

St Robert of Newminster

Catholic School & Sixth
Form College



**Key Stage Five Curriculum
Information.**

Subject: Business

	Term 1	Term 2	Term 3
Year 12 Key concepts/skills	Theme 1 Key Concept:- What are the various marketing and people considerations for a business? Theme 2 What are the various methods to raising, planning and managing finance? Skills:- AO1 – Knowledge AO2 – Application AO3 – Analysis AO4 – Evaluation Interpreting quantitative data	Theme 1 Key Concept:- What are the various marketing considerations for a business? How businesses themselves are organised. Theme 2 Key Concepts How businesses manage their finances and resources, understanding core elements such as profitability, liquidity and productivity. Skills:- AO1 – Knowledge AO2 – Application AO3 – Analysis AO4 – Evaluation Interpreting quantitative data	Theme 1 Key concepts What are the different ways that businesses are structured and the way entrepreneurial motives. Theme 2 Key Concepts How does the external environment impact businesses, from economic factors to social influences. Exam preparation - Mock Skills:- AO1 – Knowledge AO2 – Application AO3 – Analysis AO4 – Evaluation Interpreting quantitative data
Year 13 Key concepts/skills	Theme 3 Key concept How do businesses grow? Theme 4 Key Concept:- How does globalisation impact upon businesses? Skills AO1 – Knowledge AO2 – Application AO3 – Analysis AO4 – Evaluation Interpreting quantitative data	Theme 3 Key concept Impact of business decisions Theme 4 Key Concept:- What are the ethical implications of globalisation? Skills AO1 – Knowledge AO2 – Application AO3 – Analysis AO4 – Evaluation Interpreting quantitative data	Theme 3 Key Concept:- How can businesses become more competitive? Exam preparation/pre-release Skills AO1 – Knowledge AO2 – Application AO3 – Analysis AO4 – Evaluation Interpreting quantitative data



Subject: Geography

	Term 1	Term 2	Term 3
<p>Year 12</p> <p>AO1/ AO2</p>	<p>Human Geography: Globalisation</p> <p>KQ1- What are the causes of globalisation and why has it accelerated in recent decades?</p> <p>KQ2- What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?</p> <p>KQ3- What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?</p> <p>Physical Geography: Tectonics</p> <p>KQ1- Why are some locations more at risk from tectonic hazards?</p> <p>KS2- Why do some tectonic hazards develop into disasters?</p> <p>KS3- How successful is the management of tectonic hazards and disasters?</p>	<p>Human Geography: Regenerating Places</p> <p>KQ1- How and why do places vary?</p> <p>KQ2- Why might regeneration be needed?</p> <p>KQ3- How is regeneration managed?</p> <p>KQ4- How successful is regeneration?</p> <p>Physical Geography: Coastal Landscapes</p> <p>KQ1- Why are coastal landscapes different and what processes cause these differences?</p> <p>KQ2- How do characteristic coastal landforms contribute to coastal landscapes?</p> <p>KQ3- How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?</p> <p>KQ4- How can coastlines be managed to meet the needs of all players?</p>	<p>Human Geography: Superpowers</p> <p>KQ1- What are superpowers and how have they changed over time?</p> <p>Physical Geography: Water Insecurity</p> <p>KQ1- What are the processes operating within the hydrological cycle from global to local scale?</p>
<p>Year 13</p>	<p>Human Geography: Superpowers</p> <p>EQ2- What are the impacts of superpowers on the global economy, political systems and the physical environment?</p> <p>EQ3- What spheres of influence are contested by superpowers and what are the implications of this?</p> <p>Physical Geography: Water Insecurity</p> <p>EQ2- What factors influence the hydrological system over short- and long-term timescales?</p> <p>EQ3- How does water insecurity occur and why is it becoming such a global issue for the 21st century?</p>	<p>Human Geography</p> <p>EQ1- What is human development and why do levels vary from place to place?</p> <p>EQ2- Why do human rights vary from place to place?</p> <p>EQ3- How are human rights used as arguments for political and military intervention?</p> <p>EQ4- What are the outcomes of geopolitical interventions in terms of human development and human rights?</p> <p>Physical Geography</p> <p>Carbon Cycle and Energy Security KQ1- How does the carbon cycle operate to maintain planetary health?</p> <p>KQ2- What are the consequences for people and the environment of our increasing demand for energy?</p> <p>KQ3- How are the carbon and water cycles linked to the global climate system?</p>	<p>Term 1-3 NEA</p> <p>Pupils to design independent investigation based on geography theme they are interested in.</p> <p>Synoptic Paper</p> <p>Synoptic skills based on content throughout a level.</p>



Subject: Biology

	Term 1	Term 2	Term 3
Year 12 Key concepts/skills	What are living things made of? AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures AO3: Analyse, interpret and evaluate scientific information, ideas and evidence.	How are organisms dependent on their environment? How do cells recognise other cells? AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures AO3: Analyse, interpret and evaluate scientific information, ideas and evidence.	How do the topics we have studied link together? How is energy transferred between living things? AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures AO3: Analyse, interpret and evaluate scientific information, ideas and evidence.
Year 13 Key concepts/skills	How is energy transferred between living things? How do organisms respond to changes in their environment? AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures AO3: Analyse, interpret and evaluate scientific information, ideas and evidence.	What is the importance of DNA? AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures AO3: Analyse, interpret and evaluate scientific information, ideas and evidence.	How do the topics we have studied link together? AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures AO3: Analyse, interpret and evaluate scientific information, ideas and evidence.



Subject: Chemistry

	Term 1	Term 2	Term 3
Year 12 Key concepts/skills	<p>How can we calculate how much we need of each substance?</p> <p>How can we use the periodic table to explain trends?</p> <p>AO1: demonstrates knowledge and understanding to scientific ideas AO2: Applies knowledge and understanding to scientific ideas. AO3: Analyses, evaluates and interprets scientific ideas.</p>	<p>How can we measure the energy and change the rate of reaction?</p> <p>What are the different organic molecules and how do they react?</p> <p>AO1:demonstrates knowledge and understanding to scientific ideas AO2: Applies knowledge and understanding to scientific ideas. AO3: Analyses, evaluates and interprets scientific ideas.</p>	<p>What techniques can we use to identify different organic compounds?</p> <p>What are the different organic molecules and how do they react?</p> <p>AO1:demonstrates knowledge and understanding to scientific ideas AO2:Applies knowledge and understanding to scientific ideas. AO3:Analyses, evaluates and interprets scientific ideas .</p>
Year 13 Key concepts/skills	<p>What is the role of acids, buffers and bases in our health and wellbeing? Can we predict whether reactions are feasible? What are the reactions of aromatic, carbonyl and nitrogen compounds?</p> <p>AO1:demonstrates knowledge and understanding to scientific ideas AO2:Applies knowledge and understanding to scientific ideas. AO3:Analyses, evaluates and interprets scientific ideas.</p>	<p>What are the chemical and physical properties of transition metals? How are redox reactions important to power our devices? How can we determine the structure of an organic compound?</p> <p>AO1:demonstrates knowledge and understanding to scientific ideas AO2:Applies knowledge and understanding to scientific ideas. AO3:Analyses, evaluates and interprets scientific ideas</p>	<p>How do all the organic reactions link together?</p> <p>AO1:demonstrates knowledge and understanding to scientific ideas AO2:Applies knowledge and understanding to scientific ideas. AO3:Analyses, evaluates and interprets scientific ideas</p>



Subject: Health and Social Care -Double

	Term 1	Term 2	Term 3
Year 12 Key concepts/skills	<p>UNIT 7: Safeguarding</p> <p>Understanding types of abuse. Understand factors that might lead to abuse. Understand legislation Understand how to deal with suspected abuse. Understand safeguarding procedures. Understand how workers can minimise abuse .</p> <p>UNIT 5: Infection control Understand infection control Know the chain of infection</p>	<p>UNIT 15: Promoting health and wellbeing Understand reasons for maintaining a healthy lifestyle. Understand factors that influence response to health promotion .</p> <p>UNIT 5: Infection control Be able to control the spread of infection.</p>	<p>Unit 15: Promoting Health and Wellbeing Implement and evaluate a health promotion campaign .</p> <p>UNIT 6: Personalisation and a person centred approach Understanding personalisation in health and social care.</p> <p>Unit 5: Infection control Understanding the role of the HSC worker in controlling infection .</p>
Year 13 Key concepts/skills	<p>UNIT 6: Personalisation and a person centred approach Understand what is meant by a person centred approach to care. Understand methods used to implement a person-centred approach. Know how to plan and conduct review meetings using a person-centred approach.</p>	<p>UNIT 9: Supporting people with learning disabilities Know the types and causes of learning disabilities. Understand the difficulties that may be experienced by individuals with learning disabilities. Be able to support individuals with learning disabilities to plan their care and support .</p>	<p>UNIT 8: Creativity and activity for children and young people Understand the importance of creativity for children Understand how creativity develops. Understand the role of adults in promoting creativity. Be able to design and plan an activity. Be able to deliver and evaluate an activity.</p>



Subject: Health and Social Care – Single

	Term 1	Term 2	Term 3
Year 12 Key concepts/skills	UNIT 1: Building positive relationships in health and social care Understand relationships in health, social care or childcare environments. Understand the factors that influence the building of relationships. Understand how a person-centred approach builds relationships. Be able to use communication skills effectively to build positive relationships.	UNIT 14: The impact of long-term physiological conditions Know what long-term conditions are – causes and symptoms. Understand the effects of long-term conditions. Be able to support individuals with long-term conditions. Know about end of life care.	UNIT 4: Anatomy and physiology for health and social care Understand the cardiovascular system, malfunctions and their impact on individuals. Understand the respiratory system, malfunctions and their impact on individuals
Year 13 Key concepts/skills	UNIT 4: Anatomy and physiology for health and social care Understand the digestive system. Understand the musculoskeletal system. Understand the control and regulatory systems. Understand the sensory systems UNIT 3: Health, safety and security in Health and Social Care Understand potential hazards in HSC. Understand how legislation, policies and procedures promote health, safety and security in HSC. Understand the roles and responsibilities involved in health, safety and security in HSC. Know how to respond to incidents and emergencies in HSC.	UNIT 2: Equality, diversity and rights in HSC Understand the concepts of equality, diversity and rights. Understand the impact of discriminatory practices. Understand how current legislation and national initiatives promote anti-discriminatory practices. Understand how equality, diversity and rights are promoted in HSC.	UNIT 24: Public Health Understand systems for the protection and promotion of public health. Understand public health strategies

Subject: Economics

	Term 1	Term 2	Term 3
Year 12 Key concepts/skills	<p>Key Concept:- How do markets work?</p> <p>Skills:- AO1 – Knowledge AO2 – Application AO3 – Analysis AO4 – Evaluation</p> <p>Interpreting quantitative data</p>	<p>Key Concept:- What are the key areas of the UK Economy?</p> <p>Skills:- AO1 – Knowledge AO2 – Application AO3 – Analysis AO4 – Evaluation</p> <p>Interpreting quantitative data</p>	<p>Key Concept:- How can we assess the policies and performance of the UK Economy?</p> <p>Skills:- AO1 – Knowledge AO2 – Application AO3 – Analysis AO4 – Evaluation</p> <p>Interpreting quantitative data</p>
Year 13 Key concepts/skills	<p>Key Concept:- Why is it important to have a fully functioning labour market?</p> <p>Skills:- AO1 – Knowledge AO2 – Application AO3 – Analysis AO4 – Evaluation</p> <p>Interpreting quantitative data</p>	<p>Key Concept:- Why are profitable businesses important to the UK Economy?</p> <p>Skills:- AO1 – Knowledge AO2 – Application AO3 – Analysis AO4 – Evaluation</p> <p>Interpreting quantitative data</p>	<p>Key Concept:- How do different economies around the world differ?</p> <p>Skills:- AO1 – Knowledge AO2 – Application AO3 – Analysis AO4 – Evaluation</p> <p>Interpreting quantitative data</p>



Subject: Media Studies

	Term 1	Term 2	Term 3
Year 12 Key concepts/skills	<p>Key Question: How do media products communicate meanings and construct representations?</p> <p>Skills: AO2 Apply knowledge and understanding of the theoretical framework of media to analyse media products, including in relation to their contexts and through the use of academic theories</p>	<p>Key Question: What influence do contexts have on media production, distribution and circulation?</p> <p>Skills: AO1 Demonstrate knowledge and understanding of the theoretical framework of media, contexts of media and their influence on media products and processes</p>	<p>Key Question: Which elements of media language and representations apply to the set industry context and target audience?</p> <p>Skills: AO3 Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning</p>
Year 13 Key concepts/skills	<p>Key Question: How do we use critical approaches in analysing media products?</p> <p>Skills AO2 Apply knowledge and understanding of the theoretical framework of media AO1 Demonstrate knowledge and understanding of contexts and their influence on media products and processes</p>	<p>Key Question: Which judgements and conclusions are reached about the viewpoints and ideologies in media products?</p> <p>Skills AO2 Apply knowledge and understanding of the theoretical framework of media to evaluate academic theories and make judgements and draw conclusions</p>	<p>Revision and preparation for each component: linking the Assessment Objectives to each question/text</p>



Subject: English Language

	Term 1	Term 2	Term 3
Year 12 Key concepts/skills	<p>Key question: Why do speakers and writers choose to represent themselves in the way they do?</p> <p>AQA English Language:</p> <ul style="list-style-type: none"> *English Language frameworks: teaching of the terminology *Exploring spoken language features alongside frameworks *An introduction to language and representation: gender/sexuality/ ethnicity/ accent and dialect 	<p>Key question: How is context crucial in every exchange with English Language – spoken and written?</p> <p>AQA English Language:</p> <ul style="list-style-type: none"> *English language frameworks alongside Textual Variations Paper 1 *Language and representation: accent and dialect/social class/ age and occupation *Writing opinion pieces for Language Paper 2 	<p>Key question: Which key theories do we need to know and how can we evaluate these?</p> <p>AQA English Language:</p> <ul style="list-style-type: none"> *English language frameworks alongside Textual Variations Paper 1 *Language and representation *An introduction to Global English *Introducing elements of the NEA coursework
Year 13 Key concepts/skills	<p>Key question: Which terminology should we use to reach the highest bands?</p> <p>AQA English Language:</p> <ul style="list-style-type: none"> *Global English leading into Language Change *Child Language Acquisition *Revision of language and representation *CW focus: original writing and commentary 	<p>Key question: How can we demonstrate we are evaluating theory in our writing?</p> <p>AQA English Language:</p> <ul style="list-style-type: none"> *Language Change *Child Language Acquisition *Question 3, Paper 2 (comparison question) and writing opinion pieces *Revision of language and representation *CW focus: Language Investigation 	<p>Key question: How best do we revise for A Level final exams?</p> <p>AQA English Language:</p> <ul style="list-style-type: none"> *Revision of each key paper: linking Assessment Objectives to each question



Subject: English Literature

	Term 1	Term 2	Term 3
Year 12 Key concepts/skills	<p>Key question: How do we apply Assessment Objectives to literary texts?</p> <p>AQA English Literature B:</p> <ul style="list-style-type: none"> *Aspects of Tragedy: Othello by William Shakespeare *Aspects of Tragedy: Death of a Salesman by Arthur Miller 	<p>Key question: How can we structure our essays to address each Assessment Objective?</p> <p>AQA English Literature B:</p> <ul style="list-style-type: none"> *Aspects of Tragedy: the poetry of Keats *Elements of Political and Social Protest, including analysis of unseen texts 	<p>Key question: What are critical approaches to texts?</p> <p>AQA English Literature B:</p> <ul style="list-style-type: none"> *Elements of Political and Social Protest, including the poetry of Blake *Elements of Political and Social Protest, studying Hard Times by Charles Dickens *Introduction to elements of NEA, coursework
Year 13 Key concepts/skills	<p>Key question: How do we use critical approaches in analysing texts?</p> <p>AQA English Literature B:</p> <ul style="list-style-type: none"> *Feminist Critical Approaches *Marxist Critical Approaches *Aspects of Tragedy: the poetry of Keats *Elements of Political and Social Protest, studying Hard Times *Elements of Political and Social Protest: Blake 	<p>Key question: How can we demonstrate we are evaluating theory in our writing?</p> <p>AQA English Literature B:</p> <ul style="list-style-type: none"> *Elements of Political and Social Protest, studying The Kite Runner, by Khaled Hosseini *Elements of Political and Social Protest, studying Hard Times and Blake *Approaching unseen Political and Social texts *Revision of Aspects of Tragedy: Othello and Death of a Salesman 	<p>Key question: How best do we revise for A Level final exams?</p> <p>AQA English Literature B:</p> <ul style="list-style-type: none"> *Revision of each key paper: linking Assessment Objectives to each question



Subject: A-Level Maths

	Term 1	Term 2	Term 3
Year 12 Key concepts/skills	Algebraic Expressions Graphs and Transformations Trigonometry Differentiation Quadratics Equations and Inequalities Coordinate Geometry	Integration Exponentials and Logarithms Vectors Algebraic Methods including proof Binomial Expansion Data collection and representation Measures of spread and Location Correlation, Probability Constant Acceleration Forces	Resolving Forces Statistical Distributions Hypothesis testing Functions and Graphs Algebraic methods
Year 13 Key concepts/skills	Sequences and Series Trigonometry Binomial Expansion Differentiation Parametric Equations	Integration Numerical Methods Vectors Projectiles Moments Variable acceleration Vectors in Mechanics Correlation Probability Normal Distribution	Revision



Subject: A-Level Further Maths

	Term 1	Term 2	Term 3
Year 12 Key concepts/skills	Year 12 Maths Pure content see above. Further Pure Maths <ul style="list-style-type: none"> • Complex numbers • Argand Diagrams • Series • Roots of Polynomials • Volume of revolution 	Year 12 & 13 Maths Statistics and Mechanics content see above. Further Pure Content <ul style="list-style-type: none"> • Matrices • Linear Transformations • Proof by Induction • Vectors 	Algebraic Methods Functions and Graphs Sequences and Series Binomial Expansion Trigonometry
Year 13 Key concepts/skills	Remainder of Maths Year 13 pure content see above. Further Maths Content Discrete Random Variables Poisson Distribution Momentum and Impulse Work, Energy, Power Complex Numbers Series Calculus Volumes of Revolution	Geometric and Negative Binomial Hypothesis Testing Central Limit Theorem Chi-Squared Testing Prob Generating Functions Quality of Tests Hooke's Law Collisions Polar Coordinates Hyperbolic Functions Differential Equations	Revision



Subject: Maths Studies (Core Maths)

	Term 1	Term 2	Term 3
Year 12 Key concepts/skills	<ul style="list-style-type: none"> • Use of spreadsheets • Types of data • Collecting data • Percentages • Fermi estimation • Representing data numerically e.g averages • Representing data diagrammatically ie graphs • Interest rates 	<ul style="list-style-type: none"> • Equations of straight lines • Normal distribution • Sampling data • Financial problems • Perimeter, circumference and area 	<ul style="list-style-type: none"> • Similarity • Pythagoras' Theorem • Analysing critically • Surface area and similariy
Year 13 Key concepts/skills	<ul style="list-style-type: none"> • Further representation of data diagrammatically & numerically • Correlation • Regression 	<ul style="list-style-type: none"> • Repayments and credit • Taxation: VAT, income tax and NI • Limits of Accuracy • Probabilities and estimation 	<ul style="list-style-type: none"> • REVISION



Subject: Law

	Term 1	Term 2	Term 3
<p>Year 12 Key concepts/skills AO1 – Knowledge AO2 – Application Skills AO3 – Evaluation</p> <p>Term one and two is split across law making (3) and legal system (2)</p>	<ul style="list-style-type: none"> • Law Making paper 2 25% • Legislation • Delegated legislation • Statutory Interpretation • Judicial Precedent • Law Reform • Legal System paper 1 25% • Civil and Criminal Courts • Legal personnel 	<p>Legal System paper 1 25%</p> <ul style="list-style-type: none"> • Legal Personnel including the professions and the Judiciary. <p>Criminal Law</p> <ul style="list-style-type: none"> • General elements of criminal liability • Murder • Strict Liability • Attempts 	<p>Criminal Law Paper 1 75%</p> <ul style="list-style-type: none"> • Voluntary Manslaughter • Involuntary Manslaughter • Non-fatal offences • Property offences • Defences
<p>Year 13 Key Concepts/skills AO1 – Knowledge AO2 – Application Skills AO3 – Evaluation</p>	<p>Human Rights paper 3 75%</p> <ul style="list-style-type: none"> • Human Rights rules and theory • Protection of HR • Key provisions • HR and domestic legislation • Enforcement of HR 	<p>Tort Law paper 2 75%</p> <ul style="list-style-type: none"> • Negligence • OLA 57 and 84 • Vicarious Liability • Torts connected to land • Defences • Remedies 	<ul style="list-style-type: none"> • Human Rights evaluation • Nature of law • REVISION



Subject: Psychology

	Term 1	Term 2	Term 3
<p>Year 12 Key concepts/skills AO1 – Knowledge AO2 – Application Skills AO3 – Evaluation</p> <p>All topics are weighted evenly</p>	<p>Paper 1</p> <ul style="list-style-type: none"> • Social • Memory 	<p>Paper 1</p> <ul style="list-style-type: none"> • Attachment • Psychopathology 	<p>Paper 2</p> <ul style="list-style-type: none"> • Research Methods (year 1) • Approaches
<p>Year 13 Key Concepts/skills AO1 – Knowledge AO2 – Application Skills AO3 – Evaluation</p>	<p>Paper 2/3</p> <ul style="list-style-type: none"> • Cognition and Development • Issues and Debates 	<p>Paper 2/3</p> <ul style="list-style-type: none"> • Biopsychology • Research Methods (Yr13) 	<p>Paper 3</p> <ul style="list-style-type: none"> • Schizophrenia • Aggression • REVISION



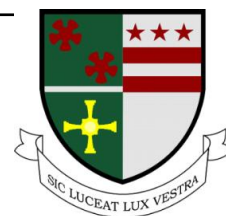
Subject: Theology, Religion and Ethics

	Term 1	Term 2	Term 3
<p>Year 12 Key concepts</p> <p><i>Skills</i> AO1: <i>Knowledge and understanding</i> AO2: <i>Analysis and evaluation</i></p>	<p>Philosophy of Religion</p> <ul style="list-style-type: none"> • Ancient philosophical influences • The nature of the soul, mind and body <p>OCR A Level Religious Studies Curriculum Planner - Philosophy of religion</p> <p>Developments in Christian Thought</p> <ul style="list-style-type: none"> • Augustine on human nature • Death and the afterlife <p>OCR AS and A Level Religious Studies Curriculum Planner - Developments in Christian Thought</p>	<p>Philosophy of Religion</p> <ul style="list-style-type: none"> • Arguments about the existence or non-existence of God • The nature and impact of religious experience • The challenge for religious belief of the problem of evil <p>Developments in Christian Thought</p> <ul style="list-style-type: none"> • Knowledge of God's existence • Person of Jesus 	<p>Philosophy of Religion</p> <ul style="list-style-type: none"> • Ideas about the nature of God • Issues in religious language <p>Developments in Christian Thought</p> <ul style="list-style-type: none"> • Christian moral principles • Christian moral action
<p>Year 13 Key concepts</p> <p><i>Skills</i> AO1: <i>Knowledge and understanding</i> AO2: <i>Analysis and evaluation</i></p>	<p>Ethics</p> <ul style="list-style-type: none"> • Normative ethical theories <p>OCR A Level Religious Studies Curriculum Planner - Religion and Ethics H573/02</p> <p>Developments in Christian Thought</p> <ul style="list-style-type: none"> • Religious pluralism and theology • Religious pluralism and society <p>OCR AS and A Level Religious Studies Curriculum Planner - Developments in Christian Thought</p>	<p>Ethics</p> <ul style="list-style-type: none"> • The application of ethical theory to two contemporary issues of importance • Ethical language and thought <p>Developments in Christian Thought</p> <ul style="list-style-type: none"> • Gender and society • Gender and theology 	<p>Ethics</p> <ul style="list-style-type: none"> • Debates surrounding the significant idea of conscience • Sexual ethics and the influence on ethical thought of developments in religious beliefs <p>Developments in Christian Thought</p> <ul style="list-style-type: none"> • Challenge of secularism • Liberation theology



Subject: Physics

	Term 1	Term 2	Term 3
<p>Year 12 Key concepts/skills</p> <p>AO1: demonstrate knowledge and understanding AO2: Applies knowledge and understanding AO3: Analyses, evaluates and interprets scientific ideas.</p>	<p>How to estimate experimental uncertainties.</p> <p>Graphing and maths for scientists' skills.</p> <p>The structure of the atom and the nature of radiation.</p> <p>The particle world.</p> <p>Quantum phenomena.</p> <p>The dual nature of light. Scalars, vectors and equilibrium. Moments. Speed, velocity and acceleration</p>	<p>Basic current electricity.</p> <p>Circuits rules.</p> <p>Kirchhoff's laws.</p> <p>Specialised components.</p> <p>Force and acceleration.</p> <p>Force and momentum.</p> <p>Work, energy, and power.</p>	<p>Wave properties.</p> <p>Standing waves.</p> <p>Progressive waves.</p> <p>Young double slit experiment.</p> <p>Optics and diffraction</p> <p>Materials.</p> <p>Radioactivity.</p> <p>Nuclear physics.</p>
<p>Year 13 Key concepts/skills</p> <p>AO1: demonstrate knowledge and understanding AO2: Applies knowledge and understanding AO3: Analyses, evaluates and interprets scientific ideas.</p>	<p>The principles and applications of circular motion.</p> <p>Simple harmonic motion and resonance.</p> <p>Gravitational fields, escaping the Earth and satellites in space.</p> <p>Newton's gravitational force calculations</p> <p>Thermal physics and the Kelvin scale.</p> <p>Changes in state and heating substances.</p> <p>The three empirical gas laws.</p> <p>Kinetic theory and Brownian motion.</p>	<p>Electric field patterns.</p> <p>Coulomb's force calculations.</p> <p>Capacitors and their uses.</p> <p>Magnetic field patterns and the motor effect.</p> <p>The generator effect.</p> <p>Electromagnetic induction.</p> <p>Transformers and the national Grid.</p> <p>Lenses and telescopes.</p> <p>Classification of stars.</p> <p>Hubble's law, the Big Bang and the fate of the Universe.</p>	<p>Revision of Year 12 and Year 13 topics – preparation for the summer assessments.</p>



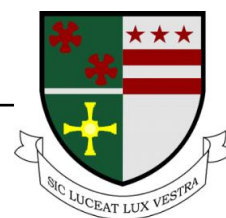
Subject: Engineering

	Term 1	Term 2	Term 3
Year 12	<p>Unit 1 Learning Aims</p> <p>A: Algebraic and trigonometric mathematical methods.</p> <p>B: Static engineering systems</p> <p>C: Dynamic engineering systems</p> <p>Unit 2 learning Aim</p> <p>A: Examine common engineering processes to create products or deliver services and effectively as a team.</p> <p>Unit 9 Learning Aims</p> <p>A: Examine the benefits of work experience in engineering for your own learning and development.</p> <p>B: Develop a work experience plan to support own learning and development.</p> <p>Unit 10 Learning Aim</p> <p>A: Develop a three-dimensional computer aided model of an engineered product that can be used as part of other engineering processes.</p> <p>Unit 22 learning Aim</p> <p>A: Examine the design and manufacture of printed circuit boards that are widely used in industry.</p>	<p>Unit 1 Learning Aims</p> <p>D: Thermodynamic systems.</p> <p>E: Static and direct current electricity</p> <p>Unit 2 learning Aim</p> <p>B: Develop two-dimensional computer-aided drawings that can be used in engineering processes.</p> <p>Unit 10 Learning Aim</p> <p>B: Develop two-dimensional detailed computer-aided drawings of an engineered product that can be used as part of other engineering processes.</p> <p>Unit 22 learning Aim</p> <p>B: Explore how computer software is used for schematic capture and simulation of an electronic circuit.</p>	<p>Unit 1 Learning Aims</p> <p>F: Magnetism and electromagnetic induction.</p> <p>G: Single-phase alternating current.</p> <p>Unit 2 learning Aim</p> <p>B: Carry out engineering processes safely to manufacture a product or to deliver a service effectively as a team.</p> <p>Unit 9 Learning Aims</p> <p>C: Carry out work experience tasks to meet set objectives.</p> <p>D: Reflect on how work experience influences own personal and professional development.</p> <p>Unit 10 Learning Aim</p> <p>C: Develop a three-dimensional computer-aided model for a thin walled product and a fabricated product that can be used as part of other engineering processes.</p> <p>Unit 22 learning Aim</p> <p>C: Develop safely a printed circuit board to solve an engineering problem.</p>



Subject: Engineering

	Term 1	Term 2	Term 3
Year 13	<p>Unit 3 Learning Aim</p> <p>A: Design triggers, challenges, constraints and opportunities, and materials and processes.</p> <p>B: Interpreting a brief into operational requirements and analysing existing products</p> <p>Unit 4 learning Aim</p> <p>A: Examine business functions and trade considerations that help engineering organisations thrive.</p> <p>B: Explore activity-based costing as a method to control costs and to determine if an engineering product or service is profitable.</p> <p>Unit 5 Learning Aim</p> <p>A: Investigate an engineering project in a relevant specialist area.</p> <p>B: Develop project-management processes and a design solution for the specialist engineering project as undertaken in industry.</p> <p>Unit 24 Learning Aim</p> <p>A: Examine the characteristics of lubricants and their application in mechanical systems.</p> <p>B: Investigate the characteristics and applications of common consumable components used in mechanical systems.</p> <p>Unit 39 Learning Aim</p> <p>A: Understanding the functions of manufacturing operations and factors influencing their success.</p>	<p>Unit 3 Learning Aim</p> <p>C: Using an iterative process to design ideas and develop a modified product proposal.</p> <p>D: Technical justification and validation of the design solution.</p> <p>Unit 4 learning Aim</p> <p>C: Explore how engineering organisations use quality systems and value management to create value.</p> <p>Unit 5 Learning Aim</p> <p>C: Undertake the solution for a specialist engineering project and present the solution as undertaken in industry.</p> <p>Unit 24 Learning Aim</p> <p>C: Investigate the operation and application of power transmissions components used in mechanical systems.</p> <p>Unit 39 Learning Aim</p> <p>C: Investigate the principles of Lean manufacturing and how these influence productivity.</p>	<p>Unit 3 External Assessment Learning Aims</p> <p>A1: Design triggers..</p> <p>A2: Design challenges.</p> <p>A3: Equipment level and system level constraints.</p> <p>A4: Material properties.</p> <p>A5: Mechanical power transmission.</p> <p>A6: Manufacturing processes.</p> <p>B1: Design for a customer.</p> <p>B2: Regulatory constraints and opportunities.</p> <p>B3: Market Analysis.</p> <p>B4: performance analysis.</p> <p>B5: Manufacturing analysis.</p> <p>C1: Design Proposals.</p> <p>C2: Communicating designs.</p> <p>C3: Iterative development process.</p> <p>D1: Statistical methods.</p> <p>D2: Validating designs.</p>



Subject: Spanish

	Term 1	Term 2	Term 3
<p>Year 12 Key concepts</p> <p>AO1 + AO2 Understand and respond</p> <p>AO3: Manipulate the language accurately, in spoken and written forms</p> <p>AO4: Show knowledge and understanding of, and respond critically and analytically to different aspects of the culture and society of countries where Spanish is spoken</p>	<p>What do I know about the changing nature of family and influence of the Catholic Church in the Spanish-speaking world?</p> <p>What do I know about the usage of new technologies in the Hispanic world?</p> <p>Study of El Laberinto del Fauno</p>	<p>What do I know about equal rights in Spain and Latin America?</p> <p>Which Spanish idols have an effect on society?</p> <p>Study of El Laberinto del Fauno</p>	<p>What do I know about Spain's regional identity and cultural heritage?</p> <p>Study of El Laberinto del Fauno</p>
<p>Year 13 Key Concepts</p> <p>AO1 + AO2 Understand and respond</p> <p>AO3: Manipulate the language accurately, in spoken and written forms</p> <p>AO4: Show knowledge and understanding of, and respond critically and analytically to different aspects of the culture and society of countries where Spanish is spoken</p>	<p>What do I know about hispanic dictatorships?</p> <p>What immigration issues can I talk about?</p> <p>Can I discuss young people's political concerns?</p> <p>Can I discuss popular movements + trade unions and their effectiveness?</p> <p>Study of La Casa de Bernarda Alba</p>	<p>What can I say about racism in the Spanish speaking world?</p> <p>What do I know about racial integration?</p> <p>Study of La Casa de Bernarda Alba</p>	<p>Can I tackle Papers 1 and 3 with all Y1 and Y2 topics combined?</p> <p>Can I write timed essays based on my set text and film?</p>



Subject: French

	Term 1	Term 2	Term 3
<p>Year 12 Key concepts AO1 + AO2 Understand and respond AO3: Manipulate the language accurately, in spoken and written forms AO4: Show knowledge and understanding of, and respond critically and analytically to different aspects of the culture and society of countries where French is spoken</p>	<ul style="list-style-type: none"> • Describing and discussing trends in marriage and other forms of partnership • Discussing how technology has transformed everyday life and the dangers of digital technology • Understanding the notion of heritage on a regional and national scale • Considering the popularity of contemporary Francophone • Considering a variety of aspects of French cinema • Novel: Un sac de billes' Joseph Joffo 	<ul style="list-style-type: none"> • Discussing the merits and problems of different family structures • Describing the different users of digital technology • Considering the ways in which some of the country's most famous heritage sites market themselves • Considering who listens to contemporary music • Discussing the major developments in the evolution of French cinema • Novel: Un sac de billes' Joseph Joffo 	<ul style="list-style-type: none"> • Considering relationships between the generations • Discussing possible future developments in technology • Understand how heritage impacts and is guided by culture in society • Understanding the threats to contemporary Francophone music • Considering the popularity of French cinema and film festivals • Novel: Un sac de billes' Joseph Joffo • Novel 'No et moi'
<p>Year 13 Key Concepts AO1 + AO2 Understand and respond AO3: Manipulate the language accurately, in spoken and written forms AO4: Show knowledge and understanding of, and respond critically and analytically to different aspects of the culture and society of countries where French is spoken</p>	<ul style="list-style-type: none"> • Considering the benefits of living in an ethnically diverse society • Examining how different groups are marginalised • Examining different attitudes to crime • Discussing arguments relating to the vote • Discussing engagement levels of young people and their influence on politics • Talking about strikes and protests • Considering the viewpoints of political parties regarding immigration • Novel: Un sac de billes' Joseph Joffo and 'No et moi' Delphine de Vigan 	<ul style="list-style-type: none"> • Considering the need to tolerance and respect of diversity • Discussing measures to help those who are marginalised • Discussing prison and its merits and problems • Discussing engagement levels of young people and their influence on politics • Talking about strikes and protests • Considering viewpoints of political parties • Novel: Un sac de billes' Joseph Joffo and 'No et moi' 	<ul style="list-style-type: none"> • Considering how we can promote diversity to create a richer world • Discussing measures to help those who are marginalised • Discussing prison and its merits and problems • Discussing the future of politics and political engagement • Discussing different attitudes towards strikes, protests • Considering immigration from the standpoint of immigrants



Subject: History

	Term 1	Term 2	Term 3
Year 12 Key concepts	Unit 1: Tudors <ul style="list-style-type: none"> Henry VII- succession to the throne, government and foreign policy, rebellion and control Unit 2: Russia <ul style="list-style-type: none"> Condition of Russia before 1917, causes of the February Revolution, developments between the revolutions 	Unit 1: Tudors <ul style="list-style-type: none"> Henry VIII- foreign relations, the Reformation, rebellion and disorder, trade and the economy Unit 2: Russia <ul style="list-style-type: none"> Causes of the October Revolution, the power struggle 	Unit 1: Tudors <ul style="list-style-type: none"> Henry VIII government, Henry and his ministers Edward VI minority rule and his protectors Unit 2: Russia <ul style="list-style-type: none"> Social developments in Russia, economic changes Unit 3: Coursework <ul style="list-style-type: none"> Self-selected unit of study
Year 13 Key concepts	Unit 1: Tudors <ul style="list-style-type: none"> Edward VI foreign rule, mid-Tudor crisis Mary I- the problems of gender, the Restoration, the war with France Unit 2: Russia <ul style="list-style-type: none"> Impact of Soviet control, Stalin's terror Unit 3: Coursework <ul style="list-style-type: none"> Self-selected unit of study 	Unit 1: Tudors <ul style="list-style-type: none"> Elizabeth- religion and the war with Spain, the rise of Parliament and the crisis of government, society and the economy Unit 2: Russia <ul style="list-style-type: none"> Social reforms under Stalin, foreign policy, World War Two and emergence as a world superpower 	Unit 1: Revision of all content Unit 2: Revision of all content



Subject: Sociology

	Term 1	Term 2	Term 3
Year 12 Key concepts	Paper 1: <ul style="list-style-type: none"> • Socialisation, culture and identity, different forms of identity Paper 2: <ul style="list-style-type: none"> • Introduction to theory • Research methods and forming an effective research proposal • Social class inequalities and theoretical responses 	Paper 1: <ul style="list-style-type: none"> • Identity and theories of identity • Family and the changing nature of families Paper 2: <ul style="list-style-type: none"> • Gender inequalities and theoretical responses • Ethnicity and theoretical responses 	Paper 1: <ul style="list-style-type: none"> • Sociological theories regarding families Paper 2: <ul style="list-style-type: none"> • Age inequalities theories and explanations • Consolidation of paper 2 content
Year 13 Key concepts	Paper 3 Section B (education or crime and deviance option) <ul style="list-style-type: none"> • The role of the education system, theories in education, changes to the education system since WW2 • Crime and a social construct, issues with measuring crime. • Patterns and trends of offending for social class, gender, age and ethnicity. Paper 3 Section A <ul style="list-style-type: none"> • Globalisation and the issues with globalisation in a digital world • Theoretical responses to digital communication and globalisation 	Paper 3 Section B (education or crime and deviance option) <ul style="list-style-type: none"> • Social class inequalities in the education system and explanations, gender inequalities and explanations • Theoretical explanations for gender patterns of offending, social class and ethnicity. Paper 3 Section A <ul style="list-style-type: none"> • The impact of digital communication on age divide, relationships, identities, social and political change. 	Paper 3 Section B (education or crime and deviance option) <ul style="list-style-type: none"> • Ethnicity and explanations in educational inequalities • Theoretical responses to why crime exists in society and how crime can be reduced • Revision of all units



Subject: Politics

	Term 1	Term 2	Term 3
Year 12 Key concepts	Paper 1: Government of the UK: <ul style="list-style-type: none"> • UK constitution • Structure and role of Parliament Politics of the UK: <ul style="list-style-type: none"> • Democracy and political participation • Political parties • Pressure groups • Elections and referendums 	Paper 1: Government of the UK: <ul style="list-style-type: none"> • Prime Minister and the cabinet • The judiciary • Devolution in Scotland, Wales and Northern Ireland Politics of the UK: <ul style="list-style-type: none"> • The European Union 	Paper 2: Government of the USA: <ul style="list-style-type: none"> • US Constitution and comparison to UK constitution Politics of the USA: <ul style="list-style-type: none"> • US political parties • US elections and direct democracy. • Comparison of parties and elections in the US and UK
Year 13 Key concepts	Paper 2: Government of the USA: <ul style="list-style-type: none"> • Judicial branch of US government • Comparison of UK and US judiciaries • US President and executive • Comparison of US and UK executive Politics of the US: <ul style="list-style-type: none"> • US pressure groups • Comparison of UK and US pressure groups • Civil rights in America and comparison to UK. Paper 3: Political ideologies <ul style="list-style-type: none"> • Liberalism 	Paper 3: Political ideologies <ul style="list-style-type: none"> • Conservatism • Socialism • Ecologism 	Revision of all units



Subject: IT

	Term 1	Term 2	Term 3
Year 12 Key concepts	Unit 1 – Fundamentals of IT Learning Aim 1 – Understand Computer Hardware Learning Aim 2 - Understand computer software Learning Aim 3 - Understand business IT systems Unit 2 – Global Information 1. Understand where information is held globally and how it is transmitted	Unit 1 – Fundamentals of IT Learning Aim 4 – Understand employability and communication skills used in an IT environment Learning Aim 5 - Understand ethical and operational issues and threats to computer systems Unit 2 – Global Information 2. Understand the styles, classification and the management of global information	Unit 1 – Fundamentals of IT Revision of All LA's Unit 2 – Global Information 3. Understand the use of global information and the benefits to individuals and organisations Coursework Project
Year 13 Key concepts	Unit 2 – Global Information 4. Understand the legal and regulatory framework governing the storage and use of global information 5. Understand the process flow of information 6. Understand the principles of information security Coursework Project	Coursework Project	Coursework Project Unit 1 and/or Unit 2 Resit Opportunity Revision.



Subject: Computer Science

	Term 1	Term 2	Term 3
Year 12 Key concepts	Unit 1 – Computer Systems The characteristics of contemporary processors, input, output and storage devices Legal, moral, cultural and ethical issues Unit 2 – Algorithms and Programming Elements of computational thinking	Unit 1 – Computer Systems Software and software development Exchanging data Unit 2 – Algorithms and Programming Problem solving and programming	Unit 1 – Computer Systems Data types, data structures and algorithms Unit 2 – Algorithms and Programming Algorithms to solve problems and standard algorithms Programming Project
Year 13 Key concepts	Unit 2 – Algorithms and Programming Problem solving and programming Programming Project	Unit 1 – Computer Systems Data types, data structures and algorithms Unit 2 – Algorithms and Programming Algorithms to solve problems and standard algorithms Programming Project	Unit 1 – Computer Systems Unit 2 – Algorithms and Programming Revision



Subject: Design and Technology

	Term 1	Term 2	Term 3
Year 12 Key concepts/skills	<p>Key question: What materials are used in everyday products and what are their properties?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • Materials • Material Properties • Polymer types, structures, SPI and additives • Polymer processing • Metals Categories and Properties and Processing • Timbers Classification and Structure • Softwoods and Hardwoods • Manufactured Boards and Composites • Properties and applications • Smart materials • SMA's, Sintering and Thermochromics • QTC and LCD • Thermo and Photochromic • Paper and Boards • Textiles • Design Theory • Form v Function • Design movements • Technological developments • mass production and circular economy • Miniaturisation and planned obsolescence • Systems thinking and the global market place • Safe working practice • Legislation • Intellectual property • Design Skills • Design communication • British standards, report writing and triangulation • Orthographic drawing • Isometric, 1 and 2 point perspective • Creating nets • Data and feasibility studies • Market research and analysis • Innovation management • User centred design • The framework process and tools for effective implementation • Ergonomics and Anthropometrics • Data gathering and application. 	<p>Key question: How are products designed to meet user needs?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • Manufacturing • Introduction to Manufacturing • Scales of Production • Heat treatment • Uses, advantages and disadvantages • Stages of heat treatment • Alloying • Processes, Metallurgy, and uses. • Printing Letterpress and Flexography • Gravure and Offset lithography • Finishing processes (printing) • Quality control (printing) • Casting • Process and Uses • Expendable mould and Lost wax processes • Permanent mould and die process • Machining • Drilling and milling • Turning • Stamping • Design Theory • Product Life Cycle • Stages and uses of life cycle analysis • Cleaner design • Design and manufacturing implications • Quality • Quality control and assurance • Total Quality Management • Project management • Strategic management • Six Sigma • Critical Path • Scrum • Design Skills • Marking out techniques • Woods, metals and polymers • Specialist measuring tools and equipment • Gauges, callipers and squares • Jigs and fixtures • CAD CAM • Uses in modern manufacturing • Laser cutting • 3D printing • CNC machining • Joining techniques • Adhesives and mechanical fixtures • Wood joints and knock down fittings 	<p>Key question: What design need can I address with my major project?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • Manufacturing • Moulding • Blow moulding and rotational moulding • Extrusion • Injection Moulding • Modern Manufacturing Methods • Production scheduling and logistics • Robotics and automation • Material handling and FMS • Lean and JIT • Standard components and QRM • Concurrent manufacturing and data integration • Design Skills • Joining techniques • Heat – welding • Heat – brazing and soldering • Finishing techniques • Paints, varnishes, sealants and preservatives • Electroplating and anodising, • Powder and oil coating, cathodic protection. • Costing • Budgeting and financial forecasting • Facility and Process layout • Materials, processes and cost engineering. • NEA Major Project • To choose an appropriate project to meet user needs. • To carry out an in depth research and analysis task to inform design decisions. • To Write a clear Design Brief and Specification to meet your client needs.



Subject: Design and Technology

	Term 1	Term 2	Term 3
Year 13 Key concepts/skills	<p>Key question: How can we apply modern manufacturing methodologies that are used in industry today?</p> <p>Key Knowledge NEA Major Project Idea review / matrix Comparison of ideas to specification Analysis of design performance Design selection and justification Design development plan Design development CAD development 2D/3D design clarification and testing Final design proposal MESS development Manufacturing specification Technical drawings Plan of making Gantt chart and critical path analysis Manufacture Exam (retrieval) Materials: properties, polymers, metals and timbers Materials: smart materials Design theory: design movements, tech development, safe working practice and legislation. Structure strip review. Design skills: isometric, orthographic, 1&2pp Design theory: product life cycle and cleaner design Manufacturing: moulding processes and modern manufacturing methods.</p>	<p>Key question: How can we design products to meet the needs of Society?</p> <p>Key Knowledge NEA Major Project Manufacture – CAM or hand manufacture of final concept. Testing and evaluation User testing Safety and viability testing Testing against specification Testing analysis and evaluation write up. Life cycle analysis Consider product conception and sustainability. Potential product development Identify opportunities for product development / improved viability Further research / sketch development of product opportunities Portfolio completion Exam (retrieval) Design theory: Quality and Project management. Materials: all content. Manufacturing: all content. Design skills: all content Design theory: all content.</p>	<p>Key question: How best do we revise for our A Level exams?</p> <p>Key Knowledge Exam (retrieval) Structure strips Materials: all content. Manufacturing: all content. Design skills: all content Design theory: all content.</p>



Subject: PE

	Term 1	Term 2	Term 3
Year 12 Key concepts	<p>Paper 1: Physiological Systems of the Body.</p> <p>Paper 2: Skill Acquisition.</p>	<p>Paper 1: Diet and Nutrition/ Training Methods.</p> <p>Paper 2: Sports Psychology.</p>	<p>Paper 1: Biomechanical Principles.</p> <p>Paper 2: Memory Models.</p>
Assessment	<p>End of Unit assessments for Paper 1 and Paper 2.</p> <p>Focus on:</p> <ul style="list-style-type: none"> -AO1: Knowledge and understanding. -AO2: Application/ Explanation -AO3: Analysis/ Evaluation <p>Please Note: Practical evidence is ongoing throughout Year 12 and Year 13. Pupils need to complete evidence in 1 chosen activity.</p>	<p>End of Unit assessments for Paper 1 and Paper 2.</p>	<p>End of Year 12 exams in Paper 1 (2 hours) and Paper 2 (1 hour)</p>
Year 13 Key concepts	<p>Paper 1: Energy for Exercise/ Recovery, Altitude and Heat.</p> <p>Paper 3: Sport and Society.</p> <p>EAPI Preparation.</p>	<p>Paper 1: Injury Prevention/ Biomechanics-Types of Motion.</p> <p>Paper 3: Contemporary Issues/ Technology in Sport.</p>	<p>Revision for all Papers.</p>



Subject: Sport

	Term 1	Term 2	Term 3
Year 12 Key concepts	<u>External Units:</u> Anatomy & Physiology Training & Fitness <u>Internal Units:</u> Sports Leadership Sports Psychology.	<u>External Units:</u> Anatomy & Physiology Training & Fitness <u>Internal Units:</u> Sports Leadership Sports Psychology.	<u>External Units:</u> Business in Sport <u>Internal Units:</u> Technical & Tactical Skills Professional Development
Year 13 Key concepts	<u>External Units:</u> Business in Sport <u>Internal Units:</u> Technical & Tactical Skills Professional Development	<u>Internal Units:</u> Rules & Regulations Skill Acquisition	<u>Internal Units:</u> Rules & Regulations Skill Acquisition



Subject: Y12 A-Level Music

	Term 1	Term 2	Term 3
Year 12 Key concepts /skills	Skills Skills: <ul style="list-style-type: none"> All key signatures Instrumental and Rehearsal Technique Main musical terminology Vocal Music associated terminology Concepts: <ul style="list-style-type: none"> Understand the structure of the course Understanding Component 1: Solo performance grading criteria Understanding Component 2:Composition grading criteria Critically listening to music and applying terminology to make links between pieces of music Understanding Baroque and Classical approaches to vocal music 	Skills: <ul style="list-style-type: none"> Working out cadences Using Logic Pro Audio Understand the pitch range of various instruments Instrumental and Film Music terminology Concepts: <ul style="list-style-type: none"> Writing a chorale Creating a remix Use a practice diary to aid improvement during rehearsal process Understand how to use the grading criteria to set areas of improvement for recital performance Instrumental and Music for Film analysis 	Skills: <ul style="list-style-type: none"> Modulating to different keys Logical approach to the different aspects of chorale writing Logical approach to creating a remix Concepts: <ul style="list-style-type: none"> Self assess and set appropriate targets for development Understand Sonata form Understand key features of Popular Music and Jazz



Subject: Y13 A-Level Music

	Term 1	Term 2	Term 3
Year 13 Key concepts /skills	<p>Skills:</p> <ul style="list-style-type: none"> • Perform a recital • Revise year one appraisal material • Use correct music terminology depending on the style/genre of music • Identify styles of music based on instruments and characteristics <p>Concepts:</p> <ul style="list-style-type: none"> • Identify gaps in knowledge and address these • Understand how to achieve marks in the higher grade boundaries • Understand how to compose idiomatically and making full your chosen instruments • Understand music from the Fusions area of study • Understand where your strengths and weaknesses are and know how to go about improving these 	<p>Skills:</p> <ul style="list-style-type: none"> • Finish composition for formative assessment and carry out areas of improvement • Complete a chorale or remix under exam conditions • Identify aurally musical terminology from each area of study <p>Concepts:</p> <ul style="list-style-type: none"> • Understand how exam technique can help create success and apply techniques you have been taught • Understand the differences and similarities of the Set Works • Understand context of Set Works and unheard pieces 	<p>Skills:</p> <ul style="list-style-type: none"> • Know the meaning of all music terminology in the areas of study. • Identify aurally all musical terminology from each area of study. <p>Concepts:</p> <ul style="list-style-type: none"> • Know which revision techniques work best for the individual and create a revision plan based on this • Have a solid plan and technique for sitting the appraisal exam and techniques exam



Subject: Y12 A-Level Drama

	Term 1	Term 2	Term 3
Year 12 Key concepts /skills	Skills Interpretative processes relating to: Practical demands of texts The choice and use of performance space Patterns of stage movement Stage positioning and configuration Spatial relationships on stage Performer and audience configuration Character motivation and interaction Performers' vocal and physical interpretation of character Delivery of lines Listening and response Playing of sub-text Development of pace, pitch, and dramatic climax Relationships between performers and audience Design of sets, costume, makeup, lighting, sound and props Design fundamental such as scale, shape, colour, and texture Concepts Understanding the theatrical processes and practices involved in interpreting and performing theatre. Understanding how creative and artistic choices influence how meaning is communicated to an audience.	Skills Understand and apply terminology from the following areas: The theatrical style and genre of the production Directorial interpretation The choice of venue/staging form Performance skills Integration of movement and language in performance The stage setting and design Use of space Costume Technical elements: lighting and sound Creation of pace, mood and atmosphere/specific effects Creation of specific effects for an audience The actor/audience relationship. Concepts Understand and comment upon a range of theatre styles using the correct terminology Understanding how conventions, forms and techniques are used in drama and live theatre to create meaning.	Skills The social, cultural and historical contexts of plays Interpretative and performance strategies. Concepts How performance texts are informed by their social, cultural and historical contexts and are interpreted and performed for an audience. How performance texts are constructed to be performed, conveying meaning.



Subject: Y13 A-Level Drama

	Term 1	Term 2	Term 3
<p>Year 13 Key concepts /skills</p>	<p>Skills Genre and form Structure Language Stage directions Character construction Style of play</p> <p>Concepts How performance texts are constructed to be performed, conveying meaning.</p> <p>How to create and develop ideas to communicate meaning as part of the theatre making process making connections between dramatic theory and practice.</p> <p>How to apply theatrical skills to realise artistic intentions in live performance.</p>	<p>Skills The skills of the various theatre makers</p> <p>The success of the interpretation of the performance text</p> <p>Their own contribution to the effectiveness of the piece at particular moments</p> <p>Be well-structured and detailed throughout</p> <p>The total dramatic effectiveness of the production.</p> <p>Concepts Critically analyse and evaluate various forms of theatre.</p> <p>How to apply theatrical skills to realise artistic intentions in live performance/</p> <p>How to analyse and evaluate their own work.</p>	<p>Skills Reveal knowledge and understanding of the style and form of the chosen production</p> <p>Reveal knowledge and understanding of the production aims of the production team</p> <p>Reveal knowledge and understanding of how meaning is created through the use of conventions and techniques</p> <p>Reveal knowledge and understanding of how performance texts are interpreted and performed for an audience</p> <p>Show secure knowledge of subject specific terminology</p> <p>Concepts Understand how to discuss using correct terminology:</p> <p>The perceived aims of the production and success in achieving them</p> <p>The creative contribution of the director, the designers, actors and production team</p> <p>The audience experience and response.</p>



Subject: A-Level Art

	Term 1	Term 2	Term 3
<p>Year 12 Key concepts/skills</p> <p>A01: Develop A02: Explore A03: Record A04: Present</p>	<p>Introduction to Portraiture</p> <p>Drawing, 2D, 3D and mixed media</p> <p>Observational drawing Own photography Colour mixing Compositional theory Mixed media Oil painting Dry point etching Compositional theory Colour mixing Grid method Digital editing</p>	<p>Independent development (extension of Portraiture project) Drawing, 2D, 3D and mixed media</p>	<p>Personal Investigation (year 13 coursework)</p> <p>Drawing, 2D, 3D and mixed media</p>
<p>Year 13 Key Concepts/skills</p> <p>A01: Develop A02: Explore A03: Record A04: Present</p>	<p>Personal Investigation</p> <p>Academic assignment (written) Research/development Bibliography Referencing Drawing, 2D, 3D and mixed media</p> <p>Student independently select a concept/ line of enquiry to investigate. This unit is also supported with a 3000 word academic essay.</p>	<p>Externally Set Assignment Drawing, 2D, 3D and mixed media</p>	<p>A-Level examinations begin</p>



Subject: A-Level Photography

	Term 1	Term 2	Term 3
<p>Year 12 Key concepts/skills</p> <p>A01: Develop A02: Explore A03: Record A04: Present</p>	<p>Photography/ mixed media Kick-start Assignment Workshop based</p> <p>Understanding of various genres.</p> <ul style="list-style-type: none"> • Exploring light • Camera controls • Artist/ photographer analysis • Digital editing/ Photoshop • Digital mood board • Web design • Working in the style of an artist • Digital media • Mixed media • Colour theory • Independent development 	<p>Photography/ mixed media Personal Creative Enquiry Project based</p> <p>Student independently select a concept:</p> <ul style="list-style-type: none"> • Still life • Growth & Decay • Architecture • Fashion 	<p>Personal Investigation (year 13 coursework)</p> <p>Student independently select a concept/ line of enquiry to investigate. This unit is also supported with a 3000 word academic essay.</p>
<p>Year 13 Key Concepts/skills</p> <p>A01: Develop A02: Explore A03: Record A04: Present</p>	<p>Photography/ mixed media Personal Investigation</p> <p>Academic assignment (written) Research/development Bibliography/ referencing Understanding of various genres. Exploring light Camera controls Artist/ photographer analysis Digital editing/ Photoshop Digital mood board Web design Working in the style of an artist Digital media Mixed media Colour theory Independent development</p> <p>Student independently select a concept/ line of enquiry to investigate. This unit is also supported with a 3000 word academic essay</p>	<p>Externally Set Assignment</p> <p>(set by Eduqas)</p>	<p>Examination begins</p>



Subject: A-Level Textiles

	Term 1	Term 2	Term 3
<p>Year 12 Key concepts/skills</p> <p>A01: Develop A02: Explore A03: Record A04: Present</p>	<p>Sewing machine investigation Mark making techniques Textile techniques Printmaking techniques Fastenings and Textile components Sketchbook presentation</p> <p>Introduction to Organic Form project Independent development Selection of specialism Observational drawing from primary and secondary Own photography – developing skills with light. Working in the style of an artist/designer</p> <ul style="list-style-type: none"> • Colour mixing • Compositional theory • Sewing machine skills 	<p>Project 2- Structures</p> <p>Development of the following techniques:</p> <ul style="list-style-type: none"> • Tucks, Pleats, Slashing, weaving, paper and fabric manipulation. • CAD/CAM Skills • Pattern drafting • Textile techniques • Printmaking • Construction skills • Digital editing 	<p>Personal Investigation (year 13 coursework)</p> <p>Student independently select a concept/ line of enquiry to investigate. This unit is also supported with a 3000 word academic essay.</p>
<p>Year 13 Key Concepts/skills</p> <p>A01: Develop A02: Explore A03: Record A04: Present</p>	<p>Textiles Personal Investigation</p> <p>Student independently select a concept/ line of enquiry to investigate. This unit is also supported with a 3000 word academic essay</p>	<p>Externally Set Assignment (set by AQA)</p>	<p>Examination begins</p>



Subject: Level 3 Food Science and Nutrition

	Term 1	Term 2	Term 3
Year 12 Key concepts/skills	<p>Unit 1 - Meeting nutritional needs of specific groups.</p> <p>LO1 Understand the importance of food safety</p> <p>LO2 Understand the properties of nutrients</p> <p>LO3 Understand the relationship between nutrients and the human body.</p> <p>LO4 Be able to plan nutritional requirements.</p>	<p>Unit 1 – Meeting nutritional needs of specific groups.</p> <p>LO1 Understand the importance of food safety</p> <p>LO2 Understand the properties of nutrients</p> <p>LO3 Understand the relationship between nutrients and the human body.</p> <p>LO4 Be able to plan nutritional requirements.</p>	<p>LO1 Understand the importance of food safety</p> <p>LO2 Understand the properties of nutrients</p> <p>LO3 Understand the relationship between nutrients and the human body.</p> <p>LO4 Be able to plan nutritional requirements.</p>
Year 13 Key concepts/skills	<p>Unit 3 Solving food production problems</p> <p>LO1 Understand the scientific properties of food.</p> <p>LO2 Be able to scientifically investigate changes to food</p> <p>LO3 Be able to solve food production problems.</p>	<p>Unit 3 Solving food production problems.</p> <p>LO1 Understand the scientific properties of food.</p> <p>LO2 Be able to scientifically investigate changes to food</p> <p>LO3 Be able to solve food production problems.</p>	<p>Unit 2 - controlled assignment set by the exam board</p> <p>LO1 understand how microorganisms affect food safety.</p> <p>LO2 Understand how food can cause ill health.</p> <p>LO3 Understand how food safety is managed in different situations.</p>

