oscillations<br><br><b>Key Skills:</b> | <b>T1:</b><br><br><b>Topics:</b><br>19. Stars<br><br><b>Key Skills:</b><br>Literacy, extended | <b>T1:</b><br><br><b>Topics:</b><br>20. Cosmology<br>Revision<br><br><b>Key Skills:</b> | <b>T1:</b><br><br><b>Topics:</b><br>Revision<br><br><b>Key Skills:</b> | <b>EXAMS</b><br><u>(Provisional dates)</u> | <ul style="list-style-type: none"> <li>- Understand how the skills and knowledge gained through study of Physics A Level can be used in a range of different careers and industries</li> <li>- Make connections between topic areas, using big ideas like kinetic theory, energy changes and fields</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|  | <p>practical skills, analysing data, extrapolating, explaining changes, application of knowledge, exam technique</p> <p>MP1: Thermal and Ideal Gases Test</p> <p>MP2: Circular Motion Test</p> <p><b>T2:</b> Module 6</p> <p><b>Topics:</b><br/>24. Particle<br/>25. Radioactivity<br/>26. Nuclear<br/>Key Skills:<br/>Calculating, analysing, application of knowledge, explaining, exam technique</p> <p>MP1: Radioactivity Test or Particle Test</p> | <p>Calculating, analysing, practical skills, Datalogging, interpreting data, application of knowledge, exam technique</p> <p>MP3: Gravity Test</p> <p>MP4: November Exam (Paper 1)</p> <p><b>T2:</b></p> <p><b>Topics:</b><br/>21. Capacitance<br/>22. Electric Fields<br/>Key Skills:<br/>Datalogging, calculating, practical skills, interpreting data, logarithms, application of knowledge, exam technique</p> | <p>response, explaining, researching, referencing, exam technique</p> <p>MP5: Oscillations Test</p> <p>MP6: Stars Test</p> <p><b>T2:</b></p> <p><b>Topics:</b><br/>23. Magnetic Fields</p> <p><b>Key Skills:</b><br/>Calculating, application of knowledge, explaining, exam technique</p> <p>MP5: Electric Fields Test</p> <p>MP6: Magnetic Fields Test</p> | <p>Literacy, calculating, conversion of units, literacy, researching, referencing, exam technique</p> <p>MP7: March Mock (Paper 1)</p> <p>MP8: March Mock (Paper 3)</p> <p><b>T2:</b></p> <p><b>Topics:</b><br/>27. Medical Physics</p> <p><b>Key Skills:</b><br/>Calculating, logarithms, explaining, exam technique</p> <p>MP7: X-rays GAT</p> <p>MP8: March Mock (Paper 2)</p> | <p>Revision strategies, exam technique</p> <p>MP9: Cosmology Test</p> <p><b>T2:</b></p> <p><b>Topics:</b><br/>Revision</p> <p><b>Key Skills:</b><br/>Revision strategies, exam technique</p> <p>MP9: Medical Physics Test</p> | <ul style="list-style-type: none"> <li>- Use logarithmic functions confidently, including plotting and interpreting log graphs</li> <li>- Identify exponential change and explain how this is modelled mathematically, specifically in the context of radioactive decay and capacitor charging/discharging</li> <li>- Apply knowledge in a range of unfamiliar contexts</li> <li>- Derive selected equations from basic principles</li> <li>- Derive all the commonly used units using SI base units</li> <li>- Use kinetic theory to explain changes of state and the behaviour of ideal gases qualitatively and quantitatively</li> <li>- Use mathematical equations to explain the motion of simple harmonic oscillators and objects moving in circles</li> <li>- Understand the similarities and differences between gravitational, electric and magnetic fields and their applications</li> <li>- Understand the past, present and future of our universe and the evidence we have for this</li> <li>- 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</li> </ul> |
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|                   | MP2: Nuclear Physics Test                                                                                                                                                                                                                                                            | MP3: Capacitors Test<br><br>MP4: November Exam (Paper 2)                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                      |                    | <ul style="list-style-type: none"> <li>- Understand how different topic areas come together when designing, building and using machines for medical physics</li> <li>- Understand the importance of Physics in cultural, economic, moral and social change, but the limitations of scientific fact in decision making.</li> </ul>                                                                                                                                                                                                                                                                                                       |
| <b>Psychology</b> | <b>Paper 2 Research Methods</b><br>(Statistical testing)<br><br><b>Biopsychology</b><br>(biorhythms)<br><br><b>The Psychodynamic Approach</b><br>(Personality, Ego defence mechanisms, Consciousness, Psychosexual Stages)<br><br><b>Paper 3 Issues &amp; Debates</b><br>Gender Bias | <b>Paper 3 Aggression</b><br>(Biological and social-psychological explanations)<br><br><b>Gender Development</b><br>(stereotypes, androgyny, explanations)<br><br><b>Issues &amp; Debates</b><br>Gender Bias<br><br><b>NOVEMBER assessments</b><br>Full Paper 1 & 2 Exam | <b>Paper 2 Research Methods</b><br>(Content & Thematic Analysis, validity)<br><br><b>The Humanistic Approach</b><br>(Congruence, Self-Actualisation, Client-centred Therapy)<br><br><b>Paper 3 Aggression</b><br>(institutional aggression, influences on aggression)<br><br><b>Gender Development</b> | <b>Paper 2 Research Methods</b><br>(Self reports, reliability)<br><br><b>Biopsychology</b><br>(the brain)<br><br><b>Paper 3 Schizophrenia</b><br>(biological and psycho-social explanations)<br><br><b>Issues &amp; Debates</b><br>Reductionism<br><br><b>MARCH MOCKS</b><br>Full Paper 2 & 3 Exams | <b>Paper 2 Research Methods</b><br>(Content & Thematic Analysis, Writing a report)<br><br><b>Paper 3 Schizophrenia</b><br>(treatments)<br><br><b>Issues &amp; Debates</b><br>Ethical and Socially Sensitive Research | <b>Study Leave</b> | <p>To be able to describe, evaluate and apply psychological approaches to research and theory.</p> <p>To be able to describe and evaluate the biopsychological processes of biological rhythms, brain functions, plasticity and brain investigation techniques</p> <p>To be able to describe and evaluate content analysis, thematic analysis, case studies.</p> <p>To be able to apply debates when evaluating research and theory in Paper 1 and Paper 3 topic exam questions.</p> <p>To be able to describe and evaluate all research evidence (70+) and theory from the 3 topics in Paper 3 (Gender, Aggression, Schizophrenia)</p> |

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|                  |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                         | (media and cultural, influences, gender dysphoria)<br><br><b>Issues &amp; Debates</b><br>Determinism                                                                                                                                         |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                       |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Sociology</b> | <b>MEDIA</b><br>(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 the processes of selection and presentation of the content of the news)<br><br><b>THEORY &amp; METHODS</b><br>(Marxism, | <b>MEDIA</b><br>(media representations of age, social class, ethnicity, gender, sexuality and disability and the relationship between the media their content and presentation, and audiences)<br><br><b>CRIME &amp; DEVIANCE</b><br>(Explaining Crime: Functionalist, strain and subcultural theories, | <b>CRIME &amp; DEVIANCE</b><br>(Marxist, neo-Marxist and critical criminological theories, left and right realism, Gender + crime, ethnicity + crime, class + crime)<br><br><b>End of term assessment</b><br>Based on content in this column | <b>CRIME &amp; DEVIANCE</b><br>(globalisation, media + crime, patterns + trends, Human rights, State Crime, Green Crime)<br><br><b>THEORY &amp; METHODS</b><br>(Social Action theories and Structuration)<br><br><b>MARCH MOCKS.</b> Full Paper 2 and 3 exams | <b>CRIME &amp; DEVIANCE</b><br>(Crime and criminal justice, Crime control, prevention, punishment and victims)<br><br><b>THEORY &amp; METHODS</b><br>(the extent to which Sociology can be regarded as scientific and The relationship between theory and methods,)<br><br><b>Informal assessment</b> | <b>Study Leave</b><br><br><b>A Level Examinations</b> | Students are expected to be familiar with sociological explanations of the following content: <ul style="list-style-type: none"> <li>• new media</li> <li>• the relationship between ownership and control of the media</li> <li>• the media, globalisation and popular culture</li> <li>• the processes of selection and presentation of the content of the news</li> <li>• media representations of age, social class, ethnicity, gender, sexuality and disability</li> <li>• the relationship between the media, their content and presentation, and audiences.</li> </ul> Students are expected to be familiar with sociological explanations of the following content: |

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|  | postmodernism, feminism and social policy)<br><br><b>End of term assessment</b><br>Based on content in this column | labelling theory)<br><br><b>NOVEMBER assessments.</b><br>Full Paper 1 & 2 exam. |  |  |  |  | <ul style="list-style-type: none"> <li>• crime, deviance, social order and control</li> <li>• the social distribution of crime and deviance by ethnicity, gender and social class</li> <li>• globalisation and crime in contemporary society</li> <li>• crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system.</li> </ul> Students must be able to describe and analyse <ul style="list-style-type: none"> <li>• the nature of 'social facts'</li> <li>• consensus, conflict, structural and social action theories</li> <li>• the concepts of modernity and post-modernity</li> <li>• the nature of science and the extent to which Sociology can be regarded as scientific</li> <li>• the relationship between theory and methods</li> <li>• debates about subjectivity, objectivity and value</li> </ul> freedom<br>the relationship between Sociology and social policy. |
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| <b>Sports Science - Anatomy &amp; Physiology</b> | <b>Energy systems</b><br>Recap of ATP, ATP/PC, Glycolytic Aerobic energy systems Energy continuum, intermittent exercise and factors affecting energy system usage | <b>Recovery, Altitude and Heat</b><br>EPOC - fast/slow components Implications of recovery on training Effect of altitude on performance Effect of heat on performance | <b>Sports Injury</b><br>Acute and chronic injuries Hard tissue and soft tissue injuries                                                                                      | <b>Prevention and Rehabilitation of Injury</b><br>Intrinsic and extrinsic risk factors Acute management (SALTAPS/PRI CE) Rehabilitation methods | <b>Revision</b><br>Revisiting all topics covered across the whole course. Developing exam technique and students' understanding to support students in preparation for the summer | <b>A Level EXAMS</b> | - 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.                                                                                                                                                   |
| <b>Skill Psychology Biomechanics</b>             | <b>Psychology</b><br>Attribution - Weiner 's Model Confidence and self efficacy Leadership in Sport Stress Management to Optimise Performance                      | <b>Psychology</b><br>Attribution - Weiner 's Model Confidence & self efficacy Leadership in Sport Stress Management to Optimise Performance                            | <b>Biomechanics</b><br>Quantities Moment of Inertia Conservation of Angular Momentum Fluid Mechanics Air Resistance Projectile Motion Free body diagrams Resolving of Forces | <b>Biomechanics</b><br>Flight Paths Bernoulli 's Principle Lift Forces Down ward Forces Spin - Magnus Force                                     |                                                                                                                                                                                   | <b>A Level EXAMS</b> | - 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 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 |

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| <p><b>Socio Cultural</b></p> | <p><b>Routes to Sporting Excellence</b><br/>Identification of Talent Support strategies Role of UK Sport, National Institutes Drop out strategies</p> | <p><b>Modern Technology in Sport</b><br/>Impact of technology in sport on: Elite performance<br/>General participation<br/>Fair Outcomes<br/>Entertainment<br/>Preparation for informal assessment<br/>revision of previously learned material in preparation for the in formal assessments</p> | <p><b>EAPI Assessment</b><br/>Completion of the EAPI assessment as part of NEA .</p> <p><b>Ethics &amp; Deviance in Sport</b><br/>Drugs in Sport<br/>Legal Supplements v s Illegal<br/>Drugs<br/>Violence in Sport<br/>Gambling in Sport</p> | <p><b>Commercialism &amp; Media</b><br/>Factors leading to commercialism<br/>Positive &amp; negative impacts on sport<br/>Changes in media since 1980<br/>Golden Triangle</p> |  |  | <p>knowledge and understanding of projectile motion, including the application of Bernoulli ' s principle and the Magnus effect on spinning balls<br/>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</p> |
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|  |  |  |  |  |  |  | sport which will include a completed logbook and video evidence. |
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