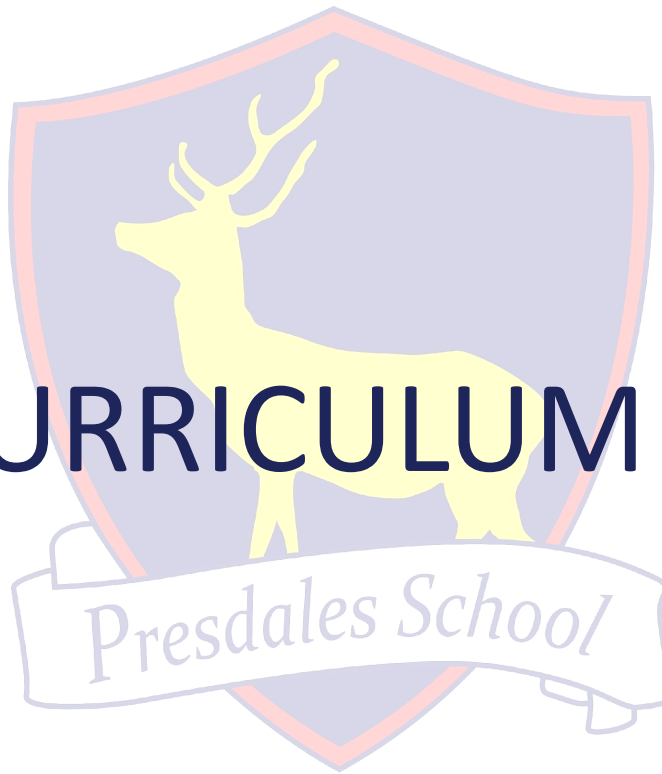


# KS5 CURRICULUM MAPS



# ART

Year	Autumn Term*	Spring Term*	Summer Term*
12	<u>Autumn 1</u> <b>Component 1 – Aspects of Nature</b> Practical workshops & Artist research : Coloured pencil/Watercolour/Biro/Printmaking	<u>Spring 1</u> <b>Component 1 – Aspects of Nature</b> Final ideas & Mid Final piece	<u>Summer 1</u> <b>Component 1 – Aspects of Nature</b> Summer Exam & preparation/improvement & evaluation
	<u>Autumn 2</u> <b>Component 1 – Aspects of Nature</b> Practical workshops & Artist research: Paper making/ Bleach/ Ink/ Mixed media	<u>Spring 2</u> <b>Component 1 – Aspects of Nature</b> Artist research, photography and personal studies. Barcelona Art Trip	<u>Summer 2</u> <b>Component 1 – Aspects of Nature</b> Photography, studies, research & pause page
13	<u>Autumn 1</u> <b>Component 1 – Aspects of Nature</b> Photography, studies, research & pause page	<u>Spring 1</u> <b>Component 2 – Externally set assignment</b> Preparation/research, photography & art work	<u>Summer 1</u> <b>Component 2 – Externally set assignment</b> Preparation and 15 hour exam
	<u>Autumn 2</u> <b>Component 1 – Aspects of Nature</b> Preparation for Mock Exam & 15 hour exam	<u>Spring 2</u> <b>Component 2 – Externally set assignment</b> Preparation/research, photography & art work	<u>Summer 2</u> AQA External Moderation & Art show

# BIOLOGY

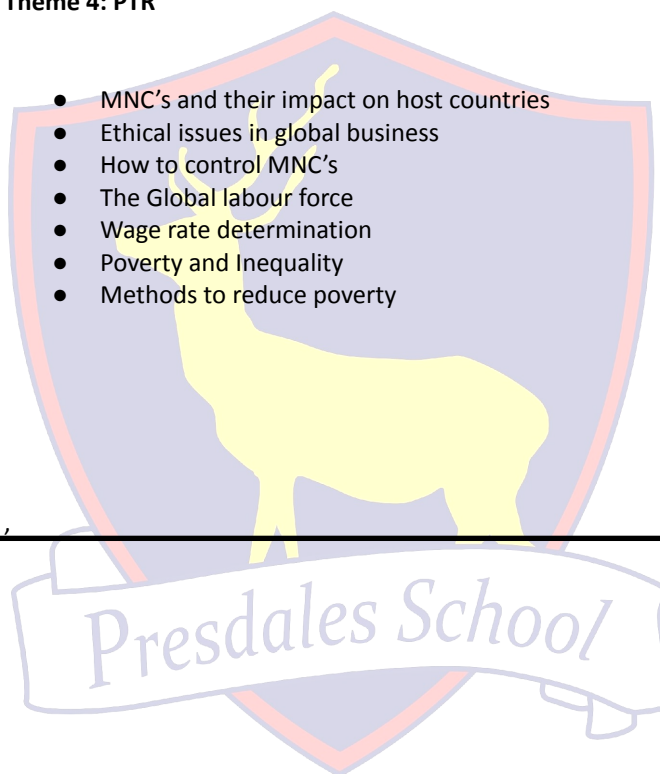
Year	Autumn Term		Spring Term		Summer Term
	Teacher 1	Teacher 2	Teacher 1	Teacher 2	Teacher 1
12	<u>Autumn 1</u> <b>Topic1 Biological molecules</b> <ul style="list-style-type: none"> <li>Monomers &amp; polymers</li> <li>Carbohydrates</li> <li>Lipids</li> <li>Proteins, including enzymes</li> </ul>	<b>Topic2 Cells</b> <ul style="list-style-type: none"> <li>Cell structure</li> </ul>	<u>Spring 1</u> <b>Topic 4 Genetic information &amp; variation</b> <ul style="list-style-type: none"> <li>DNA, genes &amp; chromosomes</li> <li>DNA and protein synthesis</li> </ul>	<b>Topic 3 Exchange of substances</b> <ul style="list-style-type: none"> <li>surface area to volume ratio</li> <li>Gas exchange</li> <li>Digestion and absorption</li> </ul>	<u>Summer 1</u> Revision/Maths and HSW Booster lessons
	<u>Autumn 2</u> <ul style="list-style-type: none"> <li>DNA and RNA</li> <li>ATP</li> <li>Water</li> <li>Inorganic Ions</li> </ul> <b>end of topic 1 test</b>	<ul style="list-style-type: none"> <li>Mitosis</li> <li>Transport across cell membranes</li> <li>Cell recognition and the immune system</li> </ul> <b>end of topic 2 test</b>	<u>Spring 2</u> <ul style="list-style-type: none"> <li>Species and taxonomy</li> <li>Biodiversity within a community</li> <li>Investigating diversity</li> </ul> <b>end of topic 4 test</b>	<ul style="list-style-type: none"> <li>Mass transport in animals</li> <li>Mass transport in plants</li> </ul> <b>end of topic 3 test</b>	<u>Summer 2</u> <b>Mock AS Exam</b>  Start "Populations in Ecosystems" section in A2 Topic 7
13	<u>Autumn 1</u> <b>Topic 5 Energy transfers in and between organisms</b> <ul style="list-style-type: none"> <li>Respiration</li> <li>Photosynthesis</li> </ul>	<b>Topic 7 Genetics, populations, evolution &amp; ecosystems</b> <ul style="list-style-type: none"> <li>Finish Populations in Ecosystems</li> <li>Inheritance</li> </ul>	<u>Spring 1</u> <b>Topic 6 Organisms respond to changes in their internal &amp; external environment</b> <ul style="list-style-type: none"> <li>Stimuli and response</li> <li>Nervous coordination</li> </ul>	<b>Topic 8 Control of Gene expression</b> <ul style="list-style-type: none"> <li>Gene mutations</li> <li>Control of gene expression</li> </ul>	<u>Summer 1</u> <b>Revision</b>

# BUSINESS

Year	Autumn Term	Spring Term	Summer Term
12	<u>Autumn 1 :</u> <b>Theme 1: LS (Marketing and people)</b> <ul style="list-style-type: none"> <li>The Market and the dynamic nature of markets</li> <li>Market research</li> <li>Market maps &amp; competition</li> <li>Market Research methods</li> <li>Demand and Supply (diagrams)</li> <li>Elasticity of Demand (Price &amp; Income)</li> <li>The Design Mix</li> <li>Branding and Promotion (linked to elasticity)</li> <li>Pricing strategy</li> <li>Distribution (Place)</li> <li>Marketing strategy</li> </ul>	<u>Spring 1</u> <b>Theme 1: LS</b> <ul style="list-style-type: none"> <li>Niche v Mass markets</li> <li>The Product life cycle</li> <li>Staffing and recruitment</li> <li>Organisational structures ( Tall, flat and matrix)</li> <li>Motivation of staff and techniques to improve performance</li> <li>Leadership</li> <li>Business Objectives</li> <li>Legal structure of firms</li> </ul>	<u>Summer 1</u> <b>Theme1:</b> <ul style="list-style-type: none"> <li>Revision and calculation practice</li> <li>Timed essay Practice</li> <li>Depending on the allocation of time <b>PTR</b> cover some of these topics in his sessions.</li> </ul>
	<u>Autumn 2:</u> <b>Theme 2: PTR (Managing business activities)</b> <ul style="list-style-type: none"> <li>Financing business growth</li> <li>Liability in business</li> <li>Business planning</li> <li>Sales forecasting</li> <li>Break even</li> <li>Budgets and variance</li> <li>Profit</li> <li>Liquidity and business failure</li> </ul>	<u>Spring 2</u> <b>Theme 2: PTR</b> <ul style="list-style-type: none"> <li>Productivity</li> <li>Capacity Utilisation and Stock Control</li> <li>Lean production and average costs</li> <li>Quality management</li> <li>The External Business Environment</li> </ul>	<u>Summer 2</u> <ul style="list-style-type: none"> <li>Revision and calculation practice</li> <li>Summer examination Full Paper covering themes 1 &amp; 2 in ONE 2 hour paper</li> </ul> <p>Introduction to Theme 3 : MS Introduction to Theme 4 : PTR</p>
13	<u>Autumn 1</u> <b>Theme 3: LS (Business Decisions and Strategy)</b> <ul style="list-style-type: none"> <li>Corporate objectives</li> <li>Corporate strategy (Ansoff and Porter)</li> <li>SWOT and PESTLE analysis</li> <li>External influences ( revisited)</li> <li>Business growth (revisited)</li> <li>Sales forecasting</li> </ul>	<u>Spring 1</u> <b>Theme 3: LS</b> <ul style="list-style-type: none"> <li>Corporate culture and influences</li> <li>Shareholders and stakeholders</li> <li>Ethics in Business</li> <li>Accounting</li> <li>Ratio analysis</li> <li>Human resources</li> </ul>	<u>Summer 1</u> <ul style="list-style-type: none"> <li>Revision</li> <li>Timed essays</li> <li>Past papers</li> <li>Mini Mock on theme 3</li> </ul>



	<ul style="list-style-type: none"> <li>Investment appraisal/decision trees and critical path analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Organisational structure</li> <li>Scenario planning</li> </ul>	
<u>Autumn 2</u> <b>Theme 4 : PTR (Global Business)</b> <ul style="list-style-type: none"> <li>The World's Economies in Asia/Africa and S America</li> <li>The link between trade and growth</li> <li>Trading BLOCS</li> <li>Protectionism V Liberalisation</li> <li>Exchange rates (revisited)</li> <li>Push &amp; Pull factors in trade</li> <li>Assessing the potential of different Economies</li> <li>Global Marketing</li> </ul> <b>Mock examinations; 2 x 2 hour papers covering ALL themes 1 to 4</b>	<u>Spring 2</u> <b>Theme 4: PTR</b> <ul style="list-style-type: none"> <li>MNC's and their impact on host countries</li> <li>Ethical issues in global business</li> <li>How to control MNC's</li> <li>The Global labour force</li> <li>Wage rate determination</li> <li>Poverty and Inequality</li> <li>Methods to reduce poverty</li> </ul>	<u>Summer 2</u> <ul style="list-style-type: none"> <li>Finish Theme 3 &amp; 4</li> <li>Mini Mock on theme 4</li> <li>Revision</li> </ul>	



# CHEMISTRY

Year	Autumn Term		Spring Term		Summer Term	
	Teacher 1	Teacher 2	Teacher 1	Teacher 2	Teacher 1	Teacher 2
12	<u>Autumn 1</u> Quantitative chemistry	Electrons, bonding and structure Synoptic progress test	<u>Spring 1</u> Introduction to organic chemistry Alkanes Alkenes	Reactions of group 2 and group 7 elements Periodic table test Introduction to enthalpy	<u>Summer 1</u> Organic synthesis Organic analysis 1	Synoptic progress test Equilibria 1
	<u>Autumn 2</u> Acids, bases & salts Redox Atoms and reactions test	Periodicity Periodicity test	<u>Spring 2</u> Hydrocarbons test Alcohols Haloalkanes	Enthalpy 1 Rates of reaction 1	<u>Summer 2</u> Mock exams Introduction to aromatic chemistry	Mock exams Introduction to transition metals
13	<u>Autumn 1</u> Aromatic chemistry Aromatic chemistry test Carbonyls and related compounds	Transition metal chemistry Transition metals test Rates of reaction 2	<u>Spring 1</u> Polymers Testing for organic compounds Organic reactions test	Acids, bases, buffers & pH	<u>Summer 1</u> Entropy Revision	Redox titrations, electrochemistry Inorganic/physical mock
	<u>Autumn 2</u> Nitrogen-based functional groups and practical techniques Mock exams	Equilibria 2 Mock exams	<u>Spring 2</u> Organic analysis 2 Organic mock	Equilibria & acids test Enthalpy 2	<u>Summer 2</u> A-Level exams	A-Level exams

## DESIGN TECHNOLOGY

Product Design			
Year	Autumn Term*	Spring Term*	Summer Term*
12	<b><u>Autumn 1</u></b> Mini-Project- Lamp Project *Assessment at end of Half term (Self and Teacher Assessment)	<b><u>Spring 1</u></b> Mini-Project - Architectural Model *Assessment at the end of Half Term (Peer and Teacher Assessment)	<b><u>Summer 1</u></b> Theory - Product Design *End of Year 12 Exams (A-level Paper 1-2019: 2h 30m)
	<b><u>Autumn 2</u></b> Theory: Materials and Applications *Assessment at the end of half term (AS Paper 1 2019-not all questions)	<b><u>Spring 2</u></b> Theory - Technical Principles *Assessment at the end of the half term (A-level Paper 2 2019-not all questions)	<b><u>Summer 2</u></b> NEA Coursework
13	<b><u>Autumn 1</u></b> NEA coursework	<b><u>Spring 1</u></b> NEA Coursework	<b><u>Summer 1</u></b> Revision for A-level Exam
	<b><u>Autumn 2</u></b> NEA coursework *Revision for Mock Exams (Paper 2 2020-2h 30m)	<b><u>Spring 2</u></b> NEA Coursework/Revision for A-level Exam	<b><u>Summer 2</u></b> A-level Exams

# FASHION AND TEXTILES

Year	Autumn Term	Spring Term	Summer Term
12	<u>Autumn 1</u> Introduction to course Study the Work of designers The design process Timeline history of design and design movements *Practical task- Design and make a corset in the style of a selected designer *Test on design movements and history of design	<u>Spring 1</u> Construction of fibres. Iterative design process * Practical task- Customised Denim product * Test in classification of fibres * Test on construction of fibres	<u>Summer 1</u> Maths formulas for exam and practise questions Exam revision of topics studied * Timed exam questions  *Practical task- Customised Denim product
	<u>Autumn 2</u> Classification of fibres. Properties of fibres Smart and technical fibres  *An in depth study on New materials	<u>Spring 2</u> Fabric finishes  *Practical task- Customised Denim product * Test on fabric finishes	<u>Summer 2</u> School exams Feedback from exam results Introduction of Non exam assessment *Set context and collect research *Complete over the summer holidays AO1
13	<u>Autumn 1</u> Scales of production Factory organisation Quality control and quality manufacture *Section 1 non exam assessment AO1(A) Investigating design opportunity and writing a design brief and specificationAO1(B) *Test on production methods *Revision of fibre properties exam question practice * Product analysis	<u>Spring 1</u> Feedback from mock exams Modelling design ideas Marketing in development of design. Fashion cycles. Brand identity  *Section 2 Development and modelling of design ideas AO2(C) *Final design idea and manufacture of product	<u>Summer 1</u> Revision and practice of past papers Maths revision sessions
	<u>Autumn 2</u> Digital design and manufacture. Computer added design and computer aided manufacture Health and safety laws and regulations Revision strategies for mock exams *Section 2 Development and modelling of design ideas AO2 * Mock examinations 2 papers	<u>Spring 2</u> Responsible design. Developments in technology. Social ,moral and ethical issues Design process. Iterative design process *Manufacture of product. Production record and manufacturing specification.AO2(D) *Testing, analysis and evaluation of final product AO3(E)	<u>Summer 2</u>

# DRAMA

Year	Autumn Term*	Spring Term*	Summer Term*
12	<u>Autumn 1</u> Introduction to A Level Drama and Theatre. Theatrical Styles and Conventions	<u>Spring 1</u> Component 3- Live Theatre Review Component 2- Performance Skills for Text in Performance- Monologues and Duologues.	<u>Summer 1</u> Component 1- Devising
	<u>Autumn 2</u> Component 3- Set Text Study Machinal and Woyzeck	<u>Spring 2</u> Exam question practice Component 1- Working with Stimulus for Devising.	<u>Summer 2</u> Component 1 Devising Devising Exam and submission of Portfolio Centre Examined 40%
13	<u>Autumn 1</u> Component 2- Section A- Monologues/Duologues Section B- Group Performance  Component 3- Exam Technique	<u>Spring 1</u> Text in Performance Exam.  Visiting Examiner 20%	<u>Summer 1</u> Component 3 Theatre Makers in Practice Revision and Practice Papers
	<u>Autumn 2</u> Component 2- Section A- Monologues/Duologues Section B- Group Performance  Live Theatre Review	<u>Spring 2</u> Component 3 Theatre Makers in Practice Revision and Practice Papers	<u>Summer 2</u> Component 3 Theatre Makers in Practice Public Exam 40%

# ECONOMICS

Year	Autumn Term	Spring Term	Summer Term
12	<u>Autumn 1:</u> <b>Theme 1:</b> markets, consumers and firms <ul style="list-style-type: none"> <li>• The basic economic problem &amp; the price mechanism</li> <li>• Business objectives &amp; entrepreneurial motives</li> <li>• Stakeholders</li> <li>• Factors of production</li> <li>• Specialisation</li> <li>• The wider economic environment and its impact on firms</li> <li>• Demand and Supply (diagrams)</li> <li>• Market Research methods</li> <li>• Market maps &amp; competition</li> </ul>	<u>Spring 1</u> <b>Theme 1:</b> <ul style="list-style-type: none"> <li>• The Role of banks in the economy</li> <li>• Risk and Limited Liability</li> <li>• Sources of Credit for firms including venture capital and crowd-funding</li> <li>• Introduction to market failure in context.</li> <li>• The nature of External stakeholders and externalities</li> <li>• Government intervention and its efficacy.</li> </ul>	<u>Summer 1</u> <b>Theme1:</b> <ul style="list-style-type: none"> <li>• Revision and calculation practice</li> <li>• Timed essay Practice</li> </ul>
	<u>Autumn 2:</u> <b>Theme 2:</b> <ul style="list-style-type: none"> <li>• Business Growth: Reasons for, Methods of and problems</li> <li>• R&amp;D and link to competitive advantage and the product life cycle</li> <li>• The digital economy</li> <li>• How small firms compete</li> <li>• Price and Income Elasticity of Demand</li> <li>• Pricing and non-price strategy</li> </ul>	<u>Spring 2</u> <b>Theme 2: PTR</b> <ul style="list-style-type: none"> <li>• Productivity</li> <li>• Capacity Utilisation</li> <li>• Lean production and average costs</li> <li>• Introduction to globalisation, grade and exchange rates. (This topic will be covered in more detail in Theme 3)</li> <li>• An Introduction to Macro Economics including the business cycle Keynesian analysis, inflation, unemployment, growth and trade.</li> <li>• Economic Policy tools</li> <li>• Policy Conflicts</li> </ul>	<u>Summer 2</u> <b>Summer examination Full Paper covering themes 1 &amp; 2 in ONE 2 hour paper</b> Introduction to <b>Theme 3</b> Introduction to <b>Theme 4</b>

Autumn 1**Theme 3: The global economy**

- The World's Economies in Asia/Africa and S America
- The link between trade and growth
- Trading BLOCS
- Protectionism V Liberalisation
- Exchange rates (revisited)
- Push & Pull factors in trade
- Assessing the potential of different Economies
- Global Marketing

Spring 1**Theme 3: LS**

- MNC's and their impact on host countries
- Ethical issues in global business
- How to control MNC's
- The Global labour force
- Wage rate determination
- Poverty and Inequality
- Methods to reduce poverty

Summer 1

- Revision
- Timed essay
- Past papers
- Mini Mock on theme 3

Autumn 2**Theme 4 : PTR (making markets work)**

- The Spectrum of Competition & Theory of the firm
- Barriers to entry and market contestability
- Oligopoly and pricing strategy
- Types of efficiency
- Market failure (revisited) & market failure in Society including merit and de-merit goods
- Monopoly and monopsony
- Regulating business
- Government response to market failure and its efficacy.

**\*Mock examinations; 2 x 2 hour papers covering ALL themes 1 to 4**

Spring 2**Theme 4: PTR**

- Macro-Economics revisited using AS&AD and Keynesian models
- Demand side and Supply side Economics including Classical Free Market theory.
- The Financial sector (revisited) and the Global financial crisis.

**Revision:**

**Conference Tutor2u.net (London)**

Summer 2

Finish Theme 3 & 4  
Mini Mock on topics not covered in December Mock Revision

# ENGLISH LANG LIT

Year	Autumn Term*	Spring Term*	Summer Term*
12	<u>Autumn 1</u> Introduction to the terminology; practise applying this to literary & non-literary texts. Study some texts from the Edexcel Anthology, including extracts from Bennett's Diary, extract from a WW1 radio operator's memoirs, Angelou's autobiographic writing. Practice original writing skills. Assessments: analyses of Anthology texts.	<u>Spring 1</u> Continue to study Great Expectations & The Great Gatsby. Practice original writing skills. Assessments: essays on the literary texts.	<u>Summer 1</u> Practise comparison questions on the Anthology; Unseen Appreciations; test essays on Great Expectations; examination-type essays on The Great Gatsby. Practice original writing skills. Assessments: essays based on the literary texts.
	<u>Autumn 2</u> Start Great Expectations. Continue to read extracts from the Anthology, including Wilde's De Profundis; begin work on comparing the Anthology texts with another unseen text. Start to read The Great Gatsby, paying attention to context. Practice original writing skills. Assessments: analyses of Anthology texts.	<u>Spring 2</u> Continue to study Great Expectations & The Great Gatsby, practising examination-type questions. Practice original writing skills. Assessments: essays based on the literary texts.	<u>Summer 2</u> 2 examination papers will be set. Paper 1 will have a modified question on Great Expectations (based on the Edexcel AS level paper.) Paper 2 will have a modified question on The Great Gatsby. After the exams students will continue to work on the Anthology & will have an introduction to the Year 13 coursework unit. Practice original writing skills.
13	<u>Autumn 1</u> Work on the Unseen; continue with Anthology texts. Short Story module. Encourage & discuss with students their choice of coursework texts. Assessments: Unseen practice.	<u>Spring 1</u> Work on linking The Great Gatsby & Great Expectations thematically. Continue work on the Anthology. Write the Factual piece of coursework; correct the Fictional piece. Assessment: Anthology comparison; essay linking Great Gatsby & Great Expectations. Start reading & analysing All My Sons.	<u>Summer 1</u> Exam preparation: revision of all three literary texts, including practice questions. Practise the Unseen and Anthology comparisons.
	<u>Autumn 2</u> After half term, start to write the Fictional piece of coursework. Before end of term exams, start to link The Great Gatsby with Great Expectations. Mock Exams to be an exact practice for the Summer A level. Assessment: the mocks, for which practice will be done.	<u>Spring 2</u> Continue to work through themes linking The Great Gatsby & Great Expectations. Correct the Factual piece of coursework. Introduce the coursework commentary, looking at previous examples analytically. Write the commentary. Assessment: GG & GE as before; Anthology comparison. Read and Analyse All My Sons.	<u>Summer 2</u> Revision advice on request; the exams.



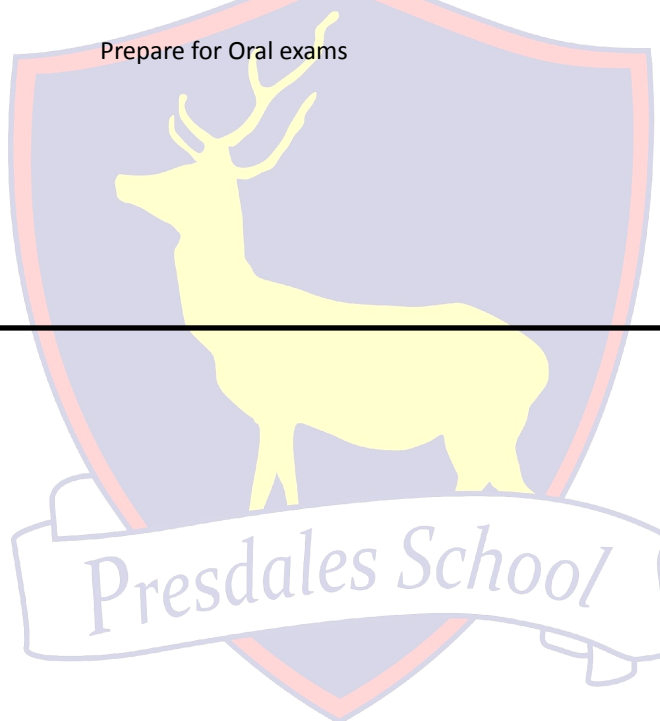
# ENGLISH LIT

Year	Autumn Term	Spring Term	Summer Term
<b>12</b> <b>Teacher 1</b>	<u>Autumn 1</u> Introduction to detective fiction Prose text one: In Cold Blood	<u>Spring 1</u> Modern Poetry: Poems of the Decade	<u>Summer 1</u> Introduction to coursework, additional texts Revision
	<u>Autumn 2</u> Drama: A Streetcar Named Desire	<u>Spring 2</u> Modern Poetry: Poems of the Decade	<u>Summer 2</u> School exams Coursework
<b>12</b> <b>Teacher 2</b>	<u>Autumn 1</u> Drama: A Streetcar Named Desire	<u>Spring 1</u> Prose text two: Lady Audley's Secret	<u>Summer 1</u> Coursework core text Revision
	<u>Autumn 2</u> Prose text two: Lady Audley's Secret	<u>Spring 2</u> Coursework core text	<u>Summer 2</u> School exams Coursework
<b>13</b> <b>Teacher 1</b>	<u>Autumn 1</u> Heritage Poetry: Chaucer	<u>Spring 1</u> Chaucer	<u>Summer 1</u> Revision
	<u>Autumn 2</u> Heritage Poetry: Chaucer	<u>Spring 2</u> Revision	<u>Summer 2</u> Public examinations
	<u>Mock examinations</u>		
<b>13</b> <b>Teacher 2</b>	<u>Autumn 1</u> Heritage Drama: Hamlet	<u>Spring 1</u> Hamlet	<u>Summer 1</u> Revision
	<u>Autumn 2</u> Heritage Drama: Hamlet Mock examinations	<u>Spring 2</u> Revision	<u>Summer 2</u> Public examinations

# FRENCH

Year	Autumn Term*	Spring Term*	Summer Term*
12	<u>Autumn 1</u> <ul style="list-style-type: none"> <li>Theme 1, Unit 1 La famille (Teacher A)</li> <li>Theme 2, Unit 4 La musique(Teacher B)</li> </ul> <p>Draw up the conversation timetable and start sessions asap. Book check</p>	<u>Spring 1</u> <ul style="list-style-type: none"> <li>Theme 1, Unit 2 (finish)</li> <li>Theme 2, Unit 5 (finish)</li> <li>"Au-revoir les enfants"or "No et Moi"</li> </ul> <p>Book check <b>Assessments: Dynamic Learning end of unit 2 &amp; 5 tests.</b></p>	<u>Summer 1</u> <ul style="list-style-type: none"> <li>Theme 1, Unit 3 (finish)</li> <li>Theme 2, Unit 6 (finish)</li> <li>"Au-revoir les enfants" or "No et Moi"</li> </ul> <p>Book Check <b>Preparation for Summer exams</b></p>
	<u>Autumn 2</u> <ul style="list-style-type: none"> <li>Theme 1, Unit 1 (finish)</li> <li>Theme 2, Unit 4 (finish)</li> <li>Start studying "Au-revoir les enfants" or "No et Moi" (Teacher A)</li> </ul> <p><b>Assessments: Dynamic Learning end of unit 1 &amp; 4 tests (end of November)</b></p> <ul style="list-style-type: none"> <li>Theme 1, Unit 2 L'Education (Teacher A)</li> <li>Theme 2, Unit 5 Les medias (Teacher B)</li> </ul> <p>Book check</p>	<u>Spring 2</u> <ul style="list-style-type: none"> <li>Theme 1, Unit 3 le travail(Teacher A)</li> <li>Theme 2, Unit 6 Festivals et traditions (Teacher B)</li> <li>"Au-revoir les enfants"or "No et Moi"</li> </ul> <p>Book check</p>	<u>Summer 2</u> <b>Summer Exams</b> <ul style="list-style-type: none"> <li><b>Paper 1:Listening, Reading, Translation F to E;</b></li> <li><b>Paper 2: essay on"Au revoir les enfants"or "No et Moi" and translation E to F</b></li> <li><b>Paper 3: "mini" version of the A level Speaking exam)</b></li> </ul> <p>Review of exams Start Year 13 course (Le Gone du Chaâba or watch "Au-revoir les enfants" Read Le Gone du Chaâba over the summer or do some research work on "Au-revoir les enfants"</p>
13	<u>Autumn 1</u> <ul style="list-style-type: none"> <li>Theme 3, Unit 7 L'impact positif de l'immigration en France (Teacher B)</li> <li>Theme 4, Unit 10 La France occupée (Teacher A)</li> </ul> <p>Draw up the conversation timetable and start sessions asap.</p> <ul style="list-style-type: none"> <li>Weekly reading of Le Gone du Chaaba set as hw and supported by worksheets and assessment halfway through or weekly tasks on the film "au-revoir les enfants" (Teacher B)</li> <li>Revisit studying "Au-revoir les enfants"or "No et Moi" (Teacher A)</li> </ul> <p>Book check</p>	<u>Spring 1</u> <ul style="list-style-type: none"> <li>Finish Theme 3, Unit 8 (Teacher B)</li> <li>Finish Theme 4, Unit 11 (Teacher A)</li> <li>Le Gone or "Au-revoir les enfants": finish studying Themes, characters and style</li> </ul> <p><b>Assessments: Year 13 Mocks Paper 3 ( on all themes but not Unit 9 and 12)</b> Book check</p>	<u>Summer 1</u> <ul style="list-style-type: none"> <li><b>Oral Exams</b></li> <li><b>General revisions and practice of exam questions.</b></li> <li><b>Preparation for Summer exams</b></li> </ul>

	<p><u>Autumn 2</u></p> <ul style="list-style-type: none"> <li>• Theme 3, Unit 7 (Teacher B) finish and start unit 8 Les défis de l'immigration et de l'intégration en France</li> <li>• Theme 4, Unit 10 (Teacher A) finish and start unit 11 Le régime de Vichy</li> </ul> <p><b>Book check</b></p> <ul style="list-style-type: none"> <li>• Ongoing practice of orals tasks and translations</li> <li>• Finish weekly reading of Le Gone and start Themes or finish going through scenes of the film "Au-revoir les enfants" and start theme.</li> <li>• Start essay tasks for book and film</li> </ul> <p><b>Assessments: Year 13 Mocks (Papers 1 and 2)</b></p>	<p><u>Spring 2</u></p> <ul style="list-style-type: none"> <li>• Theme 3, Unit 9 L'extrême droite(Teacher B)</li> <li>• Theme 4, Unit 12 La résistance (Teacher A)</li> <li>• "Au-revoir les enfants" and/ or "Le Gone"and/or "No et moi" essay practice and revision of themes.</li> <li>• Ongoing practice of orals tasks and translations</li> </ul> <p>Prepare for Oral exams</p>	<p><u>Summer 2</u></p> <p>N/A</p>
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# GERMAN

Year	Autumn Term*	Spring Term*	Summer Term*
12	<u>Autumn 1</u> <b>Theme 1 – Social developments in Germany</b> Unit 1: Die Umwelt <b>Theme 2 – Political and artistic culture in the German-speaking world</b> Unit 1: Musik <i>Reading and Listening assessment</i>	<u>Spring 1</u> <b>Theme 2 – Political and artistic culture in the German-speaking world</b> Unit 3 – Festivals and Traditions in Germany <b>Literary Study 1 – Goodbye Lenin</b> <i>Writing assessment</i>	<u>Summer 1</u> <b>Theme 4 – The reunification of Germany</b> Unit 1: Society in the DDR before the reunification <b>Revision and preparation for Summer exams</b> <b>Writing assessment</b>
	<u>Autumn 2</u> <b>Theme 1 – Social developments in Germany</b> Unit 2: Die Schule <b>Theme 2 – Political and artistic culture in the German-speaking world</b> Unit 2 – The Media <i>Speaking assessment</i>	<u>Spring 2</u> <b>Theme 1 – Social developments in Germany</b> Unit 3 : The World of work <b>Literary Study 1 – Goodbye Lenin</b> <i>Speaking assessment</i>	<u>Summer 2</u> <b>Summer exams and feedback</b> <b>Theme 4 – The reunification of Germany</b> Unit 2: Events leading up to the reunification <b>Literary Study 2 Introduction : Der Besuch der alten Dame</b>
13	<u>Autumn 1</u> <b>Theme 3 – Immigration and the multicultural society in Germany</b> Unit 1 : The positive effects of immigration <b>Theme 3 – Immigration and the multicultural society in Germany</b> Unit 2 : The challenges of immigration <b>Literary Study 1 – Goodbye Lenin</b> <b>Literary Study 2 Introduction : Der Besuch der alten Dame</b> <i>Writing and Reading assessment</i>	<u>Spring 1</u> <b>Theme 3 – Immigration and the multicultural society in Germany</b> Unit 3 : The political and social reaction to immigration <b>Literary Study 2 : Der Besuch der alten Dame</b> <b>IRP preparation</b> <i>Speaking assessment</i>	<u>Summer 1</u> <b>Revision and preparation for oral exam</b> <b>Revision and preparation for Listening, Reading and Translation</b> <b>Revision and preparation for writing exams on literary texts</b>  <b>Real oral exam</b>
	<u>Autumn 2</u> <b>Theme 4 – The reunification of Germany</b> Unit 3: Life after the reunification <b>Literary Study 1 – Goodbye Lenin</b> <b>Literary Study 2 - Der Besuch der alten Dame</b> <b>Mock exams</b>	<u>Spring 2</u> <b>Theme 1 and 2 – revisit and extend to A Level</b> <b>IRP preparation</b> <b>Revision of Literary texts 1 and 2</b>  <b>Writing assessment</b>	<u>Summer 2</u> <b>N/A</b>

## GEOGRAPHY

Year	Autumn Term	Spring Term	Summer Term
12	<u>Autumn 1</u> <b><u>Dynamic Landscapes</u></b> <ul style="list-style-type: none"> <li>Tectonic Processes and Hazards</li> <li>Coastal Landscapes and change</li> </ul>	<u>Spring 1</u> <b><u>Dynamic Places</u></b> <ul style="list-style-type: none"> <li>Globalisation</li> <li>Regenerating Places</li> </ul>	<u>Summer 1</u> Revision and Preparation for End of Year Examination series  Research for NEA Literature review. Completion of literature review.
	<u>Autumn 2</u> <ul style="list-style-type: none"> <li>Tectonic Processes continued</li> <li>Coastal Landscapes continued</li> </ul>	<u>Spring 2</u> <ul style="list-style-type: none"> <li>Globalisation continued</li> <li>Regenerating Places continued</li> </ul>	<u>Summer 2</u>  NEA Fieldwork - King's Cross days 1 and 2
13	<u>Autumn 1</u> <b><u>Physical systems and sustainability</u></b> <ul style="list-style-type: none"> <li>The Water Cycle and Water insecurity</li> <li>The Carbon Cycle and Energy Security</li> </ul>	<u>Spring 1</u> <b><u>Human Systems and Geopolitics</u></b> <ul style="list-style-type: none"> <li>Superpowers</li> <li>Health, Human Rights and Interventions</li> </ul>	<u>Summer 1</u>  Revision and preparation for examination series;  Papers 1, 2 and 3.
	<u>Autumn 2</u> <ul style="list-style-type: none"> <li>The Water Cycle and Water insecurity contd.</li> <li>The Carbon Cycle and Energy Security contd.</li> </ul> Completion and submission of NEA	<u>Spring 2</u> <ul style="list-style-type: none"> <li>Superpowers continued</li> <li>Health, Human Rights and Interventions continued</li> </ul>	<u>Summer 2</u>  n/a

# HISTORY

Year	Autumn Term	Spring Term	Summer Term
12	<u>Autumn 1</u> Unit 1: Mid-Tudors document study Unit 2: Russia, 1890-1941	<u>Spring 1</u> Unit 1: Elizabeth Unit 2: Russia, 1890-1941	<u>Summer 1</u> Units 1 and 2: revision and coursework preparation Coursework: research
	<u>Autumn 2</u> Unit 1: Elizabeth Unit 2: Russia, 1890-1941	<u>Spring 2</u> Unit 1: Elizabeth Unit 2: Russia, 1890-1941	<u>Summer 2</u> Mock exams: Units 1 and 2 Coursework: research Unit 3: introductory course
13	<u>Autumn 1</u> Coursework: planning, source and interpretation evaluation, and drafting Unit 3: Origins of the British Empire	<u>Spring 1</u> Coursework: final submission Unit 3: Origins of the British Empire	<u>Summer 1</u> Revision: all units
	<u>Autumn 2</u> Coursework: improvements to drafts Unit 3: origins of the British Empire Mocks: Unit 1 and Unit 3	<u>Spring 2</u> Unit 3: Origins of the British Empire Mock: Unit 2	<u>Summer 2</u> Public exams

# ITALIAN

Year	Autumn Term	Spring Term	Summer Term
12	<u>Autumn 1</u> Grammar revision Theme 1: Changes to Italian society The evolution of the Italian family Changes in attitude towards marriage <ul style="list-style-type: none"> <li>the couple</li> <li>the family</li> </ul> “Mummy’s Boys” Reading and Listening assessment Theme 1: Changes to Italian society Education <ul style="list-style-type: none"> <li>The school system</li> </ul>	<u>Spring 1</u> Theme 1: Changes to Italian society The world of work <ul style="list-style-type: none"> <li>Equality between the sexes</li> <li>Unemployment</li> <li>Family businesses</li> <li>New models of work</li> </ul> Film: La vita è bella (LE)	<u>Summer 1</u> Theme 2: Political and artistic culture in Italian speaking countries Media <ul style="list-style-type: none"> <li>Print and online press</li> <li>Print and online press</li> <li>The impact of media on society and politics</li> </ul> Film: La vita è bella (LE) Revision
	<u>Autumn 2</u> New grammatical structures e.g. the subjunctive Theme 1: Changes to Italian society Education <ul style="list-style-type: none"> <li>Students’ problems</li> <li>The Brain Drain</li> </ul> Speaking assessment	<u>Spring 2</u> Theme 2: Political and artistic culture in Italian speaking countries Music <ul style="list-style-type: none"> <li>changes and developments</li> <li>impact on popular culture</li> </ul> Film: La vita è bella (LE)	<u>Summer 2</u> End of Year 12 exam Introduction to literary text: Io Non Ho Paura Theme 2: Political and artistic culture in Italian speaking countries <ul style="list-style-type: none"> <li>Festivals, customs and traditions</li> </ul>
13	<u>Autumn 1</u> Literary text: Io Non Ho Paura Theme 3 Italy: a society in evolution <ul style="list-style-type: none"> <li>Problems of migration in Italy</li> <li>Marginalisation and alienation</li> <li>Integration and the impact of emigration</li> </ul> The positive impact of immigrants and migrants on the economy and culture	<u>Spring 1</u> Theme 3 Italy: a society in evolution The north south divide <ul style="list-style-type: none"> <li>Movement between north and south</li> <li>The role of Italian industries</li> <li>Socio-cultural differences</li> <li>Criminality</li> </ul> Theme 4: From Fascism to the modern day <ul style="list-style-type: none"> <li>Mussolini’s government and dictatorship</li> <li>Life under Mussolini during WW2</li> <li>From dictatorship to democracy</li> <li>The fall of Mussolini</li> <li>The liberation</li> <li>The 6 nations</li> </ul>	<u>Summer 1</u> Revision of topics Revision of grammar/translation practice Revision: La vita è bella Revision: Io Non Ho Paura

	<u>Autumn 2</u> Literary text: Io Non Ho Paura Revision: La vita è bella Theme 4: From Fascism to the modern day <ul style="list-style-type: none"> <li>• Mussolini's rise to power</li> <li>• The birth of the Fascist party</li> <li>• Fascism during WW2</li> </ul>	<u>Spring 2</u> Literary text: Io Non Ho Paura Theme 4: From Fascism to the modern day <ul style="list-style-type: none"> <li>• The liberation</li> <li>• The 6 nations</li> </ul> Preparation for Independent research project	
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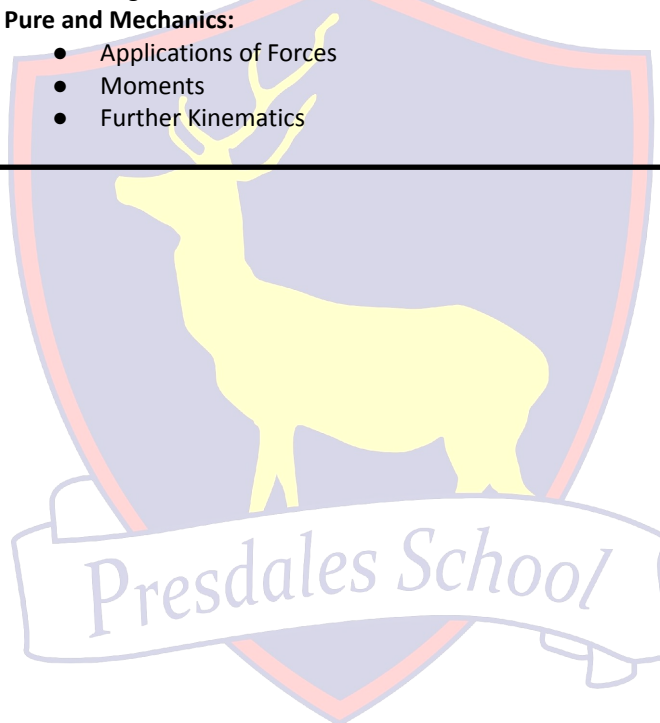




# MATHEMATICS

Year	Autumn Term*	Spring Term*	Summer Term*
12	<u>Autumn 1</u> <b>Algebra and Statistics:</b> <ul style="list-style-type: none"> <li>Algebraic Expressions</li> <li>Quadratics</li> <li>Equations and Inequalities</li> </ul> End of Topic Assessment <b>Calculus and Mechanics:</b> <ul style="list-style-type: none"> <li>Straight Line Graphs</li> <li>Vectors</li> <li>Trigonometric Ratios</li> </ul> End of Topic Assessment	<u>Spring 1</u> <b>Algebra and Statistics:</b> <ul style="list-style-type: none"> <li>Statistical Distributions</li> <li>Exponentials and Logarithms</li> <li>Data Collection</li> <li>Measures of Location and Spread</li> </ul> End of Topic Assessment <b>Calculus and Mechanics:</b> <ul style="list-style-type: none"> <li>Trigonometric Identities and Equations</li> <li>Integration</li> <li>Modelling in Mechanics</li> </ul> End of Topic Assessment	<u>Summer 1</u> <b>Algebra and Statistics:</b> <ul style="list-style-type: none"> <li>Correlation</li> <li>Hypothesis Testing</li> <li>Review of all Statistics</li> <li>Revision and Improvement</li> </ul> <b>Calculus and Mechanics:</b> <ul style="list-style-type: none"> <li>Forces and Motion</li> <li>Review of all Mechanics</li> <li>Revision and Improvement</li> </ul>
	<u>Autumn 2</u> <b>Algebra and Statistics:</b> <ul style="list-style-type: none"> <li>Graphs and Transformations</li> <li>Algebraic Methods</li> <li>Binomial Expansion</li> <li>Statistics: Binomial Distribution</li> </ul> End of Topic Assessment <b>Calculus and Mechanics:</b> <ul style="list-style-type: none"> <li>Trigonometric Ratios</li> <li>Differentiation</li> </ul> End of Topic Assessment	<u>Spring 2</u> <b>Algebra and Statistics:</b> <ul style="list-style-type: none"> <li>Circles</li> <li>Representations of Data</li> <li>Probability</li> <li>Correlation</li> </ul> Early Mock without topics not yet covered <b>Calculus and Mechanics:</b> <ul style="list-style-type: none"> <li>Modelling in Mechanics</li> <li>Constant Accelerations</li> <li>Variable Acceleration</li> </ul> Early Mock without topics not yet covered	<u>Summer 2</u> Internal Summer Examinations <b>Pure Maths Y13 content:</b> <ul style="list-style-type: none"> <li>Radians</li> <li>Differentiation</li> <li>Trigonometric Identities and Equations.</li> </ul>
13	<u>Autumn 1</u> <b>Pure and Statistics:</b> Differentiation Assessment <ul style="list-style-type: none"> <li>Further Differentiation</li> <li>Proof and Algebraic Methods</li> </ul> Improvement Assessment in Differentiation <ul style="list-style-type: none"> <li>Integration</li> </ul> <b>Pure and Mechanics:</b> <ul style="list-style-type: none"> <li>Sequences and Series</li> <li>Trigonometry and Modelling</li> </ul>	<u>Spring 1</u> <b>Pure and Statistics:</b> <ul style="list-style-type: none"> <li>Parametric Equations</li> <li>Implicit Differentiation</li> <li>Binomial Expansion</li> <li>Numerical Methods</li> </ul> <b>Pure and Mechanics:</b> <ul style="list-style-type: none"> <li>Inverse trigonometric Functions</li> <li>Vectors</li> <li>Forces and Friction</li> </ul>	<u>Summer 1</u> <b>Pure and Statistics:</b> <ul style="list-style-type: none"> <li>Hypothesis Testing</li> <li>Review of Statistics</li> </ul> <b>Pure and Mechanics:</b> <ul style="list-style-type: none"> <li>Straight Line Graphs</li> <li>Vectors</li> <li>Trigonometric Ratios</li> </ul> FULL Applied Mock Examination

	<p><u>Autumn 2</u></p> <p><b>Pure and Statistics:</b></p> <ul style="list-style-type: none"> <li>• Integration</li> <li>• Rates of Change</li> <li>• Differential Equations</li> </ul> <p><b>Pure and Mechanics:</b></p> <ul style="list-style-type: none"> <li>• Projectiles.</li> <li>• Functions and Graphs</li> </ul> <p>Mock Examination</p>	<p><u>Spring 2</u></p> <p>FULL Pure Mock Examination</p> <p><b>Pure and Statistics:</b></p> <ul style="list-style-type: none"> <li>• Normal Distribution</li> <li>• Conditional Probability</li> <li>• Regression, correlation</li> </ul> <p><b>Pure and Mechanics:</b></p> <ul style="list-style-type: none"> <li>• Applications of Forces</li> <li>• Moments</li> <li>• Further Kinematics</li> </ul>	<p><u>Summer 2</u></p> <p>External Examination</p>
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# FURTHER MATHEMATICS

Year	Autumn Term*	Spring Term*	Summer Term*
12	<u>Autumn 1</u>  <b>Core Pure Mathematics:</b> <ul style="list-style-type: none"> <li>Complex Numbers</li> <li>Argand Diagrams</li> <li>Matrices</li> </ul> <p>Topic Assessment: Complex numbers and Argand Diagrams</p> <b>Decision:</b> <ul style="list-style-type: none"> <li>Algorithms</li> <li>Graph Theory and further Algorithms</li> <li>Route Inspection</li> </ul> <p>Topic Assessment: Algorithms</p>	<u>Spring 1</u>  <b>Core Pure Mathematics:</b> <ul style="list-style-type: none"> <li>Series</li> <li>Roots of a Polynomial</li> <li>Proof by Induction</li> </ul> <p>End of Topic Assessment</p> <b>Decision:</b> <p>Full Mock Assessment on Decision Mathematics</p> <b>Statistics:</b> <ul style="list-style-type: none"> <li>Discrete Random Variables</li> </ul>	<u>Summer 1</u>  <b>Core Pure Mathematics:</b> <ul style="list-style-type: none"> <li>Volumes of Revolution</li> </ul> <p>FULL Mock Pure exam</p> <b>Statistics:</b> <ul style="list-style-type: none"> <li>Hypothesis Testing</li> </ul> <p>FULL Mock FS1 exam</p> <b>Decision:</b> <ul style="list-style-type: none"> <li>DM1 Revision</li> </ul> <p>External AS Examination in Further Mathematics</p>
	<u>Autumn 2</u>  <b>Core Pure Mathematics:</b> <ul style="list-style-type: none"> <li>Matrices</li> <li>Linear Transformations</li> </ul> <p>End of Topic Assessment</p> <b>Decision:</b> <ul style="list-style-type: none"> <li>Critical Path Analysis</li> <li>Order of an Algorithm</li> <li>Linear Programming</li> </ul> <p>Topic Assessment: Algorithms on a Network</p>	<u>Spring 2</u>  <b>Core Pure Mathematics:</b> <ul style="list-style-type: none"> <li>Vectors</li> </ul> <p>Mock Pure Exam – Volumes of Revolution</p> <b>Statistics:</b> <ul style="list-style-type: none"> <li>Poisson Distribution</li> <li>Binomial Distribution (mean and variance)</li> <li>Chi-Squared</li> </ul> <p>End of Topic Assessment</p>	<u>Summer 2</u>  <b>Core Pure Mathematics:</b> <ul style="list-style-type: none"> <li>Complex Numbers</li> </ul> <p>End of Topic Assessment</p> <b>Decision:</b> <ul style="list-style-type: none"> <li>Critical Path Analysis – Resource Histograms</li> <li>Travelling Salesman</li> <li>Floyd's Algorithm</li> <li>Route Inspection – Networks with 4+ nodes</li> <li>Graphs and Networks (The planarity algorithm)</li> </ul> <p>End of Topic Assessment</p>

13	<p><u>Autumn 1</u></p> <p><b>Core Pure Mathematics:</b></p> <ul style="list-style-type: none"> <li>• Complex Numbers</li> <li>• Series: Method of Differences</li> <li>• Maclaurin Series</li> </ul> <p><b>Decision:</b></p> <ul style="list-style-type: none"> <li>• The Simplex Algorithm</li> </ul> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>• Geometric and Negative Binomial Distributions</li> <li>• Hypothesis testing and critical regions for geometric distribution</li> </ul>	<p><u>Spring 1</u></p> <p><b>Core Pure Mathematics:</b></p> <ul style="list-style-type: none"> <li>• Polar Co-ordinates</li> <li>• Methods in Differential Equations</li> <li>• Volumes of solids of Revolution up to Parametric Definition</li> </ul> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>• Central Limit Theorem</li> <li>• Quality of Tests</li> </ul>	<p><u>Summer 1</u></p> <p><b>Core Pure Mathematics / Decision / Statistics:</b></p> <p>Practice Papers and revision of key topics</p> <p>FULL Applied Mock Examination</p> <p>Identification of areas for improvement and targeted teaching and practice questions.</p>
	<p><u>Autumn 2</u></p> <p><b>Core Pure Mathematics:</b></p> <ul style="list-style-type: none"> <li>• Series Expansions of compound functions</li> <li>• Hyperbolic Functions</li> </ul> <p><b>Decision:</b></p> <p>FULL MOCK DM1 paper</p> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>• Goodness of fit tests to geometric distributions</li> <li>• Probability generating functions</li> </ul> <p>Mock Examination: Paper 1: Further Core Pure Y12/13 to date Paper 2: FS1 Y12/13 to date</p>	<p><u>Spring 2</u></p> <p><b>Core Pure Mathematics:</b></p> <ul style="list-style-type: none"> <li>• Modelling with Volumes of Revolution</li> <li>• Modelling with differential equations</li> </ul> <p>Year 2 Mock Pure paper (not including Methods in Calculus)</p> <ul style="list-style-type: none"> <li>• Methods in Calculus</li> <li>• Further Integration using partial fractions</li> </ul> <p>Supported Pure revision and practice papers</p> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <p>FULL MOCK FS1 paper</p>	<p><u>Summer 2</u></p> <p>External Examination</p>

# MEDIA STUDIES

Year	Autumn Term	Spring Term	Summer Term
12	<p><u>Autumn 1</u></p> <p><b>Mr Samways</b> Introduction to Media Studies - Language, Industry and Audience</p> <ul style="list-style-type: none"> <li>- Semiotics and Barthes</li> <li>- Genre and Neale</li> <li>- Technical codes</li> <li>- Demographics, Psychographics, Y&amp;R 4Cs and Uses and Gratifications</li> </ul> <p><b>Mr Soltysik</b> Introduction to Media Studies - Representation</p> <ul style="list-style-type: none"> <li>- Mediation</li> <li>- Polysemy and Hegemony</li> <li>- Representation of Gender, including theories of Berger, Mulvey and Van Zoonen.</li> <li>- Hall's Representation Theory</li> </ul> <p><b>Summative Assessment:</b> Audio-visual essay analysing an extract from Beck's Up All Night music video.</p>	<p><u>Spring 1</u></p> <p><b>Mr Samways</b> Paper 1 Section B: Magazines The Big Issue</p> <p><b>Formative Assessment:</b> 15 mark unseen essay <b>Summative Assessment:</b> 10 mark unseen essay</p> <p><b>Mr Soltysik</b> Paper 1 Section B: Music Videos Stop Where You Are (Corrine Bailey Rae) and Titanium (David Guetta)</p> <p><b>Summative Assessment:</b> Choice of 2 essays in response to either SWYA or Titanium.</p>	<p><u>Summer 1</u></p> <p><b>Mr Samways</b> NEA: Making Media</p> <p><b>Formative Assessment:</b> Continuous supervisor meetings.</p> <p><b>Mr Soltysik</b> Mock Exam Revision Paper 1</p> <p><b>End of Year Exam:</b> Paper 1 - Media Messages</p> <ul style="list-style-type: none"> <li>- News (4 essays)</li> <li>- Music Video, Magazine, Advertising (2 x essays on two topics)</li> </ul>
	<p><u>Autumn 2</u></p> <p><b>Mr Samways</b> Paper 1 Section B: Advertising Lucozade, Old Spice and Shelter</p> <p><b>Formative Assessment:</b> 15 mark advertising essay <b>Summative Assessment:</b> 15 mark advertising essay</p> <p><b>Mr Soltysik</b> Paper 1 Section A: News (Synoptic) The Guardian and Daily Mail</p>	<p><u>Spring 2</u></p> <p><b>Mr Samways</b> Paper 2 Section A: The Jungle Book (1967 and 2016)</p> <p><b>Formative Assessment:</b> 15 mark essay <b>Summative Assessment:</b> 15 mark essay</p> <p><b>Mr Soltysik</b> NEA: Making Media Research and Pre-Production</p> <p><b>Formative Assessment:</b> Continuous supervisor meetings</p>	<p><u>Summer 2</u></p> <p><b>Mr Samways</b> NEA: Making Media Supervisor: Magazine Brief</p> <p><b>Mr Soltysik</b> NEA: Making Media Supervisor: Music Videos and TV Brief</p> <p><b>Summative Assessment:</b> Progress Check - Full Draft 1 of website and music video.</p>

	<b>Formative Assessment:</b> 2 essays on unseen sources <b>Summative Assessment:</b> Full Section A (4 x essays)		
13	<u>Autumn 1</u>  <b>Mr Soltysik</b> Paper 2 Section B: Long Form Television Drama (Synoptic)  <b>Formative Assessment:</b> 1 x 30 mark comparative essay <b>Summative Assessment:</b> 1 x 30 mark comparative essay and 1 x 10 mark theory evaluation essay	<u>Spring 1</u>  <b>Mr Soltysik</b> Paper 2 Section 1: Minecraft  <b>Formative Assessment:</b> 1 x 15 mark essay <b>Summative Assessment:</b> 1 x 15 mark essay	<u>Summer 1</u>  <b>Mr Soltysik</b> REVISION Paper 2: Evolving Media  <b>Continuous assessment (in Essay Book) and developing essay writing skills.</b>
	<u>Autumn 2</u>  <b>Mr Soltysik</b> Paper 1 Section A: Radio 1 Breakfast Show  <b>Formative Assessment:</b> 1 x 15 mark essay  <b>Mock Exam:</b>  Paper 1 - Media Messages <ul style="list-style-type: none"> <li>- News (4 essays)</li> <li>- Music Video, Magazine, Advertising (2 x essays on two topics)</li> </ul> Paper 2 - Evolving Media <ul style="list-style-type: none"> <li>- The Jungle Book, Radio 1 Breakfast Show (2 x 15 mark essays)</li> <li>- Long Form Television Drama (1 x 30 mark essay and 1 x 10 mark essay).</li> </ul>	<u>Spring 2</u>  <b>Mr Soltysik</b> REVISION Paper 1: Media Messages  <b>Continuous assessment (in Essay Book) and developing essay writing skills.</b>	

# MUSIC

Year	Autumn Term	Spring Term	Summer Term
12	<u>Autumn 1</u> <b>Mock Class Performance</b> <i>Liaise with instrumental staff regarding requirements</i> <i>Performance in response to A Level criteria and appraising other's performance (36 marks)</i> <b>Introduction to Composition</b> <i>Writing a Simple Classical Melody</i> <b>AoSA: Western Classical Tradition</b> <i>Introduction to A Level theory and WCT harmony</i> <b>AoSC: Musical Theatre</b> <i>Richard Rodgers</i> <i>Aural Awareness, Wider Listening, Musical Features</i>	<u>Spring 1</u> <b>A Level Lunchtime Recital</b> <i>Mini Mock Recital</i> <b>Composition 1 (Free) Tutorials</b> <i>Interim Assessment 1</i> <b>AoSA: Western Classical Tradition</b> <i>Symphony No. 104 Movement 1 by Haydn</i> <i>Development of the Symphony</i> <b>AoSC: Musical Theatre</b> <i>Andrew Lloyd Webber</i> <i>Aural Awareness, Wider Listening, Musical Features</i>	<u>Summer 1</u> <i>Liaise with instrumental staff regarding full mock requirements</i> <i>Completed in 1/2 hr instrumental lessons</i> <b>Composition 1 (Free) Tutorials</b> <i>Deadline for free composition</i> <b>AoSA: Western Classical Tradition</b> <i>Essay Writing (15 marks)</i> <i>General Listening (10 marks)</i> <b>AoSC: Musical Theatre</b> <i>Claude-Michel Schönberg</i> <i>Stephen Schwartz</i> <i>Aural Awareness, Wider Listening, Unprepared Listening Questions (10 marks)</i> <i>Comparison Question (20 marks)</i>
	<u>Autumn 2</u> <b>Christmas Performance</b> <i>Speech Day/Sixth Form review/Christmas Carol Service</i> <b>WCT Compositional Techniques</b> <i>Minuet and Trio Composition</i> <i>Developing understanding of the 3 assessment strands</i> <b>AoSA: Western Classical Tradition</b> <i>Symphony No. 104 Movement 3 by Haydn</i> <i>Exam Question Practice (15 marks)</i> <i>Wider listening</i> <b>AoSC: Musical Theatre</b> <i>Leonard Bernstein</i> <i>Aural Awareness, Wider Listening, Unprepared Listening Questions (10 marks)</i>	<u>Spring 2</u> <i>Liaise with instrumental staff regarding full mock requirements</i> <i>Completed in 1/2 hr instrumental lessons</i> <b>Composition 1 (Free) Tutorials</b> <i>Interim Assessment 2</i> <b>AoSA: Western Classical Tradition</b> <i>Symphony No. 104 Movement 1 by Haydn</i> <i>Exam Question Practice (15 marks)</i> <i>Development of the Symphony</i> <b>AoSC: Musical Theatre</b> <i>Stephen Sondheim</i> <i>Aural Awareness, Wider Listening, Unprepared Listening Questions (10 marks)</i> <i>Comparison Question (20 marks)</i>	<u>Summer 2</u> <b>Full Mock Recital</b> <b>Preparation for WCT Briefs</b> <b>End of Year Mock Exam</b> <i>Haydn Symphony No. 104 (Movement 1 or 3) (Q12) (15 marks)</i> <i>Musical Theatre - General Listening (Q3) and Comparison (Q4) (10+20 marks)</i> <i>Essay (Q14) (15 marks)</i> <i>General Listening (Q11) (10 marks)</i>

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Autumn 1*Preparation for final recital***Composition 2 (WCT Brief) Tutorials***Interim Assessment 1***AoSA: Western Classical Tradition***Symphony No. 104 Movement 2 by Haydn**Exam Question Practice (15 marks)**Wider listening***AoSE: Into 20th Century***Impressionism (Three Nocturnes, Number 1, Nuages:**Debussy)**Unprepared Listening Questions, Wider Listening**Preparation*Spring 1**Final Recital (Externally Examined)****Composition 2 (WCT Brief) Tutorials***Recordings and Deadline***Composition 3 (if specialising)***Interim Assessment 1***AoSA: Western Classical Tradition***Symphony No. 104 Movement 4 by Haydn**Exam Question Practice (15 marks)**Wider listening***AoSE: Into 20th Century***Neo-Classicism (Trio for Oboe, Bassoon and Piano, Movement**II: Poulenc)*Summer 1**Revision and Exam Preparation**Autumn 2*Preparation for final recital***Composition 2 (WCT Brief) Tutorials***Interim Assessment 2***AoSA: Western Classical Tradition***Symphony No. 104 Movement 2 by Haydn**Exam Question Practice (15 marks)**Wider listening***AoSE: Into 20th Century***Expressionism**Aural Practice Questions***Year 13 Mock Exam**Spring 2**Composition 3 (if specialising)***Deadline for all compositions***AoSA: Western Classical Tradition***Symphony No. 104 Movement 4 by Haydn**Exam Question Practice (15 marks)**Wider listening*Summer 2

Presdales School



# PE

Year	Autumn Term	Spring Term	Summer Term
12	<u>Autumn 1</u> <b>Section A:</b> Structure of the Heart Cardiac Conduction System Nervous system SV, HR & Q Impact of physical activity on health Venous return mechanisms <b>Section B:</b> Skill Skill continua Transfer of learning Methods of presenting practice and types of practice Methods of guidance Feedback Stages of learning <b>Section C:</b> Emergence of Globalisation of Sport in the 21 <sup>st</sup> century Pre Industrial( pre1780) Characteristics and impact on sporting recreation Characteristics of popular and rational recreation linked to the two-tier class system.	<u>Spring 1</u> <b>Section A:</b> Lung volumes Gas Exchange Hormonal, chemical & neural regulation of pulmonary ventilation Receptors involved in regulation Impact of poor lifestyle choices on Respiratory System <b>Section B:</b> Baddeley and Hitch, working memory model Whiting's information processing model Relationship between reaction time (simple/choice), response time, movement time Factors affecting response time - Hick's law, Psychological refractory period and Single Channel Hypothesis. <b>Section C:</b> Post World War II( 1950 to present) Characteristics and impact on sport ( limited to development of association football, tennis and athletics)	<u>Summer 1</u> <b>Section A:</b> Joint actions in sagittal plane / transverse axis, frontal plane / sagittal axis, transverse plane / longitudinal axis Types of joint, articulating bones, main agonists & antagonists, types of muscle contraction <b>Section B:</b> Revision for June MOCK <b>Section C:</b> The barriers to participation in sport and physical activity and possible solutions to overcome them for underrepresented groups in sport Revision
	<u>Autumn 2</u> <b>Section A:</b> Starling's law of the heart Redistribution of blood Transportation of oxygen Cardiovascular drift Arterio-venous oxygen difference <b>Section B:</b> Learning plateau Cognitive theories Behaviourism Social learning Constructivism	<u>Spring 2</u> <b>Section A:</b> Muscle Fibres Nervous System Role of Proprioceptors in PNF Recruitment of Muscle Fibres <b>Section B:</b> Anticipation – temporal/spatial Strategies to improve response time Schmidt's schema theory Strategies to improve information processing <b>Section C:</b> The impact of Sport on Society and of Society on Sport.	<u>Summer 2</u> <b>Section A:</b> Energy Transfer in the body – systems & Energy Continuum Energy transfer during short duration / high intensity exercise Energy transfer during long duration / low intensity exercise Factors affecting V02 max & Measurements of energy expenditure Impact of specialist training methods on energy systems <b>Section B:</b> Personality Attitudes Arousal Anxiety

	<p><b>Section C:</b> Industrial and post-industrial ( 1780-1900) Characteristics and impact on sport ( limited to development of association football, lawn tennis and rationalisation of track and field events)</p>	<p>Sociological Theory applied to equal opportunities Understanding social action theory in relation to social issues in physical activity and sport.</p>	<p>Aggression</p> <p><b>Section C:</b> The characteristics and functions of key concepts and how they create the base of the sporting development continuum The similarities and the differences between these key concepts</p>
13	<p><u>Autumn 1</u></p> <p><b>Section A:</b> Function of Nutrients Dietary supplements Key Terms &amp; Benefits of a warm up &amp; cool down- static and ballistic stretching Principles of Training – SPORR &amp; FITT Periodisation. Preparation, Competition &amp; Transition. Tapering &amp; Peaking Training Methods</p> <p><b>Section B:</b> <i>Coursework</i> Motivation Atkinson’s achievement motivation model Incentive value and probability of success related to AM Achievement goal theory Strategies to develop approach behaviours Social facilitation Group dynamics Goal setting</p> <p><b>Section C:</b> The personal, social and cultural factors required to support progression from talent identification to elite performance. The generic roles, purpose and the relationship between organisations in providing support and</p>	<p><u>Spring 1</u></p> <p><b>Section A:</b> Newton’s three laws of linear motion applied to sporting movements. Definitions &amp; equations – speed, distance &amp; Centre of mass. Factors affecting stability. Three classes of lever and examples Mechanical advantage and mechanical disadvantage of each class of lever. Forces –Gravity, friction, air resistance, internal muscular force &amp; weight Definitions &amp; equations – Mass, weight, velocity, displacement, acceleration &amp; momentum Force / Time Graphs.</p> <p><b>Section B:</b> Leadership characteristics, styles and formation Fiedler’s contingency model and Chelladurai’s multi-dimensional model Stress and stressor Use of warm up for stress management Cognitive and somatic stress management techniques</p> <p><b>Section C:</b> Strategies for elimination of performance enhancing drugs in sport Arguments for and against drug taking and testing The use of sports legislation Impact of commercialism on physical activity and sport and the relationship between sport and the media</p>	<p><u>Summer 1</u></p> <p>Revision</p> <p>Revision</p> <p>Revision</p> <p><b>Section A:</b></p> <p><b>Section B:</b></p> <p><b>Section C:</b></p>

	<p>progression from talent identification through to elite performance</p> <p>The key features of National Governing bodies' whole sport plans</p> <p>The support services provided by national institutes of sports for talent development</p> <p>The key features of UK Sport's World class performance programme, Gold Event Series and Talent Identification and development</p>	<p>The positive and negative impact of commercialisation, sponsorship and the media</p>	
	<p><u>Autumn 2</u></p> <p><b>Section A:</b></p> <p>Types of Injury – Acute &amp; Chronic</p> <p>Methods used in Injury Prevention- Screening, Protective Equipment, Warm up, Flexibility training, Taping &amp; Bracing</p> <p>Methods used in Injury rehabilitation- Proprioceptive training, Strength training, Hyperbaric Chambers, Cryotherapy&amp; Hydrotherapy</p> <p>Methods used in Injury recovery – Compression Garments, Massage, Cold therapy, Ice Bath, Cryotherapy</p> <p>Physiology reasons for methods &amp; Importance of sleep and nutrition</p> <p><b>Section B:</b></p> <p>Attribution theory – Weiner's model</p> <p>Self-serving bias, attribution retraining, learned helplessness</p> <p>Strategies to avoid learned helplessness</p> <p>Self-efficacy, self-confidence and self-esteem</p> <p>Bandura's model of self-efficacy</p> <p>Vealey's model of self-confidence</p> <p>Home-field advantage</p> <p>Strategies to develop high levels of self-efficacy</p> <p><b>Section C:</b></p> <p>Amateurism, the Olympic oath, sportsmanship, gamesmanship, win ethic</p> <p>Positive and negative forms of deviance</p> <p>The causes and implications of violence in sport in relation to the performer, spectator and sport</p>	<p><u>Spring 2</u></p> <p><b>Section A:</b></p> <p>Newton's Angular laws</p> <p>Definitions – Angular displacement, Angular velocity, Angular acceleration</p> <p>Conservation of angular motion</p> <p>Factors affecting horizontal displacement</p> <p>Factors affecting flight paths</p> <p>Vector components</p> <p>Dynamic fluid force – Drag &amp; lift</p> <p>Factors that reduce and increase drag</p> <p>Bernoulli principle – upward &amp; downward lift force</p> <p><b>Section B:</b></p> <p>Revision</p> <p><b>Section C:</b></p> <p>Understanding of technology for sports analytics</p> <p>Functions of sports analytics</p> <p>The development of equipment and facilities in physical activity and sport and their impact on participation and performance</p>	

	<p>Strategies for preventing violence within sport to the performer and spectator</p> <p>The social and psychological reasons behind elite performers using illegal drugs and doping methods to aid performance.</p> <p>The positive and negative implications to the sport and the performer of drug taking.</p>		
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# PHOTOGRAPHY

Year	Autumn Term	Spring Term	Summer Term
12	<u>Autumn 1</u> <b>Component 1 – Home</b> Practical workshops & Artist research: Camera and Photoshop basics/Shutter speed/Aperture/Physical manipulation	<u>Spring 1</u> <b>Component 1 – Home</b> Final ideas & Mid Final piece	<u>Summer 1</u> <b>Component 1 – Home</b> Summer Exam & Experimentation with new materials preparation/improvement & evaluation
	<u>Autumn 2</u> <b>Component 1 – Home</b> Practical workshops & Artist research: Lighting/cyanotypes/Photoshop development	<u>Spring 2</u> <b>Component 1 – Home</b> Artist research, development of ideas, Development of Photoshop skills Barcelona Art Trip	<u>Summer 2</u> <b>Component 1 – Home</b> Inspired shoots, research & pause page
13	<u>Autumn 1</u> <b>Component 1 – Home/Own theme</b> Techniques in analysis, Advanced Photoshop skills, Bokeh workshop, Research & pause page, Essay planning and intro	<u>Spring 1</u> <b>Component 2 – Externally set assignment</b> Preparation/research, inspired shoots	<u>Summer 1</u> <b>Component 2 – Externally set assignment</b> Preparation and 15 hour exam
	<u>Autumn 2</u> <b>Component 1 – Home/Own theme</b> Preparation for Mock Exam & 15 hour exam. Final draft essay	<u>Spring 2</u> <b>Component 2 – Externally set assignment</b> Preparation/research, inspired shoots	<u>Summer 2</u> AQA External Moderation & Art show

# PHYSICS

Year	Autumn Term	Spring Term	Summer Term
12	<u>Autumn 1</u> Teacher 1: Practical and mathematical skills Teacher 1: Mechanics Teacher 2: Electricity	<u>Spring 1</u> Teacher 1: Materials / materials assessment Teacher 2: Waves / Waves assessment 1	<u>Summer 1</u> Teacher 1 and 2: BPhO Practical assessment Teacher 1: Thermal Physics Teacher 2: Further Mechanics
	<u>Autumn 2</u> Teacher 1: Mechanics assessment 1 Teacher 1: Mechanics Teacher 1: Mechanics assessment 2 Teacher 2: Electricity assessment 1 Teacher 2: Electricity Teacher 2: Electricity assessment 2	<u>Spring 2</u> Teacher 1: Particles / Particles assessment Teacher 1: Quantum Physics / Quantum assessment Teacher 2: Waves / Waves assessment 2	<u>Summer 2</u> Teacher 1 and 2: BPhO Practical assessment Teacher 1: Thermal Physics Teacher 2: Further Mechanics
13	<u>Autumn 1</u> Teacher 1: Thermal Physics / Thermal Physics assessment Teacher 2: Further Mechanics / Further Mechanics assessment	<u>Spring 1</u> Teacher 1: Nuclear Physics / Assessment Teacher 2: Magnetic fields / Assessment	<u>Summer 1</u>
	<u>Autumn 2</u> Teacher 1: Gravitational Field / Assessment Teacher 2: Electric field and capacitors /	<u>Spring 2</u> Teacher 1 and 2: Option block	<u>Summer 2</u>

# POLITICS

Year	Autumn Term	Spring Term	Summer Term
12	<u>Autumn 1</u> UK Politics: UK Elections (1) US Government: US Constitution (3)	<u>Spring 1</u> US Politics: Democracy & Participation (3) US Government: Congress (3)	<u>Summer 1</u> UK Politics: Democracy & Participation (1) US Government: US President (3)
	<u>Autumn 2</u> UK Politics: Political Parties (1) UK Government: British Constitution (2)	<u>Spring 2</u> US Politics: Democracy & Participation (3) UK Government: Parliament (2)	<u>Summer 2</u> <b>Yr 12 Internal exams</b> US Government: US President (3) Ideologies: Liberalism (1)
13	<u>Autumn 1</u> Ideologies: Conservatism & Socialism (1) US Government: US Supreme Court (3)	<u>Spring 1</u> UK Politics: Voting Behaviour & the Media (1) UK Government: EU & Relations between branches (2)	<u>Summer 1</u> Revision: all components and papers
	<u>Autumn 2</u> Ideologies: Nationalism (2) UK Government: UK Supreme Court	<u>Spring 2</u> Comparative Government: UK & US Government & Politics	<u>Summer 2</u> <b>Public Exams</b>

PRE			
Year	Autumn Term	Spring Term	Summer Term
12	<u>Autumn 1</u> <i>Philosophy:</i> Ancient Philosophical Influences <i>Ethics:</i> Utilitarianism <i>Religion:</i> Augustine on Human Nature	<u>Spring 1</u> <i>Philosophy:</i> Arguments from Observation <i>Ethics:</i> Situation Ethics <i>Religion:</i> Knowledge of God's Existence	<u>Summer 1</u> <i>Philosophy:</i> Religious Experience <i>Ethics:</i> Euthanasia <i>Religion:</i> Christian Moral Principles
	<u>Autumn 2</u> <i>Philosophy:</i> Mind, Body, Soul <i>Ethics:</i> Natural Law <i>Religion:</i> Death and the Afterlife	<u>Spring 2</u> <i>Philosophy:</i> Arguments from Reason <i>Ethics:</i> Kantian Ethics <i>Religion:</i> Person of Jesus Christ	<u>Summer 2</u> <i>Philosophy:</i> Problem of Evil <i>Ethics:</i> Business Ethics <i>Religion:</i> Christian Moral Action
13	<u>Autumn 1</u> <i>Philosophy:</i> The Nature and Attributes of God <i>Ethics:</i> Meta Ethics <i>Religion:</i> Religious Pluralism and Theology; Religious Pluralism and Society	<u>Spring 1</u> <i>Philosophy:</i> Twentieth Century Perspectives and Philosophical Comparisons <i>Ethics:</i> Sexual Ethics <i>Religion:</i> Gender and Society	<u>Summer 1</u> <i>Philosophy:</i> REVISION <i>Ethics:</i> REVISION <i>Religion:</i> Liberation Theology and Marx
	<u>Autumn 2</u> <i>Philosophy:</i> Religious Language: Negative; Analogical; Symbolic <i>Ethics:</i> Conscience <i>Religion:</i> Gender and Theology	<u>Spring 2</u> <i>Philosophy:</i> Twentieth Century Perspectives and Philosophical Comparisons <i>Ethics:</i> Sexual Ethics <i>Religion:</i> The Challenge of Secularism	<u>Summer 2</u> EXAMS



# PSYCHOLOGY

Year	Autumn Term	Spring Term	Summer Term
12	<u>Autumn 1</u> <u>Cognitive psychology:</u> <ul style="list-style-type: none"> <li>- theories of memory</li> <li>- laboratory experiments and case studies</li> </ul> <u>Social Psychology:</u> <ul style="list-style-type: none"> <li>- theories of obedience</li> <li>- contemporary study</li> <li>- theories of prejudice</li> <li>- classic study</li> </ul> <b>Assessment: half term test on cognitive and social psychology</b>	<u>Spring 1</u> <u>Cognitive psychology:</u> <ul style="list-style-type: none"> <li>- practical investigation (including inferential statistics)</li> <li>- issues and debates</li> </ul> <u>Learning topic:</u> <ul style="list-style-type: none"> <li>- theories of classical and operant conditioning</li> </ul> <u>Biological psychology:</u> <ul style="list-style-type: none"> <li>- The CNS and structure/function of neurones</li> <li>- Explanations of aggression (biological and non-biological)</li> <li>- Key Question: the implications for society if aggression is caused by nature rather than nurture</li> <li>- research methods: brain scanning and correlations</li> </ul> <b>Assessment: half term test focusing on Biological and Cognitive</b>	<u>Summer 1</u> <u>Biological topic:</u> <ul style="list-style-type: none"> <li>- individual differences and developmental psychology</li> <li>- research methods review</li> </ul> <u>Learning topic:</u> <ul style="list-style-type: none"> <li>- key question</li> <li>- practical investigation</li> <li>- individual differences and developmental psychology</li> <li>- issues and debates</li> </ul>
	<u>Autumn 2</u> <u>Cognitive psychology:</u> <ul style="list-style-type: none"> <li>- Theories of memory (continued)</li> <li>- Key Question: how can knowledge of working memory help support individuals with dyslexia</li> <li>- classic and contemporary studies</li> <li>- issues and debates</li> <li>- individual differences and developmental psychology</li> </ul> <u>Social Psychology:</u> <ul style="list-style-type: none"> <li>- Key Question: how can social psychology explain heroism?</li> <li>- research methods: self-report data</li> </ul>	<u>Spring 2</u> <u>Learning topic:</u> <ul style="list-style-type: none"> <li>- social learning theory and the classic study</li> <li>- phobias: acquisition, maintenance and treatment</li> <li>- research methods: animal research, observations</li> </ul> <u>Biological psychology:</u> <ul style="list-style-type: none"> <li>- research methods: twin and adoption studies</li> <li>- practical investigation</li> <li>- classic and contemporary studies</li> </ul>	<u>Summer 2</u> <u>Paper 3:</u> <ul style="list-style-type: none"> <li>- Issues and debates</li> <li>- research methods review</li> <li>- exam practice</li> </ul> Clinical psychology: classification and diagnosis; mini project work.  <b>Mock Exam : Paper 1</b>

	<ul style="list-style-type: none"> <li>- practical investigation</li> <li>- developmental and individual differences</li> <li>- issues and debates</li> </ul> <p><b>Assessment: half term test focusing on cognitive and social content</b></p>	<p><b>Assessment: half term test focusing on learning and biological content</b></p>	
13	<p><u>Autumn 1</u> <u>Clinical psychology</u></p> <ul style="list-style-type: none"> <li>- diagnosis and classification</li> <li>- Schizophrenia - symptoms, features, explanations and treatments</li> <li>- Anorexia Nervosa - symptoms, features, explanations and treatments</li> <li>- Classic study and contemporary studies</li> </ul> <p><u>Child Psychology</u></p> <ul style="list-style-type: none"> <li>- attachment research</li> <li>- deprivation and privation</li> <li>- research methods</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Re-sits (Year 12 mock) - start of Autumn term</li> <li>- Clinical and Child test (post half-term)</li> </ul>	<p><u>Spring 1</u> <u>Child psychology</u></p> <ul style="list-style-type: none"> <li>- daycare research linked to a key question</li> <li>- developmental and individual differences</li> <li>- issues and debates</li> </ul> <p><u>Paper 3</u></p> <ul style="list-style-type: none"> <li>- Issues and debates</li> <li>- research methods review</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Mock re-sit paper</li> </ul>	<p><u>Summer 1</u> <u>Paper 3:</u></p> <p>Continue exam preparation</p>
	<p><u>Autumn 2</u> <u>Clinical psychology</u></p> <ul style="list-style-type: none"> <li>- key question</li> <li>- practical investigation</li> <li>- research methods</li> <li>- individual differences and developmental psychology</li> </ul> <p><u>Child psychology</u></p> <ul style="list-style-type: none"> <li>- practical investigation</li> <li>- autism</li> </ul> <p><b>Assessment:</b> Mock Exam: Paper 1 and 2</p>	<p><u>Spring 2</u> <u>Paper 3</u></p> <ul style="list-style-type: none"> <li>- review of issues and debates</li> <li>- classic study revision</li> <li>- statistics review</li> <li>- exam preparation</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Mock Paper 3</li> </ul>	<p><u>Summer 2</u></p>

# RUSSIAN

Year	Autumn Term	Spring Term	Summer Term
12	<u>Autumn 1</u> 2.3.1 Фестивали и праздники 2.2.1 Музыка 1.1.1 Здоровье 1.1.2 Отдых 1.1.3 Новые технологии	<u>Spring 1</u> 2.3.1 Фестивали и праздники 1.2.1 Система образования 1.2.2 Жизнь российских школьников 2.1.1 Свобода выражения Фильм Утомлённые солнцем	<u>Summer 1</u> 2.1.2 Печатная и онлайн пресса 2.1.3 Влияние на общество и политику <b>Revision</b> Фильм Утомлённые солнцем
	<u>Autumn 2</u> 2.2.2 Цирк 2.2.3 Танец 2.3.1 Фестивали и праздники Рождество Фильм Утомлённые солнцем	<u>Spring 2</u> 1.3.1 Отношение к труду 1.3.2 Возможности для молодых россиян Фильм Утомлённые солнцем	<u>Summer 2</u> End of Year 12 exam <u>2.3 Праздники, фестивали и традиции</u> 2.3.2 Обычаи 2.3.3 Традиции
13	<u>Autumn 1</u> <u>3.1 Изменение населения Москвы</u> 3.1.1 Жизнь в городе 3.1.2 Жизнь в пригородах <u>3.2 Общественные проблемы в Москве</u> 3.2.1 Бездомность <b>Литература Пиковая Дама</b>	<u>Spring 1</u> 4.1 Перестройка 4.1.1 Что вызвало перестройку 4.1.2 Экономические изменения 4.1.3 Исходы 4.2 Гласность 4.2.1 Что вызвало гласность 4.2.2 Общественные изменения 4.2.3 Исходы <b>Литература Пиковая Дама</b>	<u>Summer 1</u> Revision
	<u>Autumn 2</u> <u>3.2 Общественные проблемы в Москве (cont.)</u> 3.2.2 Преступность <u>3.3 Окружающая среда Москвы</u> 3.3.1 Реконструкция и благоустройства города 3.3.2 Загрязнение <b>Литература Пиковая Дама</b>  <b>Mocks</b>  Work on IRP	<u>Spring 2</u> 4.3 1991 год 4.3.1 Проблемы для СССР к началу 1991 г. 4.3.2 Путч в августе 4.3.3 Распад СССР <b>Литература Пиковая Дама</b> Фильм Утомлённые солнцем	<u>Summer 2</u>

# SOCIOLOGY

Year	Autumn Term	Spring Term	Summer Term
12	<u>Autumn 1:</u> <b>Unit 2: Families and households</b> <ul style="list-style-type: none"> <li>Different sociological views on the role of the family and its relationship to wider social structures such as the economy.</li> <li>Gender Roles, domestic labour and power relationships within the family in contemporary society.</li> <li>Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life and the diversity of contemporary family and household structure.</li> </ul>	<u>Spring 1</u> <b>*Unit 2: Families and Households end of unit test.</b> <b>Unit 1: Education</b> <ul style="list-style-type: none"> <li>The Role and function of the education system, including its relationship to the economy and to class structure</li> <li>Differential educational achievement of social groups</li> <li>Different sociological explanations of social class differences in educational achievement in relation to external and internal factors and processes within schools</li> </ul>	<u>Summer 1</u> <b>*Unit 1: Education end of unit test</b> <b>Unit 1&amp;3: Theory and methods</b> <ul style="list-style-type: none"> <li>Quantitative and qualitative methods of research; research design</li> <li>Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics</li> <li>The distinction between primary and secondary data, and between quantitative and qualitative data</li> <li>The relationship between positivism, Interpretivism and sociological methods; the nature of 'social facts'</li> <li>The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research</li> </ul>
	<u>Autumn 2:</u> <b>Unit 2: Families and Households cont'd</b> <ul style="list-style-type: none"> <li>The nature of childhood and changes in the status of children in the family and society.</li> <li>The impact of government legislation on the family</li> <li>Demographic trends in the United kingdom since 1900.</li> </ul>	<u>Spring 2</u> <b>Unit 1: Education cont'd</b> <ul style="list-style-type: none"> <li>Different sociological explanations of gender differences in educational achievement in relation to external and internal factors</li> <li>Patterns and trends in subject choice by gender. Different sociological explanations of gender differences in subject choice</li> <li>Differential sociological explanations of ethnic differences in educational achievement in relation to external and internal factors</li> <li>Significance of educational policies, including policies of for an understanding of the structure, role, impact and experience of and access to education</li> <li>Impact of Globalisation on Educational Policy</li> </ul>	<u>Summer 2</u> <b>*Summer examination Full Paper 1 and Paper 2</b> <b>Unit 2: Mass Media</b> Media representations of age, social class, ethnicity, gender, sexuality and disability The relationship between the media, their content and presentation, and audiences

13	<u>Autumn 1</u> <b>Unit 2: Mass Media cont'd</b> <ul style="list-style-type: none"> <li>The new media and their significance for an understanding of the role of the media in contemporary society</li> <li>The relationship between ownership and control of the media</li> <li>The process of selection and presentation of the content of the news</li> <li>The media, globalisation and popular culture</li> </ul> <b>Unit 1&amp;3: Theory: The concepts of modernity and post-modernity in relation to sociological theory</b>	<u>Spring 1</u> <b>Unit 3: Crime and Deviance cont'd</b> <ul style="list-style-type: none"> <li>Green crime e.g. types of green crime and green criminology</li> <li>Human rights and state crimes, e.g. war, genocide and torture, and human rights abuses.</li> <li>The social distribution of crime and deviance by ethnicity</li> <li>Left Realist explanations of crime, deviance, social order and social control</li> </ul>	<u>Summer 1</u> <b>Unit 1&amp;3: Theory and Methods: Sociological debates</b> <ul style="list-style-type: none"> <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 freedom</li> <li>The relationship between Sociology and social policy</li> </ul> Revision
	<u>Autumn 2</u> <b>Unit 3: Crime and Deviance</b> <ul style="list-style-type: none"> <li>Crime, deviance, social order and social control</li> <li>Functionalist, labelling, Marxist and Neo - Marxist explanations of crime, deviance, social order and social control</li> <li>The social distribution of crime and deviance by social class</li> <li>Globalisation and crime in contemporary society e.g. transnational organised crime, global criminal organisations, global capitalism and crimes of the powerful</li> </ul> <b>*Mock examinations</b>	<u>Spring 2</u> <b>Unit 3: Crime and deviance</b> <ul style="list-style-type: none"> <li>The social distribution of crime and deviance by gender</li> <li>The media and crime, e.g. media representations of crime, the media as a cause of crime and moral panics</li> <li>Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies</li> </ul> <b>*Unit 3 Mock examination</b> <b>Unit 1&amp;3 Theory:</b> Consensus, conflict, structural and social action theories	<u>Summer 2</u>

## SPANISH

Year	Autumn Term	Spring Term	Summer Term
12	<u>Autumn 1</u> Cambios en la estructura familiar + <i>gramática</i> (Theme 1/ Unit 1 – Teacher A) La música y el baile del mundo hispánico + <i>gramática</i> (Theme 2/ Unit 4 – Teacher B)	<u>Spring 1</u> El turismo + <i>gramática</i> (Theme 1/ Unit 2 – Teacher A) Los medios + <i>gramática</i> (Theme 2/ Unit 5 – Teacher B) La película – personajes y trama (Teacher B)	<u>Summer 1</u> El mundo del trabajo + <i>gramática</i> (Theme 1/ Unit 3 – Teacher A) Las fiestas y los costumbres + <i>gramática</i> (Theme 2/ Unit 6 – Teachers A and B) La película – técnicas estilísticas y repaso (Teacher B) <b>Examination Preparation</b>
	<u>Autumn 2</u> El turismo + <i>gramática</i> (Theme 1/ Unit 2 – Teacher A) Los medios + <i>gramática</i> (Theme 2/ Unit 5 – Teacher B) Introducción a la película – contexto histórico y social (Teacher B) <b>End of term grammar test</b>	<u>Spring 2</u> El mundo del trabajo + <i>gramática</i> (Theme 1/ Unit 3 – Teacher A) Las fiestas y los costumbres + <i>gramática</i> (Theme 2/ Unit 6 – Teacher B) La película – Los temas (Teacher B)	<u>Summer 2</u> <b>School Examinations</b> Examination Feedback El impacto positivo de la inmigración en la sociedad Española (Theme 3/ Unit 7 - Teacher A) El texto literario: contexto histórico y social (Teacher B)
13	<u>Autumn 1</u> El impacto positivo de la inmigración en la sociedad Española + <i>gramática</i> (Theme 3/ Unit 7 - Teacher A) La Guerra Civil y el ascenso de Franco + <i>gramática</i> (Theme 4/ Unit 10- Teacher B) El texto literario: personajes/trama (Teacher B)	<u>Spring 1</u> La reacción pública y social a la inmigración (Teacher A) El paso de la dictadura a la democracia (Teacher B) El texto literario: los temas/vocab (Teacher B)	<u>Summer 1</u> <b>Examen oral</b> Repaso: Temas 1 y 3 (Teacher A) Repaso: Temas 2 y 4 (Teacher B) Repaso: la película y el texto literario (Teacher B) Repaso: Gramática (teachers A & B)
	<u>Autumn 2</u> Los desafíos de la inmigración y de la integración en España + <i>gramática</i> (Theme 3/ Unit 8 - Teacher A) La dictadura franquista (Theme 4/ Unit 11 - Teacher B) El texto literario: personajes/trama (Teacher B)	<u>Spring 2</u> La reacción pública y social a la inmigración (Theme 3/ Unit 9 - Teacher A) El paso de la dictadura a la democracia (Theme 4/ Unit 12 - Teacher B) El texto literario: redacciones (Teacher B) Preparación para el oral (Auxiliar de lengua)	<u>Summer 2</u> <b>A Level Examinations/ Study Leave</b>