



CURRICULUM AND ASSESSMENT PLANS KS5

KS5 CURRICULUM INTRODUCTION

The intent of the curriculum at Key Stage 5 is to recognise the prior learning and attainment of sixth form students and enable them to build on this, whilst consistently meeting the high expectations instilled on them as role models within the Academy.

Sixth form programmes of study are designed so that students are able to develop in-depth subject knowledge, as well as the conceptual understanding and key transferable skills that will allow them to make the eventual progression to higher education or quality employment. The curriculum does this through flexible learning pathways designed to reflect students' abilities, interests and career aspirations, together with enrichment provision, PSHE sessions and personalised careers guidance.

We are unrelenting in our drive to raise standards of reading, literacy, oracy and numeracy and all staff build these disciplines into their curriculum planning so as to offer a whole-school approach to developing excellent readers, writers, speakers and numerate young people.

Subject leaders and teachers are experts within their own subject areas and students and parents can be confident that subject knowledge of staff and educational pedagogy is of the highest quality. Teachers work collaboratively with each other to make links across the curriculum so that students are able to see and independently make connections between subjects and are able to acquire transferable skills to support them towards academic excellence and also prepare them for being well rounded, confident British citizens.

We intend to offer an exciting curriculum which fosters a love of learning: wanting to know more, remember more and achieve more. We intend to remove barriers to learning and celebrate success together as a community. We intend to support all students to be the best that they can be.

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YEAR 12 | A LEVEL ART

CULTURAL CAPITAL

Looking and exploring a range of artists and how they have created their artwork. Seeing what was happening at the time in which the work was created and see the impact as to the historical and social context, the artist has had on the work.

'Becoming a Artist'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Art and develop students into Artists:

To ensure that all students experience an art curriculum that encompasses breadth and depth and enables them to produce innovative, individual and imaginative work through exploration of media and the recording of their ideas and experiences. They will become proficient in both practical and analytical aspects of art - evaluating and critiquing creative works using visual and written language. Students will know about great artists from a range of genres, craft-makers and designers, understanding the social context and cultural significance of Art on society. Students will become aware of the value of art and gain valuable skills that can be applied to whatever pathways they choose, having high expectations of themselves and aspiration for the future. They will build on the skills that were introduced in years 10 & 11. Each term has direct links to prior learning with a focus to embed understanding. The courses provide students with opportunities to further education and equip them for Higher Education.

TERM 1

All students will know:

Fine Art / Art Textiles

Through specific art related topics, Students will continue to explore a broad range of different media and techniques in this skills based project. They will experiment using blended colour and paint techniques. Through observational drawings they will record visual imagery, which will lead to a creative composition based upon a chosen topic. Artist critical research will support visual drawings and allow students to demonstrate an understanding of different artist's styles and genres. Students will be encouraged to draw inspiration from a wide range of sources. Students are encouraged to research independently through visits to art galleries to inform their investigations. Art Textiles Follows the same pathway of investigation, however the emphasis is on creating imaginative textiles with a focus on fashion or interior design.

Graphical Communication

Through specific graphics related topics, students will continue to explore a broad range of different media and techniques in this skills based project. They will experiment using graphical skills. Through observational drawings and insights, they will record visual imagery which will lead to a graphical outcome based upon a chosen topic. Artist critical research will support visual drawings and allow students to demonstrate an understanding of different artist's styles and genres. Students will be encouraged to draw inspiration from a wide range of sources. Students are encouraged to research independently through visits to art galleries to inform their investigations.

All students will be assessed:

A01 - Develop ideas through investigations, demonstrating critical understanding of sources.

A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A03 - Record ideas, observations and insights relevant to intentions as work progresses.

- » Assessment booklets.
- » Formal and individual feedback.
- » Online Tracker if required.

Reading skills needed for this unit:

- » Students will analyse in depth, artists work which support their own work, recording in written form and personal annotation.
- » Evaluation and reflection sheet.
- » Artist research and annotation.

Key vocabulary:

Composition, scale, layout, placement, proportion, drawing, painting, font, media, organic, sculptural, Construct, Manipulate,

Tier 2 - Juxtaposition, form, representation, depiction, delineation, portrayal, chiaroscuro, convoluted, fluid, Intricate, Embellishment.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | ART

ENRICHMENT OPPORTUNITIES

After school club and lunchtime clubs, artists in residence visits, competitions. Trips will be considered if relevant to the scheme of work.

TERM 2

All students will know:

Fine Art / Art Textiles

Through specific art related topics, Students will continue to explore a broad range of different media and techniques in this skills based project. They will experiment using blended colour and paint techniques. Through observational drawings they will record visual imagery which will lead to a creative composition based upon a chosen topic. Artist critical research will support visual drawings and allow students to demonstrate an understanding of different artist's styles and genres. Students will be encouraged to draw inspiration from a wide range of sources. Students are encouraged to research independently through visits to art galleries to inform their investigations. They will produce final compositions inspired by their given theme, demonstrating strong application of techniques explored in the previous term.

Art Graphics

Through specific graphics related topics, students will continue to explore a broad range of different media and techniques in this skills based project. They will experiment using graphical skills. Through observational drawings and insights, they will record visual imagery which will lead to a graphical outcome based upon a chosen topic. Artist critical research will support visual drawings and allow students to demonstrate an understanding of different artist's styles and genres. Students will be encouraged to draw inspiration from a wide range of sources. Students are encouraged to research independently through visits to art galleries to inform their investigations. Students will produce final graphical outcomes inspired by their given theme, demonstrating strong graphical techniques explored in the previous term.

Development and refinement of ideas leading to final piece.

All students will be assessed:

A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

- » Assessment booklets.
- » Formal and individual feedback.
- » Online Tracker if required.

Reading skills needed for this unit:

- » Students will analyse artists' work which support their own work, recording in written form and personal annotation.
- » Analysis of graphical merchandise.
- » Evaluation and reflection sheet.
- » Artist research and annotation.

Key vocabulary:

Composition, scale, layout, placement, proportion, drawing, painting, font, media, organic, sculptural, Embellish, Construct, Design.

Tier 2 - Juxtaposition, form, representation, depiction, delineation, portrayal, chiaroscuro, convoluted, fluid, Intricate, Embellishment, Structural.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

The scheme of work for art shows detailed opportunities for cross curricular links with other departments.

Maths - Looking at proportions, scale and measuring through the use of observation drawings, analysis of shapes and patterns.

English - Being able to talk and discuss the work of others and their own. To analyse written information appropriate to the Scheme of work.

History - Looking at the social context of an artist and what was affecting them.

Technology - Looking at design processes and product analysis and design. Using 3D materials and problem solving.

Science - Colour mixing and the origins of colours and pigments.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | ART

TERM 3 PERSONAL INVESTIGATION

All students will know:

Students should be introduced to a variety of experiences that employ a range of traditional and new media, processes and techniques appropriate to the chosen areas of study. Knowledge of art, craft and design should be developed through research, the development of ideas and making, working from first-hand experience and, where appropriate, secondary source materials.

Students are required to conduct a practical investigation into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.

Students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.

Fine Art / Art Textiles

Personal investigation into Fine Art / Textiles outcomes.

Students should produce practical and critical/contextual work in one or more areas of study, for example, drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation) and photography and constructed textiles.

Art Graphics

Personal investigation into Graphical outcomes.

Students should produce practical and critical/contextual work in one or more areas of study, for example, interactive media (including web, app and game design), advertising, packaging design, design for print, illustration, communication graphics, branding, multimedia, motion graphics, and design for film and television.

All students will be assessed:

A01 - Develop ideas through investigations, demonstrating critical understanding of sources.

A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A03 - Record ideas, observations and insights relevant to intentions as work progresses.

- » Assessment booklets.
- » Formal and individual feedback.
- » Online Tracker if required.

Reading skills needed for this unit:

- » Students will analyse artists' work which support their own work, recording in written form and personal annotation.
- » Evaluation and reflection sheet.
- » Artist research and annotation.

Key vocabulary:

Analyse, record, reflect, photograph, create, explore.

Tier 2 - Juxtaposition, form, representation.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Visits to art galleries and museums.
- » Encourage extra research through internet and libraries on each topic e.g. The Tate Kids, BBC bitesize.
- » Support with homework tasks.
- » If able, the purchase of colour equipment to support homework tasks.
- » Use of photography to personalise work and record ideas and images linked to projects.
- » To encourage art awareness in their environment.

YEAR 12 | A LEVEL BIOLOGY

'Becoming an A-Level Biologist'

The curriculum and assessment of students at this stage of education has been carefully designed to develop students into biologists, focusing on deepening understanding gained at GCSE:

Building on the fundamental concepts taught at KS4, students will begin by revisiting and building on these in module 2. Our approach to teaching will be sequential in nature, further securing their understanding of 'foundation knowledge' in biology. Embedded within the curriculum will be opportunities for students to think more critically about biological processes, with an added emphasis on developing higher level practical skills. By the end of the year, students will have acquired the key knowledge and skills needed to succeed in year 13. Students will gain an understanding of more specialist apparatus, and explore routes into a number of careers. We will refer to facts from local and national sources to further broaden students' knowledge of the world.

HALF TERM 1 MODULE 2

All students will know:

- » Cell Structure.
- » Biological Molecules.
- » Nucleotides + Nucleic Acids.
- » Enzymes.

All students will be assessed:

- » Students will be formatively assessed throughout the teaching of each topic using past exam questions, homework activities and quizzes.
- » At the end of each topic, students will sit a summative assessment.
- » Practical Skills (PAGs) - students will be assessed against specified skills and techniques provided by OCR to show competency across a range of activities.

Reading skills needed for this unit:

- » Comprehension.
- » Information retrieval from text.
- » Understanding of command words.

Key vocabulary:

Eukaryotic, prokaryotic, microscope, magnification, resolution, calibration, protein, carbohydrate, lipid, nucleic acid, DNA, active site, inhibitor, cofactor, coenzyme, prosthetic group, collisions.

HALF TERM 2 MODULE 2

All students will know:

- » Plasma Membranes.
- » Cell Division.

All students will be assessed:

- » Students will be formatively assessed throughout the teaching of each topic using past exam questions, homework activities and quizzes.
- » At the end of each topic, students will sit a summative assessment, which may include key ideas from previous topics.
- » Practical Skills (PAGs) - students will be assessed against specified skills and techniques provided by OCR to show competency across a range of activities.

Reading skills needed for this unit:

- » Comprehension.
- » Information retrieval from text.
- » Understanding of command words.

Key vocabulary:

Intrinsic, extrinsic, phospholipid, hydrophilic, hydrophobic, mitosis, meiosis, cell cycle, differentiation, stem cell, totipotent, multipotent, pluripotent.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | BIOLOGY

ENRICHMENT OPPORTUNITIES

University visits (e.g. learning to calibrate microscopes), online tutorials, trip to the World Primate Centre.

HALF TERM 3 MODULE 3

All students will know:

- » Exchange Surfaces.
- » Transport in Plants.

All students will be assessed:

- » Students will be formatively assessed throughout the teaching of each topic using past exam questions, homework activities and quizzes.
- » At the end of each topic, students will sit a summative assessment, which may include key ideas from previous topics.
- » Practical Skills (PAGs) - students will be assessed against specified skills and techniques provided by OCR to show competency across a range of activities.

Reading skills needed for this unit:

- » Comprehension.
- » Information retrieval from text.
- » Understanding of command words.

Key vocabulary:

Diffusion, lamellae, spiracle, alveoli, inspiration, expiration, xylem, phloem, transpiration, translocation, xerophytes, hydrophytes.

HALF TERM 4 MODULES 3+ 4

All students will know:

- » Transport in Animals.
- » Classification and Evolution.
- » Disease.

All students will be assessed:

- » Students will be formatively assessed throughout the teaching of each topic using past exam questions, homework activities and quizzes.
- » At the end of each topic, students will sit a summative assessment, which may include key ideas from previous topics.
- » Practical Skills (PAGs) - students will be assessed against specified skills and techniques provided by OCR to show competency across a range of activities.

Reading skills needed for this unit:

- » Comprehension.
- » Information retrieval from text.
- » Understanding of command words.

Key vocabulary:

Haemocoel, haemolymph, endothelium, hydrostatic pressure, carbonic anhydrase, sino-atrial node, systole, diastole, classification, kingdoms, domain, phylogeny, evolution, variation, adaptations, natural selection, pathogen, phagocyte.

HALF TERM 5 MODULE 4

All students will know:

- » Disease.
- » Biodiversity.
- » Module 1 Practical Skills + Development.
- » Module 2-4 Consolidation.

All students will be assessed:

- » Students will be formatively assessed throughout the teaching of each topic using past exam questions, homework activities and quizzes.
- » At the end of each topic, students will sit a summative assessment, which may include key ideas from previous topics.
- » Practical Skills (PAGs) - students will be assessed against specified skills and techniques provided by OCR to show competency across a range of activities.

Reading skills needed for this unit:

- » Comprehension.
- » Information retrieval from text.
- » Understanding of command words.

Key vocabulary:

Lymphocyte, personalised medicine, cytokines, autoimmunity, biodiversity, sampling, quadrat, habitat, species, deforestation, accuracy, validity, precision, limitations, resolution, sampling.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | BIOLOGY

HALF TERM 6 PRACTICAL SKILLS + CONSOLIDATION (MODULES 1-4)

All students will know:

- » Module 1 Practical Skills + Development.
- » Module 2-4 Consolidation.
- » Ecosystems Intro.

All students will be assessed:

Students will sit two mock examination papers based on the knowledge and skills acquired over the year. Intervention will then follow, allowing students to consolidate areas of weakness in preparation for year 13.

Reading skills needed for this unit:

- » Comprehension.
- » Information retrieval from text.
- » Understanding of command words.

Key vocabulary:

Accuracy, validity, precision, limitations, resolution, sampling, nitrogen cycle, succession.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Websites -

www.physicsandmathstutor.com

www.tailoredtutors.co.uk

Textbooks - CGP / Pearson 'OCR Biology A'.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Maths Skills - use of statistical tests, standard form and percentage change.

Chemistry - understanding of bonding in biological molecules.

YEAR 12 | A LEVEL BUSINESS - COMPONENT 1

‘Becoming a business, enterprising and economically aware young person with strong business acumen’

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Business Human Resources and develop students into people with strong business acumen:

Business Opportunities focuses on new business start-ups and small and medium sized enterprises (SMEs). The content in this section is based around the concept of starting a new business and the issues that surround the process of planning a new business. In addition to covering the main concepts of setting up a new business, learners should be aware of other types of business organisations, the markets in which they operate and their various stakeholders. Business Functions broadens the context for learners and includes all types of business organisation, ranging from recently formed small businesses to well established multinational companies. Learners need to understand that, in order to succeed in a competitive market, all businesses have to consider the core functions of business.

HALF TERM 1 COMPONENT 1 A LEVEL BUSINESS EDUQAS

All students will know:

Component 1 Human Resources

- » Explain the functions of the human resource department.
- » Motivation.
- » Workforce performance, Recruitment , Workforce planning.
- » Changes in working practices.

Component 1 Marketing

- » Marketing and market research.

Component 1 AS content

- » Entrepreneurs: their role, characteristics, motives and importance to the economy.
- » SME's: their distinguishing features and importance to the economy.
- » Business Plans: their purpose and content.
- » Business Plans: their benefits and limitations.
- » Market Structures: the distinguishing features of the four market structures. Students will be able to make a judgement on the structure specific markets take and support the judgment.
- » Market Structures: Students will be able to analyse market structures from different stakeholder perspectives.

Reading skills needed for this unit:

- » Comprehension.

Key vocabulary:

Motivation, Recruitment, Planning.

HALF TERM 2 COMPONENT 1 A LEVEL BUSINESS EDUQAS

All students will know:

Component 1 Human Resources

- » Training.
- » Appraisal.
- » Organisational design.
- » Employer/employee relationships.
- » Management and leadership.

Component 1 Marketing

Component 1 AS content

- » Consumer protection: The different ways in which consumers are protected in the UK and why consumer protection is needed.
- » Markets, demand and supply: the factors affecting demand and supply levels in markets. students will be able to use data to construct, interpret and comment upon demand and supply diagrams that illustrate how a given scenario is likely to affect equilibrium price in markets.
- » Price and income elasticity: What it means if products are deemed to be price elastic, price inelastic, income elastic, income inelastic, inferior goods, normal goods and luxury goods. The implications of these categorisations for businesses.

Reading skills needed for this unit:

- » Comprehension.

Key vocabulary:

Appraisal, Training.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | A LEVEL BUSINESS - COMPONENT 1

ENRICHMENT OPPORTUNITIES

Aim higher opportunities, KS5 enterprise and student investor,
Institute for Financial Education

HALF TERM 3 COMPONENT 1 A LEVEL BUSINESS EDUQAS / COMPONENT 1 A LEVEL BUSINESS EDUQAS

All students will know:

Component 1 Operations

- » Added value.
- » Production.
- » Productivity.
- » Technology.

Component 1 Marketing

Component 1 Finance

- » The different costs that businesses face (ie variable costs, fixed costs & semi-variable costs etc).
- » What is meant by 'contribution'.
- » How to use the contribution method to calculate the profit / loss made by a business.
- » How to use data to construct a break-even chart for a business.
- » How to interpret break-even charts.
- » The benefits and limitations of breakeven analysis.

Component 1 AS content

- » The public and private sector: The meaning of the terms, examples of organisations in each sector and examples of organisations in each sector.
- » Business Aims: The key aims of public and private sector businesses.
- » Public and Merit Goods; The meaning of the terms, examples of both types of goods, the reasons why public sector organisations provide these types of goods.
- » Sole trader businesses: The distinguishing features of sole trader businesses. The benefits and drawbacks of operating a business as a sole trader.
- » Partnership businesses: The distinguishing features of partnership businesses. The benefits and drawbacks of operating a business as a partnership.

Reading skills needed for this unit:

- » Comprehension.

Key vocabulary:

Added Value, Technology.

HALF TERM 4 COMPONENT 1 A LEVEL BUSINESS EDUQAS

All students will know:

Component 1 Operations

- » Lean production.
- » Quality.
- » Purchasing.
- » Research and development (R&D).

Component 1 Finance

Component 1 AS content

Reading skills needed for this unit:

- » Comprehension.

Key vocabulary:

Production, quality.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | A LEVEL BUSINESS - COMPONENT 1

HALF TERM 5 COMPONENT 1 A LEVEL BUSINESS EDUQAS

All students will know:

Component 1 Operations

- » Economies of scale.
- » Revision for mock exam.

Component 1 Finance

Component 1 AS content

- » Limited Companies: The distinguishing features of private and public limited companies. The benefits and drawbacks of operating these types of companies.
- » Social Enterprises: The distinguishing features of social enterprises. The similarities and differences between social enterprises and other types of businesses.
- » Co-operatives: The distinguishing features of co-operatives. The similarities and differences between co-operatives and other types of businesses.
- » Business location: The main factors influencing business location. The importance of these factors for different types of businesses. Students will be able to evaluate business locations.

All students will be assessed:

Mock Exam component 1.

Reading skills needed for this unit:

- » Comprehension.

Key vocabulary:

Economies.

HALF TERM 6 COMPONENT 2 AND 3 A LEVEL BUSINESS EDUQAS

All students will know:

- » Component 2 -Business Analysis and Strategy - Data Analysis.
- » Component 2 - PESTEL analysis.

Reading skills needed for this unit:

- » Comprehension.

Key vocabulary:

Analysis.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Content notes <https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=872>

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Mathematics.

YEAR 12 | BTEC BUSINESS

‘Becoming a business, enterprising and economically aware young person with strong business document’

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Business marketing and develop students into marketing campaign designers:

Unit 2: Marketing is a dynamic field central to the success of any business. Students will gain an understanding of how a marketing campaign is developed. Students will explore different stages of the process that a business goes through when developing its campaign and develop Students own campaign for a given product/service. Students will examine the marketing aims and objectives for existing products/services and understand the importance of relevant, valid and appropriate research in relation to customers’ needs and wants. Students will use given market research data and other information to make recommendations about the type of marketing campaign that a business should undertake. To complete the assessment task within this unit, Students will need to draw on Students learning from across students’ programmes. This unit will give students an insight into how important marketing is to business. It will enable students to make an informed choice as to whether students want to specialise in marketing in employment, training or higher education. This will be assessed as an external exam.

Unit 3: This unit includes aspects of both personal and business finance. Personal finance involves the understanding of why money is important and how managing money can help prevent future financial difficulties. It is vital students understand the financial decisions they will need to take throughout students life and how risk can affect students choices. This unit will also give students an insight into where they can get financial advice and support. The business finance aspects of the unit introduce students to accounting terminology, the purpose and importance of business accounts and the different sources of finance available to businesses. Planning tools, such as cash flow forecasts and break-even, will be prepared and analysed. Measuring the financial performance of a business will require students to prepare and analyse statements of comprehensive income and statements of financial position. This unit will provide a foundation for a number of other finance and business units and will help students to analyse profitability, liquidity and business efficiency. It will give students the knowledge and understanding to manage students’ personal finances and will give them a background in business, finance and accounting as students progress to employment or further training. This will be assessed as an external exam.

Unit 8: Recruiting the right people is essential to the success of a business. It is important that the processes and procedures involved in recruitment and selection meet the needs of the business and comply with current regulations. You will learn that successful recruitment is key to maintaining the success of a business, as people are often considered to be the most valued resource. You will explore the various selection tools and the enhanced use of technology in this area. Businesses with an effective recruitment process in place are more likely to make successful appointments. In a competitive labour market this is a major advantage and will support business success. This unit gives you the opportunity, through role play, to take part in selection interviews. They will need to be organised and prepared so that they demonstrate your communication skills in this work-related competence. This will be assessed through assignments.

Unit 1: In this unit, you will gain an overview of the key ingredients for business success, how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them and their activities. You will also look at the importance of innovation and enterprise to the success and survival of businesses, with the associated risks and benefits. A business is any activity that provides goods or services, whether that is to make a profit or not. The common thread in business is that owners and employees are striving to satisfy customers. Nowadays, customers are more informed and have more options in terms of what they buy and who they buy from, so a successful business is one that balances satisfying their customers with selling products or providing services. This will be assessed through assignments.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » Previous GCSE business
- » PSHE: employability

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | BTEC BUSINESS

ENRICHMENT OPPORTUNITIES

Sixth form enrichment - work experience.

HALF TERM 1 BTEC UNIT 2 AND 3 EXTERNAL ASSESSMENT

All students will know:

UNIT 2: Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign.

The role of marketing, Influences on marketing activity. Purpose of researching information to identify the needs and wants of customers. Market research methods and use. Developing the rationale, Marketing campaign activity.

UNIT 3 - part A - personal finance

Functions of money. Role of money is affected and influenced by a number of factors. Planning expenditure, common principles to be considered in planning personal finances. Different ways to pay. Current accounts. Managing personal finance, types of borrowing, savings and investments.

UNIT 3 - part B - business finance

- » Understand the purpose of accounting.
- » Purpose of accounting. Types of income, Types of expenditure. Select and evaluate different sources of business finance.

All students will be assessed:

Assessment of the assessment focuses alongside a past paper activity - formative assessment for unit 2, self assessment and improvement skills and evaluation of own work.

Reading skills needed for this unit:

- » Knowledge.
- » Comprehension.

Key vocabulary:

Marketing, Campaigning, Market Research, Finance, Expenditure, Income, Planning.

HALF TERM 2 BTEC UNIT 2 AND 3 EXTERNAL ASSESSMENT

All students will know:

UNIT 2: Using information to develop the rationale for a marketing campaign. Planning and developing a marketing campaign.

Marketing Mix. The marketing campaign, Appropriateness of marketing campaign.

UNIT 3 - part A - personal finance

Features of financial institutions. Communicating with customers., Consumer protection in relation to personal finance, Information guidance and advice.

UNIT 3 - part B - business finance

- » Complete statements of comprehensive income and financial position and evaluate a business's performance
- » Break-even and cash flow forecasts. Cash flow forecasts. Break-even analysis. Statement of comprehensive income, Statement of financial position. Measuring profitability. Measuring liquidity. Measuring efficiency. Limitations of ratios.

All students will be assessed:

- » Mock exam 2 hours research from given data and 3 hour exam - past paper.
- » Mock exam for unit 3

Reading skills needed for this unit:

- » Knowledge.
- » Comprehension.

Key vocabulary:

Finance, Performance, Income, Future planning, Cash flow, Statements, Ratios, Profitability.

HALF TERM 3 BTEC UNIT 1 AND 8 INTERNAL ASSESSMENT

All students will know:

UNIT 2: Exam series

UNIT 1: Assignment 1

Examine the environment in which businesses operate. External environment, Internal environment, Competitive environment, Situational analysis.

1. Explore the features of different businesses and analyse what makes them successful.
2. Investigate how businesses are organised
3. Organisational structures and functional areas.
4. Business mission, aims and objectives.
5. Internal and external stakeholders
6. Reasons for success.

UNIT 8: Recruitment and Selection

» Examine how effective recruitment and selection contribute to business success. Key content areas:

- Recruitment of staff.
- Recruitment and selection process.
- Ethical and legal considerations in the recruitment process.

All students will be assessed:

- » Exam date: January for UNIT 2 - over 2 days
- » Exam date: January for UNIT 3 - 2 hours
- » Completion of Unit 1 assignment 1

Reading skills needed for this unit:

- » Knowledge.
- » Comprehension.

Key vocabulary:

Businesses, Enterprise, Aims, Objectives, Goods, Services, Recruitment, Interviews, Selection, Job description, Person specification.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | BTEC BUSINESS

HALF TERM 4 BTEC UNIT 1 AND 8 INTERNAL ASSESSMENT

All students will know:

UNIT 1: Assignment 2 Examine business markets

- » Different market structures. Relationship between demand, supply and price. Pricing and output decisions.

UNIT 8: Recruitment and Selection

- » Job applications
- » Interviews and skills
- » Learners must participate in a recruitment and selection activity. They will need to interview and be interviewed, and complete the appropriate documentation. Learners will need to evidence all the documents created.

All students will be assessed:

Completion of Unit 1 assignment 2

Reading skills needed for this unit:

- » Knowledge.
- » Comprehension.

Key vocabulary:

Structures, Demand, Supply, Price, Interviews, Questioning skills.

HALF TERM 5 BTEC UNIT 1 AND 8 INTERNAL ASSESSMENT

All students will know:

Revision and exam practice of unit 2 or 3 dependent on student requirements.

UNIT 1: Assignment 3 enterprise and innovation

- » Students to investigate the role and contribution of innovation and enterprise to the success of the business.

UNIT 8: Recruitment and Selection

- » Review and evaluation of recruitment and selection activities. SWOT analysis and action plan.
- » Learners will need to evidence all the documents created. Ability to self-critique performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability. SWOT analysis on performance in their interviewing activity linked to their personal future

All students will be assessed:

Exam sers dependent on january series performance:

- » Exam series for Unit 2 - resit unit 2
- » Exam series for Unit 3 - resit unit 3

Reading skills needed for this unit:

- » Knowledge.
- » Comprehension.

Key vocabulary:

Innovation, Enterprise, Strengths, Weakness, Opportunities, Threats.

HALF TERM 6 BTEC UNIT 1 AND 8 INTERNAL ASSESSMENT MARKING, MODERATION AND RESUBMISSION OPPORTUNITIES

All students will know:

UNIT 1: completion external moderation

UNIT 8: completion and sign off

- » A detailed report: Ability to self-critique performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability. SWOT analysis on performance in their interviewing activity linked to their personal future.

UNIT 4: preparation for year 13 content

All students will be assessed:

Internal coursework

Reading skills needed for this unit:

- » Knowledge.
- » Comprehension.

Key vocabulary:

Report, Employability, Strengths, Weakness, Opportunities, threats.

HOW STUDENTS CAN BE SUPPORTED AT HOME

<https://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html>

YEAR 12 | CHEMISTRY

'Becoming a Chemist'

The curriculum and assessment of students at this stage of education has been carefully designed to develop students into chemists, focusing on deepening understanding gained at GCSE:

Building on the fundamental concepts taught at KS4, students will begin by revisiting and building on these in module 2. The approach to teaching will be sequential in nature, securing their understanding of 'foundation knowledge' in chemistry. The approach to teaching will then focus on 'periodic table and energy' followed by 'core organic chemistry'. This will allow students to strengthen their foundations in chemistry whilst integrating and applying new skills required for the course. The curriculum will provide students an opportunity to develop and refine practical skills across a range of chemical processes, including utilising apparatus and reagents. By the end of the year students will have acquired the knowledge and skills required to succeed in year 13. Students will gain an understanding of more specialist apparatus and explore routes into a number of careers.

HALF TERM 1 MODULE 2

All students will know:

- » Atoms, Ions and Compounds.
- » Amount of Substance.
- » Acids and Redox.
- » Electrons and Bonding.

All students will be assessed:

- » Students will be formatively assessed throughout the teaching of each topic using past exam questions, homework activities and quizzes.
- » At the end of each topic, students will sit a summative assessment.
- » Practical Skills (PAGs) - students will be assessed against specified skills and techniques provided by OCR to show competency across a range of activities.

Reading skills needed for this unit:

- » Extracting information from various parts of a text.
- » Comprehension.
- » Command words.
- » Using Index/Contents.

Key vocabulary:

Empirical formula, molecular formula, mole, saturated, unsaturated, stoichiometry, concentration, titration, oxidation, reduction, volume, waters of crystallisation, ideal gas, atom economy, percentage yield.

HALF TERM 2 MODULE 2 / MODULE 3

All students will know:

- » Shapes of Molecules and Intermolecular forces.
- » Periodicity.
- » Reactivity Trends.
- » Enthalpy.

All students will be assessed:

- » Students will be formatively assessed throughout the teaching of each topic using past exam questions, homework activities and quizzes.
- » At the end of each topic, students will sit a summative assessment. In addition, at the end of module 2 an assessment will also be completed.
- » Practical Skills (PAGs) - students will be assessed against specified skills and techniques provided by OCR to show competency across a range of activities.

Reading skills needed for this unit:

- » Extracting information from various parts of a text.
- » Comprehension.
- » Command words.
- » Using Index/Contents.

Key vocabulary:

Trigonal planar, square pyramidal, tetrahedral, linear, ionisation energy, electron affinity, hydrocarbon, skeletal, orbital, bond enthalpies, colorimetry, hess' law, combustion, neutralisation.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | CHEMISTRY

ENRICHMENT OPPORTUNITIES

STEM club - KS5 students are invited to act as student leaders for KS3 STEM, OAT LP Days, University visits through the Aimhigher project, private tutoring through mytutor, online tutorials.

HALF TERM 3 MODULE 3 / MODULE 4

All students will know:

- » Rates of Reaction and Equilibrium.
- » Concepts of Organic Chemistry.
- » Alkanes.

All students will be assessed:

- » Students will be formatively assessed throughout the teaching of each topic using past exam questions, homework activities and quizzes.
- » At the end of each topic, students will sit a summative assessment.
- » Practical Skills (PAGs) - students will be assessed against specified skills and techniques provided by OCR to show competency across a range of activities.

Reading skills needed for this unit:

- » Extracting information from various parts of a text.
- » Comprehension.
- » Command words.
- » Using Index/Contents.

Key vocabulary:

Boltzmann, enthalpy, collision theory, boltzmann, collision theory, frequency, orientation, equilibrium constant, le chatelier.

HALF TERM 4 MODULE 4

All students will know:

- » Alkenes.
- » Alcohols.
- » Haloalkanes.

All students will be assessed:

- » Students will be formatively assessed throughout the teaching of each topic using past exam questions, homework activities and quizzes.
- » At the end of each topic, students will sit a summative assessment.
- » Practical Skills (PAGs) - students will be assessed against specified skills and techniques provided by OCR to show competency across a range of activities.

Reading skills needed for this unit:

- » Extracting information from various parts of a text.
- » Comprehension.
- » Command words.
- » Using Index/Contents.

Key vocabulary:

Primary, secondary, tertiary, distillation, reflux, quick-fit apparatus, haloalkane, synthesis, orbital overlap.

HALF TERM 5 MODULE 4

All students will know:

- » Organic Synthesis.
- » Spectroscopy.

All students will be assessed:

- » Students will be formatively assessed throughout the teaching of each topic using past exam questions, homework activities and quizzes.
- » At the end of each topic, students will sit a summative assessment.
- » Practical Skills (PAGs) - students will be assessed against specified skills and techniques provided by OCR to show competency across a range of activities.

Reading skills needed for this unit:

- » Extracting information from various parts of a text.
- » Comprehension.
- » Command words.
- » Using Index/Contents.

Key vocabulary:

Infrared, Mass spectroscopy, mass: charge ratio, wavenumber, synthetic route, conditions.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | CHEMISTRY

HALF TERM 6

CONSOLIDATION (MODULES 1-4)

All students will know:

Consolidation term in preparation for end of Year 12 AS Exams.

All students will be assessed:

AS Mock Exams x 2.

Reading skills needed for this unit:

- » Extracting information from various parts of a text.
- » Comprehension.
- » Command words.
- » Using Index/Contents.

Key vocabulary:

Identify, describe, explain, compare, evaluate, analyse, suggest.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Textbooks - CGP / Pearson 'OCR Chemistry A'

Websites -

www.studymind.co.uk

www.chemguide.com

www.physicsandmathstutor.com

www.tailoredtutors.co.uk

Other - Kerboodle.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Links to physics (atomic structure), biology (structure, bonding) and maths (significant figures, rounding, multi-step calculations).

YEAR 12 | A LEVEL CLASSICS

'Becoming a Classics Practitioner'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Classics and develop students into Classics Practitioners:

Students will develop an increasingly sophisticated level of knowledge and understanding of Greek religion, the Odyssey and Greek Comedy. They will look specifically at prescribed sources and develop analytical skills as-well as evaluating the impact of different religious festivals that united the Greek populous together and the differing thematic and literary techniques used by Homer. Later in the year students will develop an understanding of Greek Theatre and start to recognise the impact it had on Greek culture and its resonance today in modern society. They will develop skills that will support them to debate and discuss as-well as make refined judgements.

HALF TERM 1 GREEK RELIGION AND THE ODYSSEY BY HOMER

All students will know:

Greek Religion

- » The nature of Olympian Gods.
- » The personal experience of the divine.
- » Prescribed sources - Panathenaic amphora, the Ninnion tablet and the Anatomical votive.

The Odyssey by Homer

Literary techniques and composition.

- » structure and plot of the epic.
- » language of the epic including narrative and descriptive techniques and their effects; such as speeches, formulae, flashback, and simile.
- » literary context in which the Odyssey was created and handed down including:
 - oral tradition and context
 - transmission of the text
 - whether it was the work of one /more poets

All students will be assessed:

- » Students will be assessed by a range of low stakes quizzes and examination questions (10 and 20 mark questions) to assess A01 and A02.
- » One formal assessment - 2 pieces of assessed work

Reading skills needed for this unit:

Students will have to extrapolate and infer from the sources as well as read for meaning.

Key vocabulary:

Anthropomorphism, Homer and Hesiod, Epithets Panhellenic, In medias res, Homeric question, Dactylic hexameter, proem, rhapsode, topoi, dramatic irony, pathos.

HALF TERM 2 GREEK RELIGION AND THE ODYSSEY BY HOMER

All students will know:

Greek Religion

- » Religion and society to include, levels of religious participation and the links between politics and religion.
- » The different places of worship to include the Athenian Acropolis and its importance.
- » Prescribed sources - The Athenian Acropolis.

The Odyssey by Homer

The heroic world: characterisation and themes.

- » concept, values and behaviour of a hero, including the ideas of time (honour) and kleos (reputation).
- » how the different societies depicted in the Odyssey are characterised and portrayed.
- » characterisation of major and minor characters.

All students will be assessed:

- » Students will be assessed by a range of low stakes quizzes and examination questions (10 and 20 mark questions) to assess A01 and A02.
- » One formal assessment -2 pieces of assessed work.

Reading skills needed for this unit:

Students will have to extrapolate and infer from the sources as well as read for meaning.

Key vocabulary:

Acropolis, Parthenon, Erechtheion, Time, kleos, polymetric, patronymic, Homeric hero.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | CLASSICS

ENRICHMENT OPPORTUNITIES

Opportunities to watch the play, 'Frogs' on DVD - VRR to purchase - it shows the stage version from 1976.

HALF TERM 3 GREEK RELIGION AND THE ODYSSEY BY HOMER

All students will know:

Greek Religion

- » Delphi and the private oracle.
- » Olympia and the Olympic games and its significance.
- » Priests and rituals to include ideas about why rituals were performed exploring the role Priests and Priestesses, sacrifice, votive offerings and public and private contests.
- » Prescribed sources- The Temple of Apollo, the site of Olympia, Attic red figure stamnos depicting a sacrifice.

The Odyssey by Homer

- » nostos (homecoming).
- » disguise.
- » recognition.
- » fantasy and the supernatural.

All students will be assessed:

- » Students will be assessed by a range of low stakes quizzes and examination questions (10, 20 and 30 mark questions).
- » 1 formal assessment- 2 pieces of assessed work.

Reading skills needed for this unit:

- » Students will have to extrapolate and infer from the sources as well as read for meaning.

Key vocabulary:

Sacrifice, votive offering, Nostos, reverse simile, Schein, Peter Jones.

HALF TERM 4 GREEK RELIGION AND THE ODYSSEY BY HOMER

All students will know:

Greek Religion

- » The rise of philosophical thinking and how this was viewed in Greek society to include-the critique of Homer as put forward by Xenophanes.
- » Socrates and accusations of impiety and the extent to which his ideas were radical or controversial.

The Odyssey by Homer

- » power of fate.
- » role of the immortals.
- » relationship between immortals and mortals.
- » justice and revenge.
- » hospitality/guest friendship (xenia).

All students will be assessed:

- » Students will be assessed by a range of low stakes quizzes and examination questions.
- » One formal assessment - 2 pieces of assessed work.

Reading skills needed for this unit:

Students will have to extrapolate and infer from the sources as well as read for meaning.

Key vocabulary:

Socratic method, Diamonion, Xenophanes, presocratic, Nemesis, Xenia, Patronymic, Proci.

HALF TERM 5 GREEK THEATRE AND COMEDY AND THE ODYSSEY BY HOMER

All students will know:

Greek Theatre: Comedy and Frogs

- » Drama and theatre in Ancient Greece to include prescribed sources of the Theatre at Thorikos, the Red Figure Vase fragment, Red figure calyx krater depicting Medea's escape and a red figure bell krater.
- » The origins of old comedy and the contribution of Aristophanes, the use of actors and costumes, humour and comic techniques, themes and cultural context. To include prescribed sources, Krater Choregos Vase, Black figure chorus, Bell Krater.
- » Read Frogs by Aristophanes and start analysis.

The Odyssey by Homer

- » family.
- » relationships between men and women, parents and children.
- » part played by women in the epic and their position in society.
- » role of slaves.

All students will be assessed:

Students will be assessed by a range of low stakes quizzes and examination questions (10 and 20 mark questions) to assess A01 and A02.

Reading skills needed for this unit:

- » Reading for meaning.

Key vocabulary:

Dionysia, Dithyramb, Pompe, Theatron, Skene, Orchestra.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | CLASSICS

HALF TERM 6 GREEK THEATRE AND COMEDY AND THE ODYSSEY BY HOMER

All students will know:

Greek Theatre: Comedy and Frogs

- » How to analyse the play, 'Frogs.' Looking at social and political themes in comedy-the satire of tragedy, the role of the Gods, Death and the afterlife, the importance of the city and positions of men, women and slaves as-well as political ideas.
- » Literary techniques such as plot structure, plot devices, the language of comedy and characterisation.

The Odyssey by Homer

- » composition of the epic.
- » structure and plot of the epic.
- » language of the epic including speeches, themes, flashback, similes; narrative/ descriptive techniques and their effects homeric influence.

All students will be assessed:

Mock exam: Greek Religion and a Greek Theatre question and WOTH paper on the Odyssey.

Reading skills needed for this unit:

Students will be reading Frogs by Aristophanes.

Key vocabulary:

Agon, Parabasis, Prose, in medias res, Georgics, Eclogues, Gaius Maecenas, Augustus.

HOW STUDENTS CAN BE SUPPORTED AT HOME

All students are provided with a copy of Frogs and the Odyssey to enable at home study, as well as links to websites already shared. They also have knowledge/revision guides to support their revision at home. Podcasts and reading lists are also available for all units.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Literary techniques are explored in English literature at post 16 and concepts connected to Socrates are explored at post 16 in Philosophy and Ethics so there is an overlap between those two subjects.

YEAR 12 | GCSE ENGLISH LANGUAGE RESIT

The curriculum and assessment of students at this stage of education has been carefully designed to increase student's confidence in being critical readers and writers, ensuring that they are reading for meaning and consciously crafting their writing. Students will be encouraged to develop their inference skills alongside honing the skills that have been developed throughout KS3 and KS4. There is the intention to aid students in becoming fluent and clear communicators as well as critical readers so that they can engage thoughtfully with the world around them. They will consider how a writer's intentions and methods can influence our perceptions of the world and its issues. Giving students the opportunity to write for a range of contexts helps to develop functional and transferable skills applicable to everyday contexts.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

History, Geography, Philosophy, Religion and Ethics.

HALF TERM 1 PAPER 1 AND PAPER 2 READING SKILLS

All students will know:

- » What it means to make an inference.
- » How to read for meaning and understand unfamiliar vocabulary.
- » How to identify key quotations.
- » How to approach the reading section of Paper 1 and Paper 2 with particular focus on Questions 2, 3 and 4 including language and structure analysis, evaluation, summary writing and comparison.
- » How to structure their answers for the reading questions on Paper 1 and Paper 2.

All students will be assessed:

In class tasks and exam practice.

Reading skills needed for this unit:

- » Reading for meaning.
- » Skimming.
- » Scanning.
- » Information retrieval.
- » Inference.
- » Judicious selection of evidence.
- » Critical analysis.
- » Evaluation.
- » Summarising.
- » Comparison.

Key vocabulary:

Text, Source, Writer, Reader, Language, Structure, Inference, Methods, Analysis, Evaluation, Summary, Comparison, Noun, Adjective, Verb, Adverb, Simile, Metaphor, Personification, Pronouns, Rule of three/triple, Repetition, Beginning, Middle, End, Focus shift, Time shift, Dialogue, Flashback, Completely, Mostly, Partially, Compare, However, Whereas, In contrast, On the other hand, Unlike, Similarly, Likewise, In the same way, Like, Attitude, Perspective, Opinion, Thinks, Feels, Believes.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | GCSE ENGLISH LANGUAGE RESIT

ENRICHMENT OPPORTUNITIES

Opportunities for OAT/PIXL conferences for students to attend.

HALF TERM 2 PAPER 1 AND PAPER 2 WRITING SKILLS

All students will know:

- » A range of descriptive writing techniques.
- » A range of persuasive writing techniques.
- » How to effectively plan and structure a piece of writing.
- » How to write fiction and non-fiction texts in which they communicate their ideas clearly.
- » How to achieve mostly accurate technical accuracy.

All students will be assessed:

November entry AQA GCSE English Language.

Reading skills needed for this unit:

Information retrieval Inference.

Key vocabulary:

Describe, Time shift, Story, Narrative, First person, Third person, Character, Structure, Dialogue, Argue, Persuade, Explain, For, Against, Noun, Adjective, Verb, Adverb, Simile, Metaphor, Personification, Pronouns, Rule of three/triple, Emotive language, Imperative, Repetition, Anecdote.

HALF TERM 3 PAPER 1 AND PAPER 2 READING SKILLS

All students will know:

- » What it means to make an inference.
- » How to read for meaning and understand unfamiliar vocabulary.
- » How to identify key quotations.
- » How to approach the reading section of Paper 1 and Paper 2 with particular focus on Questions 2, 3 and 4 including language and structure analysis, evaluation, summary writing and comparison.
- » How to structure their answers for the reading questions on Paper 1 and Paper 2.

All students will be assessed:

In class tasks and exam practice.

Reading skills needed for this unit:

- » Reading for meaning.
- » Skimming.
- » Scanning.
- » Information retrieval.
- » Inference.
- » Judicious selection of evidence.
- » Critical analysis.
- » Evaluation.
- » Summarising.
- » Comparison.

Key vocabulary:

Text, Source, Writer, Reader, Language, Structure, Inference, Methods, Analysis, Evaluation, Summary, Comparison, Noun, Adjective, Verb, Adverb, Simile, Pronouns, Rule of three/triple, Repetition, Beginning, Middle, End, Focus shift, Time shift, Dialogue, Flashback, Completely, Mostly, Partially, Compare, However, Whereas, In contrast, On the other hand, Unlike, Similarly, Likewise, In the same way, Like, Attitude, Perspective, Opinion, Thinks, Feels, Believes.

HOW STUDENTS CAN BE SUPPORTED AT HOME

BBC bitesize includes relevant information on English Language skills (www.bbc.co.uk/bitesize), students should be encouraged to read widely, both fiction and non-fiction, on a range of topics and from a range of authors. Students should also revise and be tested on the demands of each question and key strategies.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | GCSE ENGLISH LANGUAGE RESIT

HALF TERM 4

PAPER 1 AND PAPER 2 WRITING SKILLS

All students will know:

- » A range of descriptive writing techniques.
- » A range of persuasive writing techniques.
- » How to effectively plan and structure a piece of writing.
- » How to write fiction and non-fiction texts in which they communicate their ideas clearly.
- » How to achieve mostly accurate technical accuracy.

All students will be assessed:

In class tasks and exam practice.

Reading skills needed for this unit:

Information retrieval Inference.

Key vocabulary:

Describe, Time shift, Story, Narrative, First person, Third person, Character, Structure, Dialogue, Argue, Persuade, Explain, For, Against, Noun, Adjective, Verb, Adverb, Simile, Metaphor, Personification, Pronouns, Rule of three/triple, Emotive language, Imperative, Repetition, Anecdote.

HALF TERM 5

REVISION

All students will know:

How to approach and structure answers to all questions on Papers 1 and 2 confidently.

All students will be assessed:

- » In class tasks and exam practice.
- » AQA GCSE English Language exam.

Reading skills needed for this unit:

- » Reading for meaning.
- » Skimming.
- » Scanning.
- » Information retrieval.
- » Inference.
- » Judicious selection of evidence.
- » Critical analysis.
- » Evaluation.
- » Summarising.
- » Comparison.

Key vocabulary:

All key vocabulary previously mentioned.

HALF TERM 6

REVISION

All students will know:

How to approach and structure all questions on Papers 1 and 2 confidently.

All students will be assessed:

- » In class tasks and exam practice.
- » AQA GCSE English Language exam.

Reading skills needed for this unit:

- » Reading for meaning.
- » Skimming.
- » Scanning.
- » Information retrieval.
- » Inference.
- » Judicious selection of evidence.
- » Critical analysis.
- » Evaluation.
- » Summarising.
- » Comparison.

Key vocabulary:

All key vocabulary previously mentioned.

YEAR 12 | A LEVEL ENGLISH LITERATURE

The curriculum and assessment of students at this stage of education has been carefully designed to promote a love of Literature and to develop and refine students' criticality in engaging with texts. It will build upon students' knowledge of texts as constructs which are produced and influenced by their many contexts. This programme of study also builds upon the study of a tragedy at GCSE alongside texts which introduce elements of morality. Students will build upon skills of analysis and evaluation developed in earlier study whilst developing their ability to be critical by engaging with debates which surround a text and exploring how a text exists within a genre. By developing students' criticality in engaging with written texts, this course prepares students for critically engaging with the world around them, ensuring students are able to form opinions and ideas which are well considered and reasoned. Texts studied this year will encourage independent study and prepare students for the increased level of philosophical discussion and greater exploration of genre in Year 13.

HALF TERM 1 INTRODUCTION TO TRAGEDY, THE GREAT GATSBY AND KING LEAR.

All students will know:

- » The purpose and intentions of tragedy.
- » The features of Aristotelian and Shakespearean tragedy.
- » The characters and plots of The Great Gatsby and King Lear.
- » Key themes, ideas and relevant context for The Great Gatsby and King Lear.
- » The methods (language, structural and dramatic methods) used by writers to convey meaning.
- » The influence narrative voice has on how a writer creates meaning.
- » How texts engage with the genre they belong to.
- » Conventions of tragedy and how to identify them.
- » Context can influence the interpretations of a reader/audience.
- » The importance of performance in creating meaning alongside the written word.

All students will be assessed:

In class tasks and private study essays.

Reading skills needed for this unit:

- » Reading for meaning.
- » Skimming.
- » Scanning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Evaluation.
- » Judicious selection of evidence.

Key vocabulary:

Novel, Play, Character, Theme, Tragedy, Tragic hero, Tragic downfall, Hamartia, Hubris, Catharsis, Anagnorisis, Peripeteia, Internal and external conflict, Narrative perspective, Unreliable narrator, The American Dream, Jazz age, Prohibition, Stage direction Soliloquy, Aside, Iambic pentameter, Dramatic irony, Blank verse, Prose, Rhyming couplet, Hendiady, Metrical caesura, Modern audience, Contemporary audience, Machiavellian villain, Kingship, Divine Right, Primogeniture.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | ENGLISH LITERATURE

ENRICHMENT OPPORTUNITIES

Possibility for theatre trips/live screenings of productions when they are available. Shakespeare workshop on King Lear at the RSC in Stratford.

HALF TERM 2

THE GREAT GATSBY AND KING LEAR

All students will know:

- » The characters and plots of The Great Gatsby and King Lear and how these are developed.
- » Key themes, ideas and relevant context for The Great Gatsby and King Lear and how these are developed.
- » The methods (language, structural and dramatic methods) used by writers to convey meaning.
- » The influence narrative voice has on how a writer creates meaning.
- » How texts engage with the genre they belong to.
- » Conventions of tragedy and how to identify them.
- » Context can influence the interpretations of a reader/audience.
- » How to form judgements about texts and characters.
- » How to engage with the debates surrounding texts and characters.
- » The assessment objectives essays are marked against and how to structure a line of argument to engage with a debate.
- » How to develop an essay to support a line of argument.

All students will be assessed:

In class assessments of knowledge and private study essays.

Reading skills needed for this unit:

- » Reading for meaning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Evaluation.
- » Judicious selection of evidence.

Key vocabulary:

Novel, Play, Character, Theme, Analysis, Context, Debate, Tragedy, Tragic hero, Tragic downfall, Hamartia, Hubris, Catharsis, Anagnorisis, Peripeteia, Internal and external conflict, Narrative perspective, Unreliable narrator, The American Dream, Jazz age, Prohibition, Machiavellian villain, Stage direction Soliloquy, Aside, Iambic pentameter, Dramatic irony, Blank verse, Prose, Rhyming couplet, Hendiad, Metrical caesura, Modern audience, Contemporary audience, Kingship, Divine Right, Primogeniture.

HALF TERM 3 KING LEAR AND UNSEEN CRIME EXTRACTS

All students will know:

- » The characters and plot of King Lear and how these are developed by Shakespeare.
- » Key themes, ideas and relevant context for King Lear and how these are developed.
- » The methods (language, structural and dramatic methods) used by writers to convey meaning.
- » How texts engage with the genre they belong to.
- » Context can influence the interpretations of a reader/audience.
- » How to form judgements about texts and characters.
- » How to engage with the debates surrounding texts and characters.
- » Conventions of tragedy and crime and how to identify them.
- » How writers use conventions of a genre to create meaning.
- » The assessment objectives essays are marked against and how to structure a line of argument to engage with a debate.
- » How to develop an essay to support a line of argument.
- » The importance of context when engaging with an unseen extract.
- » How to manage micro-macro with an extract question.

All students will be assessed:

In class assessments of knowledge and private study essays.

Reading skills needed for this unit:

- » Reading for meaning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Evaluation.
- » Judicious selection of evidence.

Key vocabulary:

Play, Character, Theme, Analysis, Context, Debate, Tragedy, Tragic hero, Tragic downfall, Hamartia, Hubris, Catharsis, Anagnorisis, Peripeteia, Internal and external conflict, Machiavellian villain, Stage direction Soliloquy, Aside, Iambic pentameter, Dramatic irony, Blank verse, Prose, Rhyming couplet, Hendiad, Metrical caesura, Modern audience, Contemporary audience, Kingship, Divine Right, Primogeniture, Micro, Macro, Significance, Crime, Criminal, Perpetrator, Victim, Investigative figure, Motive, Persecution, Defence.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | ENGLISH LITERATURE

HALF TERM 4 BRIGHTON ROCK, UNSEEN CRIME EXTRACTS AND CRIME POETRY ANTHOLOGY

All students will know:

- » The characters and plot of Brighton Rock.
- » Key themes, ideas and relevant context for Brighton Rock and crime poetry.
- » The methods (language and structural) used by writers to convey meaning.
- » How texts engage with the genre they belong to.
- » Context can influence the interpretations of a reader/audience.
- » How to form judgements about texts and characters.
- » How to engage with the debates surrounding texts and characters.
- » Conventions of crime and how to identify them.
- » How writers use conventions of a genre to create meaning.
- » How conventions of a genre can be engaged with by different texts e.g. poetry.
- » The assessment objectives essays are marked against and how to structure a line of argument to engage with a debate.
- » How to develop an essay to support a line of argument.
- » The importance of context when engaging with an unseen extract.
- » How to manage micro-macro with an extract question.

All students will be assessed:

In class assessments of knowledge and private study essays.

Reading skills needed for this unit:

- » Reading for meaning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Evaluation.
- » Judicious selection of evidence.

Key vocabulary:

Novel, Poem, Character, Theme, Analysis, Context, Debate, Micro, Macro, Significance, Crime, Criminal, Perpetrator, Victim, Investigative figure, Motive, Persecution, Defence, Morality, Innocence, Guilt, Human psyche, Judgement, Justice, Resolution, Remorse, Jury, Evidence, Police procedural, Forensics, Investigation, Revenge, Focalised narrative, Anti-hero, Realism, Excitement, Repugnance, Relief, Suspense, Form, Dramatic monologue, Rhyme scheme, Caesura, Enjambment.

HALF TERM 5 BRIGHTON ROCK AND ECOCRITICISM AND HARDY POETRY

All students will know:

- » The characters and plot of Brighton Rock and how these are developed by Greene.
- » Key themes, ideas and relevant context for Brighton Rock and how these are developed.
- » The methods (language and structural) used by writers to convey meaning.
- » How texts engage with the genre they belong to.
- » Context can influence the interpretations of a reader/audience.
- » How to form judgements about texts and characters.
- » How to engage with the debates surrounding texts and characters.
- » Conventions of crime and how to identify them.
- » How writers use conventions of a genre to create meaning.
- » How conventions of a genre can be engaged with by different texts e.g. poetry.
- » Texts can be read and interpreted through the lens of a critical theory.
- » The key ideas and concerns of Ecocritical theory.
- » How to apply critical theory to a Literature text.
- » The assessment objectives essays are marked against and how to structure a line of argument to engage with a debate.
- » How to develop an essay to support a line of argument.

All students will be assessed:

In class assessments of knowledge and private study essays.

Reading skills needed for this unit:

- » Reading for meaning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Evaluation.
- » Judicious selection of evidence.

Key vocabulary:

Novel, Character, Theme, Analysis, Context, Debate, Poem, Crime, Criminal, Victim, Motive, Morality, Innocence, Guilt, Human psyche, Judgement, Justice, Evidence, Remorse, Revenge, Focalised narrative, Anti-hero, Realism, Ecocriticism, Pastoral, Physical environment, Interrelatedness.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | ENGLISH LITERATURE

HALF TERM 6 ECOCRITICISM AND HARDY POETRY AND NEA CRITICISM TEACHING.

All students will know:

- » The methods (language, structural and dramatic methods) used by writers to convey meaning.
- » Texts can be read and interpreted through the lens of a critical theory.
- » The key ideas and concerns of Ecocritical, Feminism, Marxist and Postcolonial theory.
- » How to apply critical theory to a Literature text.
- » The assessment objectives essays are marked against and how to structure a line of argument to engage with a debate.
- » How to develop an essay to support a line of argument.

All students will be assessed:

- » In class assessments of knowledge and private study essays and tasks.
- » Mock exam.

Reading skills needed for this unit:

- » Reading for meaning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Evaluation.
- » Judicious selection of evidence.

Key vocabulary:

Analysis, Context, Debate, Ecocriticism, Pastoral, Physical environment, Interrelatedness, Feminism, Gender role, Stereotype, Construct, Dynamic, Patriarchy, Marxism, Ideology, Socioeconomic, Exploitation, Alienation, Postcolonialism, Colonisation, Colonisers, Colonised, Imperialism, Marginalised, Plurality.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Students have hard copies of the play, the novels and crime poetry anthology and should be encouraged to read these at home as well as wider reading from the recommended reading list. This should also include reading in and around the genres of tragedy and crime. Websites including Lit Charts and Grade Saver can provide useful revision of texts and their themes. Digital Theatre access is available from the school to allow students to watch productions and performances of texts online. There are also films available on DVD. Students should produce revision materials including act and chapter summaries as well as revision materials focused on aspects of tragedy and elements of crime.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Classics, Philosophy, Religion and Ethics, Law, Sociology and Psychology.

YEAR 12 | A LEVEL FINANCIAL STUDIES

'Becoming a Finance Experts'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Finance and develop students into Financial experts:

Students will learn different aspects of Finance, some topics will be relevant for the students presently and other topics will be relevant in the near future. Students will have the opportunity to look at different types of accounts and the difference between good debt and bad.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Business studies and mathematics.

HALF TERM 1 UNIT 1

All students will know:

The purpose of money

- » The topic explores the question, 'what is money'.

The personal life cycle

- » People at different stages of their life have different financial circumstances.

Payment methods

- » This topic explores the different methods of making payments by exchanging cash or transferring electronic balances.

Everyday banking

- » Different features of current accounts will be explored.

Savings products

- » Topic focuses on saving for the immediate and short term.

All students will be assessed:

- » LIBF website quizzes.
- » Past exam questions.
- » Past case studies.

Reading skills needed for this unit:

- » Sentence Construction & Cohesion.
- » Reading Comprehension.

Key vocabulary:

Money, Finance, life cycle.

HALF TERM 2 UNIT 1

All students will know:

Borrowing Products

- » This topic focuses on borrowing for the immediate and short term.

Providers

- » Differentiates between providers.

Consumer Protection

- » Roles and limitations will be discussed of authorities and ombudsman.

Budgets and forecast

- » Topic introduces some of the tools and skills people need to manage money.

Dealing with unexpected events

- » Provides solutions for dealing with unforeseen events.

Earnings

- » Interpret legislative requirements.

All students will be assessed:

- » LIBF website quizzes.
- » Past exam questions.
- » Past case studies.

Reading skills needed for this unit:

- » Sentence Construction & Cohesion.
- » Reading Comprehension.

Key vocabulary:

Protection, budgets, earnings.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | A LEVEL FINANCIAL STUDIES

ENRICHMENT OPPORTUNITIES

Guest speakers.

HALF TERM 3 UNIT 2

All students will know:

Needs, wants & aspirations

- » Differences between needs, wants and aspirations will be discussed.

Savings and investment products

- » Focuses on savings for the medium term and long term and time frames.

Borrowing products

- » This will look at short-term products such as overdrafts.

Dealing with long-term risks

- » Risk is a theme that runs through the whole course.

Financial Planning

- » Introduced budgets and forecasts and how to plan for the short term.

Financial Planning informed choices

- » Financial planning and budgeting within a life cycle.

All students will be assessed:

- » LIBF website quizzes.
- » Past exam questions.
- » Past case studies.
- » RESIT UNIT 1 examination if needed.

Reading skills needed for this unit:

- » Sentence Construction & Cohesion.
- » Reading Comprehension.

Key vocabulary:

Savings, investment, borrowing.

HALF TERM 4 UNIT 2

All students will know:

Dealing with unforeseen events

- » Looking in some detail at financial planning.

Ethics and sustainability

- » Look at the key features of the advice and information that people need to make financial decisions.

Sources of information and advice

- » This topic will look at the need for financial advice.

Making an informed choice

- » This topic brings together all the strands that have been covered in the other topics.

All students will be assessed:

- » LIBF website quizzes.
- » Past exam questions.
- » Past case studies.
- » Final examination.

Reading skills needed for this unit:

- » Sentence Construction & Cohesion.
- » Reading Comprehension.

Key vocabulary:

Events, ethics, information.

HALF TERM 5 RE-SIT

All students will know:

Revise for resit.

All students will be assessed:

Examination.

Reading skills needed for this unit:

- » Revision.

HOW STUDENTS CAN BE SUPPORTED AT HOME

LIBF website - students can access all unit content

YEAR 12 | A LEVEL GEOGRAPHY

'Becoming a Geographer'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Geography and develop students into Geographers:

Building on the geography curriculum in KS4, in year 12 students will be taught about coastal landscapes as well as tectonic hazards as well as introducing new concepts such as human rights. Our approach to the topics will be challenging and ambitious: exploring how human actions can have lasting impacts on both the environment and people locally, nationally and internationally and how the interconnectedness of the world, particularly through migration and human rights, brings challenges and opportunities. Students will know how to apply a range of specialist terminology to their explanations and analyses of concepts. Students will learn how to evaluate the severity and scale of impacts of human actions as well as the importance of sustainability and skills of inference, assessment and suggestion will be developed. By the end of the year, all students will be able to describe, explain and analyse concepts such as processes at both tectonic boundaries and coastal environments, the control and governance of migration and human rights and mitigation of natural hazards, utilising and applying the knowledge and skills acquired throughout the year. Students will be exposed to a wide range of resources in school to develop interpretation. Students will also be required to undertake an independent investigation and will spend time in the summer term developing suitable hypotheses and carrying out primary data collection. This is to embed prior learning and also to develop critical evaluation of data collected as well as sampling and collection methods. The year 12 course will prepare students for further education and beyond whereby they will be broadening their understanding of global systems and human intervention. The full course can prepare students for further study of geography at university and builds strong foundations for a career in geography, geosciences, travel and tourism or planning and development.

HALF TERM 1 COASTAL LANDSCAPES / HAZARDOUS EARTH / GLOBAL CONNECTIONS

All students will know:

Coastal landscapes

- » A conceptual overview of coastal landscapes being viewed as systems.
- » Physical factors which influence coastal landscape systems.
- » Sources of coastal sediment.

Hazardous Earth

- » Various evidence for the theories of continental drift and plate tectonics.
- » Distinctive features and processes at the following plate boundaries:
 - convergent.
 - divergent.
 - conservative.

Global Connections

- » Contemporary patterns of migration.
- » Inter- and Intra-Regional Migration.
- » Key migration routes.
- » Remittances; the relationship between remittances and HDI.
- » How migration promotes stability and development.
- » How migration causes inequalities, conflict and injustices.

All students will be assessed:

- » Short / medium length examination questions.
- » End of key question recall tests.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

Equilibrium, Fetch, Lithology, Nearshore, Regolith, Sediment budget, Strata, Lithosphere, Asthenosphere, Convection current, Sea-floor spreading, Paleomagnetism, Glaciation, Migration, Inter-regional migration, Intra-regional migration, International migration, Human Development Index, Migration Corridors.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | GEOGRAPHY

ENRICHMENT OPPORTUNITIES

Optional visits to A Level lectures held by the Geographical Association.

HALF TERM 2

COASTAL LANDSCAPES / HAZARDOUS EARTH / GLOBAL CONNECTIONS

All students will know:

Coastal Landscapes

- » Geomorphic processes influencing the development of coastal landforms.
- » Formation of distinctive coastal landforms influenced by erosion and deposition.

Hazardous Earth

- » Distinctive features and processes at the following plate boundaries:
 - convergent
 - divergent
 - conservative
- » Causes and features of explosive, effusive and hot spot volcanoes.
- » Size and shape of different volcanoes, including super-volcanoes.
- » A range of different hazards generated by volcanic eruptions.

Global connections

- » South-South migration corridors.
- » National immigration and emigration policies.
- » Case Study: Challenges and opportunities of international migration in Brazil.
- » Issues associated with unequal flows on migration (case studies: Laos and USA).

All students will be assessed:

- » Short / medium and long response examination questions.
- » End of key question recall tests.
- » Formal mock examination (global migration).

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

Aeolian, Flocculation, Sub-aerial processes, Salt crystallisation, Geos, Blow holes, Shore platforms, Berm, Concordant, Discordant, Turbid, Longshore drift, Tombolos, Convergent, Divergent, Transform, Mid-ocean ridge, Rift valley, Island arc, Andesitic, Rhyolitic, Viscosity, Pyroclastic flows, Tephra, Lahars, Immigration, Emigration, Policies, Refugees, Asylum seekers.

HALF TERM 3

COASTAL LANDSCAPES / HAZARDOUS EARTH / GLOBAL CONNECTIONS

All students will know:

Coastal Landscapes

- » Formation of distinctive coastal landforms influenced by erosion and deposition.
- » Case study of a high energy coastline (Isle of Purbeck).

Hazardous Earth

- » Earthquake characteristics to investigate their causes and features.
- » A range of different hazards generated by earthquakes including: ground shaking/ displacement, liquefaction, landslides and avalanches, tsunamis and flooding.

Global connections

- » What are human rights?
- » Human Rights Norms.
- » Intervention.
- » Spatial patterns of human rights.
- » Gender inequality (case study: India).

All students will be assessed:

- » Short / medium and long response examination questions.
- » End of key question recall tests.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

Orthogonals, Tombolos, Geos, Blow holes, Shore platforms, Berm, Concordant, Discordant, Shallow/ deep focus, Mercalli Scale, Escarpment, Liquefaction, Tsunamis, Himalayan uplift, Human rights, UDHR, Intervention, Geopolitical, Humanitarian, Forced labour, Maternal Mortality Rates, Capital punishment, GGGI (Global gender gap index).

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | GEOGRAPHY

HALF TERM 4

COASTAL LANDSCAPES / HAZARDOUS EARTH / GLOBAL CONNECTIONS

All students will know:

Coastal Landscapes

- » Case study of a low energy coastline (Nile delta).
- » Emergent coastal landscapes forming as sea level falls.

Hazardous Earth

- » Reasons why people choose to live in tectonically active zones.
- » Case Study of an AC and contrasting LIDC focussing on the social, economic, environmental and political impacts of volcanic eruptions.

Global Connections

- » Protection of human rights.
- » Case study: Afghanistan.
- » Human rights and development.
- » Case study: Honduras.

All students will be assessed:

- » Short / medium and long response examination questions.
- » End of key question recall tests.
- » Mock examination (global connections).

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

Distributaries, Raised beaches, Eustatic, Isostatic, Geothermal power, Geysers, Mitigation, Land use zoning, Insurance, Treaties, Non-governmental organisations, Global governance, Sustainable development goals, Trade embargoes, Military action.

HALF TERM 5

COASTAL LANDSCAPES / HAZARDOUS EARTH / INDEPENDENT INVESTIGATION

All students will know:

Coastal Landscapes

- » Submergent coastal landscapes forming as sea level rises.
- » Human activity intentionally causing change to coastal landscapes (Case study: coastal management at Barton-on-Sea).

Hazardous Earth

- » Case Study of an AC and contrasting LIDC to illustrate strategies used to cope with volcanic activity, including attempts to mitigate against the event, vulnerability and losses.

Independent Investigation

- » How to devise a research question, undertake an appropriate literature review and research into relevant models linked to a chosen geographical concept.
- » Suitable data collection methods and sampling frameworks for their chosen investigation.

All students will be assessed:

- » Short / medium and long response examination questions.
- » End of key question recall tests.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

Fjords, Rias, Hard engineering, Soft engineering, Managed retreat, Gabions, Groynes, Geothermal power, Geysers, Mitigation, Land use zoning, Insurance, Hypothesis, Geo-spatial techniques, Sampling strategy, Quantitative, Qualitative, Geo-located data, Ethical dimensions.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | GEOGRAPHY

HALF TERM 6 COASTAL LANDSCAPES / HAZARDOUS EARTH / FUTURE OF FOOD

All students will know:

Coastal Landscapes

- » Human activity unintentionally causing change to coastal landscapes (Case study: Economic development in Dubai).

Hazardous Earth

- » Case Study of an AC and contrasting LIDC focussing on the social, economic, environmental and political impacts of earthquake activity.

Future of Food

- » Defining what it means to be food secure.
- » Current trends in global food security.
- » How the pattern of food security is dynamic and varies both between and within countries.
- » The physical conditions required for growing food.

All students will be assessed:

- » Short / medium and long response examination questions.
- » End of key question recall tests.
- » Mock examination.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

Palm Jameirah, Land reclamation, Seismometer, Satellite surveys, Food security, Food utilisation, Chronic food security, Transitory food security, Organic matter.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Reading/watching/listening to global news.
- » Satchel One.

YEAR 12 | A LEVEL HEALTH & SOCIAL CARE

‘Becoming a Health & Social Care Practitioner’

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Health & Social Care and develop students into Health & Social Care Practitioners:

This forms the first of a 2 year programme equivalent to 3 A Levels. Learners may have completed a Level 2 in H&SC, however this is not mandatory, therefore some learners will have little knowledge of the subject. Year 12 will see completion of 7 of the required 13 units, including 2 of 4 externally assessed modules. Work experience will be included in Year 12 to support development of essential skills & enable learners to apply theory to practice, which is an essential focus of the qualification. Units delivered to ensure at least 1 A level can be awarded at the end of year 12 if necessary.

HALF TERM 1 HUMAN DEVELOPMENT, WORKING IN HEALTH & SOCIAL CARE, WORK EXPERIENCE, SOCIOLOGY

All students will know:

- » Development through the life stages, including relevant theories. The impact of ageing on individuals & society.
- » The roles & responsibilities of people who work in the health & social care sector.
- » Skills & attributes, purpose of WEX, expectations for employment, career options.
- » Sociological concepts & perspectives that are applied to health & social care. How approaches support models & concepts of health.

All students will be assessed:

- » Past paper questions, Life stages mock exam.
- » Past paper questions.
- » Presentations & teamwork challenges, reflective practice.
- » Scenarios & case study practice assessments.

Reading skills needed for this unit:

- » Key terminology.
- » Reading for meaning.

Key vocabulary:

P.I.E.S, Holistic health, Allied health professionals, Reflective practice, skills attributes, Concepts of health, perspectives.

HALF TERM 2 HUMAN DEVELOPMENT, WORKING IN HEALTH & SOCIAL CARE, WORK EXPERIENCE, SOCIOLOGY

All students will know:

- » Factors which affect development, including genetic, biological, environmental, socio-economic, plus others.
- » The roles & responsibilities of people who work in the health & social care sector.
- » How to prepare for work experience, how to set goals & targets for placement.
- » Social inequalities & their impact.

All students will be assessed:

- » Past paper questions, Development mock exam.
- » Past paper questions, case studies.
- » 1st assessed coursework.
- » 1st assessed coursework LA A/B.

Reading skills needed for this unit:

- » Extracting information from various sources.
- » Interpreting information for a range of purposes.

Key vocabulary:

Nature / Nurture, SMART, Empowerment, advocate, professional bodies.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | HEALTH & SOCIAL CARE

ENRICHMENT OPPORTUNITIES

Trips to local universities offering related HE courses.
Placements, Virtual work experience, online learning courses.

HALF TERM 3 MEETING INDIVIDUAL NEEDS, WORKING IN HEALTH & SOCIAL CARE, SOCIOLOGY, WORK EXPERIENCE

All students will know:

- » Importance of promoting equality & diversity & preventing discrimination, Skills & attributes for H&SC. Ethical issues in the provision of care.
- » The role of organisations in the health & social care sector.
- » Trends & patterns in health & ill health which affect care delivery.

All students will be assessed:

- » Short essay tasks.
- » 1st assessed coursework for Meeting individual needs.
- » Placement and reflective practice.
- » Past paper questions, case studies.

Reading skills needed for this unit:

- » Research & interpreting data.

Key vocabulary:

6C's, Empathy Theories, Demography, Action planning, Public, voluntary & private sector, Eligibility criteria.

HALF TERM 4 MEETING INDIVIDUAL NEEDS, WORKING IN HEALTH & SOCIAL CARE, WORK EXPERIENCE

All students will know:

- » How to enable individuals to overcome challenges.
- » The role of professionals in meeting care needs.
- » The role of organisations in the health & social care sector.

All students will be assessed:

- » Short essay tasks, 2nd assessed coursework for Meeting Individual Needs.
- » Placement feedback and reflective practice.
- » Past paper questions, case studies, mock exam.
- » Scenarios & case study practice assessments.

Reading skills needed for this unit:

- » Key terminology.

Key vocabulary:

Multi-disciplinary working, Whistle blowing, CQC, Ofsted.

HALF TERM 5 WORKING IN HEALTH & SOCIAL CARE, PSYCHOLOGY, WORK EXPERIENCE, INFECTION CONTROL

All students will know:

- » Psychological perspectives & application contributing to understanding of human behaviour.
- » How to work with people with specific needs in the health & social care sector.
- » How psychological perspectives are applied in health & social care.

All students will be assessed:

- » External Exam.
- » 1st assessed coursework for psychological perspectives.
- » Placement feedback and reflection.
- » Written assessment on pathogens.

Reading skills needed for this unit:

- » Interpreting information from a range of texts.
- » Research & interpreting data.

Key vocabulary:

Behaviouralist, CBT, Specific needs, working practices.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | HEALTH & SOCIAL CARE

HALF TERM 6 PSYCHOLOGY, INFECTION CONTROL, WORK EXPERIENCE

All students will know:

- » How psychological perspectives are applied in health & social care.
- » The cause & transmission of infections. How to prevent & control transmission of infections.

All students will be assessed:

- » Quiz tasks, for infection control.
- » Placement feedback and completion of portfolio.
- » 1st assessed coursework for psychological perspectives.
- » Policy and practice assessment regarding infection control.

Reading skills needed for this unit:

- » Interpreting information from a range of texts.

Key vocabulary:

Pathogen, Universal precautions, Conformity.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Encourage students to watch the news & particularly consider factors affecting health & well being - poverty, environmental issues, medical advance, health campaigns, issues surrounding social care including ageing, particular services for those with specific needs.
- » Documentaries such as Panorama can provide a real life account of issues addressed in class.
- » Read about life changing experiences, either biographical accounts or fiction.
- » NHS Choices, Health careers, SCIE website, UK based charity websites for specific conditions or life events.
- » Support to complete DBS requirements may include providing birth certificates, passport, address history & any other key documentation.
- » Encourage attendance in revision classes.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Students will usually only study health & social care, however there are key links within the units of the qualification. Links to Maths & English are required to research & interpret written & numerical data & use this to support their own ideas in assessed coursework.

YEAR 12 | A LEVEL HISTORY

The curriculum and assessment of students at this stage of education has been carefully designed to promote mastery/deep learning of A01, A02 and A03. This will then provide a platform to ensure student greater depth through year 13. Throughout year 12 students will be developing substantive contextual knowledge (A01), forming skills of assessing contemporary sources (A02), and building an understanding of academic arguments including through the evaluation of historical interpretations (A03). They will also be developing strong skills of writing and forming evaluative judgements. In the Tudors, England 1485-1603, students explore depth/breadth issues including significance, change, continuity, cause and consequence through a series of key questions with a particular focus on A01 and A03. In Democracy and Nazism: Germany 1918-1945, students explore depth issues of significance, change, continuity, cause and consequence with a focus on A01 and A02. Furthermore, students will begin coursework culminating in an independently produced c3500-word essay on the development of African American Civil Rights 1863-1970. Within this they will use all the skills demanded of the A Level course: expressing contextual knowledge (A01) to evaluate both contemporary sources (A02) and historical interpretations (A03) to explain the issues of significance, change, continuity, cause and consequence during this period.

HALF TERM 1 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM: GERMANY 1918-1945

All students will know:

The Tudors - Henry VII, 1485-1509

- » Henry Tudor's consolidation of power: character and aims; establishing the Tudor dynasty.
- » Government: councils, parliament, justice, royal finance, domestic policies.
- » Relationships with Scotland and other foreign powers; securing the succession; marriage alliances.
- » Society: churchmen, nobles and commoners; regional division; social discontent and rebellions.
- » Economic development: trade, exploration, prosperity and depression.
- » Religion; humanism; arts and learning.

Germany – Weimar Republic

- » The impact of war and the political crises of October to November 1918; the context for the establishment of the Weimar Constitution; terms, strengths and weaknesses.
- » The impact of war and the political crises of October to November 1918; the context for the establishment of the Weimar Constitution; terms, strengths and weaknesses.
- » The Peace Settlement: expectations and reality; terms and problems; attitudes within Germany and abroad.
- » Economic and social issues: post-war legacy and the state of the German economy and society; reparations, inflation and hyperinflation; the invasion of the Ruhr and its economic impact; social welfare and the social impact of hyperinflation.

All students will be assessed:

- » Knowledge quizzes – including key vocabulary and historical concepts.
- » Tudor essay question focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Germany essay question focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Testing understanding of a key concept e.g. causation, consequence, significance, change and continuity, will form part of all assessments.

Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

Key vocabulary:

Dynasty, Consolidation, Act of Attainder, Miser, Star Chamber, Council Learned in Law, Succession, Enclosure, Lollards, Intercursus Magnus, Intercursus Malus, Democracy, Treaty of Versailles, Left / right wing, Convincing, Assess.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | HISTORY

ENRICHMENT OPPORTUNITIES

KS5 Birmingham library visit.

HALF TERM 2 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM: GERMANY 1918-1945, & COURSEWORK – AFRICAN AMERICAN CIVIL RIGHTS

All students will know:

The Tudors: Henry VIII, 1509-1547

- » Henry VIII: character and aims; addressing Henry VII's legacy.
- » Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy.
- » Relationships with Scotland and other foreign powers; securing the succession.
- » Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion.

Germany – Weimar Republic

- » Political instability and extremism; risings on the left and right, including the Kapp Putsch; the political impact of the invasion of the Ruhr; the Munich Putsch; problems of coalition government and the state of the Republic by 1924.
- » Economic developments: Stresemann; the Dawes Plan; industry, agriculture and the extent of recovery; the reparations issue and the Young Plan.
- » Social developments: social welfare reforms; the development of Weimar culture; art, architecture, music, theatre, literature and film; living standards and lifestyles.

History Coursework – African American Civil Rights 1863-1970.

- » Timeline of key events.
- » Research.
- » Choosing a coursework focus.

All students will be assessed:

- » Knowledge quizzes – including key vocab and historical concepts.
- » Understanding of historical interpretation 10-mark question.
- » Understanding of contemporary sources 10-mark question.
- » Testing understanding of a key concept e.g. causation, consequence, significance, change and continuity, will form part of all assessments and the coursework.

Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

Key vocabulary:

Legacy, Royal Supremacy, Chief Minister, Star Chamber, Reformation parliament, Groom of the stool, Rentenmark, Dawes Plan, Young Plan, Emancipation Proclamation, 13th Amendment, Jim Crow Laws, Segregation, Convincing, Valuable, Assess.

HALF TERM 3 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM: GERMANY 1918-1945, & COURSEWORK – AFRICAN AMERICAN CIVIL RIGHTS

All students will know:

The Tudors: Henry VIII

- » Economic development: trade, exploration, prosperity and depression.
- » Religion: renaissance ideas; reform of the Church; continuity and change by 1547.

Germany – Weimar Republic

- » Political developments and the workings of democracy: President Hindenburg; parties; elections and attitudes to the Republic from the elites and other social groups; the position of the extremists, including the Nazis and Communists; the extent of political stability.
- » Germany's international position; Stresemann's foreign policy aims and achievements including: Locarno; the League of Nations; the Treaty of Berlin; the end of allied occupation and the pursuit of disarmament.

History Coursework – African American Civil Rights 1863-1970

- » Research.
- » Finding and using appropriate historical interpretations.

All students will be assessed:

- » Knowledge quizzes – including key vocab and historical concepts.
- » Tudor essay question focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Germany essay question focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Testing understanding of a key concept e.g. causation, consequence, significance, change and continuity, will form part of all assessments and the coursework.

Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

Key vocabulary:

Prosperity, Depression, Renaissance, Reformation parliament, Heresy, Anti-clericalism, Calvinism, Erastian, Papal dispensation, Locarno Pact, League of Nations, Kellogg Briand Pact, Sit-ins, Revisionist, Political, Social, Economic, Legal, Cultural, Convincing, Valuable, Assess.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | HISTORY

HALF TERM 4 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM: GERMANY 1918-1945, & COURSEWORK – AFRICAN AMERICAN CIVIL RIGHTS.

All students will know:

The Tudors Mid Tudor Crisis, 1540s, Henry VIII

The Tudors Mid Tudor Crisis, 1547-1563 – Edward VI

- » Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers.
- » The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought.

The Tudors Mid Tudor Crisis, 1547-1563 – Mary I

- » Mary I and her ministers; royal authority; problems of succession; relations with foreign powers.
- » The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought.

Germany – Weimar Republic

- » The economic, social and political impact of the Depression: elections; governments and policies.
- » The appeal of Nazism and Communism; the tactics and fortunes of the extremist parties, including the role of propaganda.
- » Hindenburg, Papen, Schleicher and the 'backstairs intrigue' leading to Hitler's appointment as chancellor.

History Coursework – African American Civil Rights 1863-1970.

- » Research.
- » Finding and using appropriate historical interpretations.
- » Finding and using appropriate contemporary sources.

All students will be assessed:

- » Knowledge quizzes – including key vocab and historical concepts.
- » Understanding of historical interpretation 10-mark question.
- » Understanding of contemporary sources 10-mark question.
- » Testing understanding of a key concept e.g. causation, consequence, significance, change and continuity, will form part of all assessments and the coursework.

Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading [outside of lessons].

Key vocabulary:

Mid Tudor Crisis, Subsistence crisis, Iconoclasm, Humanism, Transubstantiation, Emancipation, Civil rights, Contemporary, Revisionist, Modern, Communism, 'Backstairs intrigue', Contemporary, Convincing, Valuable, Assess.

HALF TERM 5 THE TUDORS 1485-1603 / GERMANY 1918-1945. / COURSEWORK – AFRICAN AMERICAN CIVIL RIGHTS.

All students will know:

The Tudors Mid Tudor Crisis, 1547-1563 –Elizabeth I

- » Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers.
- » The impact of economic, social and religious developments in the early years of Elizabeth's rule.
- » Mid Tudor Crisis consolidation 1547-1563.

Germany – Nazi Germany

- » Political developments: the Reichstag Fire; parties and elections; the Enabling Act and the end of democracy; the state of Germany by March 1933.
- » Hitler's consolidation of power, March 1933–1934: governmental and administrative change and the establishment of the one-party state; the Night of the Long Knives and the impact of the death of President Hindenburg.
- » The 'Terror State': the police, including the SS and Gestapo; the courts; extent, effectiveness and limitations of opposition and non-conformity; propaganda: aims, methods and impact; extent of totalitarianism.
- » Economic policies and the degree of economic recovery; Schacht; Goering; the industrial elites.
- » Social policies: young people; women; workers; the churches; the degree of Volksgemeinschaft; benefits and drawbacks of Nazi rule.

History Coursework – African American Civil Rights 1863-1970.

- » Research.
- » Writing coursework – main body.

All students will be assessed:

- » Knowledge quizzes – including key vocab and historical concepts.
- » Tudor essay question focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Germany essay question focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Testing understanding of a key concept e.g. causation, consequence, significance, change and continuity, will form part of all assessments and the coursework.

Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading [outside of lessons].

Key vocabulary:

Recusant, Religious Settlement, Night of the Long Knives, Enabling Act, Reichstag Fire, Convincing, Valuable, Assess.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | HISTORY

HALF TERM 6 THE TUDORS 1485-1603 / GERMANY 1918-1945. / COURSEWORK – AFRICAN AMERICAN CIVIL RIGHTS.

All students will know:

Revision and consolidation of The Tudors

- » Henry VII 1485-1509.
- » Henry VIII 1509-1547.
- » Edward VI 1547-1553.
- » Mary I 1553-1558.
- » Elizabeth I 1558-1563.

Germany – Nazi Germany

- » The radicalisation of the state: Nazi racial ideology; policies towards the mentally ill, asocials, homosexuals, members of religious sects, the Roma and Sinti.

History Coursework – African American Civil Rights 1863-1970.

- » Ongoing research.
- » How to write a good introduction.
- » How to write a good conclusion.

All students will be assessed:

Mock Exams:

- » In Tudors England, student understanding will be tested of two historical interpretations including their ability to evaluate them using the contextual knowledge they are developing. Two essays will also be completed focusing on student understanding of the question, knowledge, comment and balance, structure and judgement.
- » In Democracy and Nazism: Germany, student understanding will be tested on two contemporary sources including their ability to evaluate them using the contextual knowledge they are developing. Two essays will also be completed focusing on student understanding of the question, knowledge, comment and balance, structure and judgement.

Testing understanding of key concepts e.g. causation, consequence, significance, change and continuity, will form part of all assessments and the coursework.

Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

Key vocabulary:

Emancipation, Civil rights, Contemporary, Revisionist, Modern, Aryan, Untermenschen, Darwinism, Convincing, Valuable, Assess.

HOW STUDENTS CAN BE SUPPORTED AT HOME

See A Level history self-directed study guide and reading lists. Parents can also encourage this independent learning and ensure students meet the deadlines set on Satchel and the coursework tracker.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

The skills taught for the Tudors England and Democracy and Nazism in Germany link directly to the history coursework (NEA).

YEAR 12 | BTEC IT

'Becoming a knowledgeable IT practitioner'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Information Technology and develop students into knowledgeable IT practitioners:

The BTEC National IT qualification is a practical course and provides information on how computers are used in different situations. In year 12, 2 of the 4 units are delivered. Creating IT systems to manage and share information will involve learning new skills in designing, creating and manipulating databases. This builds on the knowledge gained from component 2 of the BTEC Tech Award. For those students who studied Computer Science at KS4 this will build on the storing and searching data elements of the specification. Unit 3, social media in business is also delivered this year and contains entirely new concepts. Students who have studied GCSE Business will build on skills such as how to promote products to a target audience and meeting the needs of stakeholders. The course title is Pearson BTEC Level 3 National Extended Certificate in Information Technology and the QAN code is 601/7575/8.

HALF TERM 1 DATABASES / SOCIAL MEDIA

All students will know:

Unit 2 Creating and managing databases

- » Structure and purpose of databases.
- » Database terminology.
- » Data types.
- » Creating relational databases in Access including simple select queries, forms and reports.
- » Benefits of a relational database.

Unit 3 Social Media

- » A1 Social media websites (How developments affect the way businesses promote products.
- » How they support business aims and needs. Features of social media websites.).
- » A2 Business uses of social media (Types of content, focus and meaning, audiences, advertising, relationships.).
- » A3 Risks and issues (Types of comments, constraints, consequences, security.).

All students will be assessed:

- » HT1 Assessment of practical database tasks and theory using summative assessment paper.
- » Live assessment of practical tasks in lessons and Do It Now tasks.
- » HT1 social media theory assessment.

Reading skills needed for this unit:

- » Students will need to read scenarios and decompose tasks to identify and solve the requirements.

Key vocabulary:

Database, primary key, record, entity, data types, field, length, flat file, relational, query, table, report, interface, combo box, IsNotNull, Social media, Target Audience.

HALF TERM 2 DATABASES/SOCIAL MEDIA

All students will know:

Unit 2 Creating and managing databases

- » The purpose of normalisation and the main stages including documentation.
- » Database design standards.
- » Data validation and verification techniques in tables.
- » Types of queries.
- » Importing data.

Unit 3 Social Media

- » Revise A1, A2, A3 content and assessment structure.
- » Assignment 1 Social Media.

All students will be assessed:

- » HT2 database assessment to test understanding of normalisation, ERDs and creating database structures.
- » Do Now tasks and live marking of lesson activities.
- » Summative assessment, students will submit assignment 1 for unit 3.

Reading skills needed for this unit:

- » Students will need to read scenarios and decompose tasks to identify and solve the requirements.

Key vocabulary:

Normalisation, validation, presence check, length, table lookup, value lookup, range check, type check, verification, select, make table, delete, action, calculate, import, macro.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | IT

HALF TERM 3 DATABASES/SOCIAL MEDIA

All students will know:

Unit 2 Creating and managing databases

- » Complex forms and menu systems.
- » Calculations and validation in forms using macros and D functions.
- » Complex reports including calculations and sorts.
- » The basic structure of an assessment including analysis of pearson exam scripts and templates.
- » Apply normalisation to sample scenarios.

Unit 3 Social Media

- » (B) Planning process.
- » (B) Business requirements.
- » (B) Content planning and publishing.
- » (B) Online communities.
- » (B) Social media policies.
- » (B) Reviewing and refining plans.

All students will be assessed:

HT3 database assessment to test normalisation, design and full implementation.

Reading skills needed for this unit:

- » Students will need to read scenarios and decompose tasks to identify and solve the requirements.

Key vocabulary:

Forms, input, macro, template, dmax, dsum, dcount, dmax, dmin, ascending, descending, sorts, calculate, reports, Target audience, content, dangers, unforeseen, constraints, viruses, blackmail, ransomware, sensitive.

HALF TERM 4 DATABASES/SOCIAL MEDIA

All students will know:

Unit 2: Creating and managing databases

- » Test databases using a range of test types and how to document these tests.
- » How to evaluate the success of a database design.
- » Complete practice papers and scenarios using the specified Pearson templates.

Unit 3

- » (C) Accounts and creation.
- » (C) Content creation.
- » (C) Creating communities.
- » (C) Analysing Data.
- » (C) Skills knowledge and behaviours.

Unit 3 Assignment 2

- » Develop a plan to use social media.
- » Implement the use of social media.

All students will be assessed:

- » HT5 completion of mock exam.
- » Do Now tasks and live marking of lesson activities.
- » Summative assessment, students will work on unit 3 assignment 2 coursework.

Reading skills needed for this unit:

- » Comparing and contrasting the solution against criteria and drawing conclusions.

Key vocabulary:

Testing, extreme, erroneous, normal, boundary, evaluate, online community, client, targets, adwords, promotional, schedule.

HALF TERM 5 DATABASES/SOCIAL MEDIA

All students will know:

Unit 2 Creating and managing databases.

- » Revision of the concepts taught by completing sample assessments. Each assessment is 5 hours.

Unit 3 Assignment 2 Social Media

- » Develop a plan to use social media.
- » Implement the use of social media.

All students will be assessed:

- » HT5 completion of the actual database exam.
- » Do Now tasks and live marking of lesson activities.
- » Summative assessment, students will submit assignment 2 for unit 3.

Reading skills needed for this unit:

- » Distinguishing the effect of a plan. Comparing and contrasting. Identify main points and ideas from the scenario.

Key vocabulary:

See previous half terms for database terminology, Evaluating, reviewing, comparing, justifying, interaction, audience, likes, shares, feedback, profiles, interpreting, adapting, publishing.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | IT

HALF TERM 6 IT SYSTEMS: UNIT 1 (TOPIC A)

All students will know:

Unit 1: Topic A

- » Digital Devices.
- » Peripheral Devices.
- » Software types.
- » File types.
- » Interfaces.
- » Factors affecting the choice of ICT systems.
- » Emerging technologies.

Unit 3: Completing extensions/resubmissions

All students will be assessed:

- » Summative assessment, students will be assessed using an exam paper on the content of learning aim A.
- » Formatively assess student books and answers to exam questions. Quizzes on the VLE.

Reading skills needed for this unit:

- » Reading questions to identify the requirements of a question. Inference.

Key vocabulary:

Input / Output, accessibility, command, GUI, menu, peripheral, laws.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Students should use the revision guides that they have been given which covers the specification content. Tasks set on SMHW should be completed and submitted by the deadlines set. KnowItAllNinja (www.knowitalninja.com) contains supportive materials and online quizzes which can be used to check understanding in all units. Completion of KnowItAllNinja is tracked within the department and students can track progress using the leaderboard function. Students have been provided with sample exam papers and solutions which should be used for revision.

ENRICHMENT OPPORTUNITIES

External speaker to discuss databases in the industry. Speaker to discuss the use of social media and the impact that it can have on business. Students to investigate how the academy uses databases to manage student and staff data. There is also a government cybercrime extra curricular programme available which students can use to improve their understanding of crime whilst developing their problem solving skills.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

The social media unit links with some of the concepts that are taught in business studies. This includes target audience, fitness for purpose, business requirements and aims and objectives. Students that have studied business at KS4 or are studying it at KS5 will benefit greatly from transferable content. There are some links to maths in the database unit where students are expected to use mathematical operators and functions.

YEAR 12 | A LEVEL LAW

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of law:

- » to create opportunities for students to discuss and understand how the law operates and plays an integral role in current affairs.
- » to develop knowledge and understanding of a broad range of legal topics, including an awareness of the synoptic nature of the subject.
- » to develop effective writing skills to enable exam success.
- » to develop understanding of the importance and process of law reform.
- » to provide students with independent study skills necessary for higher education.

HALF TERM 1

All students will know:

- » The different types of sentences imposed by the Magistrates Court and the Crown Court.
- » The importance of delegated legislation.
- » The selection and the role of juries in criminal cases.
- » The jurisdiction of the civil courts, including alternative dispute resolution.
- » Sources of law and the difference between criminal and civil law.
- » Theories and development of human rights.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command word.

Key vocabulary:

Jurisdiction, legislation, categories of offence.

HALF TERM 2

All students will know:

- » How laws are passed through parliament.
- » Statutory interpretation.
- » Judicial precedent.
- » Article 2 - the right to life, including positive and negative duties.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command word.

Key vocabulary:

Statutory interpretation, precedent.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | LAW

ENRICHMENT OPPORTUNITIES

Law 'taster sessions' provided by universities organised by Aim Higher.

HALF TERM 3

All students will know:

- » The availability of legal funding.
- » Law reform.
- » The role of judges.
- » Article 5 – the right to liberty and security of person.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command word.

Key vocabulary:

District judge, circuit judge, the Law Commission, disposable income.

HALF TERM 4

All students will know:

- » The element of actus reus in criminal cases.
- » The element of mens rea in criminal cases.
- » Article 5 – English law.
- » Article 8 – the right to respect for family and private life.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command word.

Key vocabulary:

Omissions, causation, direct intent, oblique intent.

HALF TERM 5

All students will know:

- » Strict liability.
- » Offences against the Persons Act, 1861.
- » Article 8 – English law.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command word.

Key vocabulary:

Due diligence, assault, battery, ABH, GBH.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | LAW

HALF TERM 6

All students will know:

- » The defence of insanity.
- » The defence of automatism.
- » Article 10 – the right to freedom of expression.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.
- » End of year exams for each topic.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command word.

Key vocabulary:

Automatism, disease of the mind, defect of reason.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Refer to module handbook.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Aspects of criminal law compliment eyewitness testimony (Year 12 psychology) and crime and deviance (Year 13 sociology).

YEAR 12 | GCSE RESIT MATHEMATICS

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of mathematics and develop students into analytical and logical problem solvers:

Year 12 and 13 students will strengthen their knowledge and understanding of the Big Ideas and will continue to prepare for their GCSE exams. We have chosen Pearson Edexcel as our exam board; a key element of student learning in Year 12 and 13 is how to interpret GCSE questions and how to apply their understanding of the Big Ideas to these questions. Big Ideas have been developed to improve the student's ability to retain information and knowledge. Each Big Idea is such because the students will see and experience these concepts on many occasions. They will recognise that by understanding each Big Idea in a deep way, they can then apply the Big Idea to the many questions which it represents. Students will be trained to link and interconnect the Big Ideas in a fluent way thus becoming familiar with them.

Year 12 and 13 students will build on the knowledge and understanding of mathematical concepts learned during Year 11 (and Year 12). Year 12 and 13 students should have covered all the topics required for GCSE Mathematics and need to strengthen their knowledge, understanding and examination technique to improve their confidence when resitting their GCSE examination.

We also aim for fluency in the language of mathematics and for students to enhance their literacy skills when explaining their understanding of mathematics. Teachers will need to identify and close gaps in student knowledge and understanding. This can be from the GCSE examination via ResultsPlus and lesson activities.

Students will be given at least one opportunity to resit their GCSE examination in Year 12 and two opportunities in Year 13.

HALF TERM 1 DEVELOPING FLUENCY IN NUMBER

All students will know:

- » number operations.
- » dealing with directed number.
- » place value.
- » equivalent fractions.
- » percentage change (with and without calculator).
- » ratio and proportion.

All students will be assessed:

Students will sit an assessment at the end of the half term which will consist of 2 short GCSE papers. This will be used to support gap closure and intervention during Half Term 2.

Reading skills needed for this unit:

Decoding, Fluency, Vocabulary, Prior Knowledge and Summarising will all be necessary for this half term.

Key vocabulary:

Arithmetic, Fluency, Grid method, Place value table, Powers of 10.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | GCSE RESIT MATHEMATICS

ENRICHMENT OPPORTUNITIES

Maths Club and homework support will also be available from September. The aim of these are to support students with resources and projects that would normally be unavailable to them.

HALF TERM 2

ALGEBRA AND SHAPE

All students will know:

- » the Language of Algebra including solving equations (balance method).
- » all aspects of Dimension (length/area/volume) and properties of shape.
- » what works with number works with algebra.

All students will be assessed:

- » All Year 13 students will be given the opportunity to resit their GCSE exam in November.
- » Year 12 students who achieved a Grade 3 in Year 11 will be given the opportunity to resit their GCSE examination in November.
- » Students will sit an assessment at the end of the half term which will consist of 2 short GCSE papers.

Reading skills needed for this unit:

- » Decoding, Fluency, Vocabulary, Prior Knowledge and Summarising will all be necessary for this half term.

Key vocabulary:

Expand, Factorise, Balance method, Simplify, Substitute, Solve, Pythagoras, Perimeter, Area, Volume.

HALF TERM 3

ANGLES, FRACTIONS AND PROBABILITY

All students will know:

- » 360° in a full turn will cover all aspects of angles.
- » operations with fractions ready for probability.
- » Probability.
- » ratio (Extended work to cover such a large Big idea).

All students will be assessed:

Students will sit an assessment at the end of the half term which will consist of 2 short GCSE papers.

Reading skills needed for this unit:

Decoding, Fluency, Vocabulary, Prior Knowledge and Summarising will all be necessary for this half term.

Key vocabulary:

Isosceles, Trigonometry, Circle theorems, Bearings, Sample space, Independent, Dependant.

HALF TERM 4

SEQUENCES AND GRAPHS

All students will know:

- » sequencing (this will link to graph work).
- » number properties 2.
- » more balance method (ready to link to graphs).
- » graphs.
- » averages (which involves charts and graphs).
- » measures which involves ratio, graphs and dimensions.

All students will be assessed:

Students will sit an assessment at the end of the half term which will consist of 2 short GCSE papers. This will be used to support gap closure and intervention during Half Term 5.

Reading skills needed for this unit:

Decoding, Fluency, Vocabulary, Prior Knowledge and Summarising will all be necessary for this half term.

Key vocabulary:

Linear sequence, Primes/factors and multiples, HCF and LCM, Prime factors, Linear graphs, Quadratic sequence, Quadratic graph, Pie chart, Frequency polygon, Cumulative frequency, Histograms.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | GCSE RESIT MATHEMATICS

HALF TERM 5 TRANSFORMATIONS

All students will know:

- » transformations.
- » unusual Algebra questions.

All students will be assessed:

In preparation for the exams, students will also participate in a walking talking mock.

Reading skills needed for this unit:

Decoding, Fluency, Vocabulary, Prior Knowledge and Summarising will all be necessary for this half term.

Key vocabulary:

Reflection, Rotation, Translation, Congruency, Enlargement, Similarity, Scale factor.

HALF TERM 6 EXAMS

All students will know:

Preparation for external examinations.

- » exam experience.
- » organisation.
- » application.

All students will be assessed:

External assessment.

HOW STUDENTS CAN BE SUPPORTED AT HOME

As a department, we have invested in Hegarty Maths which is an online learning platform consisting of close to 1000 mathematical videos and quizzes. This can be accessed on any device and is an excellent revision tool. Students will also have the opportunity to use revision guides and we produce bespoke "Passports" that students can work through. These also come with videos to support students learning at home. In addition to this, after each assessment, students will be provided with YouTube videos to watch and take notes from for the topics which they found challenging on the assessment.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

There are opportunities for links with Science, Technology, Geography and PE. Consistent methods will be used across all departments to support students' understanding of mathematics.

YEAR 12 | A LEVEL MATHEMATICS

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of mathematics and develop students into mathematicians:

Scheme of work follows the 2017 specification from Edexcel, which builds on prior knowledge from GCSE. There are opportunities throughout to apply techniques and methods to real life modelling.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

A-level Physics, A-level Chemistry and A-level Biology.

HALF TERM 1

All students will know:

CORE

1) Methods of proof

2) Algebraic expressions:

- » Index laws.
- » Surd manipulation.
- » Expanding and factorising double and triple brackets.

3) Quadratics:

- » Solving via formula, factorising, completing the square, using the discriminant.
- » sketching graphs of quadratic functions.
- » modelling with quadratics.

4) Coordinate geometry of lines and circles:

- » Midpoints and distance between two points.
- » Finding equation of a line and a circle.
- » Finding tangents to a circle.

STATISTICS

1) Sampling methods

2) Measures of spread and central tendency:

- » Averages from a table.
- » Range, IQR and standard deviation.

All students will be assessed:

Regular use of past paper questions on topics covered. Class assessment on all the topics covered during this half term.

Reading skills needed for this unit:

Pearson Ebook, CGP textbook.

Key vocabulary:

Direct, exhaustive and counter-example proof, Indices, exponentials, surds, rational, irrational, factorise, expand, roots, discriminant, turning point, vertex, intercept, tangents, normals, census, statistic, parameter, central tendency, distribution, standard deviation, variance, percentiles.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Pearson Active Learn ebooks, videos of class assessment model answers, independent study guide with suggested websites.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | A LEVEL MATHEMATICS

ENRICHMENT OPPORTUNITIES

UKMT challenge, courses provided by AMSP, university lecture visits and external speakers.

HALF TERM 2

All students will know:

CORE

1) Equations and inequalities:

- » Linear and quadratic simultaneous equations.
- » Linear and quadratic inequalities.
- » regions.

2) Algebraic methods:

- » Simplifying algebraic fractions.
- » Algebraic long division.
- » The factor theorem.

3) Binomial theorem:

- » Factorials and binomial formula.
- » applications of binomial theorem in approximations of calculations.

4) Sketching curves:

- » cubic, quartic and reciprocal graphs.
- » transformations of graphs.

STATISTICS

1) Statistical diagrams:

- » Cumulative frequency and box plots.
- » Histograms.
- » Scatter graphs.

2) Theoretical probability:

- » Venn, sample space and tree diagrams.

All students will be assessed:

- » Regular use of past paper questions on topics covered.
- » Class assessment on all the topics covered during this half term.

Reading skills needed for this unit:

Pearson Ebook, CGP textbook.

Key vocabulary:

Critical value, factor theorem, factor, quotient, remainder, binomial, coefficient, polynomial, cubic, quartic, translation, reflection, stretch, outliers, correlation, frequency density, sample space, event, outcome, mutually exclusive, independent, conditional.

HALF TERM 3

All students will know:

CORE

1) Trigonometry

- » Sine and cosine rule with ambiguous cases and circumcircles.
- » Area of any triangle.
- » Graphs of sine, cosine and tangent.
- » Transformations of trigonometric graphs.

2) Trigonometric equations and identities

- » Exact trigonometric values.
- » Trigonometric identities.
- » Solving linear and quadratic trigonometric equations.

3) Vectors

- » Representation, magnitude and direction.
- » Geometric proof using vectors.

STATISTICS:

1) Probability distributions:

- » Binomial distributions.
- » Normal distributions.

2) Hypothesis testing

All students will be assessed:

- » Regular use of past paper questions on topics covered.
- » Class assessment on all the topics covered during this half term.

Reading skills needed for this unit:

Pearson Ebook, CGP textbook.

Key vocabulary:

Sine, cosine, tangent, asymptote, periodic, identity, interval, vector, parallel, collinear, discrete random variable, binomial distribution, normal distribution, hypothesis testing, confidence interval.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | A LEVEL MATHEMATICS

HALF TERM 4

All students will know:

CORE

1) Differentiation

- » Finding first and second derivatives of functions.
- » Differentiation from first principles.
- » Finding the gradient of a curve at a given point.
- » Finding tangents and normals to a curve.
- » Finding stationary points and determining their nature.
- » Sketching graphs of gradient functions.
- » Modelling real-life situations involving rates of change and optimisation.

MECHANICS

1) Modelling

- » Constructing a model and assumptions.
- » Using vectors.

2) Constant acceleration in 1D

- » Displacement-time and velocity-time graphs.
- » Equations of motion.
- » Motion due to gravity.

All students will be assessed:

- » Regular use of past paper questions on topics covered.
- » Class assessment on all the topics covered during this half term.

Reading skills needed for this unit:

Pearson Ebook, CGP textbook.

Key vocabulary:

Calculus, differentiation, delta, infinite, first and second derivative, gradient, rate of change, stationary points, inflection, optimisation, modelling, inextensible, light, smooth, velocity, displacement, acceleration, projectile, equilibrium, resolve.

HALF TERM 5

All students will know:

CORE

1) Integration

- » As inverse of differentiation.
- » Definite and indefinite integrals.
- » Finding the area under a curve and regions between curves and lines.

MECHANICS

1) Forces

- » Force diagrams and resultant forces.
- » Newton's laws of motion.
- » Connected particles and pulleys.

All students will be assessed:

- » Regular use of past paper questions on topics covered.
- » Class assessment on all the topics covered during this half term.

Reading skills needed for this unit:

Pearson Ebook, CGP textbook.

Key vocabulary:

Calculus, integration, delta, infinite integral, integrand, definite and indefinite, region, force, resultant, component, magnitude, reaction, equilibrium, resolve.

HALF TERM 6

All students will know:

CORE

1) Logarithms and exponentials

- » Exponential functions and their graphs.
- » Modelling exponential growth and decay.
- » Laws of logarithms.
- » Solving equations involving exponentials and logarithms.
- » The number e and natural logarithms.
- » Proving non-linear trends using logarithms.

MECHANICS

1) Variable acceleration in 1D

- » Using differentiation and integration.
- » Solving maxima and minima problems.
- » deriving constant acceleration formulae.

All students will be assessed:

- » Regular use of past paper questions on topics covered.
- » Mock exam using AS level exam papers.

Reading skills needed for this unit:

Pearson Ebook, CGP textbook.

Key vocabulary:

Logarithm, exponential, base, exponent, growth and decay, variable, equilibrium, resolve.

YEAR 12 | A LEVEL CORE MATHS

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of mathematics and develop students into analytical and logical problem solvers.

The aims are to:

- » consolidate and build on students' mathematical knowledge and understanding from their GCSE studies to develop further mathematical understanding and competence in the application of mathematics to real life problems.
- » develop confidence in representing and analysing authentic situations mathematically, and in applying mathematics to address related questions and issues.
- » build skills in mathematical thinking, reasoning and communication.
- » to support the mathematical content in other Level 3 qualifications, for example GCE A Level Biology, Business Studies, Computing, Geography, Psychology, BTEC Business, Health and Social Care, IT.
- » to prepare students for the range of varied contexts that they are likely to encounter in vocational and academic study, future employment and life.

Students will consider twelve context-led topics which have been chosen to show the wide range of applications of mathematics. These topics cover the mathematics required to cover the course specification. Skills are revisited during the topics to demonstrate their relevance and consolidate required knowledge.

HALF TERM 1

All students will know:

Statistics

- » Methods and limitations of different sampling techniques
- » How to construct and interpret diagrams for discrete and continuous data including box plots, cumulative frequency and histograms.
- » How to compare distributions by calculating measures of central tendency, quartiles, percentiles, IQR, variance and standard deviation.
- » Scatter graphs and correlation, use and interpret product moment correlation coefficient.

All students will be assessed:

Class assessments on all the topics covered during this half term.

Reading skills needed for this unit:

Pearson Edexcel Maths in Context Project (e - Book).

Key vocabulary:

Discrete, continuous, grouped, systematic, simple random, convenience, independent, mean, median, mode, range, standard deviation, correlation, line of best fit, outliers, frequency density, stem and leaf, census, statistic, parameter, central tendency, distribution, standard deviation, variance, percentiles, regression.

HALF TERM 2

All students will know:

Statistics

- » Interpret and construct tables and Pearson Pearson Edexcel Maths in Context Project (e - Book) Edexcel Maths in Context Project (e - Book) line Pearson Edexcel Maths in Context Project (e - Book) graphs for time series data.
- » Extrapolate and interpolate trends and understand the limitations of doing so.

Algebra

- » Calculate and use moving averages.
- » Writing and using expressions, equations and formulae.
- » Drawing and using straight line graphs.
- » Solving simultaneous equations.
- » Solve linear inequalities in 1 and 2 variables.

All students will be assessed:

Class assessments on all the topics covered during this half term.

Reading skills needed for this unit:

Pearson Edexcel Maths in Context Project (e - Book).

Key vocabulary:

Extrapolate, interpolate, expression, equation, formulae, gradient, intercept, variable, independent, explanatory, dependent, response.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | CORE MATHS

HALF TERM 3

All students will know:

Algebra

- » Arithmetic, geometric and Fibonacci sequences.
- » Iterative formula for sequences.
- » Graphical inequalities and linear programming techniques.

Number

- » How to calculate the costs of borrowing money and calculate compound interest. Ways to maximise profit, assess risk, compare and analyse sales, assurance and budgeting.

Statistics

- » Calculate, apply and interpret Spearman's Rank Correlation Coefficient.
- » Probability of dependent and independent events using tree diagrams, Venn diagrams, sum and product laws.
- » Calculate conditional probabilities from two way tables, Venn diagrams and tree diagrams.

All students will be assessed:

Class assessments on all the topics covered during this half term.

Reading skills needed for this unit:

Pearson Edexcel Maths in Context Project (e - Book).

Key vocabulary:

Common difference, series, common ratio, term, iteration, compound, depreciation, appreciation, profit, loss, risk, correlation, dependent, independent, conditional probability, replacement, expected frequency, exclusive, complementary.

HALF TERM 4

All students will know:

Statistics

- » Understand and use set notation for probability.

Algebra

- » Solve linear simultaneous equations algebraically and graphically.
- » Set up, solve and interpret growth and decay problems including compound interest.
- » Graphs of quadratic, polynomial, exponential and reciprocal functions.
- » Sigma notation and sum to n terms of a geometric series.
- » Sum to infinity of a convergent geometric series.
- » Sum to n terms of an arithmetic series.

Number

- » Calculate with roots and integer and fractional indices.

All students will be assessed:

Class assessments on all the topics covered to date.

Reading skills needed for this unit:

Pearson Edexcel Maths in Context Project (e - Book).

Key vocabulary:

Union, intercept, complement, independent, mutually exclusive, exponential, reciprocal, polynomial, quadratic, sigma, convergent, divergent.

HALF TERM 5

All students will know:

Statistics

- » Calculate, apply and interpret Spearman's Rank Correlation Coefficient.

Algebra

- » Solve linear simultaneous equations algebraically and graphically.
- » Coordinate geometry of straight line graphs, parallel lines, equation through two points or through one point with a given gradient.
- » Arithmetic and geometric series.
- » Sigma notation and sum to n terms of a geometric series.
- » Sum to infinity of a convergent geometric series.

All students will be assessed:

Class assessments on all the topics covered to date.

Reading skills needed for this unit:

Pearson Edexcel Maths in Context Project (e - Book).

Key vocabulary:

Common difference, series, common ratio, term, iteration, correlation, positive, negative, strong, weak, gradient, intercept, parallel, intersection, sigma, convergent, divergent.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | CORE MATHS

HALF TERM 6

All students will know:

Probability

- » Probability of dependent and independent events using tree diagrams, Venn diagrams, sum and product laws.
- » Calculate conditional probabilities from two way tables, Venn diagrams and tree diagrams.
- » Understand and use set notation for probability.
- » Enumerate sets and combinations of sets systematically using tree diagrams.
- » Understand and interpret risk.

Number / Algebra

- » Set up, solve and interpret the answers to growth and decay problems.

All students will be assessed:

Mock Examination: on all topics covered in class to date.

Reading skills needed for this unit:

Pearson Edexcel Maths in Context Project (e - Book).

Key vocabulary:

Union, intercept, complement, independent, mutually exclusive, compound, depreciation, appreciation, profit, loss, risk, correlation, dependent, independent, conditional probability, replacement, expected frequency, exclusive, complementary.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Pearson Active Learn e-books, videos of class assessment model answers, independent study guide with suggested websites, videos and reading lists. Researching current affairs or topics they are interested in and linking this to the mathematics involved.

ENRICHMENT OPPORTUNITIES

Links to many opportunities via PADLET "Getting Started with Core Maths" such as QUIBBANS, AMSP resources and exam board resources.

The course can be tailored to include student interests and current affairs so news articles etc can be incorporated into teaching resources.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

A Level Biology, Business Studies, Computing, Geography, Psychology, Sociology, BTEC Business, Health and Social Care, IT.

YEAR 12 | A LEVEL FURTHER MATHS

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of mathematics and develop students into mathematicians:

Scheme of work follows the 2017 specification from Edexcel, which builds on prior knowledge from GCSE. There are opportunities throughout to apply techniques and methods to real life modelling.

HALF TERM 1

All students will know:

CORE

1) Complex numbers:

- » Understand and use definitions of imaginary and complex numbers.
- » Add, subtract, multiply with complex numbers.
- » Understand complex conjugates and use in division of complex numbers.
- » Solve quadratic, cubic and quartic equations with complex roots.

2) Argand diagrams:

- » Show complex numbers on an Argand diagram.
- » Find the modulus and argument of a complex number, and write in modulus-argument form.
- » Represent loci and regions on an Argand diagram.

DISCRETE

1) Algorithms:

- » Understand and use an algorithm given in words, or using a flow chart.
- » Carry out a bubble sort and a quick sort.
- » Carry out the three bin-packing algorithms and understand their strengths and weaknesses.
- » Determine the order of an algorithm.

2) Graphs and networks:

- » Know how mathematical models use graphs and networks, and be familiar with basic graph theory terminology.
- » Know how matrices can be used to represent graphs and networks.
- » Determine whether a given graph is planar.

3) Algorithms on graphs:

- » Use Kruskal's algorithm and Prim's algorithm to find a minimum spanning tree.
- » Apply Prim's algorithm to a distance matrix.
- » Use Dijkstra's algorithm to find the shortest path between two vertices in a network.
- » Use Floyd's algorithm.

All students will be assessed:

Class assessments on all the topics covered during this half term.

Reading skills needed for this unit:

Pearson ebook.

Key vocabulary:

Complex, imaginary, conjugate, real, Argand diagram, argument, modulus, loci, region.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | FURTHER MATHS

ENRICHMENT OPPORTUNITIES

UKMT challenge, university lecture visits, and external speakers.

HALF TERM 2

All students will know:

CORE

1) Series:

- » Use the standard results for the sum of natural numbers, square numbers and cube numbers.
- » Simplify a series that is of a linear, quadratic or cubic form.

2) Roots of polynomials

- » Derive and use the relationship between coefficients and roots of quadratic, cubic and quartic equations.
- » Evaluate expressions relating to the roots of a polynomial.
- » Find the equation of a polynomial whose roots are a linear transformation of another polynomial.

DISCRETE

1) Route inspection:

- » Use orders of nodes to determine whether a graph is Eulerian, semi-Eulerian or neither.
- » Use the Chinese postman algorithm to find the shortest route in a network.
- » Use route inspection algorithms in networks with more than four odd nodes.

2) The travelling salesman problem:

- » Explain the differences between the classical and practical problems.
- » Use a minimum spanning tree method to find upper and lower bounds.
- » Use the nearest neighbour algorithm to find an upper bound.

All students will be assessed:

Class assessments on all the topics covered during this half term.

Reading skills needed for this unit:

Pearson ebook.

Key vocabulary:

Series, sigma, summation, convergence, divergence, roots, coefficient, integer, rational.

HALF TERM 3

All students will know:

CORE

1) Volume of revolutions:

- » Find the volume of revolution when a curve is rotated about the x-axis or the y-axis.
- » Find more complex volumes through addition and subtraction of volume of revolutions.
- » Model real-life situations using volumes of revolutions.

DISCRETE

1) Linear programming:

- » Model a problem using linear programming.
- » Illustrate a two-variable linear programming problem graphically.
- » Locate the optimal point in a feasibility region using the objective line (ruler) method, and the vertex testing method.
- » Determine solutions that need integer values.

2) The Simplex Algorithm:

- » Understand and use slack and surplus variables.
- » Solve maximising and minimising linear programming problems using simplex tableau.
- » Understand and use the two-stage simplex method and the Big-M method for maximising and minimising problems which may include inequality constraints.

3) Critical path analysis:

- » Model a project by an activity network using a precedence table.
- » Use dummy activities.
- » Identify and calculate early and late event times in activity networks, and critical activities.
- » Calculate total float of an activity.
- » Calculate and use Gantt (cascade) charts, resource histograms and scheduling diagrams.

All students will be assessed:

Class assessments on all the topics covered during this half term.

Reading skills needed for this unit:

Pearson ebook.

Key vocabulary:

Calculus, volume, revolution, solid, radian, integration, integral, definite and indefinite.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | FURTHER MATHS

HALF TERM 4

All students will know:

CORE

1) Matrices:

- » Understand the concept of a matrix, including zero and identity matrices.
- » Add, subtract and multiply matrices.
- » Find the determinant of a matrix, and the inverse of a matrix.
- » Use matrices to form simultaneous equations, and interpret them geometrically.

2) Linear transformations:

- » Understand the properties of linear transformations and represent them using matrices, including in 3D.
- » Reflect, rotate and stretch using matrices.
- » Find invariant points and lines.
- » Carry out successive transformations, and use inverse matrices to reverse a transformation.

MECHANICS

1) Momentum and impulse:

- » Calculate the momentum of a particle and the impulse of a force.
- » Solve problems involving collisions using conservation of momentum.
- » Use the impulse-momentum principle and conservation of momentum in vector form.

2) Work, energy and power:

- » Calculate the work done by a force.
- » Calculate the kinetic energy and potential energy of a particle.
- » Use conservation of energy and the work-energy principle.
- » Calculate the power developed by an engine.

All students will be assessed:

Class assessments on all the topics covered during this half term.

Reading skills needed for this unit:

Pearson ebook.

Key vocabulary:

Matrix, vector, determinant, minor, cofactors, transpose, inverse, identity, zero matrix, lead diagonal, plane, coplanar, singular / non-singular, consistent, translation, reflection, rotation, stretch, invariant, momentum, impulse, conservation, work done, power, kinetic energy, potential energy.

HALF TERM 5

All students will know:

CORE

1) Proof by induction

- » Understand the principle of proof by induction and use to prove the sum of a series.
- » Prove results about divisibility using induction.
- » Prove results about matrices using matrices.

MECHANICS

1) Elastic strings and springs:

- » Use Hooke's law to solve static and dynamic problems involving elastic springs and strings.
- » Find the energy stored in an elastic spring or string.
- » Solve problems involving elastic energy using the work-energy principle and conservation of energy.

All students will be assessed:

Class assessments on all the topics covered during this half term.

Reading skills needed for this unit:

Pearson ebook.

Key vocabulary:

Proof by induction, argument, statement, example, contradiction, elasticity, plastic, tension, work done, static, dynamic, potential energy, kinetic energy.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | FURTHER MATHS

HALF TERM 6

All students will know:

CORE

1) Vectors:

- » Understand and use vector and Cartesian forms of the equation of a straight line in 3D and of a plane.
- » Calculate the scalar product for two 3D vectors, and use to find the angle between lines and planes.
- » Determine whether two lines meet and the point of intersection.
- » Calculate the perpendicular distance between two lines, a point to a line, or a point to a plane.

MECHANICS

1) Elastic collisions in 1D:

- » Solve problems involving collisions of two particles using conservation of momentum and Newton's law of restitution.
- » Find the change in energy due to an impact or application of an impulse.
- » Solve problems involving successive impacts.

2) Elastic collisions in 2D:

- » Solve problems involving the oblique impact of a smooth sphere with a fixed surface, and between two smooth spheres.
- » Solve problems involving successive impacts.

All students will be assessed:

- » Class assessments on all the topics covered during this half term.
- » Mock exam using AS-level past exam paper.

Reading skills needed for this unit:

Pearson ebook.

Key vocabulary:

Vector, cartesian, plane, coplanar, intersection, collision, elastic, plastic, momentum, impulse, oblique, conservation, kinetic energy, potential energy.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Pearson Active Learn ebooks, videos of class assessment model answers, independent study guide with suggested websites.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

A-level Physics, Chemistry and Biology.

YEAR 12 | BTEC PERFORMING ARTS

'Becoming a performer'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of the performing arts industry and develop students into well rounded performers with a broad understanding of industry practitioners:

The Extended Certificate is for learners who are interested in learning about the performing arts sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in performing arts. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. The Pearson BTEC Level 3 National Certificate in Performing Arts gives an engaging and stimulating introduction to study of the sector. It is intended as an Applied General qualification for post-16 learners with

an interest in performing arts who wish to continue their education through applied learning. It aims to equip learners with transferable knowledge and skills for progression to higher education. The qualification is equivalent in size to 1 A Level and forms part of a study programme alongside other vocational and/or academic qualifications. In addition to the performing arts sector-specific content, this qualification provides learners with the opportunity to develop all-round performance skills and transferable skills such as self-confidence, self-presentation, personal discipline, time management and organisational skills which are highly regarded by higher education and employers. Other skills essential for further study include research, independent learning, extended writing, sourcing, evaluating information and drawing conclusions which are covered in the Investigating Practitioners' Work unit.

HALF TERM 1 UNIT 1 INVESTIGATE PRACTITIONERS WORK

All students will know:

In this unit, students will develop skills that allow them to investigate the work of influential performing arts practitioners. They will identify the contextual factors that influence their work and critically analyse key information, such as creative intentions, performance, production and repertoire in order to develop and communicate independent judgements.

Investigation of contextual factors for the work of these practitioners, as with all practitioners, should include actual productions of their work and not just focus on the practitioners' theory and techniques in isolation. For the purposes of this unit, a practitioner is defined as an individual or a company with international recognition and an established reputation and presence.

All students will be assessed:

Externally assessed by Pearson - this unit is submitted to an external examiner.

Reading skills needed for this unit:

- » Key terminology.
- » Reading and understanding research from different sources.

Key vocabulary:

Practitioner, contextual factors, performer, dancer, actor, libretto, score, dialogue.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Links are made with the English department when exploring and analysing texts. There are also links with humanities as students are required to explore the cultural and historical context of plays and practitioners.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | PERFORMING ARTS

ENRICHMENT OPPORTUNITIES

Trips to local universities offering related HE courses.
Trips to theatres to watch live performances and visits from professional actors/dancers.

HALF TERM 2

INVESTIGATE PRACTITIONERS WORK

All students will know:

- » How contextual factors influence the creative intentions and themes of performing arts practitioners.
- » Learners should consider all of the contextual factors and focus on to what extent and how they may have influenced, impacted on or been portrayed within the work.
- » Students will know how performance styles and methods that characterise practitioner work are used to create and communicate meaning and style.

All students will be assessed:

Externally assessed by Pearson - this unit is submitted to an external examiner.

Reading skills needed for this unit:

- » Key terminology.
- » Reading and understanding research from different sources.

Key vocabulary:

Pace, dynamics, timing, musicality, voice, movement, gesture, character, spatial awareness.

HALF TERM 3

UNIT 1 INVESTIGATE PRACTITIONERS WORK

All students will know:

- » How to present conclusions and independent judgements through effective investigation.
- » Students will summarise key information to support independent judgements and consider validity of material collected, analyse selected material, consider alternative viewpoints, refer to contextual influences in the material selected, make connections and links between theme(s), creative intentions, influences in the materials selected and consider genre and style.

All students will be assessed:

Externally assessed by Pearson - this unit is submitted to an external examiner.

Reading skills needed for this unit:

- » Key terminology.
- » Reading and understanding research from different sources.

Key vocabulary:

Choreography, score/music content, genre, style, set, staging and special effects costume, hair and makeup mask.

HALF TERM 4

UNIT 19 ACTING STYLES

All students will know:

Key features of three different acting styles and the work of relevant practitioners associated with each style.

The investigation should include primary exploration in workshops and practical classes as well as secondary research activities.

Students will keep a record of the activities undertaken and sources used in a research notebook.

Having completed the investigation, students should then create a detailed account that.

- » Evaluates examples of vocal and physical work related to the three chosen acting styles comparing and contrasting the key features of each style.
- » Makes detailed reference to a specific practitioner's work from each of the three selected styles, including working methods and reference to specific productions.
- » Evaluates the demands and requirements that each acting style places on the modern actor.

All students will be assessed:

- » Research notebook. This should note the activities undertaken and sources used.
- » Report on the key features of three chosen acting styles referencing contrasting examples of practitioners and practice.

Reading skills needed for this unit:

- » Script reading and analysing.
- » Reading and understanding key research.

Key vocabulary:

Voice, Warm-up, Verbatim, Naturalism, Realism, Classic, Epic theatre.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | PERFORMING ARTS

HALF TERM 5 UNIT 19 ACTING STYLES

All students will know:

Developmental Classes and Workshops:

Students will take part in a series of teacher-led classes and workshops in which they will explore and develop vocal, physical and interpretive acting skills related to a chosen acting style and practitioner.

Rehearsals:

Once techniques have been developed Students will apply them to a selected piece of repertoire that is indicative of the style of the practitioner explored in developmental classes and workshops.

Students will need to show evidence of the following:

- » work with a high level of professionalism and commitment.
- » demonstrate self discipline and effective personal management skills.
- » respond appropriately and effectively to feedback and direction from the director and your peers in order to self-manage your own development.
- » select, develop and apply appropriate acting techniques to interpret and realise a character for performance.
- » work effectively as a member of a company, showing sensitivity to others and adhering to safe working practices.
- » undertake research and exploration to inform and develop your role and the acting style employed in the performance.

All students will be assessed:

- » Videos of milestone workshops and rehearsals.
- » Teacher observation records of milestone workshops and rehearsals.
- » Unit log/blog including reflective notes taken in relation to workshops, rehearsals and individual research.
- » Video of the final performance.

Reading skills needed for this unit:

- » Script reading and analysing.
- » Reading and understanding key research.

Key vocabulary:

Rehearse, technical ability, project, interpretation, spacial awareness, score, dialogue, duologue, ensemble, time management.

HALF TERM 6 UNIT 19 ACTING STYLES

All students will know:

Students will track their progress during the assignment through an ongoing review of the rehearsal and character development process, by annotating their log/blog and collating recordings of your participation in workshops and rehearsals.

They should also review the success of their final performance.

The log/blog will include:

- » an evaluation of their strengths and areas of improvement including targets to support their own progress and professional development.
- » examples of specific activities undertaken in classes and workshops used to develop their acting skills and understanding of acting styles and the practice of the selected practitioner(s).
- » an evaluation of the selection and application of appropriate acting skills and techniques used during rehearsals and performance.
- » an evaluation of the final performance including reference to audience reaction.

All students will be assessed:

- » Unit log/blog including annotations and links to recordings of practical work.

Reading skills needed for this unit:

- » Script reading and analysing.
- » Reading and understanding key research.

Key vocabulary:

Rehearse, Feedback, Critical analysis, Respond.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Encourage students to watch live theatre and attend concerts, theatre and performances within a theatre. Students can also access blogs and vlogs that are closely linked to theatre and performance.

YEAR 12 | A LEVEL PHILOSOPHY, RELIGION AND ETHICS

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Philosophy and Ethics and develop students into religiously literate and empathetic citizens:

A Level Philosophy, Religion and Ethics is an exciting, interesting course that will make students think in ways they haven't before! Philosophy, Religion and Ethics is designed to develop a greater understanding and appreciation of religious beliefs. A Level in PRE will encourage learners to develop their interest in a rigorous study of religion and belief and relate it to the wider world, it allows students to develop knowledge and understanding appropriate to a specialist study of religion and teachings, as well as the disciplines of ethics and philosophy of religion. Students will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas. A Level Philosophy, Ethics and Religious Thought aims to engage learners thoroughly and develop an interest in PRE which extends beyond the classroom and can be applied to the world around them. In our lessons, students are encouraged to develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies, adopt an enquiring, critical and reflective approach to the study of religion and reflect on and develop their own values, opinions and attitudes in the light of their study.

HALF TERM 1

All students will know:

- » **Ethics:** Natural Law and Situation Ethics.
- » **Philosophy:** Ancient Philosophical Influences - Socrates, Plato and Aristotle.

Impact - Why do we teach this?

- » **Ethics:** Studying the normative ethical theories allows students the opportunity to apply their knowledge and skills to contemporary issues. Students reflect on and develop their own values, opinions and attitudes in the light of their study.
- » **Philosophy:** Studying Plato and Aristotle allows students to gain a grounding in what has influenced philosophical thought today. Students will be able to look at the grounding for many philosophical theories and understand where modern day understandings of knowledge come from.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40 mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Ethics: Agape, Conscientia, Ratio, Synderesis, Telos, Eternal, Divine, Natural and Human Law. Pragmatism, Relativism, Positivism, Personalism. Deontological, Teleological.

Philosophy: Form of the good, Prime Mover, Cause, potentiality, actuality.

ENRICHMENT OPPORTUNITIES

Within PRE there are a range of enrichment opportunities for students to participate in. Within PRE we run an extracurricular class which further extends concepts and skills taught by students and allows them to put what they have learnt into practice, as students in year 13 run a Philosophy and Ethics club for the year 7, 8 and 9 students. There also is a reading list available which can develop students' interest in philosophy and ethics further: Sophie's World: Jostein Gaarder. A great book to introduce you to the world of philosophy!, The God Delusion: Stephen Dawkins. Excellent for the topics of secularisation and conscience, The Future of an Illusion: Sigmund Freud. Also great for the topics of secularisation and conscience, Ethics Matters: Peter and Charlotte Vardy. A great overview of ethical theory, The Puzzle of... series: Peter Vardy. Contains titles on ethics, God, Christianity, sex etc.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | PHILOSOPHY, RELIGION AND ETHICS

HALF TERM 2

All students will know:

- » **Ethics:** Kantian Ethics and Utilitarianism.
- » **Philosophy:** Soul, Mind and Body - Plato, Aristotle and Descartes.

Impact - Why do we teach this?

- » **Ethics:** Studying the normative ethical theories allows students the opportunity to apply their knowledge and skills to contemporary issues. Students reflect on and develop their own values, opinions and attitudes in the light of their study.
- » **Philosophy:** Studying this top allows students to gain in depth insight into how philosophers over time have explained their belief in how we as humans are made up. Students will learn how to form an argument on whether we have a separate soul and body or whether the idea of an immortal soul is false.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40 mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Ethics: Agape, Conscientia, Ratio, Synderesis, Telos, Hedonic Calculus, Categorical Imperative, Hypothetical Imperative, Three Postulates, Kingdom of ends.

Philosophy: Materialism, Dualism, Soul, Immortal, Consciousness.

HALF TERM 3

All students will know:

- » **Ethics:** Applied Ethics: Euthanasia/ Business Ethics.
- » **Philosophy:** Arguments from observation - The Teleological argument and the Cosmological argument.

Impact - Why do we teach this?

- » **Ethics:** Studies will have the opportunity to discuss issues raised by areas of euthanasia and business ethics, allowing students to explore contemporary issues and deepen their understanding of the ethical theories.
- » **Philosophy:** This component allows students to undertake an in-depth and broad study of fundamental philosophical themes, ranging from arguments for the existence of God to the nature and influence of religious experience. Students will learn how to write concisely and succinctly, developing their abilities to argue intelligently and to evaluate evidence whilst building up powerful cases for or against a key topic.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40 mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Ethics: Corporate Social Responsibility, Whistle-blowing, Globalisation, Voluntary and Non-voluntary Euthanasia, Sanctity of Life, Quality of Life.

Philosophy: A Priori, A Posteriori, Cosmological, Teleological, Telos, Purpose, Cause, Contingent.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Throughout these introductory topics, there is an emphasis on enabling students to respond critically and engage with a wealth of philosophical, ethical and religious concepts, equipping them with analytical skills readily transferable to other subjects. Students are encouraged to develop their understanding of the modern world and establish a deeper knowledge and appreciation of Christian thought. Students are given the opportunity to apply their knowledge and skills to contemporary issues.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | PHILOSOPHY, RELIGION AND ETHICS

HALF TERM 4

All students will know:

- » **Religious Thought:** Augustine/ Death and The Afterlife.
- » **Philosophy:** Arguments based on Reason - The Ontological argument.

Impact - Why do we teach this?

- » **Religious Thought:** Students will gain an Insight into the beliefs, teachings and ideas about human life, the world and ultimate reality. They will have the opportunity to discuss issues related to Augustine's ideas on human nature and the opportunity to discuss issues related to Christian ideas on death and the afterlife.
- » **Philosophy:** This component allows students to undertake an in-depth and broad study of fundamental philosophical themes, ranging from arguments for the existence of God to the nature and influence of religious experience. Students will learn how to write concisely and succinctly, developing their abilities to argue intelligently and to evaluate evidence whilst building up powerful cases for or against a key topic.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40 mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Religious Thought: Human relationships pre- and post-Fall, Original Sin and its effects on the will and human, societies, God's grace, heaven, hell, purgatory, limited election, unlimited election, universalist belief.

Philosophy: Ontological, Reason, A Priori, Greatness, Existence.

HALF TERM 5

All students will know:

- » **Religious Thought:** Knowledge of God/ The Person of Jesus.
- » **Philosophy:** Arguments from Religious Experience.

Impact - Why do we teach this?

- » **Religious Thought:** Students will have the Foundations to look into the origins and development of Christianity, and the sources of wisdom on which it is based. They will have the opportunity to discuss issues related to Christian ideas on knowledge of God and the opportunity to discuss issues related to Christian ideas regarding Jesus Christ as a source of authority.
- » **Philosophy:** This component allows students to undertake an in-depth and broad study of fundamental philosophical themes, ranging from arguments for the existence of God to the nature and influence of religious experience. Students will learn how to write concisely and succinctly, developing their abilities to argue intelligently and to evaluate evidence whilst building up powerful cases for or against a key topic.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40 mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Religious Thought: miracles, resurrection, repentance and forgiveness, inner purity and moral motivation, liberator of the marginalised and the poor, political authority, religious authority, Natural Knowledge, Revealed Knowledge.

Philosophy: Conversion, Mystical, Corporate, Ineffable, Noetic Quality, Transience.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | PHILOSOPHY, RELIGION AND ETHICS

HALF TERM 6

All students will know:

- » **Religious Thought:** Christian Moral Action/ Christian Moral Principles.
- » **Philosophy:** Problem of evil.

Impact - Why do we teach this?

- » **Religious Thought:** Students will then study religious thought through Living. Looking into the diversity of ethics and practice, including those that shape and express religious identity, the role of the community of believers and key moral principles. They will have the opportunity to discuss issues related to diversity of Christian moral principles and the opportunity to discuss issues related to Christian moral action in the life and teaching of Bonhoeffer.
- » **Philosophy:** This component allows students to explore how, and why the problem of evil is a challenge to belief in God. We will look at the theodicies of Augustine and Irenaeus and how they seek to explain how the God of Classical Theism can exist at the same time as the challenge of both natural and moral evil within the world.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40 mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Religious Thought: obedience, leadership and doing God's will, justification of civil disobedience, 'costly grace', sacrifice and suffering, solidarity, Agape.

Philosophy: Moral Evil, Natural Evil, Theodicy, Suffering, Free Will.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Students will be able to use show my homework, where home learning tasks will be set to further extend students knowledge in a wider context throughout the topics that we study.

YouTube contains many relevant clips for the course. Find clips, watch them and take notes whilst watching them (this will also help to improve students note taking skills).

Crash Course <https://www.youtube.com/user/crashcourse>

Peped <https://www.youtube.com/channel/UC55k4-ZxSLNel7RMCoFJlImQ>

Podcast: search for 'The Panpsycast'. This is an excellent resource; you can choose one to listen to and make notes on during the study period.

Online there are also many exam board specific resources available on OCR.

For students one of the most fundamental things you can do in terms of private study is familiarise themselves with the specification. They can take note of the topics and concepts that will be covered throughout the course and undertake their own reading and research around each of them.

For the various elements of the specification, students could consider: collecting and reading relevant articles related to the topic (especially for ethics), producing your own revision cards and / or mind maps for the topic, designing your own fact sheet or memory board for the topic and creating a 'Scholar Bank', noting down key beliefs and ideas from key scholars and philosophers.

The exam board provides access to past papers, examiner's reports and mark schemes: <https://www.ocr.org.uk/qualifications/as-and-a-level/religious-studies-h173-h573-from-2016/assessment/>

There also is a reading list available which can help students to be supported at home: textbooks: Oxford A Level Religious Studies for OCR, Libby Ahluwalia and Robert Bowie (reference copies available in the PRE department), Hodder Religious Studies, Michael B. Wilkinson and Michael Wilcockson with Hugh N. Campbell (reference copies available in the PRE department, Hodder OCR Religious Studies 'My Revision Notes' (one book available for each component), Chris Eyre and Julian Waterfield. We highly recommend you purchase these books! Speak to JWT if you'd like to; we can get a discount if we buy in bulk.

For ethics in particular, one of the best things you can do is explore the media for related articles and stories. Euthanasia, business and issues around sex and relationships regularly feature in the news and will enhance the quality of your essays. Issues covered within some of your Christian Thought topics, such as secularisation, will also feature regularly in the media.

The BBC website has a fully dedicated business section for business ethics and reputable newspapers such as The Guardian are free to access online.

<https://www.bbc.co.uk/news/business>, <https://www.theguardian.com/uk>
<https://www.bbc.co.uk/programmes/genres/religionandethics>

YEAR 12 | A LEVEL PHYSICS

'Becoming a Physicist'

The curriculum and assessment of students at this stage of education has been carefully designed to develop students into physicists, focusing on deepening understanding gained at GCSE:

Building on the fundamental concepts taught at KS4, students will begin by revisiting and building on these in module 2. After the foundation content is completed our approach to teaching will involve parallel teaching of the forces & motion module along with electricity and waves, further securing, and utilising, their understanding of 'foundation knowledge' in physics. Embedded within the curriculum will be opportunities for students to think more critically about physical processes, with an added emphasis on developing higher level practical skills. By the end of the year, students will have acquired the key knowledge and skills needed to succeed in year 13. Students will gain an understanding of more specialist apparatus, and explore routes into a number of careers. We will refer to facts from local, national and global sources to further broaden students' knowledge of the universe.

HALF TERM 1

All students will know:

Module 2 – Foundations of physics

- » SI Base units, including checking homogeneity of equations, and prefixes and symbols for multiples of units.
- » How to work with vector and scalar quantities.
- » How to deal with uncertainties in data.

Module 3 - Forces and Motion

- » Motion (kinematics, linear motion, projectile motion).

Module 4 - Electrons, waves and photons

- » Understanding electric current and charge.
- » Energy power and resistance.

All students will be assessed:

End of chapter tests: Motion. Electric current and charge, Energy power and resistance).

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.

Key vocabulary:

S.I base unit, Percentage uncertainty, absolute uncertainty, vector, scalar, current, charge, elementary charge, mean drift velocity, resistance, potential difference, electromotive force Amp, Coulomb, projectile, displacement.

HALF TERM 2

All students will know:

Module 3 - Forces and Motion

- » Forces in action (dynamics, motion with non-uniform, acceleration, equilibrium, density and pressure).

Module 4 - Electrons, waves and photons

- » Electric circuits (series and parallel circuits including Kirchoff's laws, internal resistance and potential dividers).
- » Waves (wave motion, longitudinal and transverse waves, the wave equation).

All students will be assessed:

- » End of chapter tests: Electric circuits.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.

Key vocabulary:

Series, parallel, internal resistance, longitudinal, transverse, frequency, potential divider, amplitude, phase difference, wavelength, intensity.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | PHYSICS

ENRICHMENT OPPORTUNITIES

STEM club- KS4 students are invited to act as student leaders for KS3 STEM, OAT LP Days, University visits through the Aimhigher project, private tutoring through mytutor.

HALF TERM 3

All students will know:

Module 3 - Forces and Motion

- » Work energy and power (work and conservation of energy, Kinetic and potential energy, power).

Module 4 - Electrons, waves and photons

- » Waves (Electromagnetic waves, superposition of waves and stationary waves).

All students will be assessed:

End of chapter tests: Work, energy and power, waves.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.

Key vocabulary:

Electromagnetic spectrum,, total internal reflection, critical angle, refraction, polarisation, path difference, constructive interference, destructive interference, superposition, node, antinode, harmonic, work, power, Kinetic energy, Gravitational potential energy, efficiency.

HALF TERM 4

All students will know:

Module 3 - Forces and Motion

- » Materials (springs, mechanical properties of matter).

Module 4 - Electrons, waves and photons

- » Quantum Physics (Photons, the photoelectric effect, wave particle duality).

All students will be assessed:

- » End of chapter tests: materials, quantum physics.
- » Mock examination.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.

Key vocabulary:

Hooke's Law, tensile, stress, strain, extension, Young's modulus, elastic limit, deformation, hysteresis loop, photon, photoelectric effect, de Broglie wavelength, Planck's constant, electrons.

HALF TERM 5

All students will know:

Module 3 - Forces and Motion

- » Newton's laws of motion and motion & momentum (Newton's laws and collisions).

All students will be assessed:

End of chapter tests: Newton's laws of motion & momentum.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.

Key vocabulary:

Force, mass, acceleration, reaction, momentum, velocity, collision, explosion, conservation of momentum, Newton.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | PHYSICS

HALF TERM 6

All students will know:

This half term is left flexible, depending on students' needs. We may revisit topics they were less confident in, or begin the research PAG assessment. We may also start yr 13 content. (Thermal Physics).

All students will be assessed:

End of topic test (if topic completed).

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Revision guides are available to purchase in school. Content from Kerboodle shared with students for extra practice.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

A level Maths - particularly mechanics topic.

A level Chemistry - atomic structure.

YEAR 12 | A LEVEL PSYCHOLOGY

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of psychology:

- » to create opportunities for students to observe and understand psychology in everyday contexts such as the news, films and public sector work to develop research methods skills based on research methods foundations explored last year.
- » to develop knowledge and understanding of a broad range of psychological topics, including an awareness of the synoptic nature of the subject.
- » to develop effective writing skills to enable exam success.
- » to develop understanding of the importance and process of psychological research.
- » to provide students with independent study skills necessary for higher education.

HALF TERM 1

All students will know:

- » Social influence - conformity, including Asch and Zimbardo.
- » Approaches - behaviourist and social learning theory, cognitive and biological, psychodynamic and humanistic.
- » Aspects of research methods investigations.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Conformity, compliance, identification, internalisation, imitation, observation, modelling, vicarious reinforcement, operant conditioning, classical conditioning, information processing, cognitive bias, genotype, phenotype, neurotransmitter id, ego, superego, defence mechanisms, repression, displacement, denial, positive self regard, conditions of worth, hierarchy of needs.

HALF TERM 2

All students will know:

- » Obedience, including Milgram.
- » Resistance to social influence.
- » Approaches – comparison of approaches.
- » Memory – MSM and types of LTM, WM, forgetting.
- » Aspects of research methods design.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Obedience, agentic state, autonomous state, authoritarian personality, encoding, duration, capacity, episodic, semantic, procedural, visuospatial sketchpad, phonological loop, central executive, retrieval failure, interference theory.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | PSYCHOLOGY

HALF TERM 3

All students will know:

- » Minority Influence.
- » Social change.
- » Memory – EWT and cognitive interview.
- » Aspects of research methods design.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Consistency, commitment, flexibility, social cryptoamnesia, reconstructive memory.

HALF TERM 4

All students will know:

- » Psychopathology - definitions of abnormality.
- » Attachment theories and the strange situation.
- » Attachment explanations – Bowlby, and learning theory.
- » Aspects of research methods data display.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Histogram, frequency polygon, pie chart, secure/insecure attachment.

HALF TERM 5

All students will know:

- » Biopsychology - the nervous system and the synapse.
- » Attachment – maternal deprivation hypothesis, child and adult relationships.
- » Depression, OCD and phobias - explanations.
- » Aspects of research methods data analysis.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Synapse, receptor, somatic, autonomic, sympathetic, parasympathetic, faulty cognitions, classical conditioning, maternal deprivation hypothesis, internal working model, sign test, measures of central tendency, measures of dispersion.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | PSYCHOLOGY

HALF TERM 6

All students will know:

- » Biopsychology - the endocrine system, fight or flight.
- » Depression, OCD and phobias – treatments.
- » Aspects of research methods data analysis.
- » Revision of key ideas

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.
- » End of year exams for each topic.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Endocrine system, hormone, Adrenal glands, adrenalin, CBT, serotonin, dopamine, systematic desensitisation.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Refer to module handbook, including e.g.
www.simplypsychology.co.uk

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Research methods taught within sociology.
 Biopsychology links to biology A level.

YEAR 12 | A LEVEL SOCIOLOGY

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of sociology:

- » to create opportunities for students to observe and understand sociology in everyday contexts such as the education system, families and households and work to develop theory and methods skills.
- » to develop knowledge and understanding of a broad range of sociological topics, including an awareness of the synoptic nature of the subject.
- » to develop effective writing skills to enable exam success.
- » to develop understanding of the importance and process of sociological research.
- » to provide students with independent study skills necessary for higher education.

HALF TERM 1

All students will know:

- » **Families & Households** – couples, childhood.
- » **Education** – Differences in achievement; social class and ethnic minorities.
- » **Theory and Methods** – The distinction between primary and secondary data; qualitative and quantitative; practical, ethical and theoretical issues in sociological research.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Working class, Middle Class, Ethnic minorities, Types of families, Practical, ethical and theoretical issues, Primary and secondary data, Quantitative and qualitative data.

HALF TERM 2

All students will know:

- » **Families & Households** – demography.
- » **Education** – Gender differences: external and internal factors; girls' and boys' achievement; gender and subject choice; pupils sexual and gender identities.
- » **Theory and Methods** – Process of research.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Aims, Hypothesis, Sampling, Girls and boy's achievement, Demography.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | SOCIOLOGY

ENRICHMENT OPPORTUNITIES

Guest speakers arranged by Aim Higher.

Sociology taster sessions and open days available to students from a range of universities throughout the academic year.

HALF TERM 3

All students will know:

- » Families & Households – changing family patterns.
- » Education – Role of education in society – Functionalist, New Right and Marxist perspective.
- » Theory and Methods – The use of experiments and questionnaires in sociological research.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Open – ended questions, Close – ended questions, Field experiments, Lab experiments, Natural experiments, Quasi experiments, Role of education and perspectives.

HALF TERM 4

All students will know:

- » Families & Households – family diversity, families and social policy.
- » Education – Educational policy and inequality.
- » Theory and Methods – The use of interviews and observations in sociological research.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Diversity, Social policies, Inequalities, Types of interviews and observations.

HALF TERM 5

All students will know:

- » Education – Start methods in context.
- » Theory and Methods – Secondary sources and the nature of “social facts”.
- » Crime and deviance – Functionalism.
- » Crime and deviance – Labelling.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Official statistics, Documents, Public and private, Crime and deviance, Strain theory, The American Dream, Deviant adaptations to strain, Primary Deviance, Secondary Deviance.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | SOCIOLOGY

HALF TERM 6

All students will know:

- » Education – Methods in context.
- » Theory and Methods – Links to education and methods in context.
- » Crime and deviance – Marxism.
- » Crime and deviance – Completing labelling.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Research characteristics, Corporate crime, White collar crime, Invisible crime, Deviance amplification spiral, Folk Devils.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Refer to module handbook
- » Use following websites:

revisesociology.com/sociology-family-revise
revisesociology.com/research-methods-sociology
revisesociology.com/sociology-education-revise
revisesociology.com/crime-deviance-sociology-revise

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » Theory and methods is linked to research methods in psychology.
- » Policies/acts/legislations are linked to A Level Law.
- » Essay writing skills closely linked to PSHE programmes and other essay-based subjects.

YEAR 12 | BTEC SPORT

The curriculum and assessment of students at this stage of education is aimed at students who have a passion for sport and are looking to follow a career in sports performance, coaching/teaching, officiating, journalism or medicine.

The course uses a combination of assessment styles to help students apply their knowledge to succeed in the workplace and develop study skills to continue on to Higher Education. Students will study each unit in depth to acquire a range of practical and transferable skills. The range of assessments – both practical and written – help students showcase their learning and achievements to best effect.

Building on the knowledge, leadership opportunities and wide range of practical skills gained in Key Stage 4: In Year 12, BTEC Sport students that have studied GCSE PE or similar vocational sport qualifications will have a good base level of knowledge and understanding to build upon. The curriculum delivered through KS4 will help prepare them for the course and give a good basic understanding of the main topics covered. The Science curriculum will also help to contribute to this level of learning and give them a basic understanding of the anatomy and physiology sections. GCSE PE students will have covered all topics in this area before, and will be ready to expand their knowledge through a more in depth approach within BTEC level 3 qualifications. The extended diploma students will cover 8 units during this first year whilst the extended certificate students will cover just 3 of those 8. Unit 1: Anatomy and Physiology, Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing, Unit 3: Professional development in the sports industry.

ENRICHMENT OPPORTUNITIES

Extra-curricular clubs, trips to see universities (Loughborough) AIM higher, Mountain Centre trips to develop a range of leadership/transferable work-related skills to improve employability.

BTEC Sports students can get involved in many ways. The school has an extensive Extra-curricular programme during lunch and after schools, ranging from many team sports to individual sports. This creates an opportunity for all students to be involved whether this is through leading a session or coaching a particular group shaping the pathway for our BTEC Sport students. Within BTEC Sport we aim to instil the core values of PE through our leadership programme.

Students from the start of their school life at Forge have the opportunity to work their way through the different awards (bronze, silver, gold and platinum) showing various leadership and teamwork skills across a variety of different situations. This allows our students to understand the roles of being a leader, coach, official or teacher and therefore developing an understanding of employability skills needed to fulfil these roles in the future. Alongside this programme the school runs many trips to our AIM Higher universities, Sports tours and MENCAP, where students are given the opportunity to work within the local community, sport business and other partnership schools such as the Meadows Disability School. Finally, students can achieve qualifications for their CV within DofE and sports coaching/officiating.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | BTEC SPORT

HALF TERM 1

All students will know:

UNIT 1: ANATOMY AND PHYSIOLOGY: MUSCULAR SKELETAL SYSTEM

Unit 1 aims to cement how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. Learners must develop a knowledge and understanding of the importance of making connections between body systems in response to short-term and long-term exercise and sport participation.

Structure and functions of the skeletal system, Joints and muscle groups Understanding how bones and muscles work together to cause movement How different sports require different body types How diet can be manipulated by athletes to improve endurance (carbohydrate loading) and aid recovery (timing protein intake) Explaining both the short and long-term effects of sport and exercise on both body systems. Be able to evaluate and make connections between body systems in response to short and long-term exercise and sport participation.

UNIT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING

- » The health and fitness industry is concerned with helping to support clients to increase their fitness levels and also ensuring a client is in appropriate health to take on a fitness programme. To work in the health and fitness industry, you will need to know how to assess clients and then be able to plan appropriate training programmes to take into account individual needs.
- » Examine lifestyle factors and their effect on health and well-being.
- » Positive lifestyle factors and their effects on health and well-being Understand the importance of lifestyle factors in the maintenance of health and well-being.
- » Negative lifestyle factors and their effects on health and well-being Understand the factors contributing to an unhealthy lifestyle.
- » Understand how lifestyle modification techniques can be used to reduce unhealthy lifestyle behaviours.

UNIT 25: RULES, REGULATIONS AND OFFICIATING IN SPORT

In this unit, you will gain an understanding of the rules and regulations in a selected sport and explore historical developments that have led to the change of rules and regulations, including factors that have, and could influence future change. As part of this unit you will explore the changing roles of match/game officials in a selected sport, which will include the career opportunities at both amateur and elite levels.

All students will be assessed:

UNIT 1: ANATOMY AND PHYSIOLOGY: MUSCULAR SKELETAL SYSTEM

In the form of a 1hr 30 min exam externally set by Pearson in Half Term 5.

UNIT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING

This unit will be assessed under supervised conditions. Learners will be given a case study one week before the supervised assessment period to carry out preparatory work. The supervised assessment period is a maximum of 2.5 hours as timetabled by Pearson. During the assessment learners will be given a task that will assess their ability to interpret lifestyle factors and health screening data from a scenario and stimulus information in order to develop and justify a fitness training programme and nutritional advice based on these interpretations. Pearson sets and marks the task.

UNIT 25: RULES, REGULATIONS AND OFFICIATING IN SPORT

A practical demonstration evidenced through observation reports/video evidence of learners officiating in a selected sport, applying the correct rules and regulations in a controlled environment. A written report analysing own performance of officiating in a selected sport using witness testimony/questionnaires.

Reading skills needed for this unit:

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

Key vocabulary:

Sesamoid, Appendicular, Cardiovascular, Respiratory, Skeletal, Synovial, Osteoblasts, Osteoclasts, Cirrhosis, Hypertension, Obesity, Bronchitis, Sedentary, Blood pressure, Resting heart rate, Body mass index (BMI), Waist to hip ratio, umpire, referee, line judges, referee's assistants, time keepers, scorers, linesmen, fourth officials, video referees, judges.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | BTEC SPORT

HALF TERM 2

All students will know:

UNIT 1 ANATOMY AND PHYSIOLOGY: RESPIRATORY SYSTEM

Unit 1 aims to cement how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. Learners must develop a knowledge and understanding of the importance of making connections between body systems in response to short-term and long-term exercise and sport participation.

- » Structure of the respiratory system - Understand the function of the respiratory system in response to exercise and sports performance.
- » Mechanisms of breathing (inspiration and expiration) at rest and during exercise.
- » Gaseous exchange.
- » Lung volumes - Understand the lung volumes and the changes that occur in response to exercise and sports performance.
- » Tidal volume.
- » Control of breathing Understand how breathing rate is controlled in response to exercise and sports performance.

UNIT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING

- » The health and fitness industry is concerned with helping to support clients to increase their fitness levels and also ensuring a client is in appropriate health to take on a fitness programme. To work in the health and fitness industry, you will need to know how to assess clients and then be able to plan appropriate training programmes to take into account individual needs.
- » Understand the screening processes for training programming. Be able to interpret the lifestyle of a selected individual using appropriate screening documentation, and know when to refer the individual to a doctor.
- » Be able to interpret health monitoring results of a selected individual using normative data and make appropriate recommendations.
- » Understand programme-related nutritional needs Understand the requirements of a balanced diet. els of exercise, programme type, time of year). Interpret nutritional strategies for individuals taking part in training programmes.

UNIT 10: SPORTS EVENT ORGANISATION

In this unit, you will develop your knowledge of the planning, promotion and delivery of different types of global sports events, as well as smaller-scale regional and local sports events. You will develop your own proposal for a sports event and present this for approval. Feasible and appropriate proposals will form the remit for you to implement a plan to deliver a sports event. You will execute the planning, promotion and delivery of this event. You will also carry out a review of the sports event, drawing on information collected both during and at the end of the event.

All students will be assessed:

UNIT 1: ANATOMY AND PHYSIOLOGY: RESPIRATORY SYSTEM

In the form of a 1hr 30 min exam externally set by Pearson in Half Term 5.

UNIT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING

This unit will be assessed under supervised conditions. Learners will be given a case study one week before the supervised assessment period to carry out preparatory work. The supervised assessment period is a maximum of 2.5 hours as timetabled by Pearson. During the assessment learners will be given a task that will assess their ability to interpret lifestyle factors and health screening data from a scenario and stimulus information in order to develop and justify a fitness training programme and nutritional advice based on these interpretations. Pearson sets and marks the task.

UNIT 10: SPORTS EVENT ORGANISATION

A written plan for the promotion and delivery of a sports event. Evidence of delivery – observation reports, delivery log, testimony and feedback from stakeholders. A written report evaluating the effectiveness of the planning, promotion and delivery of a sports event.

Reading skills needed for this unit:

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

Key vocabulary:

Agonist, Antagonist, Synergist, Fixator, Isometric, Concentric, Eccentric, Tidal volume, Vital capacity, Residual volume, Total lung volume, Minute ventilation (VE), Plyometrics, Periodisation, Macronutrients, Micronutrients, Hydration, deadlines, timeframe, profit, awareness, team bonding, SMART (specific, measurable, achievable, realistic, timebound), committees, physical resources, financial resources, contingency plans.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | BTEC SPORT

HALF TERM 3

All students will know:

UNIT 1: ANATOMY AND PHYSIOLOGY: CARDIOVASCULAR SYSTEM

Unit 1 aims to cement how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. Learners must develop a knowledge and understanding of the importance of making connections between body systems in response to short-term and long-term exercise and sport participation.

- » Structure of the cardiovascular system – Structure of blood vessels – arteries, arterioles, veins, venules, capillaries.
- » Composition of blood Function of the cardiovascular system - Understand the function of the cardiovascular system in response to exercise and sports performance.
- » Delivery of oxygen and nutrients.
- » Removal of waste products – carbon dioxide and lactate.
- » Thermoregulation – vasoconstriction, vasodilation of blood vessels.
- » Fight infection.
- » Clot blood.

Understand the control of the cardiac cycle and how it changes during exercise and sports performance.

UNIT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING

The health and fitness industry is concerned with helping to support clients to increase their fitness levels and also ensuring a client is in appropriate health to take on a fitness programme. To work in the health and fitness industry, you will need to know how to assess clients and then be able to plan appropriate training programmes to take into account individual needs.

Examine training methods for different components of fitness – understand the components of physical fitness and the application of each component in a fitness training context.

- » Aerobic endurance: the ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity.
- » Strength: the maximum force that can be generated by a muscle or muscle group.
- » Muscular endurance: the ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate fixed resistance load.
- » Flexibility: having an adequate range of motion in all joints of the body, the ability to move a joint fluidly through its complete range of movement.
- » Speed: the ability to move the whole body quickly or move limbs rapidly.
- » Body composition: the relative ratio of fat-to-fat-free mass in the body.

UNIT 23: SKILL ACQUISITION IN SPORT

In this unit, you will develop an understanding of skilled performance and how an individual's abilities contribute to the development of their skills. You will examine how sports performers are able to take information from their environment, for example their position, the positions of their opponents or the speed and trajectory of a ball, and then process this information so that they can produce a response in the form of a skilled movement. You will explore the key theories of how individuals learn skills and how new skills can be presented, using different strategies to facilitate their learning.

All students will be assessed:

UNIT 1: ANATOMY AND PHYSIOLOGY: CARDIOVASCULAR SYSTEM

In the form of a 1hr 30 min exam externally set by Pearson in Half Term 5.

UNIT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING

This unit will be assessed under supervised conditions. Learners will be given a case study one week before the supervised assessment period to carry out preparatory work. The supervised assessment period is a maximum of 2.5 hours as timetabled by Pearson. During the assessment learners will be given a task that will assess their ability to interpret lifestyle factors and health screening data from a scenario and stimulus information in order to develop and justify a fitness training programme and nutritional advice based on these interpretations. Pearson sets and marks the task.

UNIT 23: SKILL ACQUISITION IN SPORT

A presentation, including video recordings and images, showing how theories of teaching and learning can help when delivering practical sessions.

Reading skills needed for this unit:

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

Key vocabulary:

Arteries, arterioles, veins, venules, capillaries, aorta, vena cava, pulmonary artery, pulmonary vein, coronary arteries, normative data, informed consent form, data protection, client confidentiality, executive, effector, feedback, comparator, knowledge of results (KR), knowledge of performance (KP), continuous and terminal feedback, extrinsic and intrinsic feedback, positive and negative feedback.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | BTEC SPORT

HALF TERM 4

All students will know:

UNIT 1: ANATOMY AND PHYSIOLOGY: ENERGY SYSTEMS

Unit 1 aims to cement how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. Learners must develop a knowledge and understanding of the importance of making connections between body systems in response to short-term and long-term exercise and sport participation.

The role of ATP in exercise Understand the role of adenosine triphosphate (ATP) for muscle contraction for exercise and sports performance.

The ATP-PC (alactic) system in exercise and sports performance Understand the role of the ATP-PC system in energy production for exercise and sports performance.

The lactate system in exercise and sports performance Understand the role of the lactate system in energy production for exercise and sports performance.

The aerobic system in exercise and sports performance Understand the role of the aerobic energy system in energy production for exercise and sports performance.

UNIT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING

The health and fitness industry is concerned with helping to support clients to increase their fitness levels and also ensuring a client is in appropriate health to take on a fitness programme. To work in the health and fitness industry, you will need to know how to assess clients and then be able to plan appropriate training programmes to take into account individual needs.

Principles of fitness training programme design Be able to design a fitness training programme including all the major components.

All students will be assessed:

UNIT 1: ANATOMY AND PHYSIOLOGY: ENERGY SYSTEMS

In the form of a 1hr 30 min exam externally set by Pearson in Half Term 5.

UNIT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING

This unit will be assessed under supervised conditions. Learners will be given a case study one week before the supervised assessment period to carry out preparatory work. The supervised assessment period is a maximum of 2.5 hours as timetabled by Pearson. During the assessment learners will be given a task that will assess their ability to interpret lifestyle factors and health screening data from a scenario and stimulus information in order to develop and justify a fitness training programme and nutritional advice based on these interpretations.

Reading skills needed for this unit:

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

Key vocabulary:

Sudden arrhythmic death syndrome (SADS),
High blood pressure/low blood pressure,
Hyperthermia/hypothermia, Anaerobic,
Chemical source (phosphate and creatine),
Resynthesis of ATP, Recovery time,
aerobic glycolysis, Krebs cycle,
electron transport chain.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | BTEC SPORT

HALF TERM 5

All students will know:

UNIT 6: SPORTS PSYCHOLOGY

In this unit, you will look at individual psychological factors that can influence performance, the psychological aspects of environments that sports are played in and the influences that others can have on performance. You will look at how the functioning of a group can influence the outcome a sports team produces and how motivation can be developed and influenced. You will examine how arousal, anxiety, stress and self-confidence can affect performance and how these need to be controlled in order to achieve optimum performance. Finally, you will explore the psychological skills and programmes that can be used to improve performance. This combination of knowledge, understanding and skills will help to prepare you for a range of careers or higher education courses in the sport and active leisure sector supporting individual athletes or teams.

UNIT 4: SPORTS LEADERSHIP

This unit aims to develop your confidence in a variety of different roles when leading sport. These roles range from coach, to official, to captain or personal trainer. You will be guided through the requirements of effective leadership and this will develop your knowledge and understanding of the leader's role, the key skills, qualities and characteristics.

All students will be assessed:

UNIT 6: SPORTS PSYCHOLOGY

A report on the different motivational factors that can be used by a coach via practical application of personality tests which also details the effects of arousal, anxiety and stress on sports performance and how self-confidence is important in the reduction of anxiety levels.

UNIT 4: SPORTS LEADERSHIP

Evidence that demonstrates own performance in the practical application of leadership style in a range of sporting roles. This should be recorded with AV equipment and accompanied by witness statements.

Reading skills needed for this unit:

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

Key vocabulary:

Achievement motivation, ability, performance, task and mastery directed behaviour, Mastery climate, positive reinforcement, TARGET (task, authority, reward, grouping, evaluation and timing) to produce a mastery climate, Competitive climate, Attribution theory.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Links with science for anatomy & physiology, health-related fitness content, with literacy such as key words and vocabulary (heart rate, blood pressure, cardiovascular system etc). PRE - personal development. Citizenship through volunteering. Career development through mock interviewer/interviewee process.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | BTEC SPORT

HALF TERM 6

All students will know:

UNIT 3 PROFESSIONAL DEVELOPMENT IN THE SPORTS INDUSTRY

Research roles in the sports industry, then plan your development towards achieving a selected career aim. You will analyse your own skills and identify how to develop them into a career through the use of a career plan. You will research your chosen career to understand how to access and progress within it. You will take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify your own strengths and gaps in knowledge and skills. You will evaluate your own performance to gain an understanding of the generic employability and specific-technical knowledge and skills required to access and progress in a selected career pathway in the sports industry. This unit will prepare you for progression to a career in the sports industry either directly or through higher education, by developing your understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee.

All students will be assessed:

UNIT 3 PROFESSIONAL DEVELOPMENT IN THE SPORTS INDUSTRY

In this unit, you will research the different possible careers and the associated job roles in the sports industry, then action plan your development towards achieving a selected career aim. You will analyse your own skills and identify how to develop them into a career through the use of a career plan. You will research your chosen career to understand how to access and progress within it. You will take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify your own strengths and gaps in knowledge and skills. You will evaluate your own performance to gain an understanding of the generic employability and specific-technical knowledge and skills required to access and progress in a selected career pathway in the sports industry. This unit will prepare you for progression to a career in the sports industry either directly or through higher education, by developing your understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee.

Learners must participate in recruitment and selection activities. They will need to interview and be interviewed, conduct a practical assessment activity and complete the appropriate documentation.

Reading skills needed for this unit:

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

Key vocabulary:

Full time, part time, fixed-term contract, self-employment (independent, subcontracted), zero-hours contract, apprenticeships.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Students are encouraged to watch / read about a range of different sports and topic areas - sport can be accessed via the radio, internet and TV.
- » Sport based discussions as podcasts on a range of networks (BBC Sounds/5 Live sports/Spotify etc).
- » Complete SMHW tasks.

YEAR 12 | BTEC TRAVEL AND TOURISM

The Pearson BTEC National Certificate in Travel and Tourism is designed for post-16 learners with an interest in travel and tourism who want to continue their education through applied learning, and who aim to progress to higher education.

This qualification consists of two mandatory units covering the following content areas.

- » The travel and tourism industry – the travel and tourism industry in the UK is growing and is of major importance to the economy. Learners will develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK.
- » Principles of marketing in travel and tourism – learners will explore how to develop a successful marketing plan for use by travel and tourism organisations to attract and engage with customers using research data.

In addition to the travel and tourism sector-specific content, the requirements of the qualification will mean that learners develop transferable skills, which are highly regarded by higher education providers and employers. The qualification will give learners transferable knowledge, understanding and broad skills such as communicating and presenting ideas.

HALF TERM 1 UNIT 1 - THE WORLD OF TRAVEL AND TOURISM

All students will know:

- » Demonstrate knowledge and understanding of the travel and tourism industry, types of tourism and organisations involved.
- » Apply knowledge and understanding of the travel and tourism industry and factors affecting the industry to real-life travel and tourism scenarios.
- » Analyse information and data from the travel and tourism industry, identifying trends and the potential impact of different factors on the industry and its customers.
- » Evaluate how information and data can be used by the travel and tourism industry to make decisions that affect organisations and customers.
- » Make connections between the factors that influence the travel and tourism industry and how the industry responds to minimise the potential impact on organisations and customers.

All students will be assessed:

- » This unit is assessed by a written examination set and marked by Pearson. The examination will be 1.5 hours in length. The number of marks for the examination is 75.
- » The assessment availability is January and May each year. Sample assessment materials will be used throughout to prepare learners for the assessment.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Evaluation Suggestion.

Key vocabulary:

Domestic, Inbound, Outbound, Leisure, Corporate, Exhibition, Incentive, Specialist, Heritage, Culture, Conservation, Sustainability, VRF, Responsible tourism, Requirements, Private sector, Public sector, Voluntary sector, Campaign, Organisation, Lobby, Scheduled, Charter, Gateways, Component.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | BTEC TRAVEL AND TOURISM

ENRICHMENT OPPORTUNITIES

Workshop at Drayton Manor. Potential work experience opportunities at a local visitor attraction or hotel.

HALF TERM 2 UNIT 1 - THE WORLD OF TRAVEL AND TOURISM

All students will know:

- » Demonstrate knowledge and understanding of the travel and tourism industry, types of tourism and organisations involved.
- » Apply knowledge and understanding of the travel and tourism industry and factors affecting the industry to real-life travel and tourism scenarios.
- » Analyse information and data from the travel and tourism industry, identifying trends and the potential impact of different factors on the industry and its customers
- » Evaluate how information and data can be used by the travel and tourism industry to make decisions that affect organisations and customers.
- » Make connections between the factors that influence the travel and tourism industry and how the industry responds to minimise the potential impact on organisations and customers.

All students will be assessed:

- » This unit is assessed by a written examination set and marked by Pearson. The examination will be 1.5 hours in length. The number of marks for the examination is 75.
- » The assessment availability is January and May each year. Sample assessment materials will be used throughout to prepare learners for the assessment.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Evaluation.
- » Suggestion.

Key vocabulary:

Domestic, Inbound, Outbound, Leisure, Corporate, Exhibition, Incentive, Specialist, Heritage, Culture, Conservation, Sustainability, VRF, Responsible tourism, Requirements, Private sector, Public sector, Voluntary sector, Campaign, Organisation, Lobby, Scheduled, Charter, Gateways, Component.

HALF TERM 3 UNIT 3 - PRINCIPLES OF MARKETING IN TRAVEL AND TOURISM

All students will know:

- » Develop marketing skills through examining the specific aims and objectives of the marketing function and researching the needs and expectations of different customer types.
- » Develop their ability to communicate the findings of this research.

All students will be assessed:

Unit 3 is internally assessed and subject to external standards verification. Students are set 3 coursework assignments that provide the final summative assessment of the unit.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Evaluation.
- » Suggestion.

Key vocabulary:

Marketing, Promotion, Principles of marketing, Interrelationships, Expectations, Retention, Influence, Reputation, Unstated needs, Branding, Distribution, Distribution channels, Convenience, Consistency, Niche, Mass, Objectives, Politics.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | BTEC TRAVEL AND TOURISM

HALF TERM 4 UNIT 3 - PRINCIPLES OF MARKETING IN TRAVEL AND TOURISM

All students will know:

- » Students will use market intelligence to plan and produce a promotional campaign for a new travel and tourism product or service.
- » Learn about the importance of meeting customer expectations and communicating with customers effectively.
- » Investigate the different stages that an organisation or tourist destination goes through when marketing its products or services.

All students will be assessed:

Unit 3 is internally assessed and subject to external standards verification. Students are set 3 coursework assignments that provide the final summative assessment of the unit.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Evaluation.
- » Suggestion.

Key vocabulary:

Marketing, Promotion, Principles of marketing, Interrelationships, Expectations, Retention, Influence, Reputation, Unstated needs, Branding, Distribution, Distribution channels, Convenience, Consistency, Niche, Mass, Objectives, Politics.

HALF TERM 5 UNIT 1 - THE WORLD OF TRAVEL AND TOURISM

All students will know:

- » Demonstrate knowledge and understanding of the travel and tourism industry, types of tourism and organisations involved.
- » Apply knowledge and understanding of the travel and tourism industry and factors affecting the industry to real-life travel and tourism scenarios.
- » Analyse information and data from the travel and tourism industry, identifying trends and the potential impact of different factors on the industry and its customers.
- » Evaluate how information and data can be used by the travel and tourism industry to make decisions that affect organisations and customers.
- » Make connections between the factors that influence the travel and tourism industry and how the industry responds to minimise the potential impact on organisations and customers.

All students will be assessed:

- » This unit is assessed by a written examination set and marked by Pearson. The examination will be 1.5 hours in length. The number of marks for the examination is 75.
- » The assessment availability is January and May each year. Sample assessment materials will be used throughout to prepare learners for the assessment.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Evaluation.
- » Suggestion.

Key vocabulary:

Domestic, Inbound, Outbound, Leisure, Corporate, Exhibition, Incentive, Specialist, Heritage, Culture, Conservation, Sustainability, VRF, Responsible tourism, Requirements, Private sector, Public sector, Voluntary sector, Campaign, Organisation, Lobby, Scheduled, Charter, Gateways, Component.

CURRICULUM AND ASSESSMENT PLAN

YEAR 12 | BTEC TRAVEL AND TOURISM

HALF TERM 6

UNIT 9 - VISITOR ATTRACTIONS

All students will know:

- » Investigate visitor attractions and the different ways they are funded.
- » Explore what is meant by the visitor experience and how visitor attractions develop, diversify and use technology in order to meet the needs of their different types of visitors.
- » Evaluate the effectiveness of visitor attractions.

All students will be assessed:

Unit 9 is internally assessed and subject to external standards verification. Students are set 3 coursework assignments that provide the final summative assessment of the unit.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.
- » Evaluation.

Key vocabulary:

Scale, Scope, Appeal, Revenue, Strategy, Primary, Secondary, Expectations, Trends, International, National, Local, Complexity, Tertiary, Quaternary, Multiplier effect, Branding, Merchandise, Expansion, Initiatives.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » Reading/watching/listening to global news to become aware of global issues and how they affect the travel and tourism sector.
- » Wonderlust magazine publication.
- » National Geographic Travel publication.
- » SMHW.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Some students also study BTEC level 3 Business studies.

YEAR 13 | A LEVEL ART

ENRICHMENT OPPORTUNITIES

After school club and lunchtime clubs, artists in residence visits, competitions. Trips will be considered if relevant to the scheme of work.

'Becoming a Artist'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Art and develop students into Artists:

To ensure that all students experience an art curriculum that encompasses breadth and depth and enables them to produce innovative, individual and imaginative work through exploration of media and the recording of their ideas and experiences. They will become proficient in both practical and analytical aspects of art - evaluating and critiquing creative works using visual and written language. Students will know about great artists from a range of genres, craft-makers and designers, understanding the social context and cultural significance of Art on society. Students will become aware of the value of art and gain valuable skills that can be applied to whatever pathways they choose, having high expectations of themselves and aspiration for the future. They will build on the skills that were introduced in years 10 & 11. Each term has direct links to prior learning with a focus to embed understanding. The courses provide students with opportunities to further education and equip them for Higher Education.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Visits to art galleries and museums.
- » Encourage extra research through internet and libraries on each topic e.g. The Tate KIDs, BBC bitesize.
- » Support with homework tasks.
- » If able, the purchase of colour equipment to support homework tasks.
- » Use of photography to personalise work and record ideas and images linked to projects.
- » To encourage art awareness in their environment.

TERM 1 PERSONAL INVESTIGATION

All students will know:

Students will Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Fine Art/ Art Textiles

Students will produce one or more fine Art / Textile outcomes encompassing all media and techniques explored within the personal Investigation. Written work submitted will support final pieces.

Art Graphics

Students will produce one or more Graphic outcomes encompassing all media and techniques explored within the personal Investigation. Written work submitted will support final pieces.

All students will be assessed:

A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

- » Assessment booklets.
- » Formal and individual feedback.
- » Online Tracker if required.

Reading skills needed for this unit:

- » Students will analyse artists' work which support their own work, recording in written form and personal annotation.
- » Evaluation and reflection sheet.
- » Artist research and annotation.

Key vocabulary:

Change of scale, focal point, space, imaginative, perspective, enlarge, organic.

Tier 2 - Juxtaposition, sinuous, metamorphosis, transposition, context, anamorphic, animated, anthropomorphic.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | ART

FROM FEBRUARY: EXTERNALLY SET ASSIGNMENT

Students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.

Fine Art / Art Textiles

Students will be given a fine art question paper which will consist of a choice of eight questions to be used as starting points. Students are required to select **one**. Students will be provided with examination papers on 1 February, or as soon as possible after that date.

Preparatory period – from 1 February

Following the preparatory period, students must complete 15 hours of unaided, supervised time.

Preparatory work and the work produced during the 15 hours of supervised time will be assessed together, as a whole, against all four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.

Art Graphics

Students will be given an art graphics question paper which will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that date.

Preparatory period – from 1 February

Preparatory work and the work produced during the 15 hours of supervised time will be assessed together, as a whole, against all four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.

All students will be assessed:

- » Students will be assessed on the 4 assessment objectives in accordance with AQA criteria:
 - Develop ideas through investigations, demonstrating critical understanding of sources.
 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
 - Record ideas, observations and insights relevant to intentions as work progresses.
 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
- » Assessment booklets.
- » Formal and individual feedback.
- » Online Tracker if required.

Reading skills needed for this unit:

Investigation into particular artists and designers appropriate to their chosen exam question.

Key vocabulary:

Investigate, composition, primary & secondary sources, explore, experiment, photograph and record, identify, describe.

Tier 2 - Assimilate, Analyse, Compose, contextual, reflect and Evaluate.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

The scheme of work for art shows detailed opportunities for cross curricular links with other departments.

Maths - Looking at proportions, scale and measuring through the use of observation drawings, analysis of shapes and patterns.

English - Being able to talk and discuss the work of others and their own. To analyse written information appropriate to the Scheme of work.

History - Looking at the social context of an artist and what was affecting them.

Technology - Looking at design processes and product analysis and design. Using 3D materials and problem solving.

Science - Colour mixing and the origins of colours and pigments.

YEAR 13 | A LEVEL BIOLOGY

'Becoming an A-Level Biologist'

The curriculum and assessment of students at this stage of education has been carefully designed to develop students into biologists, focusing on deepening understanding gained at AS-Level:

Building on the fundamental concepts taught in year 12, students will explore both animal and plant responses across modules 5 and 6. Our approach to teaching will be sequential in nature, further securing their AS+level knowledge throughout. Embedded within the curriculum will be opportunities for students to think more critically about biological processes, with an added emphasis on developing higher level practical skills. By the end of the year, students will have acquired the key knowledge and skills needed to sit their A-Level exams. Students will gain an understanding of more specialist apparatus, and explore routes into a number of careers. We will refer to facts from local and national sources to further broaden students' knowledge of the world.

HALF TERM 1 MODULE 5

All students will know:

- » Communication + Homeostasis.
- » Hormonal Communication.
- » Excretion.
- » Neuronal Communication.

All students will be assessed:

Students will be formatively assessed throughout the teaching of each topic using past exam questions, homework activities and quizzes (to also incorporate AS content).

At the end of each topic, students will sit a summative assessment.

Reading skills needed for this unit:

- » Comprehension.
- » Information retrieval from text.
- » Understanding of command words.

Key vocabulary:

Endotherm, ectotherm, negative feedback, gluconeogenesis, glycogenesis, glycogenolysis, pacinian corpuscle, glomerulus, hepatocytes, detoxification, neurones, depolarisation, threshold potential, pacinian corpuscle, electrochemical gradient, summation.

HALF TERM 2 MODULE 5

All students will know:

- » Plant + Animal Responses.
- » Photosynthesis.
- » Respiration.

All students will be assessed:

Students will be formatively assessed throughout the teaching of each topic using past exam questions, homework activities and quizzes (to also incorporate AS content).

Students will sit a summative assessment, which may include key ideas from previous topics, at the end of the excretion and respiration topics.

Practical Skills (PAGs) - students will be assessed against specified skills and techniques provided by OCR to show competency across a range of activities.

Students will undergo a mock examination of a 'Biological Processes' paper - this covers module 1, 2, 3 and 5 of the course.

Reading skills needed for this unit:

- » Comprehension.
- » Information retrieval from text.
- » Understanding of command words.

Key vocabulary:

Phototropism, auxin, indoleacetic acid, gibberellins, chemoreceptors, medulla oblongata, sarcomere, non-cyclic photophosphorylation, Calvin cycle, chemiosmosis, glycolysis.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | BIOLOGY

ENRICHMENT OPPORTUNITIES

Students will be given the opportunity to visit an ecologically diverse area to sample a range of organisms, as well as visits / online tutorials with universities to experience degree-level lectures.

HALF TERM 3 MODULE 6

All students will know:

- » Cellular Control.
- » Cloning and Biotechnology.

All students will be assessed:

Students will be formatively assessed throughout the teaching of each topic using past exam questions, homework activities and quizzes (to also incorporate AS content).

At the end of each topic, students will sit a summative assessment, which may include key ideas from previous topics.

Reading skills needed for this unit:

- » Comprehension.
- » Information retrieval from text.
- » Understanding of command words.

Key vocabulary:

Transcription factors, operon, apoptosis, vegetative propagation, somatic cell nuclear transfer, fermentation, aseptic techniques.

HALF TERM 4 MODULE 6

All students will know:

- » Patterns of Inheritance.
- » Manipulating Genomes.

All students will be assessed:

Students will be formatively assessed throughout the teaching of each topic using past exam questions, homework activities and quizzes (to also incorporate AS content).

Students will undergo a mock examination of a 'Biological Diversity' paper - this covers module 1, 2, 4 and 6 of the course.

Reading skills needed for this unit:

- » Comprehension.
- » Information retrieval from text.
- » Understanding of command words.

Key vocabulary:

Phenotype, codominance, dihybrid, epistasis, natural selection, genetic drift, Hardy-Weinberg principle, allopatric, polymerase chain reaction, electrophoresis, computational biology.

HALF TERM 5 PRACTICAL SKILLS + REVISION PERIOD

All students will know:

- » Populations + Sustainability.
- » Module 1 Practical Skills - Revisit.
- » Module 2-6 'Unified' Revision.

All students will be assessed:

Practical Skills (PAGs) - students will be assessed against specified skills and techniques provided by OCR to show competency across a range of activities.

Students will complete OCR past papers to prepare for their examinations, as well as studying success criteria and mark schemes.

Focus will be on students making links between modules taught.

Reading skills needed for this unit:

- » Comprehension.
- » Information retrieval from text.
- » Understanding of command words.

Key vocabulary:

Limiting factor, carrying capacity, log phase, accuracy, validity, limitations, identify, describe, explain, suggest.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | BIOLOGY

HALF TERM 6 REVISION + EXAM PERIOD

All students will know:

- » Module 1-6 Revision.

All students will be assessed:

Students will sit three papers in order to gain their A-Level:

- » Biological Processes (Module 1,2,3+5).
- » Biological Diversity (Module 1,2,4+6).
- » Unified Biology (Modules 1-6).

Reading skills needed for this unit:

- » Comprehension.
- » Information retrieval from text.
- » Understanding of command words.

Key vocabulary:

Accuracy, validity, limitations, identify, describe, explain, suggest.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Websites -

www.physicsandmathstutor.com

www.tailoredtutors.co.uk

Textbooks -

CGP / Pearson 'OCR Biology A' ,
OCR Past Paper Finder.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Maths Skills - use of statistical tests, standard form and percentage change.

Chemistry - understanding of bonding in biological molecules + separation techniques.

Psychology - links to statistical tests and significance of data.

YEAR 13 | A LEVEL BUSINESS - COMPONENT 2

‘Becoming a business, enterprising and economically aware young person with strong business acumen’

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Business Analysis and Strategy and develop students into Enterprising and Economically aware students: Completion of component 2 EDUQAS.

The emphasis in this component is on understanding and using analytical techniques and developing appropriate business strategies. Learners need to understand, construct and analyse a range of decision-making models and investment appraisal methods used by businesses to decide on their strategy. Learners need to develop analytical skills to investigate business opportunities and problems in a number of different contexts and evaluate a range of quantitative and qualitative data to suggest possible strategic responses from businesses. Learners will be expected to use a range of numerical skills and make justifiable decisions using both quantitative and qualitative methods.

HALF TERM 1 BUSINESS ANALYSIS

All students will know:

- » Data analysis.
- » Market analysis.
- » Sales forecasting.
- » Analysing financial performance.
- » Analysing non-financial performance.

All students will be assessed:

Formative assessment, self assessment, self improvement.

- » Elasticity.
- » Sales forecasting.
- » Financial performance.

Reading skills needed for this unit:

- » Comprehension.
- » Inference.
- » Sourcing.

Key vocabulary:

Extrapolation, Time-series analysis, correlation, price/income elasticity, cyclical.

HALF TERM 2 STRATEGY

All students will know:

- » Aims and objectives
- » Strategy and implementation.
- » Corporate strategy, strategic direction, divisional strategy and functional strategy.
- » SWOT analysis.
- » Apply Porter’s Five Forces framework.
- » Ansoff matrix.
- » Integration and growth.
- » Location/relocation and rationalisation.
- » Outsourcing.

All students will be assessed:

Formative assessment, self assessment, self improvement.

Mock examination.

- » Porter.
- » Ansoff Matrix.

Reading skills needed for this unit:

- » Comprehension.
- » Inference.
- » Sourcing.

Key vocabulary:

Retrenchment, integration, strategic fit.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | A LEVEL BUSINESS - COMPONENT 2

ENRICHMENT OPPORTUNITIES

Aim higher opportunities, KS5 enterprise and student investor, Institute for Financial Education.

HALF TERM 3

BUSINESS DECISION-MAKING

All students will know:

- » Decision-making models.
 - decision trees.
 - network analysis.
 - cost-benefit analysis.
- » nature and approaches to decision-making (scientific or intuitive).

All students will be assessed:

Formative assessment, self assessment, self improvement.

- » Cost-benefit analysis
- » Decision-tree
- » Network analysis

Reading skills needed for this unit:

- » Comprehension.
- » Inference.
- » Sourcing.

Key vocabulary:

Network analysis, critical path, decision tree, externalities and internalities.

HALF TERM 4

INVESTMENT DECISIONS AND REVISION

All students will know:

- » Investment appraisal.
- » special orders.
- » Revision of topic areas ahead of mock examination.

All students will be assessed:

Formative assessment, self assessment, self improvement.

Mock examination.

- » Investment appraisal

Reading skills needed for this unit:

- » Comprehension.
- » Inference.
- » Sourcing.

Key vocabulary:

Discounted cash flow, payback period, net present value, average rate of return.

HALF TERM 5

CONSOLIDATION AND REVISION

All students will know:

Learners need to understand that, in order to succeed in a competitive market, all businesses have to consider the core functions of business.

Revision activities (Component 1 (from year 12) and 2).

Business Functions and Analysis and Strategy.

Half term 5 will encompass mock exam reflection and revision. Exam technique skills evaluation of performance. Knowledge, analysis and evaluative skills referring to the assessment objectives.

All students will be assessed:

Formative assessment, self assessment, self improvement.

Reading skills needed for this unit:

- » Comprehension.
- » Inference.
- » Sourcing.

Key vocabulary:

Exam command words.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Mathematics, Geography, Technology.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Content notes <https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rId=872>

YEAR 13 | A LEVEL BUSINESS - COMPONENT 3

‘Becoming a business, enterprising and economically aware young person with strong business acumen’

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of macro-economic factors and develop students into skilled analysts of external factors that can affect the operation, strategy and success of businesses.

This component (Business in a Changing World) focuses on how businesses adapt to succeed in a dynamic external environment. Students will learn to understand that the business world never stands still and there are continuous opportunities and threats to businesses of all sizes. Students will build on year 12 modules to understand that regardless of size, businesses now operate in a global marketplace and they need to consider a wide range of external factors that affect their day-to-day activities, decision-making and strategy. Students will be required to integrate the knowledge, understanding and skills developed in all three components to display a holistic understanding of business activity and the environment in which they operate.

HALF TERM 1

All students will know:

Political Factors: The ways in which the government supports the business climate.

Political Factors: Taxation

The main forms of taxation forming the UK tax system. The impact of changing levels of taxation on businesses and their stakeholders. The strategic responses of businesses to changing taxation.

Economic Factors: Inflation

What inflation is. How it is measured: The causes of inflation. The impact of inflation on businesses and their stakeholders. The strategic responses of businesses to inflation.

Economic Factors: Interest rates

What interest is. The impact of changing interest rates on businesses and their stakeholders. The strategic responses of businesses to changing interest rates.

Economic Factors: Exchange rates

What exchange rates are. What causes exchange rates change. The impact of changing exchange rates on businesses and their stakeholders. The strategic responses of businesses to inflation.

Economic Factors: The business cycle

What the business cycle is. The impact of changes in the business cycle on businesses and their stakeholders. The strategic responses of businesses to changes in the business cycle.

All students will be assessed:

- » Taxation exam question
- » Inflation formative assessment task (Argos)
- » Interest rates formative assessment task (City Living Apartments)
- » Exchange rates formative assessment task (Betty's and Taylor's of Harrogate)

Reading skills needed for this unit:

- » Comprehension

Key vocabulary:

Direct taxation, Indirect taxation, Inflation, menu costs, Shoe leather costs, Base rate, Exchange rates.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | A LEVEL BUSINESS - COMPONENT 3

HALF TERM 2

All students will know:

Economic Factors: Fiscal and monetary policy

What's meant by reflationary and deflationary fiscal and monetary policy. The impact of specific fiscal and monetary policies on businesses and their stakeholders. The strategic responses of businesses to fiscal and monetary policies.

Social Factors:

The range of social factors and trends that can affect businesses. The impact of specific social changes on businesses and their stakeholders. The strategic responses of businesses to social changes.

Technological Factors:

The major technological changes that have affected businesses. The impact of technological change on businesses and their stakeholders. The strategic responses of businesses to technological change.

Environmental Factors:

The potential environmental costs of business activity including air, water and noise pollution, climate change, congestion, destruction of the environment and waste disposal. How potential environmental costs can be controlled by government intervention, the influence of pressure groups and education. How businesses can respond to environmental issues. The impact of business activity on the environment. The impact on a business of implementing environmentally friendly policies.

Legal factors:

The main laws that concern businesses, including company law, employment and anti-discrimination law, consumer protection, competition policy, health and safety legislation, data protection, intellectual property and minimum wage. The impact of legislation on businesses and their stakeholders.

All students will be assessed:

- » Reckitt Benkiser exam question.
- » Social factors formative assessment task.

Reading skills needed for this unit:

- » Comprehension.

Key vocabulary:

Business cycle, Boom / recession / upturn / downturn, Reflationary fiscal policy, Deflationary fiscal policy, Reflationary monetary policy, Deflationary monetary policy.

HALF TERM 3

All students will know:

Business Ethics:

The meaning of business ethics. The types of ethical issues a business will face including environmental, animal rights, treatment of workers, suppliers and customers. The meaning of corporate social responsibility (CSR). The possible conflict between ethics and profitability. The Impact on the profitability of a business of having ethical objectives. The ethical stance of businesses from the point of view of different stakeholders.

International Trade:

The meaning of international trade. The different forms of protectionism that governments can use. The different forms of economic integration that exist in the global economy.

International Trade:

The impact of international trade on businesses and their stakeholders. The strategic responses of businesses to international trade opportunities.

Globalisation:

The meaning of globalisation. The causes of it.

Globalisation:

The impact of the emergence of the global market on businesses and their stakeholders. The strategic responses of the businesses to the emergence of the global market.

Multinationals:

What a multinational corporation is. The benefits and drawbacks of operating an organisation as a multinational.

All students will be assessed:

- » Business ethics exam question.
- » Technological factors exam question [amazon].
- » International trade formative assessment task (Bulldog).
- » International trade exam question.
- » Global market exam question.

Reading skills needed for this unit:

- » Comprehension.

Key vocabulary:

Corporate Social Responsibility, Tariff barriers, Non-tariff barriers, Quotas, Economic integration, Free trade area / single market/ customs union / monetary union / economic union, Global market / globalisation.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | A LEVEL BUSINESS - COMPONENT 3

HALF TERM 4

All students will know:

Multinationals:

The social and economic costs and benefits of multinationals in the host countries they operate in.

The European Union:

What the EU is, Reasons for its existence. The benefits and drawbacks of the EU from different stakeholder perspectives. The impact of Brexit on UK businesses and their stakeholders.

The Euro:

What is meant by the 'Eurozone', The benefits and drawbacks of the Eurozone for member and non-member states.

Change Management:

The difference between internal and external causes of change, and planned / unplanned change. The different approaches to managing change. The impact of change on businesses and their stakeholders.

Risk Management:

The type of risks businesses are likely to face. What contingency planning and contingency planning is. The possible responses of businesses to the various risks they face.

All students will be assessed:

- » Multinationals formative assessment task.
- » Risk management exam question.
- » Brexit exam question.
- » Mock examination.

Reading skills needed for this unit:

- » Comprehension.

Key vocabulary:

European Union, Fiscal Transfers, Contingency planning, Insurable risks, Uninsurable risks.

HALF TERM 5

All students will know:

Half term 5 will encompass mock exam reflection and revision.

Reading skills needed for this unit:

- » Comprehension.

YEAR 13 | BTEC BUSINESS

‘Becoming a business, enterprising and economically aware young person with strong business document ’

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of business skills and development and develop students into business event organiser:

Unit 4: Events management is one of the most exciting and dynamic sectors of business. This unit combines students’ creativity and organisational skills to produce successful, memorable events, whether for profit or social enterprise. Students will investigate a number of successful events, both large and small, and use this research to assess the feasibility of events to plan and run students’ themselves. Examples could range from organising meetings, product launches, exhibitions, promotions, charity events, team-building events and staff development, to a full-scale conference. Students’ chosen event will be carefully planned, demonstrating students’ ability to use planning tools. Students will then stage the event, testing the effectiveness of students’ planning. This will require students to ‘think on their feet’, deal with financial and security issues, liaise with suppliers and venue personnel, and utilise their problem-solving skills. Afterwards, students will evaluate the success of the event. To complete the assessment task within this unit, students will need to draw on their learning from across their programme. This unit will develop students’ teamwork, communication, time-management, negotiation and problem solving skills. It will help students develop the essential transferable skills that employers look for. The unit will provide a useful opportunity to consider whether to pursue a career in events management or to continue on to further study in this area.

Unit 6: In this unit, you will examine how businesses adapt their approaches to management in response to challenges in their environment. Depending on their roles and responsibilities, managers need to develop skill sets that enable them to work effectively in areas such as the management of people, financial, resource and quality management, and the management of change. You will investigate some of the issues that managers and leaders have to deal with in the workplace in making businesses more efficient and ensuring their survival and growth. The effective planning and organising of a business’s activity can significantly influence the success of a business. This unit will help you to progress to employment, by considering a career working in supervision and management, and/or to vocational training. Additionally you might move on to related higher education having developed a knowledge and understanding of management.

Unit 5: In this unit, you will explore the benefits and issues associated with international business activities. You will investigate the economic environment and cultural factors in international markets and the influence they have on how business is conducted. You will also examine the strategic and operational approaches to developing business in an international context. To complete the assessment task within this unit, you will need to draw on your learning from across your programme. This unit will give you a greater understanding of the global business environment, which will help your career choices. The unit also gives you the skills and a firm basis to undertake advanced or specialist studies in international business at higher education level.

Unit 19: Entrepreneurs explore potential business opportunities, select viable business ideas, prepare appropriate business plans and pitch these to potential investors. This unit will teach you how to carry out these steps which are critical to the development of new businesses. In this unit, you will investigate a potential micro-business idea and outline a business plan. You will present your business plan to potential investors with a view to securing appropriate funding. It is important that you are able to recognise what should be included in a pitch and how the process of idea formulation, selection, planning and presentation should be managed in order to secure funding.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » ICT
- » Mathematics
- » English

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | BTEC BUSINESS

ENRICHMENT OPPORTUNITIES

Guest speaker from an event organiser (KGN)

HALF TERM 1 UNIT 4 INTERNAL ASSESSES UNIT AND UNIT 6 EXTERNAL EXAMINED

All students will know:

Unit 4: Managing a business event

Explore the role of an event organiser, Investigate the feasibility of a proposed event.

Different tasks needed to be completed by an event organiser. Different skills needed by an effective event organiser. Common formats for skills audit collection. Different types of event, and the factors affecting success, Feasibility measures and critical success factors.

Unit 6:

- » The definitions and functions of management.
 - A1 Definitions of management and leadership.
 - A2 Functions of management and leadership.
 - A3 Business culture.
- » Management and leadership styles and skills.
 - B1 Management and leadership styles.
 - B2 Management and leadership skills.
- » Managing human resources.
 - C1 Human resources (HR).
 - C2 Human resource planning.

All students will be assessed:

Unit 4: Completion of assignment 1.

Reading skills needed for this unit:

Comprehension, data analysis, research and source recognition.

Key vocabulary:

Quantitative, qualitative, Management, Manager, Leadership

Skills, Responsibilities, Culture.

HALF TERM 2 UNIT 4 INTERNAL ASSESSES UNIT AND UNIT 6 EXTERNAL EXAMINED

All students will know:

Unit 4: Develop a detailed plan for a business, or social enterprise event. Stage and manage a business or social enterprise event.

Event planning and the use of planning tools. Factors to be considered, including budgets, resources and contingency planning. Management of the event. Problem solving.

Unit 6:

- » Factors influencing management, motivation and performance of the workforce.
 - D1 Motivation in the workplace.
 - D2 Techniques to meet skills requirements.
 - D3 Training and development.
 - D4 Performance appraisal.
- » Impact of change.
 - E1 Managing change.
- » Quality management.
 - F1 Quality standards.
 - F2 Developing a quality culture.
 - F3 The techniques and tools of quality management.
 - F4 The importance and benefits of quality management.

All students will be assessed:

Unit 4: Running the event, Complete assignment 2.

Reading skills needed for this unit:

Comprehension, data analysis..

Key vocabulary:

Soft skills. likert scale, Work, Occupation, Motivation, Theories, Appraisal, Management, Work culture.

HALF TERM 3 UNIT 4 INTERNAL ASSESSES UNIT AND UNIT 6 EXTERNAL EXAMINED

All students will know:

Unit 4 : Reflect on the running of the event and evaluate own skills development.

Evaluation of the event, Review of personal skills development in the running of the event.

Unit 5: International Business

- » Business operate in contrasting international markets.
- » Types of finance available for international business.
- » Main features of globalisation.
- » Trading blocs on international trade.
- » Be able to analyse barriers.

Unit 19: optional unit subject to change

- » See below for breakdown.
- » Introduction to start.

All students will be assessed:

Unit 4: Complete assignment 2 and 3.

Unit 6:

- » Exam is sat in January - 3 hour controlled assessment from given case study.

Unit 5: assignment 1

- » Learning aim A: Explore the international context for business operations.

Reading skills needed for this unit:

Comprehension, data analysis.

Key vocabulary:

International, Markets, Finance, Countries, Globalisation, Trading blocs, Barriers, trading.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | BTEC BUSINESS

HALF TERM 4 COMPLETION UNIT 4, UNIT 5 AND UNIT 19 INTERNAL ASSESSMENTS

All students will know:

Unit 4:

- » Reflect on the running of the event and evaluate own skills development.
- » Bringing together their practical research and event.

Unit 5: international business

- » External factors.
- » support systems.
- » situational analysis.

Unit 19: optional unit subject to change

- » A Explore potential ideas for a micro-business start-up.
 - A1 Exploration of ideas for a micro-business start-up.
 - A2 Models for business opportunities.
 - A3 Factors to be considered when setting up a micro-business.

All students will be assessed:

Unit 4: Complete unit 4 assignment 3.

Unit 5: Assignment 2.

- » Learning aim B: Investigate the international economic environment in which business operates.
- » Learning aim C: Investigate the external factors that influence international businesses.

Unit 19: Assignment 1 – A portfolio comprising research, analysis and risk evaluation that collectively supports a specific recommendation for setting up a new micro-business.

Reading skills needed for this unit:

Comprehension, data analysis.

Key vocabulary:

External factors, Interest rates, Exchange rates, Inflation, Unemployment, Agency, Consultancy, Support groups, analysis.

HALF TERM 5 UNIT 5 AND UNIT 19 INTERNAL ASSESSMENTS

All students will know:

Unit 5: international business

- » Cultural differences.
- » products and processes adapted for international markets
- » strategies and resources.

Unit 19: optional unit subject to change

- » Assignment 2.
- » B Develop a business plan for a viable micro-business start-up.
 - B1 Market analysis and planning.
 - B2 Legal aspects.
 - B3 Financial aspects.
 - B4 Evaluation.

All students will be assessed:

Unit 5: Assignment 3

- » Learning aim E: Examine the strategic and operational approaches to developing international trade

Unit 19: A business plan with the details to enable the pitch to be prepared. Professional presentation with supporting documentation designed to secure potential funding and to stimulate feedback, from which justified modifications to the proposal and pitch can be made.

Reading skills needed for this unit:

Comprehension, research and source recognition.

Key vocabulary:

Cultures, Differences, International, Markets, strategies, Planning, Business plan, Analysis, Finance, Pitch.

HALF TERM 6 UNIT 5 AND UNIT 19 INTERNAL ASSESSMENTS

All students will know:

Completion of coursework prior to sign off to leave the academy.

Unit 19: optional unit subject to change

- » Assignment 3
- » C Carry out a pitch for funding for the chosen micro-business.
 - C1 Documents and materials for pitch to audience.
 - C2 Professional presentation skills demonstrated in the pitch.
 - C3 Review and evaluation of the pitch.

All students will be assessed:

Unit 19: A business plan with the details to enable the pitch to be prepared. Professional presentation with supporting documentation designed to secure potential funding and to stimulate feedback, from which justified modifications to the proposal and pitch can be made.

Key vocabulary:

Micro, Funding, Professional, Evaluation, Planning, Pitching.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Pearson website where students can access breakdown of specification and units - BTEC student book 1 & 2

YEAR 13 | A LEVEL CHEMISTRY

'Becoming a Chemist'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Chemistry and develop students into Chemists:

Students will build on fundamental concepts delivered in Year 12, taking a deep look into physical chemistry and transition elements (module 5) alongside organic chemistry and analysis (module 6). The teaching approach will be sequential, students will work through module 5 before moving onto module 6.

Throughout the year, students will be securing and applying their AS knowledge, making clear links and building on their understanding of chemistry. Embedded into the curriculum are opportunities for students to think critically about chemistry processes alongside developing high quality practical skills. Students will gain an understanding of apparatus and explore routes into a number of careers as well as furthering their understanding of chemistry in the real world. By the end of the year, students will have acquired the knowledge and skills needed to sit their A-Level exams.

HALF TERM 1 MODULE 5

All students will know:

- » Rates of Reaction.
- » Equilibrium.
- » Acids, bases and pH.
- » Buffers and Neutralisation.

All students will be assessed:

- » Students will be formatively assessed throughout the teaching of each topic using past exam questions, homework activities and quizzes.
- » At the end of each topic, students will sit a summative assessment.
- » Practical Skills (PAGs) - students will be assessed against specified skills and techniques provided by OCR to show competency across a range of activities.

Reading skills needed for this unit:

- » Command words.
- » Use of an index/contents.
- » Scanning and skimming of scientific journals.

Key vocabulary:

Orders of reaction, rate equation, continuous monitoring method, half-life, initial rates, rate determining step, arrhenius, K_p , K_a , pK_a .

HALF TERM 2 MODULE 5

All students will know:

- » Buffers and Neutralisation.
- » Enthalpy and Entropy.
- » Redox and Electrode Potentials.
- » Transition Elements.

All students will be assessed:

- » Students will be formatively assessed throughout the teaching of each topic using past exam questions, homework activities and quizzes.
- » At the end of each topic, students will sit a summative assessment.
- » Practical Skills (PAGs) - students will be assessed against specified skills and techniques provided by OCR to show competency across a range of activities.
- » A mock paper will be completed based on content covered in modules 1, 2, 3 and 5.

Reading skills needed for this unit:

- » Command words.
- » Use of an index/contents.
- » Scanning and skimming of scientific journals.

Key vocabulary:

Titration curve, born-haber, lattice enthalpies, electron affinity, ionic size, entropy, feasible, redox, oxidation numbers, half-cell, standard electrode potential, gibbs free energy, stereoisomers, ligand substitution.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | CHEMISTRY

ENRICHMENT OPPORTUNITIES

Ongoing discussion beyond the scope of the course, online tutorials with university lecturers.

HALF TERM 3 MODULE 6

All students will know:

- » Aromatic Chemistry.
- » Carbonyls and Carboxylic Acids.

All students will be assessed:

- » Students will be formatively assessed throughout the teaching of each topic using past exam questions, homework activities and quizzes.
- » At the end of each topic, students will sit a summative assessment.
- » Practical Skills (PAGs) - students will be assessed against specified skills and techniques provided by OCR to show competency across a range of activities.

Reading skills needed for this unit:

- » Command words.
- » Use of an index/contents.
- » Scanning and skimming of scientific journals.

Key vocabulary:

Kekule, halogenation, chlorination, acylation, electrophilic substitution, nucleophilic addition, hydrolysis.

HALF TERM 4 MODULE 6

All students will know:

- » Amines, amino acids and proteins.
- » Organic Synthesis.

All students will be assessed:

- » Students will be formatively assessed throughout the teaching of each topic using past exam questions, homework activities and quizzes.
- » At the end of each topic, students will sit a summative assessment.
- » Practical Skills (PAGs) - students will be assessed against specified skills and techniques provided by OCR to show competency across a range of activities.
- » A mock paper will be completed based on content covered in modules 1, 2, 4 and 6.

Reading skills needed for this unit:

- » Command words.
- » Use of an index/contents.
- » Scanning and skimming of scientific journals.

Key vocabulary:

Amines, aliphatic, optical isomers, chirality, condensation, nitriles.

HALF TERM 5 MODULE 6

All students will know:

- » Organic Synthesis.
- » Chromatography and Spectroscopy.
- » Unifying Concepts.

All students will be assessed:

- » Practical Skills (PAGs) - students will be assessed against specified skills and techniques provided by OCR to show competency across a range of activities. This will be revisited.
- » Students will complete OCR past papers to prepare for their examinations, as well as studying success criteria and mark schemes.
- » Focus will be on students making links between modules taught.

Reading skills needed for this unit:

- » Command words.
- » Use of an index/contents.
- » Scanning and skimming of scientific journals.

Key vocabulary:

Mass spectrometry, gas chromatography, thin layer chromatography, reagents, distillation, reflux.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | CHEMISTRY

HALF TERM 6 REVISION + EXAMS

All students will know:

This half term is used for reconsolidation of AS Level Chemistry using feedback from end of topic assessments, mock data and student reflection to guide the topics which are most pertinent before the A2 exams begin.

All students will be assessed:

A2 Summer Examinations.

Reading skills needed for this unit:

- » Command words.
- » Use of an index/contents.
- » Scanning and skimming of scientific journals.

Key vocabulary:

Identify, describe, explain, compare, analyse, evaluate, calculate, suggest.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Websites -

www.chemguide.com

www.physicsandmathstutor.com

www.tailoredtutors.co.uk

Textbooks -

CGP / Pearson 'OCR Chemistry A'.

Other -

Physics and maths tutor, OCR Past Paper Finder.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Biology - understanding of bonding in biological molecules + separation techniques.

Maths - Percentage changes, multi-step calculations, standard form, decimal places.

YEAR 13 | A LEVEL CLASSICS

'Becoming a Classics Practitioner'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Classics and develop students into Classics Practitioners:

Learners will develop an increasingly sophisticated level of knowledge and understanding of the World of the Hero, Greek Religion and Greek Theatre. This will prepare them for university study as the skills required will enable them to access higher education effectively. They should become experts in the field of Classics being able to analyse prescribed sources and literature effectively as well as understanding the wider culture and influences on the lives of the Ancient Greeks.

HALF TERM 1 GREEK TRAGEDY AND THE AENEID

All students will know:

Nature of tragedy

- » Origins of tragedy.
- » Aeschylus, Sophocles and Euripides.
- » Actors and the chorus.
- » Common themes.
- » To include prescribed sources-Red-figure column krater, votive krater, pelik.
- » The tragic plays- Euripides- Bacchae Themes in the play.

The Aeneid

- » concepts, values and behaviour of a Greek and Roman hero.
- » characterisation of major and minor characters.
- » role of Aeneas in Rome's Imperial destiny.
- » portrayal of war.
- » the portrayal of different nations; Trojans, Greeks, Carthaginians, Italians.

Students at home should also be consolidating aspects of Greek Religion in preparation for the mock exams next half term.

All students will be assessed:

- » Assessed via 1 assessed piece, quizzes and homework questions.
- » One formal assessment - 2 assessed pieces.

Reading skills needed for this unit:

Students will have to extrapolate and infer from the sources as well as read for meaning.

Key vocabulary:

Tragic hero, peripeteia, key vocab connected to the theatre eg parados and proskene, euripides, Sophocles, tragic irony, Post Homeric hero, self-effacing, pietas, Phillip Hardy, mos maiorum, Penates.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | CLASSICS

ENRICHMENT OPPORTUNITIES

Potential for Birmingham university lecturer to discuss Classics at a university level/or a former student to discuss Classics at university.

HALF TERM 2 GREEK TRAGEDY AND THE AENEID

All students will know:

Greek Tragedy

- » Oedipus the King and key themes within the play.
- » Consolidation of tragedy.

The Aeneid

- » moral values of the epic including pietas and its contrast with furor.
- » importance of fate and destiny.
- » role of the immortals and the relationship between mortals and immortals.

Independent revision and some in class support for Greek religion - with a focus on exam questions and skills.

All students will be assessed:

Mock examination.

Reading skills needed for this unit:

to extrapolate and infer from the sources as-well as read for meaning.

Key vocabulary:

Anthropomorphism, Homer and Hesiod, Epithets, Panhellenic, Oracular consultation, Pietas, Furor, Ekphrasis.

HALF TERM 3 GREEK RELIGION AND THE AENEID

All students will know:

Greek Religion

- » Revision with a focus on exam questions and skills.
- » Concept of anthropomorphism.
- » Hero cults.
- » concept of personal and public religion.
- » functions of religion in the Ancient World.
- » The rise of philosophical thinking and how this was viewed in Greek society.

The Aeneid

- » family and friendship.
- » relationships between men and women, parents and children.
- » part played by women in the epic and their position in society.

All students will be assessed:

- » assessed questions, homeworks and quizzes.
- » One formal assessment - 2 assessed pieces.

Reading skills needed for this unit:

Students will have to extrapolate and infer from the sources as well as read for meaning.

Key vocabulary:

Socratic paradox, Libations, Pater familias, Roman matrona, Mos maiorum.

HALF TERM 4 GREEK THEATRE REVISION AND THE AENEID

All students will know:

Comedy and Tragedy: The structures and themes in Greek comedy and tragedy.

Exam questions related to Greek Theatre.

- » Focus one on comedy and Frogs.
- » Focus two on Tragedy and the Bacchae/Oedipus.

Greek religion revised independently at home with examination questions for support - there will be some lessons discussing exam technique to support revision.

The Aeneid

Augustan context in which the Aeneid was produced including:

- » The political and historical background of the civil war.
- » Augustus' rise to power and consolidation of his rule.
- » Virgil's relationship to Augustus and his regime and the extent to which they are promoted within the epic.
- » promotion of the Roman Empire.

Students will be assessed with a range of A01 and A02 questions.

All students will be assessed:

- » Students will be assessed by a range of low stakes quizzes and examination questions (10, 20 and 30 mark questions) to assess A01 and A02.
- » Mock examination.

Reading skills needed for this unit:

Comprehension of key texts and examination questions.

Key vocabulary:

Ara Pacis, Augustus of Prima Porta, Battle of Actium, Second Triumvirate Caesar, Lepidus, Mark Antony, Cleopatra.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | CLASSICS

HALF TERM 5 REVISION

All students will know:

The world of the Hero: Odyssey and Aeneid

- » writers shape meanings in classical texts.
- » classical texts might be interpreted by different readers or audiences.
- » classical texts relate to their historical, social, political, religious and cultural contexts.
- » classical texts relate to literary traditions and genres of the classical world.

Greek Theatre and Religion

- » How to apply knowledge across both topics to examination questions.
- » Teacher facilitating and students working more independently to prepare for examinations.

All students will be assessed:

Completing A- Level examinations.

Reading skills needed for this unit:

Unpicking examination questions and comprehension.

Key vocabulary:

Ara Pacis, Augustus of Prima Porta, Battle of Actium, Second Triumvirate Caesar, Lepidus, Mark Antony, Cleopatra.

HOW STUDENTS CAN BE SUPPORTED AT HOME

All students are provided with a copy of the texts to enable at home study, as well as links to websites - Virgil, 'The Aeneid', translated by A.S. Kline, an www.poetryintranslation.com as-well as copies of the Bacchae and Oedipus.

We also provide a range of suggested secondary sources, scholars and academic works to assist them as they are required to make use of relevant secondary scholars and academics to support their analysis and argument.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Connections to A Level literature with the discussion of tragedy and the use of linguistic techniques and connections to Philosophy and Ethics with regards to Socrates and impiety. There are further links to Sociology and the use of religion as a measure of control through the exploration of Karl Marx.

YEAR 13 | A LEVEL ENGLISH LITERATURE

The curriculum and assessment of students at this stage of education has been carefully designed to allow students to further explore the philosophical and moral discussions that arise out of the study of texts belonging to the tragedy and crime genres. Students will refine their ability to form opinions and ideas which are well considered and reasoned alongside developing their criticality in engaging with the debates that surround texts. By beginning to draft and edit their NEA pieces, students will also develop their understanding and application of critical theories to literary texts alongside further honing their own critical and analytical writing style. Students will also strengthen their ability to be evaluative and consider their own interpretations. This programme of study prepares students for further study by developing independent, critical learners who can also critically engage with the world around them.

HALF TERM 1 BRIGHTON ROCK AND NEA

All students will know:

- » The characters and plot of Brighton Rock and how these are developed by Greene.
- » Key themes, ideas and relevant context for Brighton Rock and how these are developed.
- » The methods (language and structural) used by writers to convey meaning.
- » How texts engage with the genre they belong to.
- » Context can influence the interpretations of a reader/audience.
- » How to form judgements about texts and characters.
- » How to engage with the debates surrounding texts and characters.
- » Conventions of crime and how to identify them.
- » Texts can be read and interpreted through the lens of a critical theory.
- » How to apply critical theory to a Literature text.
- » The assessment objectives essays are marked against and how to structure a line of argument to engage with a debate.
- » How to develop an essay to support a line of argument
- » How to edit and redraft essays.

All students will be assessed:

- » In class assessments of knowledge and private study essays.
- » Coursework drafts.

Reading skills needed for this unit:

- » Reading for meaning.
- » Skimming.
- » Scanning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Evaluation.
- » Judicious selection of evidence.

Key vocabulary:

Novel, Character, Theme, Analysis, Context, Debate, Crime, Criminal, Victim, Motive, Morality, Innocence, Guilt, Human psyche, Judgement, Justice, Evidence, Remorse, Revenge, Focalised narrative, Anti-hero, Realism, Ecocriticism, Pastoral, Physical environment, Interrelatedness, Feminism, Gender role, Stereotype, Construct, Dynamic, Patriarchy, Marxism, Ideology, Socioeconomic, Exploitation, Alienation, Postcolonialism, Colonisation, Colonisers, Colonised, Imperialism, Marginalised, Plurality.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | ENGLISH LITERATURE

ENRICHMENT OPPORTUNITIES

Possibility for theatre trips/live screenings of productions when they are available.

Shakespeare workshop on Richard II at the RSC in Stratford.

HALF TERM 2 ATONEMENT AND NEA

All students will know:

- » The characters and plot of Atonement.
- » Key themes, ideas and relevant context for Atonement.
- » The methods (language and structural) used by writers to convey meaning.
- » How texts engage with the genre they belong to.
- » Context can influence the interpretations of a reader/audience.
- » How to form judgements about texts and characters.
- » How to engage with the debates surrounding texts and characters.
- » Conventions of crime and how to identify them.
- » Texts can be read and interpreted through the lens of a critical theory.
- » How to apply critical theory to a Literature text.
- » The assessment objectives essays are marked against and how to structure a line of argument to engage with a debate.
- » How to develop an essay to support a line of argument.
- » How to make links across texts and genres.
- » How to edit and redraft essays.

All students will be assessed:

- » In class assessments of knowledge and private study essays.
- » Mock exam.
- » Coursework drafts.

Reading skills needed for this unit:

- » Reading for meaning.
- » Skimming.
- » Scanning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Evaluation.
- » Judicious selection of evidence.

Key vocabulary:

Novel, Character, Theme, Analysis, Context, Debate, Crime, Criminal, Perpetrator, Victim, Motive, Persecution, Defence, Morality, Innocence, Guilt, Human psyche, Judgement, Justice, Resolution, Remorse, Atonement, Epistolary narrative, Post-modernism, Epigraph, Authorship, Macabre, Metafiction, Foreboding, Narrative perspective, Ecocriticism, Pastoral, Physical environment, Interrelatedness, Feminism, Gender role, Stereotype, Construct, Dynamic, Patriarchy, Marxism, Ideology, Socioeconomic, Exploitation, Alienation, Postcolonialism, Colonisation, Colonisers, Colonised, Imperialism, Marginalised, Plurality.

HALF TERM 3 ATONEMENT AND RICHARD II

All students will know:

- » The characters and plot of Atonement (and how these are developed) and Richard II.
- » Key themes, ideas and relevant context for Atonement (and how these are developed) and Richard II.
- » The methods (language, structural and dramatic methods) used by writers to convey meaning.
- » The influence narrative voice has on how a writer creates meaning.
- » How texts engage with the genre they belong to.
- » Context can influence the interpretations of a reader/audience.
- » How to form judgements about texts and characters.
- » How to engage with the debates surrounding texts and characters.
- » Conventions of tragedy and crime and how to identify them.
- » The different forms that criminal activity can take.
- » The different natures of criminals and victims.
- » The assessment objectives essays are marked against and how to structure a line of argument to engage with a debate.
- » How to develop an essay to support a line of argument.
- » How to make links across texts and genres.

All students will be assessed:

- » In class assessments of knowledge and private study essays.
- » Coursework drafts.

Reading skills needed for this unit:

- » Reading for meaning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Evaluation.
- » Judicious selection of evidence.

Key vocabulary:

Novel, Play, Character, Theme, Analysis, Context, Debate, Crime, Criminal, Perpetrator, Victim, Motive, Persecution, Defence, Morality, Innocence, Guilt, Human psyche, Judgement, Justice, Resolution, Remorse, Atonement, Epistolary narrative, Post-modernism, Epigraph, Authorship, Macabre, Metafiction, Foreboding, Narrative perspective, Tragedy, Tragic hero, Tragic downfall, Hamartia, Hubris, Catharsis, Anagnorisis, Peripeteia, Internal and external conflict, Stage direction Soliloquy, Aside, Iambic pentameter, Dramatic irony, Blank verse, Prose, Rhyming couplet, Hendiad, Modern/contemporary audience, Kingship, Divine Right, Deposition, Usurp.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | ENGLISH LITERATURE

HALF TERM 4 ATONEMENT AND RICHARD II

All students will know:

- » The characters and plot of Atonement and Richard II and how these are developed.
- » Key themes, ideas and relevant context for Atonement and Richard II.
- » The methods (language, structural and dramatic methods) used by writers to convey meaning.
- » The influence narrative voice has on how a writer creates meaning.
- » How texts engage with the genre they belong to.
- » Context can influence the interpretations of a reader/audience.
- » How to form judgements about texts and characters.
- » How to engage with the debates surrounding texts and characters.
- » Conventions of tragedy and crime and how to identify them.
- » The different forms that criminal activity can take.
- » The different natures of criminals and victims.
- » The assessment objectives essays are marked against and how to structure a line of argument to engage with a debate.
- » How to develop an essay to support a line of argument.
- » How to make links across texts and genres.

All students will be assessed:

- » In class assessments of knowledge and private study essays.
- » Mock exam.

Reading skills needed for this unit:

- » Reading for meaning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Evaluation.
- » Judicious selection of evidence.

Key vocabulary:

Novel, Play, Character, Theme, Analysis, Context, Debate, Crime, Criminal, Perpetrator, Victim, Motive, Persecution, Defence, Morality, Innocence, Guilt, Human psyche, Judgement, Justice, Resolution, Remorse, Atonement, Epistolary narrative, Post-modernism, Epigraph, Authorship, Macabre, Metafiction, Foreboding, Narrative perspective, Tragedy, Tragic hero, Tragic downfall, Hamartia, Hubris, Catharsis, Anagnorisis, Peripeteia, Internal and external conflict, Stage direction Soliloquy, Aside, Iambic pentameter, Dramatic irony, Blank verse, Prose, Rhyming couplet, Hendiad, Modern/contemporary audience, Kingship, Divine Right, Deposition, Usurp.

HALF TERM 5 CRIME POETRY, UNSEEN CRIME AND REVISION OF YEAR 12 & 13 TEXTS

All students will know:

- » The characters and plot of texts previously studied.
- » Key themes, ideas and relevant context for the crime poetry and text previously studied.
- » The methods (language, structural and dramatic methods) used by writers to convey meaning.
- » How texts engage with the genre they belong to.
- » Context can influence the interpretations of a reader/audience.
- » How to form judgements about texts and characters.
- » How to engage with the debates surrounding texts and characters.
- » Conventions of tragedy and crime and how to identify them.
- » How writers use conventions of a genre to create meaning.
- » How conventions of a genre can be engaged with by different texts e.g. poetry.
- » The assessment objectives essays are marked against and how to structure a line of argument to engage with a debate.
- » How to develop an essay to support a line of argument.
- » The importance of context when engaging with an unseen extract.
- » How to manage micro-macro with an extract question.
- » How to make links across texts and genres.

All students will be assessed:

- » In class assessments of knowledge and private study essays.
- » Coursework final pieces.

Reading skills needed for this unit:

- » Reading for meaning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Evaluation.
- » Judicious selection of evidence.

Key vocabulary:

All key vocabulary previously mentioned here and required in Year 12.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | ENGLISH LITERATURE

HALF TERM 4 REVISION OF YEAR 12 & 13 TEXTS AND UNSEEN CRIME PRACTICE

All students will know:

- » The characters and plot of texts previously studied.
- » Key themes, ideas and relevant context for the texts previously studied.
- » How texts engage with the genre they belong to.
- » Context can influence the interpretations of a reader/audience.
- » How to form judgements about texts and characters.
- » How to engage with the debates surrounding texts and characters.
- » Conventions of tragedy and crime and how to identify them.
- » How writers use conventions of a genre to create meaning.
- » The assessment objectives essays are marked against and how to structure a line of argument to engage with a debate.
- » How to develop an essay to support a line of argument.
- » The importance of context when engaging with an unseen extract.
- » How to manage micro-macro with an extract question.
- » How to make links across texts and genres.

All students will be assessed:

Final AQA A Level Literature B exams.

Reading skills needed for this unit:

- » Reading for meaning.
- » Critical analysis.
- » Inference.
- » Interpretation.
- » Evaluation.
- » Judicious selection of evidence.

Key vocabulary:

All key vocabulary previously mentioned here and required in Year 12.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Classics, Philosophy, Religion and Ethics, Law, Sociology and Psychology.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Students have hard copies of the play, the novels and crime poetry anthology and should be encouraged to read these at home as well as wider reading from the recommended reading list. This should also include reading in and around the genres of tragedy and crime.

Websites including Lit Charts and Grade Saver can provide useful revision of texts and their themes.

Digital Theatre access is available from the school to allow students to watch productions and performances of texts online. There are also films available on DVD.

Students should produce revision materials including act and chapter summaries as well as revision materials focused on aspects of tragedy and elements of crime.

YEAR 13 | A LEVEL FINANCIAL STUDIES

'Becoming a Financial Experts'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Finance and develop students into Financial Experts:

Students will learn different aspects of Finance, some topics will be relevant for the students presently and other topics will be relevant in the near future. Students will have the opportunity to look at different types of accounts and the difference between good debt and bad.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Business Studies and Mathematics.

HALF TERM 1 UNIT 3

All students will know:

Personal Financial sustainability

- » we develop further the themes around budgeting and financial planning.

How the state can help

- » Detailing the range and type of welfare benefits and services that are available today.

The impact of external factors

- » This will cover why the importance of these factors cannot be overstated.

All students will be assessed:

- » LIBF website quizzes.
- » Past exam questions.
- » Past case studies.

Reading skills needed for this unit:

- » Sentence Construction & Cohesion.
- » Reading Comprehension.

Key vocabulary:

External factors, Unemployment, Inflation, Interest rate.

HALF TERM 2 UNIT 3

All students will know:

Monitoring and adapting personal financial plans

- » We will be looking at personal financial budgeting, cash flow and forecasting.

Good debt, bad debt

- » Understand the personal implications of debt.

The impact of global events and ethics

- » impact on the financial services industry will be discussed.

The impact of recent changes

- » Identify recent changes in the financial services industry.

All students will be assessed:

- » LIBF website quizzes.
- » Past exam questions.
- » Past case studies.

Reading skills needed for this unit:

- » Sentence Construction & Cohesion.
- » Reading Comprehension.

Key vocabulary:

Finances, Financial plans, Cash flow, Statements / forecasts, Globalisation, debts, Ethics.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | A LEVEL FINANCIAL STUDIES

ENRICHMENT OPPORTUNITIES

Guest speakers.

HALF TERM 3 UNIT 4

All students will know:

The financial system

- » Understanding how financial services providers work.

Competition in the financial services sector

- » Understand the competitive environment in which financial services providers operate.

Sustainability in the financial sector

- » Understand the importance of sustainability for financial services providers and systems.

The impact of the media on the sustainability of the financial services industry

- » Explain the impact of media coverage on the financial services industry's sustainability.

All students will be assessed:

- » LIBF website quizzes.
- » Past exam questions.
- » Past case studies.
- » RESIT UNIT 3 examination if need be.

Reading skills needed for this unit:

- » Sentence Construction & Cohesion.
- » Reading Comprehension.

Key vocabulary:

Financial services, Competitiveness, Sustainability, industry, media.

HALF TERM 4 UNIT 4

All students will know:

External influences on financial services providers and their products

- » Understand the influence of external factors on financial services providers.

The impact of change and uncertainty on financial products

- » Analyse the impact of change and uncertainty on the products and services offered by financial services providers.

Marketing materials and their effectiveness

- » Understand the effectiveness of marketing materials produced by financial services providers.

Attracting, retaining and satisfying customers

- » Understand the approaches used by financial service providers to attract, retain and satisfy consumers.

Market segmentation and product development

- » Understand how market segmentation and product development are used to meet the needs, wants and aspirations of financial consumers.

All students will be assessed:

- » LIBF website quizzes.
- » Past exam questions.
- » Past case studies.
- » Final examination.

Reading skills needed for this unit:

- » Sentence Construction & Cohesion.
- » Reading Comprehension.

Key vocabulary:

Uncertainty, impact, marketing materials, FS providers, market segmentation.

HALF TERM 5 EXAM RESIT

All students will know:

Revise all topics in units covered.

All students will be assessed:

Sit the exam.

HOW STUDENTS CAN BE SUPPORTED AT HOME

LIBF website.

YEAR 13 | A LEVEL GEOGRAPHY

'Becoming a Geographer'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Geography and develop students into Geographers:

Continuing to build on the geography curriculum in KS4, in year 13 students will be taught about tectonic hazards and crises related to food production and supply as well as introducing new concepts such as the carbon cycle. Our approach to the topics will be challenging and ambitious: exploring how human actions can have lasting impacts on both the environment and people locally, nationally and internationally and how the interconnectedness of the world, particularly through food production and consumption, brings challenges and opportunities. Students will know how to apply a range of specialist terminology to their explanations and analyses of concepts. Students will learn how to evaluate the severity and scale of impacts of human actions as well as the importance of sustainability and skills of inference, assessment and suggestion will be developed. By the end of the year, all students will be able to describe, explain and analyse concepts such as the water and carbon cycles, food security and insecurity and the influences of globalisation on such topics, utilising and applying the knowledge and skills acquired throughout the year. Students will be exposed to a wide range of resources in school to develop interpretation. Students will also be required to undertake an independent investigation and will spend time in year 13 presenting, analysing an evaluating both primary and secondary data to reach a conclusion linked to their original hypothesis. This is to embed prior learning and also to develop critical evaluation of data collected as well as sampling and collection methods. The year 13 course will prepare students for further education and beyond whereby they will be broadening their understanding of global systems and human intervention. The full course can prepare students for further study of geography at university and builds strong foundations for a career in geography, geosciences, travel and tourism or planning and development.

HALF TERM 1 HAZARDOUS EARTH / EARTH'S LIFE SUPPORT SYSTEMS / FUTURE OF FOOD / INDEPENDENT INVESTIGATION

All students will know:

Hazardous Earth

- » Case Study of an AC and contrasting LIDC to illustrate strategies used to cope with hazards from earthquakes including attempts to mitigate against the event, vulnerability and losses.

Earth's Life Support Systems

- » The importance of water and carbon in supporting life on earth.
- » Water and carbon cycling through open and closed systems.
- » Inputs, outputs and stores in the carbon and water systems.
- » Processes and pathways that operate in the water and carbon cycles.
- » Physical and human factors affecting the water and carbon cycles in a tropical rainforest. (Case study: Amazon).

Future of Food

- » The complexities of growing, processing, transporting and disposing of consumer waste.
- » Different food production methods.
- » The influence of globalisation on the food industry.
- » Issues created by globalisation of the food industry.
- » Opportunities created by globalisation of the food industry.

Independent Investigation

- » Suitable data collection methods and sampling frameworks for their chosen investigation.
- » Appropriate simple and more sophisticated data presentation techniques relevant to their chosen investigation.

All students will be assessed:

- » Short / medium and long response examination questions.
- » End of key question recall tests.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

Subsistence farming, Tokyo Sky Tree, Evapotranspiration, Photosynthesis, Sublimation, Residence times, Phytoplankton, Sequestration, Water balance, Adiabatic expansion, Lapse rates, Anthropogenic, Relative humidity, Convectional rainfall, Biodiversity, Albedo, Net Primary Productivity (NPP), Globalisation, Arable, Pastoral, Shifting, Sedentary, Extensive, Intensive, Food miles, Sampling strategy, Quantitative, Qualitative, Geo-located data, Ethical dimensions.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | GEOGRAPHY

ENRICHMENT OPPORTUNITIES

Optional visits to A Level lectures held by the Geographical Association.

HALF TERM 2 HAZARDOUS EARTH / EARTH'S LIFE SUPPORT SYSTEMS / FUTURE OF FOOD / INDEPENDENT INVESTIGATION

All students will know:

Hazardous Earth

- » How and why the risks from tectonic hazards have changed over time including:
 - change in frequency and impacts of tectonic hazards.
 - degree of risk posed by a hazard and disaster risk equation.
 - future strategies to cope with risks.
- » Relationship between disaster and response including the Park model.

Earth's Life Support Systems

- » Strategies to manage the tropical rainforest.
- » Physical and human factors affecting the water and carbon cycles in the Arctic tundra.
- » Management strategies to moderate the impacts of the oil and gas industry on the Arctic tundra.

Future of Food

- » Range of physical factors that affect food security.
- » Social, economic and political factors affecting food security.
- » Theoretical positions on food security.
- » Case study of one place to illustrate how different factors have combined to cause issues with food security.

Independent Investigation

- » How to effectively analyse and interpret data collected as part of independent investigation.
- » When appropriate make use of relevant statistical analysis and significance testing.

All students will be assessed:

- » Short / medium and long response examination questions.
- » End of key question recall tests.
- » Formal mock examination - all topic areas.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

Disaster risk equation, Park model, Biosphere, Agroforestry, Permafrost, Active layer, Trans-Alaska Pipeline, Remote sensing, Malthusian theory, Boserupian theory, Growing season, Land grabbing, Agro chemicals, Significance testing.

HALF TERM 3 EARTH'S LIFE SUPPORT SYSTEMS / FUTURE OF FOOD/ INDEPENDENT INVESTIGATION

All students will know:

Earth's Life Support Systems

- » How human factors can disturb and enhance the natural processes and stores in the water and carbon cycles.
- » Short and long term changes in the water and carbon cycles.
- » The importance of research and monitoring techniques to identify and record changes to global water and carbon cycles.
- » Ways in which the water and carbon cycles link and are interdependent.

Future of Food

- » Different regions, countries and people whose food security is most at risk.
- » Why issues related to storage and distribution create geographical pinch points.
- » Physical and human causes of desertification.
- » Case study of one dryland area including cause of food security risks and worsening factors.
- » Shocks that can impact on food security including: climate change, water scarcity and tectonic hazards.
- » Case study of one indigenous farming technique in an extreme environment.

Independent Investigation

- » How to make clear, accurate and thorough conclusions linked to overall aim and sub questions.
- » How to undertake a strong evaluation of an individual independent enquiry.

All students will be assessed:

- » Short / medium and long response examination questions.
- » Formal internal assessment of investigation.
- » End of key question recall tests.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

Feedback loops, Urbanisation, Aquifers, Artesian basins, Potentiometric surface, Abstraction, Carbon capture and storage (CCS), El-Nino, Pinch Points, Desertification, Indigenous, Terrain, Socio-political dimensions.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | GEOGRAPHY

HALF TERM 4 EARTH'S LIFE SUPPORT SYSTEMS / FUTURE OF FOOD

All students will know:

Earth's Life Support Systems

- » How human activities cause changes in the availability of water and carbon.
- » The impact of long-term climate change on the water and carbon cycles.
- » Global management strategies to protect the water and carbon cycles.

Future of Food

- » How attempts to increase food production and security can impact the physical environment.
- » Case study - Land degradation of the Steppe, China.
- » How food security issues impacts people's health.
- » Case study - Implications of poor food security on the lives of people in Kenya and the USA.

All students will be assessed:

- » Short / medium and long response examination questions.
- » End of key question recall tests.
- » Formal mock examination- all topic areas.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

Wetland restoration, Overcultivation, Overgrazing, Cap and trade, Carbon offset, Carbon credits, Biodiversity, Salinisation, Land degradation, Agribusinesses, Micronutrient deficiency, Globesity.

HALF TERM 5 FUTURE OF FOOD / EXAM PREPARATION

All students will know:

Future of Food

- » Opportunities between countries to ensure food security.
- » The role and responsibilities of different stakeholders influencing the global food system.
- » Approaches to increase food security.
- » The effectiveness and sustainability of a range of techniques that exist to improve food security.
- » Case studies of two contrasting places focussing on strategies that have been used to ensure/ improve food security.

All students will be assessed:

- » Short / medium and long response examination questions.
- » End of key question recall tests.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

Key vocabulary:

World Trade Organisation, Transnational Corporations, Fair trade, Sustainability.

HALF TERM 6 EXAM PREPARATION

All students will know:

Future of Food

- » Revision of all topics.

All students will be assessed:

- » Short / medium and long response examination questions.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Reading/watching/listening to global news.
- » Satchel One.

YEAR 13 | A LEVEL HEALTH & SOCIAL CARE

'Becoming a Health & Social Care Practitioner'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Health & Social Care and develop students into Health & Social Care Practitioners:

This continues the 2nd year of a 2 year course equivalent to 3 A Levels.

Students will continue to develop knowledge & skills from year 12 & apply their own experiences from placement to inform their work.

2 externally examined units will be completed alongside the remaining 4 coursework units.

HALF TERM 1 ANATOMY & PHYSIOLOGY, ENQUIRIES INTO RESEARCH

All students will know:

- » Structure & organisation of the human body.
- » Structure & function of the body systems.
- » Role & purpose of research, research methodology, ethics.

All students will be assessed:

- » Body systems quizzes.
- » Past exam questions.
- » Discussion, review of articles, mock questions.

Reading skills needed for this unit:

- » Secondary research interpretation.

Key vocabulary:

RIDDOR, PPE, Qualitative, Quantitative, Secondary research, Ethics, BMI, nutritional health, Nutrients.

HALF TERM 2 ANATOMY & PHYSIOLOGY, ENQUIRIES INTO RESEARCH.

All students will know:

- » Disorders of the body systems. Impact of medical research.
- » Role & purpose of research, research methodology, ethics.
- » How to prepare for assessment.

All students will be assessed:

- » Past paper questions, Anatomy & Physiology mock exam.
- » Preparation for assessment, timed secondary research period & notes.

Reading skills needed for this unit:

- » Analysing information from a secondary source, interpreting research articles, reading for meaning.

Key vocabulary:

Qualitative, Quantitative, Secondary research, Ethics.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | HEALTH & SOCIAL CARE

ENRICHMENT OPPORTUNITIES

- » Trips to local universities offering related HE courses.
- » Online learning courses and opportunities.
- » Community Engagement roles.

HALF TERM 3 PROMOTING PUBLIC HEALTH, PRINCIPLES OF SAFE PRACTICE, NUTRITION

All students will know:

- » Origins of public health and the public health needs of the local area.
- » Duty of care, complaints procedures & types & signs of abuse & neglect.
- » Understand concepts of nutritional health and characteristics of essential nutrients.
- » Examine factors affecting dietary intake and nutritional health.

All students will be assessed:

- » Short essay tasks, 1st assessed coursework for Promoting public health.
- » Anatomy and physiology exam.
- » External assessment for Enquiries.
- » Short essay tasks & questions.

Reading skills needed for this unit:

- » Interpreting information from various sources
- » Reading for meaning.

Key vocabulary:

Abuse, Neglect, Vulnerable individuals, Duty of care, negligence, procedures, BMI, nutritional health, Nutrients, NGT / PEG/ TPN.

HALF TERM 4 PROMOTING PUBLIC HEALTH, PRINCIPLES OF SAFE PRACTICE, NUTRITION

All students will know:

- » Health promotion models and theories.
- » Health & Safety legislation, procedures & responsibilities to maintain health & safety.
- » How to respond to accidents & emergencies in care settings.
- » Examine factors affecting dietary intake and nutritional health.

All students will be assessed:

- » Short essay tasks, 2nd assessed coursework for Promoting public health.
- » Homework tasks, 1st assessed coursework Principles of safe practice.

Reading skills needed for this unit:

- » Application of information from secondary sources into practice.

Key vocabulary:

Behaviour change models, NGT / PEG/ TPN.

HALF TERM 5 SUPPORTING INDIVIDUALS WITH ADDITIONAL NEEDS, PRINCIPLES OF SAFE PRACTICE, NUTRITION

All students will know:

- » Why individuals may experience additional needs, how to overcome challenges & current practice & provision for individuals.
- » Health & Safety legislation, procedures & responsibilities to maintain health & safety. How to respond to accidents & emergencies in care settings.
- » Plan nutrition to improve individuals' nutritional health.

All students will be assessed:

- » Assessed coursework.
- » Homework tasks, 2nd assessed coursework.

Reading skills needed for this unit:

- » Reading for meaning.
- » Research from various types of sources.

Key vocabulary:

EHCP, Diagnostic, Diet plans.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | HEALTH & SOCIAL CARE

HALF TERM 6 SUPPORTING INDIVIDUALS WITH ADDITIONAL NEEDS, PRINCIPLES OF SAFE PRACTICE, PSYCHOLOGY, NUTRITION

All students will know:

All content will have been delivered, final assessments undertaken. Course ends June 2023.

All students will be assessed:

Resubmission of coursework for additional needs, Principles of safe practices, exam resits for Anatomy & Physiology and Research.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Encourage students to watch the news and particularly consider factors affecting health & well being - poverty, environmental issues, medical advance, health campaigns, issues surrounding social care including ageing, particular services for those with specific needs.

Documentaries such as Panorama can provide a real life account of issues addressed in class.

Read about life changing experiences, either biographical accounts or fiction.

NHS Choices, Health careers, SCIE website, UK based charity websites for specific conditions or life events.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Students will usually only study health & social care at this level, however there are key links within the units of the qualification.

Links to Maths & English are required to research & interpret written & numerical data & use this to support their own ideas in assessed coursework. Assessment work must be presented in an informative & logical manner, using literacy skills to express & justify ideas & opinions. Use of key specialist terminology is required for higher grades.

YEAR 13 | A LEVEL HISTORY

The curriculum and assessment of students at this stage of education has been carefully designed to promote greater depth/deep learning of A01, A02, and A03, building on year 12 studies.

In the Tudors, students will have a far greater understanding of the period 1485-1563, so will now revisit and consider this period from a wider breadth of knowledge and often simultaneous disciplinary perspectives including issues of significance, change, continuity, cause and consequence. This will also aid revision. Students will further study the reign of Elizabeth I 1558-1603. Essays will require a broader view and multiple historical interpretations will be considered on single topics. Alongside this, Germany focuses more on source questions with larger overarching essays to support revision exploring depth issues of significance, change, continuity, cause and consequence in this period. Policies towards Jews, opposition and resistance 1939-1945 are also fully and additionally considered. In both Tudors and Germany, students will be expected to make more substantiated and developed judgements using an array of evidence across the relevant features of the period they have learnt about. They will also be required to demonstrate a deeper understanding of historical academic debates and contemporary issues. Should coursework still need completing, students will be expected to do this independently outside of class.

HALF TERM 1 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM: GERMANY 1918-1945

All students will know:

The Tudors - Henry VII, 1485-1509

- » Breadth overview of consolidation of power (across society, government and foreign contexts), society considered from multiple and often simultaneous perspectives.

The Tudors - Elizabeth I, 1558-1603

- » Elizabethan government: court, ministers and parliament; factional rivalries.
- » Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain.
- » Society: continuity and change.

Nazi Germany

- » The radicalisation of the state: Nazi racial ideology; policies towards the mentally ill, asocials, homosexuals, members of religious sects, the Roma and Sinti.
- » Anti-Semitism: policies and actions towards the Jews, including the boycott of Jewish shops and the Nuremberg Laws.
- » The development of anti-Semitic policies and actions; the effect of the Anschluss; Reichskristallnacht; emigration; the impact of the war against Poland.
- » The treatment of Jews in the early years of war: the Einsatzgruppen; ghettos and deportation.

All students will be assessed:

- » Knowledge quizzes.
- » Tudors, understanding of historical interpretation, 30-mark question.
- » Essay question in Germany focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Testing understanding of the key concepts e.g. causation, consequence, significance, change and continuity, will form part of all assessments.

Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

Key vocabulary:

Privy councillors, Royal prerogative, Parsimony, Mercenaries, Democracy, Radicalisation, Anti-Semitism, Reich Kristallnacht, Anschluss, Asocials.

Exam key words: Assess, How convincing, How valuable.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | HISTORY

ENRICHMENT OPPORTUNITIES

KS5 Birmingham library visit.

HALF TERM 2 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM: GERMANY 1918-1945.

All students will know:

The Tudors - Henry VII, 1485-1509

- » Government, economy, foreign, religion.

Henry VIII

- » Character, aims and addressing his father's legacy.

The Tudors - Elizabeth I, 1558-1603

- » Society: problems in the regions; social discontent and rebellions.
- » Economic development introduction.

Nazi Germany

- » Rationing, indoctrination, propaganda and morale; the changing impact of war on different sections of society including the elites, workers, women and youth.
- » The wartime economy and the work of Speer; the impact of bombing; the mobilisation of the labour force and prisoners of war.
- » Policies towards the Jews and the 'untermenschen' during wartime; the Wannsee Conference and the 'Final Solution'.
- » Opposition and resistance in wartime including students, churchmen, the army and civilian critics; assassination attempts and the July Bomb Plot; overview of the Nazi state by 1945.

All students will be assessed:

- » Knowledge quizzes.
- » 2-hour 30-minute mock exam in Tudors testing understanding of 3 historical interpretations.
- » Two essays focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » 2-hour 30-minute mock exam in Germany, testing understanding of 3 contemporary sources.
- » Two essays focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Testing understanding of the key concepts e.g. causation, consequence, significance, change and continuity, will form part of all assessments.

Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

Key vocabulary:

Regicide, Untermenschen, Albert Speer, Mobilisation, War economy.

Exam key words: Assess, How convincing, How valuable.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | HISTORY

HALF TERM 3 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM: GERMANY 1918-1945.

All students will know:

The Tudors – Henry VIII, 1509-1547

- » Government, foreign, society.

The Tudors - Elizabeth I, 1558-1603

- » Economic development: trade, exploration and colonisation; prosperity and depression.
- » Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music.
- » Introduction to the last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603.

Germany revision

- » The instability of the Weimar Republic 1919-1923.
- » The Golden age 1924-1929 under Stresemann.

All students will be assessed:

- » Knowledge quizzes.
- » Essay question in the Tudors focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Germany, understanding of contemporary sources. 30-mark question.
- » Testing understanding of the key concepts e.g. causation, consequence, significance, change and continuity, will form part of all assessments.

Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

Key vocabulary:

Recusant, Puritanism, Anti-clericalism, Sectaries, Catholic/Counter Reformation, Autocracy, Democracy.

Exam key words: Assess, How convincing, How valuable.

HALF TERM 4 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM: GERMANY 1918-1945.

All students will know:

The Tudors – Henry VIII, 1509-1547

- » Economy, religion, renaissance.

The Tudors - Elizabeth I, 1558-1603

- » The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603.
- » Instability & consolidation, Mid Tudor Crisis breadth study – from Henry VIII to Elizabeth I.

Germany revision

- » The rise of the Nazis 1929-1933.
- » The consolidation of power 1933-1934.
- » Control 1933-1939.

All students will be assessed:

- » Knowledge quizzes.
- » 2-hour 30-minute mock exam in Tudors testing understanding of 3 historical interpretations.
- » Two essays focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » 2-hour 30-minute mock exam in Germany, testing understanding of 3 contemporary sources.
- » Two essays focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Testing understanding of the key concepts e.g. causation, consequence, significance, change and continuity, will form part of all assessments.

Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

Key vocabulary:

Myth, Subsistence crisis, Chancellor, Dictator, Reichstag Fire, Enabling Act, Volksgemeinschaft, Gleichschaltung.

Exam key words: Assess, How convincing, How valuable.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | HISTORY

HALF TERM 5 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM: GERMANY 1918-1945.

All students will know:

The Tudors – Henry VIII, 1509-1547

- » Religion, renaissance.

The Tudors – Elizabeth I, 1558-1603

- » Instability & consolidation, Mid Tudor Crisis breadth study – from Henry VIII to Elizabeth I.
- » Tudor final AQA examination at the end of this half term so some lessons are focused on revision which will be bespoke to the needs of students at this time.

Germany Revision

- » Exam practice and application to questions.

All students will be assessed:

Final exams begin. Usually the Tudor AQA exam falls at the end of this term.

Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

Key vocabulary:

Exam key words: Assess, How convincing, How valuable.

HALF TERM 6 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM: GERMANY 1918-1945.

All students will know:

Germany AQA examination during this half term so all lessons are focused on revision which will be bespoke to the needs of students at this time.

All students will be assessed:

Germany final AQA exam.

Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

Key vocabulary:

Exam key words: Assess, How convincing, How valuable.

HOW STUDENTS CAN BE SUPPORTED AT HOME

See A Level history self-directed study guide and reading lists. Parents can also encourage this independent learning and ensure students meet the deadlines set on Show My Homework.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

The skills taught whilst studying these topics link directly to the history coursework.

YEAR 13 | BTEC IT

'Becoming a knowledgeable IT practitioner'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Information Technology and develop students into knowledgeable IT practitioners:

The BTEC National IT qualification is a practical course and provides information on how computers are used in different situations. In year 13, the final two units are delivered. Information technology systems will involve developing knowledge of different systems and the factors that affect the choice of them. This builds on knowledge gained from component 2 of the BTEC Tech Award and GCSE Computer Science. Unit 5 involves students developing data models and analysing them which builds on the skills and knowledge gained from component 2 of the BTEC Tech Award. Students will develop skills through creating more complex data models. The course title is Pearson BTEC Level 3 National Extended Certificate in Information Technology and the QAN code is 601/7575/8.

HALF TERM 1 IT SYSTEMS

All students will know:

Unit 1 (Topic B)

- » Connectivity.
- » Networks and factors affecting choice.
- » Data transmission and issues.
- » Compression.

Unit 1 (Topic C)

- » Online systems/communities.
- » Implications for individuals and organisations.

Unit 5 (Spreadsheets)

- » Practical activities including common features such as lookups, validation, if statements, formulae, conditional formatting, functions, graphs, pivot tables and live feeds.
- » A1 Stages in the decision making process.

All students will be assessed:

- » Summative assessment on learning aim B and C using standardised resources from PG Online.
- » Completion of online quizzes administered through the Knowitall Ninja platform.
- » Selected exam questions from previous scripts.

Reading skills needed for this unit:

- » Students will be required to skim read short scenarios and text in order to make suitable recommendations. Use of comprehension with exam questions.

Key vocabulary:

Lossy / Lossless, LAN, WAN, VPN, Transmission, multifunction, performance, accessibility, single and multi-tasking, operating systems, applications, utility, open source proprietary, connectivity, compatibility, Scenario, decisions, data quality.

HALF TERM 2 IT SYSTEMS / DATA MODELLING

All students will know:

Unit 1 (Topic D/E/F)

- » (D) Threats to data/Protecting data.
- » (E) Online services.
- » (E) Impact of IT on organisation.
- » (E) Using and manipulating data.
- » (F) Moral, ethical and legal issues.

Unit 5

- » A2 Spreadsheet features used to support data modelling.
- » A3 Using data modelling to consider alternatives.
- » A4 Evaluating models.
- » A5 Documenting and justifying decisions.

All students will be assessed:

- » Summative assessment on learning aim D, E and F using standardised resources from PG Online.
- » Completion of online quizzes administered through the Knowitall Ninja platform.
- » Selected exam questions from previous scripts.
- » Mock exam.
- » U5 - Completion of Assignment 1.

Reading skills needed for this unit:

- » Students will be expected to scan, compare and understand short text information whilst appreciating and comparing advantages/disadvantages.

Key vocabulary:

File permissions, access rights, digital certificates, protocols, encryption, firewalls, anti virus, real time scan, virus, hackers, phishing, legislation, unequal access, Analysing, interpreting, model.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | IT

HALF TERM 3 | T SYSTEMS / DATA MODELLING

All students will know:

Unit 1

- » Revision of main topics A, B, C, D, E, F prior to exam).
- » Complete exam questions with focus on large mark questions.

Unit 5: Evaluate the decision making process and features of spreadsheets

- » (A) Write an assessment which evaluates the role of data modelling on the decision making process.

Unit 5 (B)

- » Functional specification.
- » Designing and refining.
- » Interface.

All students will be assessed:

- » Completion of the Unit 1 exam in January.
- » Completion of online quizzes administered through the Knowitall Ninja platform.
- » Selected exam questions from previous scripts.
- » Summative assessment, students will complete a piece of coursework for the data modelling unit and will be assessed internally.
- » U5 - Completion and submission of Assignment 1.

Reading skills needed for this unit:

- » Students will read and decompose assignment scenarios
- » They will use inference to enable them to develop solutions.

Key vocabulary:

Decision making, Data modelling, Features.

HALF TERM 4 DATA MODELLING

All students will know:

Unit 5 (B)

- » Testing.
- » Functions and formulae recap.

Unit 5 (C)

- » Developing a data model solution.
- » Testing the data model solution.
- » Reviewing and refining the data model solution.
- » Skills, knowledge and behaviours.

Unit 5 (B/C) working on assessment 2

- » Design and develop a data model to meet client requirements.

All students will be assessed:

- » Do Now Tasks.
- » Completion of online quizzes administered through the Knowitall Ninja platform.
- » Mock tasks to check practical and theory understanding and develop an understanding of the assessment evidence required.
- » Begin completion of the first part of A2.

Reading skills needed for this unit:

- » Students will need to read scenarios and decompose tasks to identify and solve the requirements.

Key vocabulary:

Sum, Average, Count, Lookup, IF, Goal Seek, User interface, Validation, compare, evaluate, analyse, alternative, internal, external.

HALF TERM 5 IT SYSTEMS / DATA MODELLING

All students will know:

Recap of Unit 5 topics B/C.

- » Students are completing assignment 2 of the unit and should now be on the second part where they are developing, testing, refining and evaluating their solution.

Unit 1 IT systems - revision of topics (Resit)

- » A - digital devices.
- » B - Transmitting data.
- » C - Operating online.
- » D - Protecting data and information.
- » E - Impact of IT systems.
- » F - Issues.

All students will be assessed:

- » Do Now Tasks.
- » Completion of online quizzes administered through the Knowitall Ninja platform.
- » Resit mock exam.
- » Students will complete the resit for the IT systems exam which will be assessed externally.
- » Summative assessment, students will submit assignment 2 for unit 5.

Reading skills needed for this unit:

- » Students will be expected to read to evaluate their own work, making judgements on their decisions and comparing outcomes with requirements.

Key vocabulary:

See previous half terms for Unit 1 and Unit 5.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | IT

HALF TERM 6

All of year 13 will have left and be signed off.

ENRICHMENT OPPORTUNITIES

The school network manager will provide a talk on networking including reference to the threats that it experiences. It is hoped that students studying this course will undertake an appropriate and linked work experience placement. Students have the opportunity to support the technical support team within the academy to develop their independence and problem solving skills. There are also opportunities for students to participate in a mentoring programme where KS4 students can be supported and developed. There is also a government cybercrime extra curricular programme available which students can use to improve their understanding of crime whilst developing their problem solving skills.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

There are links to business studies when students will be discussing the positive and negative impacts IT systems can have.

There are links to law as students need to have a secure understanding of the legislation in place that IT systems and users have to comply with. This includes the GDPR, creative commons licence and computer misuse act.

Unit 5 links to maths due to the complex data models that are created.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Students should use the revision guides that they have been given which covers the specification content.

Tasks set on SMHW should be completed and submitted by the deadlines set.

KnowItAllNinja (www.knowitallninja.com) contains supportive materials and online quizzes which can be used to check understanding in all units. Completion of Knowitallninja is tracked within the department and students can track progress using the leaderboard function.

Students have been provided with sample exam papers and solutions which should be used for revision.

YEAR 13 | A LEVEL LAW

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of law:

- » to create opportunities for students to discuss and understand how the law operates and plays an integral role in current affairs.
- » to develop knowledge and understanding of a broad range of legal topics, including an awareness of the synoptic nature of the subject.
- » to develop effective writing skills to enable exam success.
- » to develop understanding of the importance and process of law reform.
- » to provide students with independent study skills necessary for higher education.

HALF TERM 1

All students will know:

- » The law on murder.
- » The defence of intoxication.
- » Article 10 – English law.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command word.

Key vocabulary:

Direct intent, oblique intent, causation, 'dutch courage', self-induced.

HALF TERM 2

All students will know:

- » The law on voluntary manslaughter.
- » The defence of duress.
- » Article 11 – the right to freedom of assembly and association.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command word.

Key vocabulary:

Safe avenue of escape, self-induced, imminence of threat.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | LAW

ENRICHMENT OPPORTUNITIES

Law 'taster sessions' provided by universities organised by Aim Higher. Work experience also offered by a local law firm which provides two work experience placements each academic year.

HALF TERM 3

All students will know:

- » The law on theft.
- » The law on robbery.
- » The law and morality.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command word.

Key vocabulary:

Appropriation, property, ongoing appropriation.

HALF TERM 4

All students will know:

- » The law on involuntary manslaughter.
- » Liability in negligence for economic loss.
- » Nuisance and the escape of dangerous things.
- » The law and justice.
- » Balancing conflicting interests.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command word.

Key vocabulary:

Tort law, economic loss, pure economic loss.

HALF TERM 5

All students will know:

- » Vicarious liability.
- » Theory surrounding tort law.
- » Enforcement of human rights.
- » Criticisms of human rights.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command word.

Key vocabulary:

Vicarious liability, independent contractor.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | LAW

HALF TERM 6

All students will know:

Examinations begin during this term so all lessons are focused on revision which are bespoke to the needs of students at this time.

All students will be assessed:

- » Reading for information.
- » Summarising key points.
- » Understanding command word.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Refer to module handbook.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Aspects of criminal law compliment eyewitness testimony (Year 12 psychology) and crime and deviance (Year 13 sociology).

YEAR 13 | A LEVEL MATHEMATICS

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of mathematics and develop students into mathematicians:

Scheme of work follows the 2017 specification from Edexcel, which builds on prior knowledge from GCSE. There are opportunities throughout to apply techniques and methods to real life modelling.

HALF TERM 1

All students will know:

CORE

1) Algebraic methods:

- » Use proof by contradiction to prove true statements.
- » Add, subtract, multiply and divide with algebraic fractions.
- » Convert a rational expression with linear factors in the denominator into partial fractions.
- » Use polynomial long division.
- » Convert an improper algebraic fraction into partial fraction form.

2) Functions and graphs:

- » Understand mapping and functions, and use domain and range.
- » Combine two or more functions to make a composite function.
- » Know how to find an inverse function algebraically and graphically.
- » Apply transformations and sketch graphs of functions.
- » Sketch graphs and solve equations and inequalities involving the modulus function.

STATISTICS

1) Regression, correlation and hypothesis testing:

- » Understand exponential models in bivariate data.
- » Use a change of variable to estimate coefficients in an exponential model.
- » Understand and calculate the product moment correlation coefficient.
- » Carry out a hypothesis test for zero correlation.

All students will be assessed:

- » Regular use of past paper questions on topics covered.
- » Class assessments on all the topics covered during this half term.

Reading skills needed for this unit:

- » Pearson Ebook, CGP textbook.

Key vocabulary:

Proof by contradiction, statement, argument, partial fraction, function, mapping, range, domain, one-one, many-one, inverse, modulus, absolute, regression, correlation, hypothesis testing, bivariate, coefficients, product moment correlation.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | A LEVEL MATHEMATICS

ENRICHMENT OPPORTUNITIES

UKMT challenge, courses offered by AMSP, university lecture visits, and external speakers.

HALF TERM 2

All students will know:

CORE

1) Sequences and series

- » Find the n th term of an arithmetic and geometric sequence.
- » Prove and use the formula for the sum of the first n terms of an arithmetic series.
- » Prove and use the formula for the sum of a finite geometric series.
- » Prove and use the formula for the sum to infinity of a convergent geometric series.
- » Use sigma notation to describe a series.
- » Generate and describe a sequence using recurrence relations.
- » Model real-life situations with sequences and series.

2) Binomial expansion:

- » Expanding binomials raised to any rational exponent and determine the values of x for which the expansion is valid.
- » Using partial fractions with binomial expansions.

STATISTICS

1) Conditional probability:

- » Understand set notation and conditional probability.
- » Solve conditional probability problems using two-way tables, tree diagrams, Venn diagrams, and probability formulae.

All students will be assessed:

- » Regular use of past paper questions on topics covered.
- » Class assessments and mock exam using AS-level exam papers with some A2 content.

Reading skills needed for this unit:

Pearson Ebook, CGP textbook.

Key vocabulary:

Sequence, series, iteration, inductive, convergence, divergence, sigma, summation, binomial, coefficient, partial fraction, set notation, conditional, sample space, mutually exclusive, independent.

HALF TERM 3

All students will know:

CORE

1) Radian measure:

- » Convert between degrees and radians and apply this to trigonometric graphs.
- » Know exact values of angles measured in radians.
- » Find arc lengths and areas of sectors and segments using radians.
- » Solve trigonometric equations in radians.
- » Using small angle approximations.

2) Trigonometric functions:

- » Understand the definitions of secant, cosecant and cotangent, their graphs, and their relationship to cosine, sine and tangent.
- » Simplify expressions, prove identities and solve equations involving secant, cosecant and cotangent.
- » Understand and use inverse trigonometric functions and their domains and ranges.

3) Trigonometry and Modelling:

- » Prove and use the addition and double-angle formulae.
- » Use the addition and double-angle formulae to solve equations.
- » Rewrite trigonometric expressions as a single sine and cosine.
- » Prove trigonometric identities.
- » Model real-life situations using trigonometric functions.

STATISTICS

1) The normal distribution:

- » Understand the normal distribution and its characteristics.
- » Calculate percentage points and values on a standard normal curve.
- » Find unknown means and/or standard deviations for a normal distribution.
- » Approximate a binomial distribution using a normal distribution.
- » Solve real-life problems using an appropriate distribution.
- » Carry out a hypothesis test on a normal distribution.

All students will be assessed:

- » Regular use of past paper questions on topics covered.
- » Class assessments on all the topics covered during this half term.

Reading skills needed for this unit:

Pearson Ebook, CGP textbook.

Key vocabulary:

Radian, arc, sector, segment, sine, cosine, tangent, secant, cosecant, cotangent, inverse, interval, normal distribution, continuous random variable, confidence interval, hypothesis testing.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | A LEVEL MATHEMATICS

HALF TERM 4

All students will know:

CORE

1) Parametric equations:

- » Convert a parametric equation into Cartesian form, either by substitution or using trigonometric identities.
- » Understand sketches of parametric curves, and sketch parametric curves.
- » Solve coordinate geometry problems involving parametric equations.
- » Use parametric equations to model real life.
- » Differentiation.
- » Differentiate trigonometric functions, exponentials and logarithms.
- » Differentiate using the chain, product and quotient rules.
- » Differentiate parametric equations.
- » Differentiate functions that are described implicitly.
- » Use the second derivative to describe the behaviour of a function.
- » Solve problems involving rates of change and construct simple differential equations.

2) Numerical methods

- » Locate the roots of an equation by considering changes of sign.
- » Use iteration to find approximate roots of an equation.
- » Use the Newton-Raphson method to find approximate roots to an equation.
- » Use numerical methods to solve real-life problems.

MECHANICS

1) Moments:

- » Calculate the resultant turning effect of a force or set of forces applied to a rigid body.
- » Solve problems involving uniform, non-uniform rods.

2) Friction and forces:

- » Resolve forces into components.
- » Solve problems involving smooth and rough inclined planes.
- » Understand and solve problems involving friction.

All students will be assessed:

- » Class assessments on all the topics covered during this half term.
- » Mock examinations using A level past papers.

Reading skills needed for this unit:

Pearson Ebook, CGP textbook.

Key vocabulary:

Parametric, cartesian, exponential, logarithm, chain rule, product rule, quotient rule, implicit, explicit, roots, iteration, moments, tilting, friction, coefficient, slipping, rough, plane, equilibrium, resolve, component, resultant.

HALF TERM 5

All students will know:

CORE:

1) Integration

- » Integrate standard integrals including exponential and trigonometric functions, and use the reverse chain rule to integration functions of the form $f(ax+b)$.
- » Integrate using trigonometric identities.
- » Use integration by substitution, integration by parts and using partial fractions.
- » Find the area under a curve using integration.
- » Find the approximate area under a curve using the trapezium rule.
- » Solve simple differential equations and model real-life situations using differential equations.

2) Vectors

- » Understand 3D Cartesian coordinates, and use vectors in 3D.
- » Use vectors to solve geometric problems.
- » Model 3D motion in mechanics using vectors.

MECHANICS

1) Projectiles:

- » Model motion under gravity for an object projected horizontally and an angle.
- » Derive formulae for the time of flight, range and greatest height of a projectile, and the equation of the path of a projectile.

2) Application of forces:

- » Find an unknown force for a system in equilibrium.
- » Solve static problems involving weight, tension and pulleys.
- » Solve problems involving connected particles on rough and smooth horizontal and inclined planes.

3) Further kinematics:

- » Use vectors for displacement, velocity and acceleration when using equations of motion.
- » Use calculus to solve problems involving variable acceleration.

All students will be assessed:

Class assessments on all the topics covered during this half term, and A-level past exam papers.

Reading skills needed for this unit:

Pearson Ebook, CGP textbook.

Key vocabulary:

Standard integral, inspection, inverse chain rule, substitution, by parts, trapezium rule, differential equation, cartesian, plane, projectile, equilibrium, resolve, component, resultant.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | A LEVEL MATHEMATICS

HALF TERM 6

All students will know:

- » Revision and completion of end of course examinations.

Reading Skills needed for this unit:

- » Pearson Ebook, CGP textbook.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Pearson Active Learn e-books, videos of class assessment model answers, independent study guide with suggested websites.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

A-level Physics, A-level Chemistry and A-level Biology.

YEAR 13 | BTEC PERFORMING ARTS

'Becoming a performer'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of the performing arts industry and develop students into well rounded performers with a broad understanding of industry practitioners:

The Extended Certificate is for learners who are interested in learning about the performing arts sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in performing arts. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. The Pearson BTEC Level 3 National Certificate in Performing Arts gives an engaging and stimulating introduction to study of the sector. It is intended as an Applied General qualification for post-16 learners with

an interest in performing arts who wish to continue their education through applied learning. It aims to equip learners with transferable knowledge and skills for progression to higher education. The qualification is equivalent in size to 1 A Level and forms part of a study programme alongside other vocational and/or academic qualifications. In addition to the performing arts sector-specific content, this qualification provides learners with the opportunity to develop all-round performance skills and transferable skills such as self-confidence, self-presentation, personal discipline, time management and organisational skills which are highly regarded by higher education and employers. Other skills essential for further study include research, independent learning, extended writing, sourcing, evaluating information and drawing conclusions which are covered in the Investigating Practitioners' Work unit.

HALF TERM 1 UNIT 2 DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE

All students will know:

Students will carry out research and investigation into the key features of the role and work of the performer, through a range of methods including theatre visits, websites and prospectus for training establishments, as well as considering your own experiences in practical training and activities.

Students will conduct a case-study of a performer you admire, with biographical research and interviews to examine career trends, working and lifestyle factors.

Students will carry out research and investigation into the key features of the role and work of the performer, through a range of methods including theatre visits, websites and prospectus for training establishments, as well as considering their own experiences in practical training and activities.

All students will be assessed:

- » Research notes citing all sources used.
- » Presentation using a range of methods, for example, slides, videos, audio files.
- » Written submission in the form of web-based materials or a Blog or hard-copy materials.

Reading skills needed for this unit:

- » Key terminology.
- » Reading and understanding research from different sources.

Key vocabulary:

Characterization, Facial expression, gestures, posture, phrasing, musicality, emotional range, spatial awareness, Projection, phrasing, breathing.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Links are made with the English department when exploring and analysing texts.

There are also links with humanities as students are required to explore the cultural and historical context of plays and practitioners.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | PERFORMING ARTS

ENRICHMENT OPPORTUNITIES

Trips to local universities offering related HE courses. Trips to theatres to watch live performances and visits from professional actors/dancers.

HALF TERM 2 UNIT 2 DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE

All students will know:

Students will participate in regular practical training activities, workshops and rehearsals under the direction of your tutors and occasional masterclasses held by guest practitioners.

When developing and rehearsing performance material, students will:

- » analyse the performance material (style and genre, social and historical background, theme and artistic intention of the playwright/choreographer).
- » take part in practical exercises to develop your understanding and interpretation of your role.
- » respond to direction/choreography.
- » learn and consolidate your performance skills (e.g. through rehearsal, line learning, learning moves/choreography and stage directions, etc.).

All students will be assessed:

Ongoing Process Journal will include reflective detail in which students regularly review and evaluate their development of skills and techniques.

Reading skills needed for this unit:

- » Key terminology.
- » Reading and understanding research from different sources.

Key vocabulary:

Characterization, Facial expression, gestures, posture, phrasing, musicality, emotional range, spatial awareness, Projection, phrasing, breathing.

HALF TERM 3 UNIT 2 DEVELOPING SKILLS AND TECHNIQUES FOR LIVE PERFORMANCE

All students will know:

Students will apply the relevant performance skills and present their interpretation of a role in a performance of a selected work to an invited audience.

As a result of thorough exploration and rehearsal, the performance should clearly communicate the style and meaning of the performance with confidence and effective application of the relevant performance skills. Students should aim to perform with focus, expression and imagination.

All students will be assessed:

- » Video recordings of:
 - milestone practical sessions.
 - milestone rehearsals.
 - rehearsed performance to invited audiences.
- » Process Journal: Research and preparation/rehearsal notes/logs (this may be a blog and/or video diary).
- » Tutor observation records.

Reading skills needed for this unit:

- » Key terminology.
- » Reading and understanding research from different sources.

Key vocabulary:

Characterization, Facial expression, gestures, posture, phrasing, musicality, emotional range, spatial awareness, Projection, phrasing, breathing.

HALF TERM 4 UNIT 3 GROUP PERFORMANCE WORKSHOP

All students will know:

Students will learn how to respond to a given stimulus as part of a group, using research, discussion and practical exploration to develop performance material and later present an informal presentation of the work to an invited audience. As a member of a team, students will contribute to the creative development and rehearsal process, shaping and refining the work and applying performance and teamwork skills. Students will share responsibility for creative decisions regarding the nature and direction of the intended performance, and their individual contribution will reflect their own skills through the group's interests and ideas. Students will reflect on the development process, considering the success and potential of the work for further development, as well as evaluating their own contribution to the process and the product. To complete the assessment tasks within this unit, students will need to draw on your learning from across your programme.

All students will be assessed:

- » Digital process log.
- » Digital video recording of the group performance workshop to an audience.

Reading skills needed for this unit:

- » Reading and understanding research from different sources.

Key vocabulary:

Social, Historical, Cultural, Ethical, Artistic Intention, Target Audience, quotation, Staging techniques, Structural elements.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | PERFORMING ARTS

HALF TERM 5 UNIT 3 GROUP PERFORMANCE WORKSHOP

All students will know:

Students' performance pieces need to be between 10 to 20 minutes long depending on the performance discipline and/or the number of performers in the group.

Students must demonstrate their personal contributions to the artistic decisions made within the group context in response to:

- » interpretation of the stimulus and planning.
- » development and realisation of creative ideas.
- » review and reflection of the performance workshop.

All students will be assessed:

- » External assessment - marked by pearson.
- » Digital process log.
- » Digital video recording of the group performance workshop to an audience.

Reading skills needed for this unit:

Reading and understanding research from different sources.

Key vocabulary:

Social, Historical, Cultural, Ethical, Artistic Intention, Target Audience, quotation, Staging techniques, Structural elements.

HALF TERM 6 UNIT 3 GROUP PERFORMANCE WORKSHOP

All students will know:

Students must participate in practical activities to shape and develop the material, experimenting with form and style and applying performance skills to communicate your group's creative intention.

During this process you will need to consider the:

- » duration of the piece (10 to 20 minutes).
- » performance skills of the group.
- » performance form and structure.

Students will be assessed on your:

- » use of exploratory techniques to develop performance material.
- » ideas for the form and content of the performance material selection and development of performance skills.
- » application of personal management and collaborative skills.

Reflect their own skills through the group's interests and ideas. Students will reflect on the development process, considering the success and potential of the work for further development, as well as evaluating their own contribution to the process and the product. To complete the assessment tasks within this unit, students will need to draw on your learning from across your programme.

All students will be assessed:

- » External assessment - marked by pearson.
- » Digital process log.
- » Digital video recording of the group performance workshop to an audience.

Reading skills needed for this unit:

Reading and understanding research from different sources.

Key vocabulary:

Social, Historical, Cultural, Ethical, Artistic Intention, Target Audience, quotation, Staging techniques, Structural elements.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Encourage students to watch a variety of different performances in different contexts.
- » Students should be encouraged to access performances via the local library along with attending live performances where possible.
- » Students can also access blogs and vlogs that are closely linked to theatre and performance.

YEAR 13 | A LEVEL PHILOSOPHY, RELIGION AND ETHICS

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Philosophy, Religion and Ethics and develop students into religiously literate and empathetic citizens:

A Level Philosophy, Religion and Ethics is an exciting, interesting course that will make students think in ways they haven't before! PRE is designed to develop a greater understanding and appreciation of religious beliefs. A Level in PRE will encourage learners to develop their interest in a rigorous study of religion and belief and relate it to the wider world, it allows students to develop knowledge and understanding appropriate to a specialist study of religion and teachings, as well as the disciplines of ethics and philosophy of religion. Students will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas. A Level PRE aims to engage learners thoroughly and develop an interest in PRE which extends beyond the classroom and can be applied to the world around them. In our lessons, students are encouraged to develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies, adopt an enquiring, critical and reflective approach to the study of religion and reflect on and develop their own values, opinions and attitudes in the light of their study.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Throughout these introductory topics, there is an emphasis on enabling students to respond critically and engage with a wealth of philosophical, ethical and religious concepts, equipping them with analytical skills readily transferable to other subjects. Students are encouraged to develop their understanding of the modern world and establish a deeper knowledge and appreciation of Christian thought. Students are given the opportunity to apply their knowledge and skills to contemporary issues.

HALF TERM 1

All students will know:

- » **Religious Thought:** Existence of God, Christian Moral Principles, Christian Moral Action.
- » **Ethics:** Metaethics.
- » **Philosophy:** Attributes of God.

Impact- Why do we teach this?

- » **Religious Thought:** Students will then study religious thought as Living. Looking into The diversity of ethics and practice, including those that shape and express religious identity, the role of the community of believers and key moral principles. They will have the opportunity to discuss issues related to diversity of Christian moral principles and the opportunity to discuss issues related to Christian moral action in the life and teaching of Bonhoeffer.
- » **Ethics:** In Meta Ethics- Students will have the opportunity to discuss issues including: whether or not what is meant by the word 'good' is the defining question in the study of ethics, whether or not ethical terms such as good, bad, right and wrong: have an objective factual basis that makes them true or false in describing something reflect only what is in the mind of the person using such terms can be said to be meaningful or meaningless, whether or not, from a common sense approach, people just know within themselves what is good, bad, right and wrong. This allows the students to have a deeper understanding of Ethics as a whole.
- » **Philosophy:** Students will start with a focus on the characteristics which are given to God to determine whether these are viable or disprove the existence of God. With a focus on philosophical thought about whether God can be omnipotent, omnibenevolent and omniscient. Philosophers that students will study include: Anselm, Boethius and Aquinas. Students will have the opportunity to discuss and critically analyse these philosophical thoughts and form their own opinions about the attributes of God.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40 mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Religious Thought: obedience, leadership and doing God's will, justification of civil disobedience, 'costly grace', sacrifice and suffering, solidarity, Agape.

Philosophy: Naturalism, Intuitionism, Emotivism.

Religious Thought: Inclusivism, Exclusivism, Pluralism, Anonymous Christian.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | PHILOSOPHY, RELIGION AND ETHICS

ENRICHMENT OPPORTUNITIES

After school club and lunchtime clubs, artists in residence visits, competitions. Trips will be considered if relevant to the scheme of work.

HALF TERM 2

All students will know:

- » **Religious Thought:** The Person of Jesus, Secularisation, Religious Pluralism and Society.
- » **Philosophy:** Religious Language.

Impact - Why do we teach this?

- » **Religious Thought:** Students will have the Foundations to look into the origins and development of Christianity, and the sources of wisdom on which it is based. They will have the opportunity to discuss issues related to Christian ideas on knowledge of God and the opportunity to discuss issues related to Christian ideas regarding Jesus Christ as a source of authority. Following the foundation set last term in RPT, students will then study the effects on society that these three views have and how the church has responded to the challenge of pluralism. They will research into the causes of a pluralistic world and assess how the christian church should engage with those of other faiths and those of no faith.
- » **Philosophy:** Students will have the opportunity to look at what makes religious language meaningful and what makes it meaningless. They will have the chance to compare scholarly approaches to religious language and consider whether it is analogous or not.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40 mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Religious Thought: miracles, resurrection, repentance and forgiveness, inner purity.

Philosophy: via negativa, via positiva, symbol, apophatic way, cataphatic way.

Religious Thought: Pluralism, Sharing the Gospel of Salvation, Interfaith dialogue, Scriptural Reasoning Movement.

HALF TERM 3

All students will know:

- » **Ethics:** Sexual Ethics/ Gender and Society.
- » **Philosophy:** Language used to describe the Nature of God.

Impact- Why do we teach this?

- » **Ethics:** Students study developments in Ethical Thought so that they can discover how the study of ethics has, over time, influenced and been influenced by developments in religious beliefs and practices, societal norms and normative theories. They will have the opportunity to discuss issues related to ideas about sexual ethics and changing attitudes towards it, including: whether or not religious beliefs and practices concerning sex and relationships have a continuing role in the area of sexual ethics, whether choices in the area of sexual behaviour should be entirely private and personal, or whether they should be subject to societal norms and legislation, whether normative theories are useful in what they might say about sexual ethics.
- » **Philosophy:** Students will consider the characteristics of God and how developments in understanding of these characteristics of God have changed philosophical understanding over time. Students will compare scholarly approaches to these ideas as well as have the chance to consider whether an understanding of the divine can be summed up with these key characteristics of God.
- » **Religious Thought:** Students study the historical and contemporary changes in Western society surrounding gender and look at how this has impacted Christian theology. They study the publications of the two largest factions of the church and assess key questions such as whether motherhood is liberating or restrictive or whether the church should resist contemporary views of gender.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40 mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Ethics: premarital and extramarital sex, homosexuality.

Philosophy: omniscience, omnipotent, omnibenevolent, eternity, free will.

Religious Thought: Feminism, gender, patriarchy, complementarianism, identification, socialisation.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | PHILOSOPHY, RELIGION AND ETHICS

HALF TERM 4

All students will know:

- » **Ethics:** Conscience.
- » **Philosophy:** Religious Language, Twentieth Century Perspectives.
- » **Religious Thought:** Gender and Theology.

Impact - Why do we teach this?

- » **Ethics:** Through this topic students will have the opportunity to discuss issues related to ideas about conscience, including: comparison between Aquinas and Freud: on the concept of guilt, on the presence or absence of God within the workings of the conscience and super-ego, on the process of moral decision-making, whether conscience is linked to, or separate from, reason and the unconscious mind, whether conscience exists at all or is instead an umbrella term covering various factor, involved in moral decision-making, such as culture, environment, genetic predisposition and education.
- » **Philosophy:** Learners will study how views of religious language have changed over time, studying a variety of approaches and views. They will have the opportunity to discuss how religious language can be verified and compare the scholarly approaches of Wittgenstein (language games) and Hare and Flew in trying to prove that religious language is factual.
- » **Religious Thought:** In this topic students then apply what they have learnt in Gender and Society to theological issues and analyse two key theologians responses to the challenges presented by feminism. They will critique the views of Mary Daly and Rosemary Reuther, and decide upon whether or not Christianity should be abandoned or changed. Students will weigh opinions of scholars and theologians alongside the Christian Bible.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes. They are summatively assessed at the end of each topic through answering a 40 mark question.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

Ethics: ratio, synderesis, conscientia, vincible ignorance, invincible ignorance, psychosexual development, id, ego, super-ego.

Philosophy: language games, logical positivism, parables, falsification symposium.

Religious Thought: Gaia, Davidic King, Hermeneutics, Biophilia, The Unholy Trinity.

HALF TERM 5

All students will know:

- » **Religious Thought:** Liberation Theology and Marxism.
- » Whole A level Content Revision.

Impact - Why do we teach this?

- » **Religious Thought:** Students examine the world through a Marxist lens in order to examine whether Christianity and Marxism are complementary or at odds with one another. By studying key figures in liberation theology, students discuss and evaluate whether the church should support economic as well as spiritual freedom or whether it is right for the church to prioritise one group over another.

All students will be assessed:

Students are formatively assessed throughout lessons in do it now activities and quizzes.

Reading skills needed for this unit:

- » Summarising.
- » Sequencing.
- » Inferencing.
- » Comparing and contrasting.
- » Drawing conclusions.
- » Self-questioning.
- » Problem-solving.
- » Relating background knowledge.

Key vocabulary:

All keywords and terms throughout the AS and A2 Specification.

Religious Thought specific

keywords: Marxism, Orthopraxy, orthodoxy, alienation, exploitation, liberation.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | PHILOSOPHY, RELIGION AND ETHICS

HALF TERM 6

All students will sit their exams during this half-term.

ENRICHMENT OPPORTUNITIES

Within PRE there are a range of enrichment opportunities for students to participate in.

Within PRE we run an extracurricular class which further extends concepts and skills taught by students and allows them to put what they have learnt into practice, as students in year 13 run a Philosophy and Ethics club for the year 7, 8 and 9 students.

There also is a reading list available which can develop students' interest in philosophy and ethics further: Sophie's World: Jostein Gaarder. A great book to introduce you to the world of philosophy!, The God Delusion: Stephen Dawkins. Excellent for the topics of secularisation and conscience, The Future of an Illusion: Sigmund Freud. Also great for the topics of secularisation and conscience, Ethics Matters: Peter and Charlotte Vardy. A great overview of ethical theory, The Puzzle of... series: Peter Vardy. Contains titles on ethics, God, Christianity, sex etc.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Students will be able to use show my homework, where home learning tasks will be set to further extend students knowledge in a wider context throughout the topics that we study.

YouTube contains many relevant clips for the course. Find clips, watch them and take notes whilst watching them (this will also help to improve students note taking skills)

Crash Course <https://www.youtube.com/user/crashcourse>

Peped <https://www.youtube.com/channel/UC55k4-ZxSLNel7RMCoFJlImQ>

Podcast: search for 'The Pansycast'. This is an excellent resource; you can choose one to listen to and make notes on during the study period.

Online there are also many exam board specific resources available on OCR.

For students one of the most fundamental things you can do in terms of private study is familiarise themselves with the specification. They can take note of the topics and concepts that will be covered throughout the course and undertake their own reading and research around each of them.

For the various elements of the specification, students could consider: collecting and reading relevant articles related to the topic (especially for ethics), producing your own revision cards and / or mind maps for the topic, designing your own fact sheet or memory board for the topic and creating a 'Scholar Bank', noting down key beliefs and ideas from key scholars and philosophers.

The exam board provides access to past papers, examiner's reports and mark schemes: <https://www.ocr.org.uk/qualifications/as-and-a-level/religious-studies-h173-h573-from-2016/assessment/>

There also is a reading list available which can help students to be supported at home: textbooks: Oxford A Level Religious Studies for OCR, Libby Ahluwalia and Robert Bowie (reference copies available in the PRE department), Hodder Religious Studies, Michael B. Wilkinson and Michael Wilcockson with Hugh N. Campbell (reference copies available in the PRE department, Hodder OCR Religious Studies 'My Revision Notes' (one book available for each component), Chris Eyre and Julian Waterfield. We highly recommend you purchase these books! Speak to JWT if you'd like to; we can get a discount if we buy in bulk.

For ethics in particular, one of the best things you can do is explore the media for related articles and stories. Euthanasia, business and issues around sex and relationships regularly feature in the news and will enhance the quality of your essays. Issues covered within some of your Christian Thought topics, such as secularisation, will also feature regularly in the media.

The BBC website has a fully dedicated business section for business ethics and reputable newspapers such as The Guardian are free to access online.

<https://www.bbc.co.uk/news/business>, <https://www.theguardian.com/uk>

<https://www.bbc.co.uk/programmes/genres/religionandethics>

YEAR 13 | A LEVEL PHYSICS

'Becoming a Physicist'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Science and develop students into Physicists:

In year 12, students will have covered all of the AS level content and will have sat AS level Physics papers as mock exams. This will have included development of the key skills that enable students to analyse the complex ideas that are introduced to them in the A level physics course. A key theme throughout the entire A-level physics course is to prepare students for further study or work in physics in the future. This includes having discussions, which go far further than what is needed for their exams, as well as working on spreadsheet programming skills which are sadly overlooked on the A-level specification.

HALF TERM 1

All students will know:

Module 5 - Newtonian world and astrophysics

- » Thermal physics (Internal energy, temperature, SHC, SLH).
- » Ideal Gases (Kinetic theory, Gas laws, RMS, Boltzman).
- » Circular Motion (angular velocity, angular acceleration, centripetal force).

Module 6 - Particles and medical physics

- » Capacitors (circuits, energy, charging, discharging, uses).
- » Electric fields (Coulomb's law, particles in electric fields, electric potential).
- » Magnetic fields (particles in magnetic fields, electromagnetic induction, transformers).

All students will be assessed:

- » Topic tests.
- » Structured checks on completion of past paper questions in their own time.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.

Key vocabulary:

Thermal equilibrium, absolute zero, Kelvin, Brownian motion, specific heat capacity, specific latent heat, Avogadro constant, Boyle's law, root mean square speed, Boltzmann constant, ideal gas, angular velocity, radian, centripetal force, Farad, Coulomb, Tesla, magnetic flux, velocity selector.

HALF TERM 2

All students will know:

Module 5 - Newtonian world and astrophysics

- » Oscillations (SHM, damping, resonance).
- » Gravitational fields (Newton's law of gravitation, field around a point mass, Kepler's laws, satellites, gravitational potential).

Module 6 - Particles and medical physics

- » Particle Physics (alpha scattering experiment, the nucleus, particles and antiparticles, hadrons and leptons, quarks, beta decay).
- » Radioactivity (nuclear decay equations, half-life and activity, radioactive decay equations, modelling radioactive decay).

All students will be assessed:

- » Topic tests.
- » Structured checks on completion of past paper questions in their own time.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.

Key vocabulary:

Simple harmonic motion, amplitude, damping, free and forced oscillations, resonance, gravitational field strength, geostationary orbit, gravitational potential, escape velocity, isotopes, antiparticle, positron, hadron, lepton, quark, baryon, meson, neutrino, spontaneous, decay constant.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | PHYSICS

ENRICHMENT OPPORTUNITIES

Opportunity for IOP lectures at the University of Birmingham, ongoing discussions beyond the scope of the course.

HALF TERM 3

All students will know:

Module 5 - Newtonian world and astrophysics

- » Stars (objects in the universe, life cycle of stars, H-R diagrams, energy levels and spectra, analysing starlight and stellar luminosity).
- » Cosmology (Astronomical distances, doppler effect, Hubble's law, the big bang theory and evolution of the universe).

Module 6 - Particles and medical physics

- » Nuclear physics (Einstein's mass-energy equation, binding energy, fission and fusion).
- » Medical imaging (X-rays, CAT scans, gamma camera, PET scans, ultrasound).

All students will be assessed:

- » Topic tests.
- » Structured checks on completion of past paper questions in their own time.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.

Key vocabulary:

Planet, comet, solar system, galaxies, nebula, main sequence, red giant, neutron star, electron degeneracy pressure, supernova, black hole, emission spectra, absorption spectra, maxima, luminosity, astronomical unit, light year, parsec, doppler, Hubble's law, cosmological principle, homogeneous, isotropic, CMBR, dark matter, dark energy.

HALF TERM 4

All students will know:

- » Preparation for unified concepts paper.
- » Recap ideas on course.
- » Discuss how different topics can be linked and practice questions where this is the case.
- » Completing any missed PAGs (required practicals) and improving weaknesses in any practical skills.

All students will be assessed:

- » Past paper mocks.
- » Physics PAG tracker.
- » Structured checks on completion of past paper questions in their own time.

Reading skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.

HALF TERM 5

All students will know:

Preparation for exams.

All students will be assessed:

- » Practice questions.
- » OCR A-level Physics exam.

Reading Skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | PHYSICS

HALF TERM 6

All students will know:

Preparation for exams.

All students will be assessed:

- » OCR A-level Physics exam.

Reading Skills needed for this unit:

- » Command words.
- » Extracting information from various parts of a text.
- » Comprehension.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Revision guides are available to purchase in school.
- » www.physicsandmathstutor.com
- » OCR website.
- » Learning guide available in sixth form common room.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Maths - Embedded throughout the course, many aspects included such as: manipulating equations, gradients and areas on graphs, logarithms, exponentials and more.

YEAR 13 | A LEVEL PSYCHOLOGY

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of psychology and equip them with skills for future learning:

- » to create opportunities for students to observe and understand psychology in everyday contexts such as the news, films and public sector work to develop research methods skills based on research methods foundations explored last year.
- » to build on year 1 A level skills to explore wider context of psychology which will include year 2 A level content.
- » to develop effective writing skills to enable exam success.
- » to develop understanding of the importance and process of psychological research.
- » to provide students with independent study skills necessary for higher education.

HALF TERM 1

All students will know:

- » Issues and debates – gender and culture, freewill and determinism.
- » Biopsychology – Localisation and lateralisation of function, biological rhythms.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Androcentrism, ethnocentrism, hard determinism, sexual selection, localisation, lateralisation, plasticity, functional recovery.

HALF TERM 2

All students will know:

- » Issues and debates – nature/nurture, idiographic/nomothetic, holism/reductionism Ethical implications.
- » Research methods – case studies, content analyses and statistical testing.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.
- » Students complete mock exams in December.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Innate, environmental, idiographic, nomothetic, content analysis, Wilcoxon, Mann-Whitney, Spearman's Rank, t-test, sign test.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Research methods taught within sociology.
Biopsychology links to biology A level.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | PSYCHOLOGY

ENRICHMENT OPPORTUNITIES

Counselling workshop provided by Aim Higher.

HALF TERM 3

All students will know:

- » Relationships - evolutionary perspective, physical attraction.
- » Relationships - theories of the formation of relationships.
- » Addictive behaviour - explanations and risk factors.
- » Addictive behaviour - treatments.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Filter theory, matching hypothesis social exchange theory, equity theory, dopamine hypothesis, addiction model, stages of change model, theory of planned behaviour, agonist/antagonist gambler's fallacy, cognitive bias, variable ratio reinforcement.

HALF TERM 4

All students will know:

- » Schizophrenia - diagnosis and classification.
- » Schizophrenia - explanations and treatments.
- » Relationship breakdown.
- » Virtual relationships and parasocial relationships.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Positive/negative symptoms, catatonic, dopamine, diathesis-stress model, antipsychotic, social penetration theory, gating, absorption.

HALF TERM 5

All students will know:

Revision.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.
- » Students complete mock exams in March.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

As previously.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Refer to module handbook, including e.g.
www.simplypsychology.co.uk

YEAR 13 | A LEVEL SOCIOLOGY

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of sociology:

- » to create opportunities for students to observe and understand sociology in everyday contexts such as the education system, families and households and work to develop theory and methods skills.
- » to develop knowledge and understanding of a broad range of sociological topics, including an awareness of the synoptic nature of the subject.
- » to develop effective writing skills to enable exam success.
- » to develop understanding of the importance and process of sociological research.
- » to provide students with independent study skills necessary for higher education.

HALF TERM 1

All students will know:

- » Crime and Deviance – Recap on Functionalism, Labelling, Marxism, Realism and Crime and Gender.
- » Theory and Methods – Functionalism and Marxism.
- » Media - The relationship between ownership and control of the media and the media, globalization and culture.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Functionalism, Marxism, Media, Ideology, Media output, Global ownership, Approaches in media.

HALF TERM 2

All students will know:

- » Crime and Deviance – Ethnicity, Crime and Justice.
- » Theory and Methods - Feminism and social action theories.
- » Media – The process of selection and presentation of the content of the news.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Labelling, Social action, Feminists, Global culture, Popular culture, Media imperialism, Elite, Cultural imperialism.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | SOCIOLOGY

ENRICHMENT OPPORTUNITIES

Guest speakers arranged by Aim Higher. Sociology taster sessions and open days available to students from a range of universities throughout the academic year.

HALF TERM 3

All students will know:

- » Crime and Deviance – Crime and the media.
- » Theory and Methods – Sociology and science.
- » Media – Representations of age, social class, ethnicity, gender, sexuality and disability.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Realism, Postmodernism, Objectivity, Social construction, Citizen journalism, Organisational constraints.

HALF TERM 4

All students will know:

- » Crime and Deviance – Globalisation, green crime, human rights and state crime.
- » Theory and Methods – Objectivity and values in sociology.
- » Theory and Methods – Revision of quantitative research methods.
- » Media – The relationship between the media, their content and presentation and audiences.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Value freedom, Social policy, Stereotyping, Media gaze, Symbolic annihilation.

HALF TERM 5

All students will know:

- » Crime and Deviance – control, punishment and victims.
- » Theory and Methods – Revision of qualitative research methods.
- » Media – The new media and their significance for an understanding of the role of the media in contemporary society.

All students will be assessed:

- » Combination of pop quizzes and exam-style questions.
- » At least one timed assessment per topic above.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

Key vocabulary:

Command words from exams: Outline, Identify, Compare, Evaluate, Analyse.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | SOCIOLOGY

HALF TERM 6

All students will know:

Examinations begin during this term so all lessons are focused on revision which are bespoke to the needs of students at this time.

Reading skills needed for this unit:

- » Reading for information.
- » Summarising key points.
- » Understanding command words.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Refer to module handbook
- » Use following websites:

revisesociology.com/sociology-family-revise
revisesociology.com/research-methods-sociology
revisesociology.com/sociology-education-revise
revisesociology.com/crime-deviance-sociology-revise

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » Theory and methods is linked to research methods in psychology.
- » Policies/acts/legislations are linked to A Level Law.
- » Essay writing skills closely linked to PSHE programmes and essay-based subjects such as A Level English.

YEAR 13 | BTEC SPORT

The curriculum and assessment of students at this stage of education is aimed at students who have a passion for sport and are looking to follow a career in sports performance, coaching/teaching, officiating, journalism or medicine.

The course uses a combination of assessment styles to help students apply their knowledge to succeed in the workplace and develop study skills to continue on to Higher Education. Students will study each unit in depth to acquire a range of practical and transferable skills. The range of assessments – both practical and written – help students showcase their learning and achievements to best effect.

Building on the knowledge, leadership opportunities and wide range of practical skills gained in Key Stage 4 and year 12: In Year 13, BTEC Sport students will have a good base level of knowledge and understanding to build upon. The curriculum delivered through KS4 and year 12 will help prepare them for this final year of their studies and prepare students for a career in sport or further studies in higher education. The extended diploma students will cover 6 units during this second year whilst the extended certificate students will cover just 1 of those: UNIT 5: APPLICATION OF FITNESS TESTING.

Extended diploma and extended certificate students will get the opportunity to resit the exam units 1 and 2 taken in year 12 during the January resit window if required.

ENRICHMENT OPPORTUNITIES

Extra-curricular clubs, trips to see universities (Loughborough) AIM higher, Mountain Centre trips to develop a range of leadership/transferable work-related skills to improve employability.

BTEC Sports students can get involved in many ways. The school has an extensive Extra-curricular programme during lunch and after schools, ranging from many team sports to individual sports. This creates an opportunity for all students to be involved whether this is through leading a session or coaching a particular group shaping the pathway for our BTEC Sport students. Within BTEC Sport we aim to instil the core values of PE through our leadership programme.

Students from the start of their school life at Forge have the opportunity to work their way through the different awards (bronze, silver, gold and platinum) showing various leadership and teamwork skills across a variety of different situations. This allows our students to understand the roles of being a leader, coach, official or teacher and therefore developing an understanding of employability skills needed to fulfil these roles in the future. Alongside this programme the school runs many trips to our AIM Higher universities, Sports tours and MENCAP, where students are given the opportunity to work within the local community, sport business and other partnership schools such as the Meadows Disability School. Finally, students can achieve qualifications for their CV within DofE and sports coaching/officiating.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | BTEC SPORT

HALF TERM 1

All students will know:

UNIT 19: DEVELOPMENT AND PROVISION OF SPORT AND PHYSICAL ACTIVITY

In this unit, you will understand how sports development influences the provision of sport, the agencies in sports development and their aims to increase participation, develop talent and promote inclusion for all. You will investigate the relationship between sports development and commercialisation and its impact at different levels.

UNIT 22: INVESTIGATING BUSINESS IN THE SPORT AND ACTIVE LEISURE INDUSTRY

In this unit, you will investigate industry trends, changes and other developments such as technology, to explore how they can affect the performance, and ultimately the success, of businesses.

UNIT 5: APPLICATION OF FITNESS TESTING

In this unit, you will explore the principles of fitness testing and examine the factors affecting the selection and administration of tests, including validity, reliability and suitability of tests.

All students will be assessed:

UNIT 19: DEVELOPMENT AND PROVISION OF SPORT AND PHYSICAL ACTIVITY

This unit is assessed under supervised conditions. Learners will be given a case study one week before a supervised assessment period in order to carry out research. The supervised assessment period is a maximum of 2.5 hours as timetabled by Pearson. During the supervised assessment period, learners will be given a set task that will assess their ability to plan and develop a sports development proposal for a given scenario.

UNIT 22: INVESTIGATING BUSINESS IN THE SPORT AND ACTIVE LEISURE INDUSTRY

This unit is assessed under supervised conditions. Learners will be given information two weeks before a supervised assessment period in order to carry out research. The supervised assessment period is a maximum of three hours as timetabled by Pearson. During the supervised assessment period, learners will be given a set task that will assess their ability to examine the internal and external factors associated with a business and how it may respond to trends affecting business in the sport and active leisure industry.

UNIT 5: APPLICATION OF FITNESS TESTING

A report on the principles of fitness testing, including practicality, suitability and ethics of fitness testing.
A presentation justifying the selection of fitness tests for a team or individual. A report that interprets the test results, analyses the test administration and makes recommendations for improvements to test administration practice, supported by observation and video evidence of fitness testing administration and recorded results from each test.

Reading skills needed for this unit:

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

Key vocabulary:

Proposal, Performance indicators, Wider sports context, Participants, volunteers, Owners, Customers, Equality diversity legislation, safeguarding, data protection, health and safety legislation, employment legislation, Reliability, Validity, benchmarking, calibration, protocol, informed consent.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | BTEC SPORT

HALF TERM 2

All students will know:

UNIT 19: DEVELOPMENT AND PROVISION OF SPORT AND PHYSICAL ACTIVITY

This will increase your understanding of the sports industry, how sport is developed and its effects on wider sports development. You will learn how sports development agencies work to identify need, develop provision and the process they must follow to secure support for sports projects.

UNIT 22: INVESTIGATING BUSINESS IN THE SPORT AND ACTIVE LEISURE INDUSTRY

You will use given data and other information to make recommendations on how a business should adapt and develop to take full advantage of market opportunities, while at the same time looking at how to reduce the potential effects of threats and risks.

UNIT 5: APPLICATION OF FITNESS TESTING

You will explore a range of laboratory and field-based fitness tests and the administration process of each fitness test. You will consider the selection of appropriate tests for specific sports performers, and demonstrate your ability to conduct a range of fitness tests in accordance with the safety and ethical requirements of fitness testing.

All students will be assessed:

UNIT 19: DEVELOPMENT AND PROVISION OF SPORT AND PHYSICAL ACTIVITY

This unit is assessed under supervised conditions. Learners will be given a case study one week before a supervised assessment period in order to carry out research. The supervised assessment period is a maximum of 2.5 hours as timetabled by Pearson. During the supervised assessment period, learners will be given a set task that will assess their ability to plan and develop a sports development proposal for a given scenario.

UNIT 22: INVESTIGATING BUSINESS IN THE SPORT AND ACTIVE LEISURE INDUSTRY

This unit is assessed under supervised conditions. Learners will be given information two weeks before a supervised assessment period in order to carry out research. The supervised assessment period is a maximum of three hours as timetabled by Pearson. During the supervised assessment period, learners will be given a set task that will assess their ability to examine the internal and external factors associated with a business and how it may respond to trends affecting business in the sport and active leisure industry.

UNIT 5: APPLICATION OF FITNESS TESTING

A report on the principles of fitness testing, including practicality, suitability and ethics of fitness testing.
A presentation justifying the selection of fitness tests for a team or individual. A report that interprets the test results, analyses the test administration and makes recommendations for improvements to test administration practice, supported by observation and video evidence of fitness testing administration and recorded results from each test.

Reading skills needed for this unit:

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

Key vocabulary:

Sponsors, Employees, Volunteers, Government Agencies, Interrelationship, Commercialisation, Stakeholders, Key Performance Indicators (KPIs), Infrastructure, SWOT: strengths, weaknesses, opportunities, threats, PESTLE: political, economic, social, technological, legal, environmental. Flexibility, Strength, Aerobic endurance, (VO2 max), Speed, Muscular endurance, Body composition, body mass index (BMI).

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | BTEC SPORT

HALF TERM 3

All students will know:

UNIT 5: APPLICATION OF FITNESS TESTING

Finally in unit 5, you will investigate the process of evaluating and comparing fitness test results to draw meaningful conclusions about a specific person's fitness.

UNIT 7: PRACTICAL SPORTS PERFORMANCE

This unit gives you the opportunity to improve your own knowledge and practical ability in a selection of individual and team sports. You will develop your own practical performance in selected sports, focusing on the application of skills, techniques and tactics and reflecting on your performance. This will be achieved through participation in practical activities, followed by a reflection on your performance. You will have the opportunity to practise and refine your individual skills and techniques, investigating and experiencing different areas of tactics and techniques.

All students will be assessed:

UNIT 5: APPLICATION OF FITNESS TESTING

A report on the principles of fitness testing, including practicality, suitability and ethics of fitness testing. A presentation justifying the selection of fitness tests for a team or individual. A report that interprets the test results, analyses the test administration and makes recommendations for improvements to test administration practice, supported by observation and video evidence of fitness testing administration and recorded results from each test.

UNIT 7: PRACTICAL SPORTS PERFORMANCE

A written report/essay, reflecting on strengths and areas for improvement using video analysis and other appropriate assessment methods to explain and justify the activities to improve performance.

Reading skills needed for this unit:

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

Key vocabulary:

Fitness profile, comparison, justify, recommendations, suitability, normative data, Interviews, Subjective, Observations, Objective performance data, outcomes.

HALF TERM 4

All students will know:

UNIT 9: RESEARCH METHODS IN SPORT

In recent years, there has been a rapid growth in appreciation of the role of research in sport-based environments. Sports coaches, fitness instructors, personal trainers and other professionals are increasingly required to have a strong evidence base behind the work they carry out with their clients, so that they can offer them the best quality of support. The first step towards this is having a clear understanding of and skillset in research methods. This unit begins with you developing a clear grasp of research, the different types of research, how to search for and read different examples of research, and the importance of this for emerging sports practitioners.

All students will be assessed:

UNIT 9: RESEARCH METHODS IN SPORT

A report that examines the importance of research when working with clients in sport-based settings and the key issues that affect the effectiveness and quality of research.

Reading skills needed for this unit:

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

Key vocabulary:

Primary research secondary research quantitative research statistical analysis deductive research qualitative research non-numerical data.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | BTEC SPORT

HALF TERM 5

All students will know:

UNIT 8: COACHING FOR PERFORMANCE

In this unit, you will develop coaching skills, knowledge, qualities and best practices, allowing for sessions to incorporate progression over time. You will develop your planning, delivery and reflection skills, as well as your ability to use a variety of coaching practices. You will explore different practices that could be used to develop sports performance. You will demonstrate your ability to coach a session to improve the performance of the athletes and then reflect on your impact as a coach. You will learn how to effectively evaluate the impact of your own coaching for the future development of the athlete and you as a coach.

All students will be assessed:

UNIT 8: COACHING FOR PERFORMANCE

A coaching plan that details safe working coaching practices that will develop performance, reflected its part in a series of coaching sessions. A video of a delivered coaching session based on the coaching plan. A report reflecting on the planning, delivery and impact of own coaching performance.

Reading skills needed for this unit:

- » Compare and contrast.
- » Analyse tactical demands and technique.
- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

Key vocabulary:

Practices, technique, performance analysis, technique/tactic development, complexity, difficulty, combination, conditioned situations, competitive situations, adaptations for performance, plenary coach.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Students are encouraged to watch / read about a range of different sports and topic areas - sport can be accessed via the radio, internet and TV.
- » Sport based discussions as podcasts on a range of networks (BBC Sounds / 5 Live sports / Spotify etc).
- » Complete SMHW tasks.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » Science for anatomy & physiology.
- » Health-related fitness content, with literacy such as key words and vocabulary (heart rate, blood pressure, cardiovascular system etc).
- » PRE - personal development.
- » Citizenship through volunteering.
- » Career development through mock interviewer/interviewee process.

YEAR 13 | BTEC TRAVEL AND TOURISM

The Pearson BTEC National Certificate in Travel and Tourism is designed for post-16 learners with an interest in travel and tourism who want to continue their education through applied learning, and who aim to progress to higher education.

This qualification consists of two mandatory units covering the following content areas.

- » The travel and tourism industry – the travel and tourism industry in the UK is growing and is of major importance to the economy. Learners will develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK.
- » Different types of destinations and their importance – learners will investigate the features and appeal of global destinations.
- » Principles of marketing in travel and tourism – learners will explore how to develop a successful marketing plan for use by travel and tourism organisations to attract and engage with customers using research data.

In addition to the travel and tourism sector-specific content, the requirements of the qualification will mean that learners develop transferable skills, which are highly regarded by higher education providers and employers. The qualification will give learners transferable knowledge, understanding and broad skills such as communicating and presenting ideas.

HALF TERM 1 UNIT 2 THE WORLD OF TRAVEL AND TOURISM

All students will know:

- » Demonstrate knowledge and understanding of the location, features and appeal of global destinations.
- » Apply knowledge and understanding of the features that contribute to the appeal of global destinations and the types of tourism and activities they support.
- » Evaluate information to make informed decisions about the suitability of travel plans, routes and itineraries to meet the needs of specified customers.
- » Be able to evaluate factors and consumer trends that influence the popularity and appeal of global destinations, synthesising ideas and evidence to support recommendations.

All students will be assessed:

- » A task set and marked by Pearson and completed under supervised conditions.
- » Learners are given information two weeks before a supervised assessment period in order to carry out research.
- » The supervised assessment period is undertaken in a single session of three hours.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Evaluation.
- » Suggestion.

Key vocabulary:

Geographical scale
Hemispheres, Continents,
Altitude, Latitude, Equator,
Poles, Tropic of Cancer
Tropic of Capricorn, Climate,
Natural phenomena,
Geysers, Volcanoes,
Precipitation, Seasonal,
Cultural, Heritage,
Amenities, Development,
Exploration, Involvements,
Consolidation, Stagnation,
Rejuvenation, Gateways.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | BTEC TRAVEL AND TOURISM

ENRICHMENT OPPORTUNITIES

- » Workshop at Drayton Manor.
- » Potential work experience opportunities at a local visitor attraction or hotel.
- » Workshop at Wild animal park.

HALF TERM 2 UNIT 2 THE WORLD OF TRAVEL AND TOURISM

All students will know:

- » Demonstrate knowledge and understanding of the location, features and appeal of global destinations.
- » Apply knowledge and understanding of the features that contribute to the appeal of global destinations and the types of tourism and activities they support.
- » Evaluate information to make informed decisions about the suitability of travel plans, routes and itineraries to meet the needs of specified customers.
- » Be able to evaluate factors and consumer trends that influence the popularity and appeal of global destinations, synthesising ideas and evidence to support recommendations.

All students will be assessed:

- » A task set and marked by Pearson and completed under supervised conditions.
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Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Evaluation.
- » Suggestion.

Key vocabulary:

Geographical scale
Hemispheres, Continents,
Altitude, Latitude, Equator,
Poles, Tropic of Cancer
Tropic of Capricorn, Climate,
Natural phenomena,
Geysers, Volcanoes,
Precipitation, Seasonal,
Cultural, Heritage,
Amenities, Development,
Exploration, Involvements,
Consolidation, Stagnation,
Rejuvenation, Gateways.

HALF TERM 3 UNIT 9 VISITOR ATTRACTIONS

All students will know:

- » Investigate visitor attractions and the different ways they are funded.
- » Explore what is meant by the visitor experience and how visitor attractions develop, diversify and use technology in order to meet the needs of their different types of visitors.
- » Evaluate the effectiveness of visitor attractions.

All students will be assessed:

Unit 9 is internally assessed and subject to external standards verification. Students are set 3 coursework assignments that provide the final summative assessment of the unit.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.
- » Evaluation.

Key vocabulary:

Scale, Scope, Appeal,
Revenue, Strategy, Primary,
Secondary, Expectations,
Trends, International,
National, Local, Complexity,
Tertiary, Quaternary,
Multiplier effect, Branding,
Merchandise, Expansion,
Initiatives.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Some students also study BTEC level 3 Business studies.

CURRICULUM AND ASSESSMENT PLAN

YEAR 13 | BTEC TRAVEL AND TOURISM

HALF TERM 4 UNIT 9 VISITOR ATTRACTIONS

All students will know:

- » Investigate visitor attractions and the different ways they are funded.
- » Explore what is meant by the visitor experience and how visitor attractions develop, diversify and use technology in order to meet the needs of their different types of visitors.
- » Evaluate the effectiveness of visitor attractions.

All students will be assessed:

Unit 9 is internally assessed and subject to external standards verification. Students are set 3 coursework assignments that provide the final summative assessment of the unit.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.
- » Evaluation.

Key vocabulary:

Scale, Scope, Appeal, Revenue, Strategy, Primary, Secondary, Expectations, Trends, International, National, Local, Complexity, Tertiary, Quaternary, Multiplier effect, Branding, Merchandise, Expansion, Initiatives.

HALF TERM 5 UNIT 2 THE WORLD OF TRAVEL AND TOURISM

All students will know:

- » Demonstrate knowledge and understanding of the location, features and appeal of global destinations.
- » Apply knowledge and understanding of the features that contribute to the appeal of global destinations and the types of tourism and activities they support.
- » Evaluate information to make informed decisions about the suitability of travel plans, routes and itineraries to meet the needs of specified customers.
- » Be able to evaluate factors and consumer trends that influence the popularity and appeal of global destinations, synthesising ideas and evidence to support recommendations.

All students will be assessed:

- » A task set and marked by Pearson and completed under supervise conditions.
- » Learners are given information two weeks before a supervised assessment period in order to carry out research.
- » The supervised assessment period is undertaken in a single session of three hours.

Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Evaluation.
- » Suggestion.

Key vocabulary:

Geographical scale
Hemispheres, Continents, Altitude, Latitude, Equator, Poles, Tropic of Cancer, Tropic of Capricorn, Climate, Natural phenomena, Geysers, Volcanoes, Precipitation, Seasonal, Cultural, Heritage, Amenities, Development, Exploration, Involvements, Consolidation, Stagnation, Rejuvenation, Gateways.

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Reading/watching/listening to global news to become aware of global issues and how they affect the travel and tourism sector.
- » Wanderlust magazine publication.
- » National Geographic Travel publication.
- » SMHW.