

Year 12 Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Geography (Edexcel Pearson)	Coasts and Diverse Places	Coasts and Diverse Places	Hazards and Globalisation	Hazards and Globalisation & NEA	Hazards and Globalisation & NEA	Hazards and Globalisation & NEA
	Assessment: ongoing essays and exam questions	Assessment: ongoing essays and exam questions	Assessment: Year 12 Test Week	Assessment: ongoing essays and exam questions	Assessment: End of Year examination	Assessment: ongoing essays and exam questions
History (AQA)	UK Liberal Welfare Reforms, the health of the UK economy and Edwardian Social challenges. US the aftermath of the US Civil War (Reconstruction), the 'era of weak presidents' and regional/social divisions.	Reasons for US economic growth, the extent to which US foreign policy was isolationist and the significance of the end of the frontier in 1890.	The transformation in Britain's economy and social relations after World War One including women's rights. The US Progressive movement, Roosevelt's 'Bully Pulpit' and the continued growth of the economy.	The challenge of Ireland leading to the Anglo-Irish War of Independence, the domestic economy and the General Strike. The US experience of World War One and the extent of change & continuity in African-Americans' rights.	Social and cultural change in 1920s Britain including the birth of the BBC. The US state of the nation in 1920.	NEA: The Tudor Dynasty. Religious conflict and rebellions over a hundred year period.
	Assessments: Factual knowledge quizzes along with essays on Liberal reforms and the changing strength of the US Presidency.	Assessment: Essay titles on the death of the Liberal Party	Assessment: Year 12 Test Week	Assessment: Source material on the General Strike and judging the validity of historians' judgements on social progress in the USA.	Assessment: End of Year examination	Assessment: Students plan and develop their NEW (Unit 3) of the course.
Mathematics (Edexcel)	Pure Algebraic expressions Quadratics Equations and inequalities Graphs and transformations Mechanics Modelling in mechanics Constant acceleration	Pure Straight line graphs Circles Algebraic methods Mechanics Forces and motion Variable acceleration	Pure The binomial expansion Trigonometric ratios Trigonometric identities and equations Statistics Data collection Measures of location and spread Representations of data	Pure Vectors Differentiation Integration Statistics Correlation Probability Statistical distributions	Pure Exponentials and logarithms Statistics Hypothesis testing	Pure Algebraic methods Functions and graphs Mechanics Moments Forces and friction
	Assessment: Fundamentals Assessment, Ongoing homeworks, AR Assessment	Assessment: Ongoing homeworks, AR Assessment	Assessment: Year 12 Test Week	Assessment: Ongoing homeworks, AR Assessment	Assessment: End of Year examination	Assessment: Ongoing homeworks, AR Assessment
	Further Mathematics (Edexcel)	Pure Algebraic expressions Quadratics Equations and inequalities Graphs and transformations Straight line graphs Circles Algebraic methods Mechanics Modelling in mechanics	Pure The binomial expansion Trigonometric ratios Trigonometric identities and equations Vectors Differentiation Integration Exponentials and logarithms Statistics Data collection	Pure Algebraic methods Functions and graphs Sequences and series Binomial expansion Radians Statistics Statistical distributions	Pure Trigonometric functions Trigonometry and modelling Parametric equations Differentiation Numerical methods Mechanics Projectiles	Pure Integration Vectors Statistics Conditional probability

	Constant acceleration Forces and motion Variable acceleration	Measures of location and spread Representations of data Correlation Probability	Hypothesis testing Mechanics Moments Forces and friction	Applications of forces Further kinematics Statistics Regression, correlation and hypothesis testing	The normal distribution	Graphs and Networks Algorithms on Graphs
	Assessment: Fundamentals Assessment, Ongoing homeworks, AR Assessment	Assessment: Ongoing homeworks, AR Assessment	Assessment: Year 12 Test Week	Assessment: Ongoing homeworks, AR Assessment	Assessment: End of Year examination	Assessment: Ongoing homeworks, AR Assessment
Art (Edexcel)	Sense of Place Project - Project containing a series of experimental and developmental work, connecting with the work of artists, creating personal and meaningful responses.	Sense of Place Project - continued	Sense of Place Project concludes. Freedom and/or limitation project begins.	Freedom and/or Limitations Project - response to theme with series of experimental and developmental work, connecting with the work of artists, creating personal and meaningful responses.	Freedom and/or Limitations project	Conclude - Freedom and/or limitations project. Begin Year 13 self titled Project.
	Assessment: Outcome 1 - Sustained interim outcome in a developed choice of media	Assessment: Outcome 2 - Sustained interim outcome in a developed choice of media	Assessment: Year 12 Test Week - Outcome 3 - completed in test conditions	Assessment: Outcome 1 - Sustained interim outcome in a developed choice of media	Assessment: End of Year examination - outcome 2 - completed under test conditions	Assessment: Outcome 3 handed in and preliminary work commences for next project.
Biology (OCR)	Cell Structure: Organelles, The Cytoskeleton and Cellular Processes Biological Molecules: Carbohydrates, Lipids and Proteins	Biological Membranes: Structure of the Plasma Membrane, Osmosis and Active Transport Nucleotides and Nucleic Acids: DNA Structure, DNA Replication and Protein Synthesis	Cell Division, Diversity and Organisation: Mitosis, Meiosis and Specialised Cells Enzymes: Mechanism of Enzyme Action, Factors affecting Enzyme Activity, and Inhibition	Exchange Surfaces and Breathing: The Mammalian Respiratory System, Spirometry and Gas Exchange in Insects and Fish Transport in Plants: Transpiration, Translocation and Using a Potometer	Transport in Animals: Blood Vessels, The Heart and The Cardiac Cycle Biodiversity: Calculating Biodiversity, Effects of Human Activity and Conservation	Communicable Diseases: Pathogen Transmission, Plant and Animal Defences, The Immune System and Antibiotics Classification and Evolution: Classification Systems, Natural Selection and Statistical Tests
	Assessment: Application Tasks and End of Topic Assessments	Assessment: Application Tasks and End of Topic Assessments	Assessment: Year 12 Test Week	Assessment: Application Tasks and End of Topic Assessments	Assessment: End of Year examination	Assessment: Application Tasks and End of Topic Assessments
Business (Edexcel)	Entrepreneurs and the structure of a business	Finance	The Market	The Marketing mix and competitive environment	Human resources	Business decisions
	Assessment: Multi-choice knowledge recall and shorter essay responses on strand 1 content	Assessment: Calculations required to analyse the financial performance of a business. A mixture of 4,8,10,12 marker essay responses on the remainder of strand 1	Assessment: Year 12 Test Week	Assessment: Essay responses and presentations on case studies	Assessment: End of Year examination	Assessment: Strand 3 and Strand 4 essay responses including 20 markers
Chemistry (AQA)	Physical Atomic Structure, Amount of Substance Organic Bonding, Introduction to Organic Chemistry	Physical Oxidation, Reduction and Redox Reactions, Energetics Organic Alkanes	Kinetics, Equilibria Organic Halogenoalkanes, Alkenes, Alcohols	Inorganic Periodicity, Group 2, Group 7 Organic Organic Analysis, Isomerism	Physical / Inorganic All topics review and revision Organic All topics review and revision	Inorganic Periodicity, Transition Metals Organic Aldehydes and Ketones, Carboxylic acid derivatives
	Assessment: Homeworks, Individual Topic Test, PAGs	Assessment: Homeworks, Individual Topic Test, PAGs	Assessment: Year 12 Test Week	Assessment: Homeworks, Individual Topic Test, PAGs	Assessment: End of Year examination	Assessment: Homeworks, Individual Topic Test, PAGs

Computing (Eduqas)	Coding in C# 2.1 Hardware and communication 1.4 Principles of programming	Coding in C# 2.3 Data representation and data types	Coding in C# 2.7 The need for different types of software systems and their attributes	Coding in C# 1.2 Logical operations 1.5 Systems analysis	Coding in C# 1.1 Data structures 2.2 Data transmission	Coding in C# 1.3 Algorithms and programs
	Assessment: End of topic tests	Assessment: End of topic tests	Assessment: Year 12 Test Week	Assessment: End of topic tests	Assessment: End of Year examination	Assessment: end of topic tests
Criminology (WJEC)	Controlled Assessment: Unit 1	Controlled Assessment: Unit 1	Controlled Assessment: Unit 1	Controlled Assessment Unit 3	Controlled Assessment Unit 3	Controlled Assessment Unit 3
	<p>Assessment: This unit is coursework based and is worth 25% of the overall diploma. The assessment is a final 8 hour piece, comprising two sections – Section A, short-questions based on a stimulus and Section B, a campaign for change. The assessment is conducted under exam conditions but marked internally.</p> <p>To support with assessment, students will complete example questions based on the content that they have learned in class. This will give them confidence in answering questions and applying knowledge to answer the controlled assessment rubric. Each booklet also has a model question that is attempted at the end of each section of Unit 1. These are marked and the feedback is used to support learning.</p>			<p>Assessment: This unit is assessed by a 1.5 hour examination, which is broken into three sections. Each section contains a number of short, structured questions ranging from 1 mark to 9 marks. These questions are usually clustered around a general question theme (e.g. biological theories of criminology) and students are awarded differing number of marks for answering questions about this theme. Generally, the lower mark tariff questions are more factual recall (AO1) and the higher mark tariff questions are more evaluative and synoptic (AO2/AO3).</p> <p>To support with assessment, students will complete example questions based on the content that they have learned in class. This will give them confidence in answering questions and applying knowledge to answer the examined rubric. Each booklet also has a model question that is attempted at the end of each section of Unit 2. These are marked and the feedback is used to support learning.</p>		
AQA Product Design	Mini design project: Students are set a range of problems and design tasks in the different areas of design- architecture, Interior/spacial design, visual merchandising, Product design. This is based on a foundation year to allow students to be comfortable with which area of design they are keen on progressing. Students will also develop their presentation, CAD, modelling, technical drawing and research skills within this. Crits will take place after each project to enable targets to be set for improvement on the next project. GCSE theory is revised and chapters 1.1-1.3 are completed.	Skills project: Students are set a series of challenges of designs they need to recreate using a variety of different materials and techniques they may not have completed before such as, curved laminating, soldering metals, 3D printing, Laser cutting, sublimation printing, line bending. This is based on the designers and design movements which they would have studied at GCSE and continues into A-Level. Chapters 1.4- 1.6 are completed. The mock NEA is launched to allow students to refine their context title and which area of problems they will attempt to solve.	Students will continue on with their mock NEA developing sections A & B. A crit occurs after each section is complete to gain specific feedback and peer feedback also. Ammendments will need to be made using the feedback and general feedback sheet which is created and shared with all. Chapters 1.7- 1.11 are completed.	Students will continue on with their mock NEA developing Sections C & D. A crit occurs after each section is complete to gain specific feedback and peer feedback also. Ammendments will need to be made using the feedback and general feedback sheet which is created and shared with all. Chapters 1.12- 2.5 are completed.	Students will finish their mock NEA continuing on with sections D & E. A crit occurs after each section is complete to gain specific feedback and peer feedback also. Ammendments will need to be made using the feedback and general feedback sheet which is created and shared with all. Chapters 2.6 - 2.10 are completed, meaning all theory will be covered before the end of year exams to give students a realistic experience of the 2 separate exams. Students will start their Live NEA feedback before the end of term and will continue to develop their context title.	Students will discuss and confirm their intended NEA context title with staff and peers. Initial research for Section A will be undertaken and continued over the summer holidays. Further practice papers will be completed for continued revision and assessment of weaker topics.
	Assessment: End of term test via Exampro paper, Individual crit feedback sheets from staff and peers. 1:1 assessment & feedback.	Assessment: End of term test via Exampro paper, Individual crit feedback sheets from staff and peers. 1:1 assessment & feedback.	Assessment: End of term test via Exampro paper, Individual crit feedback sheets from staff and peers. 1:1 assessment & feedback.	Assessment: End of term test via Exampro paper, Individual crit feedback sheets from staff and peers. 1:1 assessment & feedback.	Assessment: End of Year examination, Individual crit feedback sheets from staff and peers. 1:1 assessment & feedback.	Assessment: General feedback document by staff, crit reviews from peers. End of term test tailored via Exampro.

Drama (Edexcel)	Introduction to A Level course	Live theatre and introduction of set playtext, Accidental Death of an Anarchist by Dario Fo.	Revision of live theatre elements, practitioners and set playtext.	Continued exploration of set playtext and practitioners	Revision of key concepts.	Devising NEA with coursework log. Introduction of Antigone, set playtext in Year 13.
	Assessment: practical workshop performances and written work responding to theatre practitioners	Assessment: responding to live theatre performances both with written essays. Practical exploration of practitioners continued.	Assessment: Year 12 Test Week	Assessment: Practical performances in class and timed written work responding to further live theatre and different sections of set playtext.	Assessment: End of Year examination	Assessment: Devising NEA and coursework.
Economics (Edexcel)	Teacher 1: Theme 1 Introduction to markets and market failure (nature of economics, how markets work) Teacher 2: Theme 2 The UK economy – performance and policies (measures of economic performance)	Teacher 1: Theme 1 Introduction to markets and market failure (nature of economics, how markets work) Teacher 2: Theme 2 The UK economy – performance and policies (measures of economic performance)	Teacher 1: Theme 1 Introduction to markets and market failure (market failure) Teacher 2: Theme 2 The UK economy – performance and policies (aggregate demand and supply)	Teacher 1: Theme 1 Introduction to markets and market failure (market failure) Teacher 2: Theme 2 The UK economy – performance and policies (aggregate demand and supply)	Teacher 1: Theme 1 Introduction to markets and market failure (government intervention), Teacher 2: Theme 2 The UK economy – performance and policies (national income, economic growth)	Teacher 1: Theme 1 Introduction to markets and market failure (government intervention), Teacher 2: Theme 2 The UK economy – performance and policies (macroeconomic policies)
	Assessment: Baseline assessment, Topic tests, Intro to essay style questions	Assessment: Spiralised assessment for 1.1 and 2.1, essay practice (10 and 12 mark questions)	Assessment: Year 12 Test Week	Assessment: Spiralised assessments, essay practice (15 mark questions)	Assessment: End of Year examination	Assessment: Spiralised assessments, essay practice, intro to 25 mark questions
English Literature (Edexcel)	Drama: A Streetcar Named Desire & Shakespeare	Drama: A Streetcar Named Desire & Shakespeare	Poetry: The Romantic Movement/Keats & Poems of the Decade	Poetry: The Romantic Movement/Keats & Poems of the Decade	Prose: Tess of the D'Urbervilles & NEA	Prose: Tess of the D'Urbervilles & A Thousand Splendid Suns initial comparison
	Assessment: Essays exploring dramatic methods, contextual factors and critical interpretations (e.g. How does Williams present power in A Streetcar Named Desire?)	Assessment: Whole text essays on the set texts	Assessment: Year 12 Test Week: Drama Paper 1 (Othello and A Streetcar Named Desire)	Assessment: Essays exploring poetic methods and the influence of context/s	Assessment: End of Year examination	Assessment: Initial comparison of the prose texts e.g. How do Hardy and Hosseini present motherhood in the openings of the set texts?
English Lang/Lit	<u>Teacher 1</u> - encouragement of wider reading/ Introduction to language frameworks, voice, contextual factors, spontaneous conversation, differences between speech & writing, text messages/ emails/ social media/interviews/ blogs. Anthology: Digital texts (4). <u>Teacher 2</u> - All my Sons	<u>Teacher 1</u> : Creation of voices in literary non-fiction. Anthology: Interview (5) Speech (9). Introduction to Angela Carter's <i>The Bloody Chamber</i> . <u>Teacher 2</u> - <u>All my Sons</u> . Developing understanding of texts for a listening audience- radio drama/ screenplay/ TV drama.	<u>Teacher 1</u> - The Bloody Chamber (Angela Carter). <u>Teacher 2</u> - All My Sons and critical reading. Introduction to the use of JSTOR and how to use this to further understanding of taught text. Linking this to quotations from <i>All My Sons</i> .	<u>Teacher 1</u> - Anthology and The Bloody Chamber. Anthology: Autobiography/ biography (2). <u>Teacher 2</u> - Start Wuthering Heights and draw links to The Bloody Chamber. Anthology: Radio drama & screenplay (6)	<u>Teacher 1</u> - The Bloody Chamber and the Anthology: Diary/Memoir (3). <u>Teacher 2</u> - Wuthering Heights and draw links to The Bloody Chamber. Introduction to critical reading to establish a sense of context in Wuthering Heights.	<u>Teacher 1</u> : The Courtship of Mr Lyon and the anthology unit. Introduce coursework in T6 and set summer reading and research. <u>Teacher 2</u> - Wuthering Heights and draw links to The Bloody Chamber. Anthology: Travelogue (10)

	<p>Assessment: a variety of essays for both teachers e.g. Explore how Miller uses the first Act to establish mother's character and the burden of keeping Joe's secret. Compare how the writers of the blogs 'A Ride of Two Halves' and 'To Climb Stuff' create a sense of voice to convey their experiences of travel</p>	<p>Assessment: a variety of essays for both teachers e.g. starting with this extract how does Miller...? Linking to the the rest of the play. Compare the Diana interview to the Obama interview. Assessments also include pair presentations analysing comparatively an anthology text to an unseen</p>	<p>Assessment: Jan/Feb test – All My Sons and comparative Anthology question</p>	<p>Assessment: a variety of essays for both teachers. E.g. sourcing of own unseen to compare with the anthology text.</p>	<p>Assessment: End of Year examination- The Bloody Chamber/ Wuthering Heights</p>	<p>Assessment: a variety of essays for both teachers</p>
French (Edexcel)	<p>Edexcel A Level French Chapter 1 (Part 1) The changes in family structures</p> <p>Edexcel A Level French Chapter 2 (Part 1) Education</p> <p>Film: Intouchables</p> <p>Edexcel A Level French Chapter 3 (Part 1)</p>	<p>Edexcel A Level French Chapter 1 (Part 2) Marriage</p> <p>Edexcel A Level French Chapter 2 (Part 2) Further Education</p> <p>Film: Intouchables</p>	<p>Edexcel A Level French Chapter 4 Music</p> <p>Edexcel A Level French Chapter 3 (Part 1) The World of Work – work-life balance</p> <p>Film: Intouchables</p>	<p>Edexcel A Level French Chapter 5 The media</p> <p>Edexcel A Level French Chapter 3 (Part 2) The World of Work – workers' rights, strikes, gender pay gap and equality</p> <p>Film: Intouchables</p>	<p>Edexcel A Level French Chapter 6 (Part 1) Festivals and Traditions</p> <p>Film: Intouchables</p>	<p>Edexcel A Level French Chapter 6 (Part 2) Festivals and Traditions</p> <p>Introduction to the study of French literature : Un Sac de Billes (historical context)</p>
	<p>Assessment: Listening, Reading and Translation Test: Context of Family and Education</p> <p>Research and presentations: Context of Family, Education and Intouchables</p> <p>Vocabulary Tests: Context of both Family and Education</p>	<p>Assessment: Grammar and Translation Test: context of film</p> <p>Vocabulary Tests: Context of Marriage and Further Education</p> <p>Writing: Written Response to debate questions (focus on Family/Education)</p>	<p>Assessment: Year 12 Examination Week:</p> <p>Component 1: Listening, Reading, Translation into English and Translation into French</p> <p>Component 2 : Writing and Grammar based on Intouchables</p> <p>Component 3: Speaking Card</p>	<p>Assessment: Vocabulary Tests: Context of Music, the Media and Work</p> <p>Writing: Written Response to Film (focus on cinematic techniques)</p>	<p>Assessment: End of Year examination:</p> <p>Component 1: Listening, Reading and Translation into English</p> <p>Component 2: Written Response to Works (Film) and Translation into French</p>	<p>Assessment: Speaking: Mini-IRP based on Occupied France</p>
German (Edexcel)	<p>Edexcel A Level German Chapter 1 (Part 1) Environment + Edexcel A Level German Chapter 5 Media</p>	<p>Edexcel A Level German Chapter 4 Music + Film: <i>Good Bye, Lenin!</i> (historical context and plot)</p>	<p>Edexcel A Level German Chapter 6 Festivals and Traditions + Film: <i>Good Bye, Lenin!</i> (themes, symbols and characters)</p>	<p>Edexcel A Level German Chapter 2 Education (Part 1) + Film: <i>Good Bye, Lenin!</i> (director's techniques, style and genre)</p>	<p>Edexcel A Level German Chapter 2 Education (Part 2)</p>	<p>Edexcel A Level German Chapter 3 World of Work + Edexcel A Level German Chapter 7: Immigration + Introduction to the study of German literature</p>

	<p>Listening and Translation Test: Context of Environment</p> <p>Reading, Grammar and Short Written Response Test: Context of Media</p> <p>Vocabulary Tests: Context of both Environment and Media</p>	<p>Grammar and Translation Test: context of historical context for film</p> <p>Vocabulary Tests: Context of Music</p> <p>Writing: Written Response to Film (focus on character)</p>	<p>Year 12 Examination Week:</p> <p>Component 1: Listening, Reading and Translation into English</p> <p>Component 3: Speaking Card (with German Language Assistant) and Oral Presentation and Discussion on chosen topic from film component</p>	<p>Vocabulary Tests: Context of Education</p> <p>Writing: Written Response to Film (focus on cinematic techniques)</p>	<p>Year 12 Examinations:</p> <p>Component 1: Listening, Reading and Translation into English</p> <p>Component 2: Written Response to Works (Film) and Translation into German</p>	<p>Speaking: Mini-IRP on context of either Education or World of Work</p> <p>Writing: Short written response to a literary text</p>
Health & Social Care	Unit 2 - Equality, diversity and rights Unit 13- Sexual health, reproduction and early development stages	Unit 2 - Equality, diversity and rights Unit 13- Sexual health, reproduction and early development stages	Unit 4 - Anatomy and Physiology (LO1 Cardiovascular system) Unit 3 - Health, safety and security	Unit 4 - Anatomy and Physiology (LO2 Respiratory system) Unit 3 - Health, safety and security	Unit 4 - Anatomy and Physiology (LO3 Digestive system) Unit 3 - Health, safety and security	Unit 4 - Anatomy and Physiology (LO4 musculoskeletal system) Unit 13 -Sexual health, reproduction and early development stages
	Assessment: LO1 and LO2 end of objective test - Unit 2 and P1-2 of Unit 13 coursework	Assessment: LO3 and LO4 end of objective test - Unit 2 and P3 of Unit 13 coursework	Assessment: External Exam - Unit - Equality, Diversity and rights and LO1 end of objective test (unit 4)	Assessment: LO2 end of objective test (unit 4)	Assessment: End of Year examination and external examination for Unit 3 health, safety and security and LO3 end of objective test (Unit 4)	Assessment: LO4 end of objective test (Unit 4)
Law (OCR)	Criminal Law: OAPA, Fatal Offences: Homicide, Court System and Law Making	Criminal Law: Fatal Offence: Manslaughter, Tort Law: Negligence	Criminal Law: Property Offences, Attempts and Defences, Tort Law: Vicarious Liability, Occupiers Liability	Contract Law: Formation, Tort Law: Land Torts		
	Assessment: Students will have their first 28-mark assessment in November. The paper will comprise of 1 x 20-mark problem and 1 x 8 mark question.		Assessment: Year 12 Test Week Students will sit January exams as directed by the whole-school policy. This 60-mark paper will comprise of 2 x 20-mark problems, 1 x 20-mark essay. Students will sit an 80-mark exam at the end of March. This paper will be a complete Paper 1		Assessment: End of Year examination Students their mock exams in May as directed by the whole-school policy. Students will sit 2 x 80-mark papers. The papers will mirror Paper 1 and Paper 3 set by OCR.	
Mandarin (Edexcel)	Theme 1a Contemporary changes in Chinese society Film study 'Please vote for me'	Theme 1b Contemporary changes in Chinese society: Education & work Book study 'A very special pigeon'	Theme 1b Contemporary changes in Chinese society: Education & work Book study 'A very special pigeon'	Theme 2a Chinese culture: Traditions Book study 'A very special pigeon'	End of year revision/prep	Theme 2b Chinese culture: Cultural activities IRP
	Assessment: Reading/Listening/Translation end of unit test: Theme 1a Writing: Practice exam question on Film	Assessment: Book study essay plans	Assessment: Year 12 Test Week (Reading, Listening, Translation Theme 1a & 1b; Film study question; Grammar test)		Assessment: Book study essay plans	Assessment: End of Year examination

Media (Eduqas)	- Introduction to the theoretical framework (Media Language, Representation, Audience & Industries). - Component 1: Media Language in film posters, advertisements and music videos.	- Component 1: Media Language in newspapers. - Component 1: Representations in advertisements. - Component 1: Film Industry (Black Panther and I, Daniel Blake).	- Component 1: Video Game Industry (Assassin's Creed) and Radio Industry (Woman's Hour). - Component 1: Audiences (Assassin's Creed and Woman's Hour)	- Component 1: Newspaper Industry (The Times and The Daily Mirror). - Component 1: Audiences (Tide advertisement, Paralympics advertisement, The Times and The Daily Mirror set editions). - Coursework: Introduce the new coursework briefs ('Magazines' or 'Music Marketing') and start researching/analyses.	- Component 1: Representations in music videos, film posters and newspapers. - Coursework: Start planning and pre-production material for coursework portfolio.	- Component 2: Section B - Magazines (Mainstream & Alternative). - Coursework: complete planning and pre-production material for coursework portfolio ready to start filming or photography over the Summer.
	Assessment: - Individual and group Component 1 'Media Language' exam responses.	Assessment: - Individual and group Component 1 'Media Industry' exam responses.	Assessment: - Year 12 Test Week (Component 1 'Media Language & 'Media Industry' questions).	Assessment: - Individual and group Component 1 'Media Industry' & 'Audience' exam responses. - Coursework research.	Assessment: - End of Year examination (Component 1 'Media Language', 'Media Industry' and 'Audience' questions). - Coursework analyses, planning and pre-production material.	Assessment: - Individual and group Component 2 'Representation' exam responses. - Coursework planning and pre-production material.
Music Eduqas	Performing: examine outstanding performances, effective practise, work on a solo performance for assessment; Composing: Revising analytical language used at GCSE, exercises on melody writing, developing rhythmic motifs, harmony and chord sequences, developing textures; begin ternary form composition with an extra-musical stimulus, keeping a composing log; Listening: aural skill development, AOS A The Symphony from Baroque to early Classical times (Stamitz and CPE Bach), AOS C The musicals of Richard Rodgers	Performing undertaken in own time; Composing: complete ternary form piece; Listening: aural skill development, AOS A the early, mid and late symphonies of Haydn, begin analysis of set work (Haydn Symphony no.104, 1st mvt), the musicals of Leonard Bernstein	Performing undertaken in own time; Composing: musical theatre song; Listening: aural skills development, AOS A continue analysis of set work (mvt 2), AOS C musicals of Stephen Sondheim	Performing: working towards solo assessment; Composing: complete musical theatre song, begin composing using techniques used in the Western Classical Tradition (WCT); Listening: aural skills development, AOS A continue analysis of set work (mvt 3 and 4), AOS C musicals of Andrew Lloyd Webber	Performing undertaken in own time; Composing: continue working in WCT style; Listening: aural skills development, AOS A the symphonies of Mozart and Beethoven, AOS C continue with Andrew Lloyd Webber	Performance: working towards assessed performance; Composing: free choice piece; Listening: aural skills development, AOS A symphonies by Schubert and Mendelssohn (including surface study of set work Symphony no. 4 'Italian'), AOS C the musicals of Stephen Schwartz
	Assessment: Solo performance, written task on the early symphony, listening questions on Rodgers' musicals	Assessment: Ternary form composition and log, written task on the development of the symphony from 1750 to 1795, listening questions on Bernstein's musicals	Assessment: Year 12 Test Week, AOS C listening questions on Sondheim's musicals	Assessment: Solo performance: musical theatre composition and log, written task on set work and short answer questions, listening questions on Andrew Lloyd Webber's musicals	Assessment: End of Year examination, WCT composition	Assessment: Solo performance, free choice composition, extended writing task on the development of the symphony from 1750 to Mendelssohn

PE (AQA)	(a) Applied anatomy and physiology *Musculoskeletal system *Neuromuscular system (b) Skill Acquisition *Skill, skill continuums and transfer of skills (c) Sport and society *Pre-industrial (pre-1780) Industrial and post-industrial (1780-1900) *Post World War II (1950 to present)	(a) Applied anatomy and physiology *Cardiovascular system (b) Skill Acquisition *Impact of skill classification on structure of practice for learning (c) Sport and society *Post-World War II (1950 to present) *Extended Questions	(a) Applied anatomy and physiology *Respiratory system (b) Skill Acquisition *Principles and theories of learning and performance *Use of guidance and feedback (c) Sport and society *Sociological theory applied to equal opportunities	(a) Exercise Physiology *Diet and nutrition (b) Skill Acquisition *Memory models (c) Sport and society *Concepts of physical activity and sport	(a) Exercise Physiology *Preparation for training (b) Skill Acquisition *Efficiency of information processing (c) Sport and society *Development of elite performers in sport	(b) Sports Psychology *Aspects of personality (c) Sport and society *The role of technology in physical activity and sport *Analysis section of Coursework/NEA (d) NEA
	Assessment: End of topic tests	Assessment: End of topic tests	Assessment: Year 12 Test Week	Assessment: End of topic tests	Assessment: End of Year examination	Assessment: End of topic tests
Philosophy (AQA)	Epistemology: including What is knowledge? Consideration of the tripartite view; knowledge as justified, true belief; Perception as a source of knowledge looking and direct and indirect realism and idealism. Reason as a source of knowledge, looking at innatism and intuition. A look at the limits of knowledge.	Epistemology: Continuing with the perception and reason as a source of knowledge and the limits of knowledge.	The Limits of Knowledge: Moral Philosophy including an introduction to ethics and how we decide what is morally right. The Metaphysics of God looking at the nature of God	Utilitarianism and how to apply it. God's attributes and consideration of whether the concept of God is incoherent. The arguments for the existence of God: the Teleological argument. Metaphysics of the Mind: What do we mean by 'mind'?	Kantian Ethics and applying Kantian ethics. the Teleological Argument. and the Cosmological Argument for the existence of God. What are the features of mental states and Dualist theories.	Kantian ethics and applying Kantian ethics the cosmological Argument and Substance dualism.
	Assessment: Through lessons we start introducing and develop examination technique and the skills unique to Philosophy. The focus will be the lower mark questions 3, 5, and 12 mark questions will be set by all three teachers.	Assessment: Through lessons and homework we start to develop examination technique for the longer questions - the 25 markers. All three teachers will set exam questions	Assessment: Year 12 Test Week	Assessment: Essays set by teachers on relevant topics- usually through homework tasks	Assessment: End of Year examination	Assessment: Essays set by the teachers through homework. Recall tests.
Photography (Edexcel)	Sense of Place Project - Project containing a series of experimental and developmental work, connecting with the work of artists, creating personal and meaningful responses.	Sense of Place Project	Sense of Place Project - concludes. Begin sense experimental project	Freedom and/or Limitations Project - Digital, darkroom photography and in depth critical, contextual analysis.	Freedom and/or limitations project continued.	Conclude - Freedom and/or limitations project. Begin Year 13 self titled Project.

	Assessment: Outcome 1 series (darkroom and digital photography)	Assessment: Outcome 2 Outcome 1 series (darkroom and digital photography)	Assessment: Year 12 Test Week - Outcome 3 series - Outcome 1 series (darkroom and digital photography) Assessment 2 - Senses experimental project outcomes (choice of media)	Assessment: Outcome series 1 - digital and darkroom	Assessment: End of Year examination - outcome 2 series	Assessment: Outcome 3 - final series 15 prints to conclude project.
Physics (AQA)	Teacher 1 : Mathematics Skills Base Units Derived Units Prefixes Order of Magnitude Teacher 1 : Particles Constituents of the atom Stable and unstable nuclei Classification of Particles Particle Interactions Conservation Laws Feynmann Diagrams Teacher 2 : Experimental Skills Errors and Error Analysis Uncertainty Precision Accuracy Teacher 2 : Mechanics Scalars and Vectors Resultants of vectors Moments Centre of Mass Stability	Teacher 1 : Quantum Physics Photoelectric Effect Energy Levels and Photon Energy Wave-Particle Duality Teacher 1 : Waves Types of Waves Wave Properties Polarisation Phase Difference Refraction Total Internal Reflection Optic fibres Teacher 2 : Mechanics cont Linear Motion Equations of Motion Motion Graphs Projectile Motion	Teacher 1 : Waves cont Stationary Waves Principle of superposition Inteference Diffraction Path Difference Teacher 2 : Mechanics cont Newton's Laws Terminal velocity Braking distance and Car safety Momentum Collisions and Explosions Impulse	Teacher 1 : Electricity Basic Electricity Current-Voltage Characteristics Circuit Rules Resistivity Emf and Internal Resistance Potential Dividers Teacher 2 : Materials Density Hooke's Law Young's Modulus Properties of Materials	All topics review and revision	Teacher 1 : Gravitational Fields (Yr 13) Newton's Law of Gravitation Gravitational Field Strength Gravitational Potential Kepler's Third Law Teacher 2 : Circular Motion (Yr 13) Theory, Calculations and Examples
	Assessment: Homeworks, Individual Topic Test, PAGs	Assessment: Homeworks, Individual Topic Test, PAGs	Assessment: Year 12 Test Week	Assessment: Homeworks, Individual Topic Test, PAGs	Assessment: End of Year examination	Assessment: Homeworks, Individual Topic Test, PAGs

Politics (Edexcel)	UK Democracy and participation, including individual rights. An exploration of the key features of the UK constitution.	The core beliefs of the UK Political parties and the powers of the UK Parliament.	The different electoral systems in the UK, across the devolved bodies. The power of the UK Prime Minister and the effectiveness of the checks and balances on their power.	The key influences on UK voting behaviour, including changing rates of participation between demographic groups. The relationship between the branches of UK government & the post-Brexit relationship between UK government and the EU.	The core beliefs of Socialists and Liberals and the key differences between the strands.	The core beliefs of Conservatives and Feminists and the key differences between the strands.
	Assessment: Cumulative topic tests and quizzes on recent developments in the news.	Assessment: Cumulative topic tests and quizzes on recent developments in the news.	Assessment: Year 12 Test Week	Assessment: Cumulative topic tests and quizzes on recent developments in the news.	Assessment: End of Year examination	Assessment: Cumulative topic tests and quizzes on recent developments in the news.
Psychology (AQA)	Approaches to Psychology; Research Methods	Social Influence; Research Methods	Memory; Research Methods	Attachment; Research Methods	Psychopathology; Research Methods	Biopsychology; Summer Research Project
	Assessment: Approaches & Research Methods test	Assessment: Social Influence & Research Methods test	Assessment: Year 12 Test Week; Memory timed questions	Assessment: Attachment & Research Methods test	Assessment: End of Year examination	Assessment: Biopsychology test; Research project presentation
Sociology (AQA)	Teacher 1: What is Sociology? <i>Culture, Identity, Socialisation Perspectives, Stratification, Globalisation, Power and Social Policy</i>	Teacher 1: What is the Cause of Crime? <i>Functionalism, Subcultural Theory, Labelling Theory, Marxism, Neo-Marxism, Right and Left Realism</i>	Teacher 1: How is Crime Distributed Across Society? <i>Crime Statistics, Gender, Ethnicity and Social Class</i>	Teacher 1: How has Globalisation Impacted Crime? <i>Globalisation, Global Crime, Green Crime, State Crime and the Media and Crime</i>	Teacher 1: How does the Criminal Justice System Control and Prevent Crime? <i>The Criminal Justice System, Crime Prevention Strategies, Surveillance and Punishment</i>	Teacher 1: Why are Some Groups More Likely than Others to Become Victims of Crime? <i>Patterns of Victimisation by Age, Ethnicity, Gender and Class, Positivist Victimology and Critical Victimology</i>
	Teacher 2: Working like a Sociologist: <i>Sociological Research, Quantitative and Qualitative Research Methods, Methodological Perspectives, Practical, Ethical and Theoretical Issues with Methods.</i>	Teacher 2: What is the Function of Education? <i>Functionalism, Marxism, Social Democrats, New Right</i>	Teacher 2: What are the Patterns of Achievement Across Social Groups? <i>Internal and External Factors Impacting Achievement According to Gender, Class and Ethnicity.</i>	Teacher 2: How has Social Policy Shaped Education in the UK? <i>Selection, Marketisation, Privatisation, Parentocracy, Equality of Opportunity and Globalisation</i>	Teacher 2: How Would a Sociologist Research Education? <i>Observations,, Interviews, Social Surveys, Questionnaires, Primary Sources and Secondary Sources</i>	Teacher 2: What are the Key Debates in Sociology? <i>Consensus v Conflict, Structure v Agency, Modernity v Postmodernity,</i>
		Assessment: Cumulative assesment made up of a range of questions from the topics taught to date	Assessment: Year 12 Test Week	Assessment: Cumulative assesment made up of a range of questions from the topics taught to date	Assessment: End of Year examination	

Spanish (Eduqas)	Grammar revision (post GCSE) Regional culture and heritage in Spain, Spanish-speaking countries and communities (Part 1) Literature, art, film and music in the Spanish-speaking world (Part 1) Youth trends, issues and personal identity (Part 1)	Literature, art, film and music in the Spanish-speaking world (Part 2) Youth trends, issues and personal identity (Part 2) Family structures, traditional and modern values, friendships / relationships (Part 1)	Family structures, traditional and modern values, friendships / relationships (Part 2) Regional culture and heritage in Spain, Spanish-speaking countries and communities (Part 2)	Youth trends, issues and personal identity (Part 3) Educational and employment opportunities Commence teaching the film: María, llena de gracia eres	Youth trends, issues and personal identity (Part 4) Literature, art, film and music in the Spanish-speaking world (Part 3) Continue teaching the film: María, llena de gracia eres	Family structures, traditional and modern values, friendships / relationships (Part 3) Literature, art, film and music in the Spanish-speaking world (Part 4) Complete teaching of the film: María, llena de gracia eres Commence teaching the literary text: Como agua para chocolate Introduce Individual Research Project (IRP)
	Assessment: Listening Test: Regional culture and heritage Vocabulary Tests: Literature etc. and Youth trends etc.	Assessment: Reading and Translation Test: Literature, art, film etc. Vocabulary Tests: Family structures etc.	Assessment: Year 12 Examination Week: Component 1: Listening, Reading and Translation into English Component 3: Speaking Card (with Spanish Language Assistant)	Assessment: Vocabulary Tests: Context of Education and Youth trends etc Writing: Written Response on topic of Youth trends etc.	Assessment: Year 12 Examinations: Component 1: Listening, Reading and Translation into English Component 2: Written Response to prompt on topic of Education	Assessment: Speaking: Mini-IRP on context of either Education or Family structures etc. Writing: Short written response on topic of film
AQA Art and Design Textiles	Advanced skills project: students build on skills from GCSE and develop further experimentation. Sewing machine skills and baseline assessment of skills.	Skills Project: Shape and form-white on white project for students to develop understanding of materials, techniques and structure. Final outcome is a conceptual piece. Skills project Texture: Decay, project to develop students mark making and way of creating texture.	Skills Project: Project based on museum/gallery visit where students explore the work of others, further complex practical skills and respond to the visit in an outcome. Students start working to their own brief and start to lead their own project.	Development project: Students design their own brief based on their previous work and reflection of the work that they have explored in the initial skills project. Mock NEA1 project- a more structured project that introduces the Component 1 Project	Development project: Students design their own brief based on their previous work and reflection of the work that they have explored in the initial skills project.	Start Component 1.
	Assessment: Sketchbook assessment against the AOs	Assessment: Sketchbook assessment against the AOs	Assessment: Sketchbook assessment against the AOs	Assessment: Sketchbook assessment against the AOs	Assessment: End of Year examination	Assessment: Sketchbook assessment against the AOs using generic assessment as per JCQ regulations