

Year 12 Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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: Application Tasks and End of Topic Assessments	Assessment: Application Tasks and End of Topic Assessments	Assessment: End of Year examination	Assessment: Application Tasks and End of Topic Assessments
Business (Edexcel)	Teacher 1: Entrepreneurship The first opportunity to engage in independent research will be focused on Entrepreneurs and will culminate in a presentation. Teacher 2: Strand 2 -The Market: The Market Market research Market positioning Demand Supply	Teacher 1: Strand 1 – Structure of a business: Forms of business Internal finance External finance Liability Planning (cash flow) Sales forecasting Sales, revenue, and costs Teacher 2: Strand 2 – The Market: Markets PED YED Product/service design Branding and promotion	Teacher 1: Strand 1 – Structure of a business: Break-even Budgets Profit Liquidity Teacher 2: Strand 2 – The Market: Pricing strategies Distribution Market strategy Competitive environment Porters Five Forces	Teacher 1: Strand 1 – Structure of a business: Interpretation of financial statement Ratio analysis Teacher 2: Strand 3 – Human Resources: Approaches to staffing Recruitment, selection and training Organisational design Motivation in theory and practice	Teacher 1: Strand 4 – Business Decisions and Strategy: Business objectives Business choices Business Failure Productivity and efficiency Teacher 2: Strand 3 – Human Resources: Leadership Moving from entrepreneur to leader HR Calculations Legislation (emphasis on employment)	Teacher 1: Strand 4 – Business Decisions and Strategy: Corporate objectives Capacity utilisation Stock control (JIT, surplus) Quality management Theories of corporate strategy Teacher 2: Strand 4 – Business Decisions and Strategy: Economic influences Impact of external influences Growth

	Assessment: A mixture of written multi-choice knowledge recall and shorter essay responses on strand 2 content and oral presentation.	Assessment: A mixture of written calculations required to analyse the financial performance of a business. A mixture of 4, 8, 10, 12 marker responses and oral presentations.	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	Physical Oxidation, Reduction and Redox Reactions, Energetics	Physical Kinetics, Equilibria	Inorganic Periodicity, Group 2, Group 7	Physical / Inorganic All topics review and revision	Inorganic Periodicity, Transition Metals
	Organic Bonding, Introduction to Organic Chemistry	Organic Alkanes	Organic Halogenoalkanes, Alkenes, Alcohols	Organic Organic Analysis, Isomerism	Organic All topics review and revision	Organic Aldehydes and Ketones, Carboxylic acid derivatives
	Assessment: Homework, Chemsheets Individual Topic Test, PAGs	Assessment: Homework, Chemsheets Individual Topic Test, PAGs	Assessment: Year 12 Test Week	Assessment: Homework, Chemsheets Individual Topic Test, PAGs	Assessment: End of Year examination	Assessment: Homework, Chemsheets Individual Topic Test, PAGs
Classical Civilisation	The world of the Hero - The Aeneid Introduction to the Torian War and chapters 1, 2, (3) and 4 Imperial Image - Divi filius, Imperator.	The world of the Hero - The Aeneid Chapters (5), 6, 7 and 8. Imperial Image - 'Augustus'	The world of the Hero - The Aeneid Chapters 9,10 11 and 12. Imperial Image - Culture hero	The world of the Hero - The Aeneid Literary techniques and composition and the heroic world: characterisation and themes Imperial Image - Pater Patriae	The world of the Hero - The Aeneid The social, cultural and religious context. Imperial Image - Later representations	The world of the Hero - The Aeneid Historical and political background The world of the Hero - The Odyssey- Literary techniques and composition
	Assessment: Each section will focus on study skills and the 10 and 20-mark questions (Use of sources)	Assessment: Each section will set a 10 and 20-mark essay and will start working on the skills for 30-mark questions * Additional work can be set.	Assessment: Each section will set a 30-mark essay and do a timed in class 20-marker. Two 10-mark questions will be set for homework	Assessment: Each section will do a timed 30-mark question and a 10 and 20-mark question for homework. * Additional work can be set.	Assessment: Internal assessment – Exams * Additional work can be set.	Assessment: Each section will set a 10, 20-marker and 30-mark question and set summer work, which will include a full papers worth of questions.
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
	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. 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.			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). 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.		
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 1: Theme 1 Introduction to markets and market failure (nature of economics, how markets work)	Teacher 1: Theme 1 Introduction to markets and market failure (market failure)	Teacher 1: Theme 1 Introduction to markets and market failure (market failure)	Teacher 1: Theme 1 Introduction to markets and market failure (government intervention)	Teacher 1: Theme 1 Introduction to markets and market failure (government intervention)
	Teacher 2: Theme 2 The UK economy – performance and policies (measures of economic performance)	Teacher 2: Theme 2 The UK economy – performance and policies (measures of economic performance)	Teacher 2: Theme 2 The UK economy – performance and policies (aggregate demand and supply)	Teacher 2: Theme 2 The UK economy – performance and policies (aggregate demand and supply)	Teacher 2: Theme 2 The UK economy – performance and policies (national income, economic growth)	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)	<p>Teacher 1: Paper 2 Comparative Prose</p> <p>Teacher 2: Paper 1 Shakespeare</p>	<p>Teacher 1: Paper 2 Comparative Prose</p> <p>Teacher 2: Paper 1 Shakespeare</p>	<p>Teacher 1: Paper 2 Comparative Prose Paper 3 Poems of the Decade</p> <p>Teacher 2: Paper 1 Shakespeare Paper 3 Romantic Poetry/Keats</p>	<p>Teacher 1: Paper 1 Streetcar Named Desire Paper 3 Poems of the Decade</p> <p>Teacher 2: Paper 3 Romantic Poetry /Keats</p>	<p>Teacher 1: Paper 1 Streetcar Named Desire</p> <p>Teacher 2: Paper 3 Romantic Poetry /Keats</p>	<p>Teacher 1: Paper 1 Streetcar Named Desire</p> <p>Teacher 2: Coursework</p>
	<p>Assessment: A variety of essays for both teachers e.g. essays exploring aspects of the novel including the influence of contextual factors</p>	<p>Assessment: A variety of essays for both teachers e.g. whole text comparative practice</p>	<p>Assessment: A variety of essays for both teachers e.g. response to Shakespeare</p>	<p>Assessment: A variety of essays for both teachers e.g. exploring poetic methods and the influence of context/s</p>	<p>Assessment: End of Year examination Poetry Paper 3 (Romantics and Poems of the Decade)</p>	<p>Assessment: A variety of essays for both teachers and preparatory work for the NEA</p>
English Lang/Lit	<p>Teacher 1: Encouragement of wider reading/ Introduction to language frameworks, voice, contextual factors, spontaneous conversation, differences between speech & writing, text messages/ emails/ social media/interviews/ blogs.</p> <p>Anthology: Digital texts (4)</p> <p>Teacher 2: All my Sons</p>	<p>Teacher 1: Creation of voices in literary non-fiction.</p> <p>Anthology: Interview (5) Speech (9). Introduction to Angela Carter's <i>The Bloody Chamber</i></p> <p>Teacher 2: All my Sons. Developing understanding of texts for a listening audience- radio drama/ screenplay/ TV drama.</p>	<p>Teacher 1: The Bloody Chamber (Angela Carter).</p> <p>Teacher 2: 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>.</p>	<p>Teacher 1: Anthology and The Bloody Chamber.</p> <p>Anthology: Autobiography/ biography (2). Teacher 2: Start <i>Wuthering Heights</i> and draw links to <i>The Bloody Chamber</i>.</p> <p>Anthology: Radio drama & screenplay (6)</p>	<p>Teacher 1: The Bloody Chamber and the Anthology</p> <p>Anthology: Diary/Memoir (3). Teacher 2: <i>Wuthering Heights</i> and draw links to The Bloody Chamber. Introduction to critical reading to establish a sense of context in <i>Wuthering Heights</i>.</p>	<p>Teacher 1: The Courtship of Mr Lyon and the anthology unit. Introduce coursework in T6 and set summer reading and research.</p> <p>Teacher 2: <i>Wuthering Heights</i> and draw links to The Bloody Chamber.</p> <p>Anthology: Travelogue (10)</p>
	<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 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: A variety of essays for both teachers. E.g. sourcing of own unseen to compare with the anthology text.</p>	<p>Assessment: All My Sons and comparative Anthology question</p>	<p>Assessment: End of Year examination All My Sons and comparative Anthology question</p>	<p>Assessment: A variety of essays for both teachers</p>

French (Edexcel)	Edexcel A Level French Chapter 1 (Part 1) The changes in family structures Edexcel A Level French Chapter 2 (Part 1) Education Film: Intouchables Edexcel A Level French Chapter 3 (Part 1)	Edexcel A Level French Chapter 1 (Part 2) Marriage Edexcel A Level French Chapter 2 (Part 2) Further Education Film: Intouchables	Edexcel A Level French Chapter 4 Music Edexcel A Level French Chapter 3 (Part 1) The World of Work – work-life balance Film: Intouchables	Edexcel A Level French Chapter 5 The media Edexcel A Level French Chapter 3 (Part 2) The World of Work – workers’ rights, strikes, gender pay gap and equality Film: Intouchables	Edexcel A Level French Chapter 6 (Part 1) Festivals and Traditions Film: Intouchables	Edexcel A Level French Chapter 6 (Part 2) Festivals and Traditions Introduction to the study of French literature : Un Sac de Billes (historical context)
	Assessment: Listening, Reading and Translation Test: Context of Family and Education Research and presentations: Context of Family, Education and Intouchables Vocabulary Tests: Context of both Family and Education	Assessment: Grammar and Translation Test: context of film Vocabulary Tests: Context of Marriage and Further Education Writing: Written Response to debate questions (focus on Family/Education)	Assessment: Year 12 Examination Week: Component 1: Listening, Reading, Translation into English and Translation into French Component 2 : Writing and Grammar based on Intouchables Component 3: Speaking Card	Assessment: Vocabulary Tests: Context of Music, the Media and Work Writing: Written Response to Film (focus on cinematic techniques)	Assessment: End of Year examination: Component 1: Listening, Reading and Translation into English Component 2: Written Response to Works (Film) and Translation into French	Assessment: Speaking: Mini-IRP based on Occupied France
Geography (Edexcel)	Coasts and Regenerating Places	Coasts and Regenerating 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
German (Edexcel)	Edexcel A level German Chapter 1 Environment Edexcel A level German Chapter 2 Education	Edexcel A level German Chapter 3 the World of Work Film topic: Good Bye, Lenin!	Edexcel A level German Chapter 4 Music Film topic: Good Bye, Lenin!	Edexcel A level German Chapter 5 Media Edexcel A level German Chapter 6 Festivals and Traditions	End of year examinations with feedback, Independent Research Project preview of immigration topic	Literature topic: Der Besuch der alten Dame Edexcel A level German Chapter 7 Immigration
	Assessment: Listening, reading and writing, vocabulary tests	Assessment: Translation into and out of German, recall of content of film	Assessment: Listening, translation into German, timed essay	Assessment: Preparation for end of year examinations: Paper 1 and Paper 2	Assessment: End of year examinations	Assessment: Oral examinations

Health & Social Care	F090 – Principles of Health and Social Care F093 – Supporting people with mental health conditions	F090 – Principles of Health and Social Care F093 – Supporting people with mental health conditions	F095 – Investigating public health F093 – Supporting people with mental health conditions	F095 – Investigating public health F093 – Supporting people with mental health conditions F096- Supporting people in relation to sexual health, pregnancy and postnatal health	F095 – Investigating public health F096 - Supporting people in relation to sexual health, pregnancy and postnatal health	F091 – Anatomy and Physiology for health and social Care F096- Supporting people in relation to sexual health, pregnancy and postnatal health
	Assessment: F090 end of topic area 1 and 2 test F093 - Topic Area 1 – coursework assignment	Assessment: F090 end of topic area 3 and 4 test F093 – Topic area 2 coursework assignment	Assessment: F090 external examination F095 – Topic Area 1 – coursework assignment F093 – Topic Area 3 coursework assignment	Assessment: F095 – Topic Area 2 – coursework assignment F093 – Topic Area 4 – coursework assignment	Assessment: F095 – Topic Area 3 – coursework assignment F096 – Topic Area 1 – coursework assignment	Assessment: F091 end of topic are 1 test F096 – Topic Area 2 – coursework assignment
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: Essay practice from range of titles	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.
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: (Reading, Listening, Translation Theme 1a & 1b; Film study question; Grammar test)	Assessment: Book study essay plans	Assessment: End of Year examination	Assessment: Reading/Listening/Translation end of unit test: 2b Chinese culture: Cultural activities
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 homework, AR Assessment	Assessment: Ongoing homework, AR Assessment	Assessment: Ongoing homework, AR Assessment	Assessment: Ongoing homework, AR Assessment	Assessment: End of Year examination	Assessment: Ongoing homework, 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 Constant acceleration Forces and motion Variable acceleration	Pure The binomial expansion Trigonometric ratios Trigonometric identities and equations Vectors Differentiation Integration Exponentials and logarithms Statistics Data collection Measures of location and spread Representations of data Correlation Probability	Pure Algebraic methods Functions and graphs Sequences and series Binomial expansion Radians Statistics Statistical distributions Hypothesis testing Mechanics Moments Forces and friction	Pure Trigonometric functions Trigonometry and modelling Parametric equations Differentiation Numerical methods Mechanics Projectiles Applications of forces Further kinematics Statistics Regression, correlation and hypothesis testing	Pure Integration Vectors Statistics Conditional probability The normal distribution

	Assessment: Fundamentals Assessment, Ongoing homework, AR Assessment	Assessment: Ongoing homework, AR Assessment	Assessment: Year 12 Test Week	Assessment: Ongoing homework, AR Assessment	Assessment: End of Year examination	Assessment: Ongoing homework, AR Assessment
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: (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 preproduction material.

Music (Eduqas)	<p>Performing: Examine outstanding performances, effective practise, work on a solo performance for assessment</p> <p>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.</p> <p>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</p>	<p>Performing undertaken in own time</p> <p>Composing: Complete ternary form piece</p> <p>Listening: Aural skill development, AOS A the early, mid and late symphonies of Haydn, begin analysis of set work (Haydn Symphony no.100, 1st mvt), the musicals of Leonard Bernstein.</p>	<p>Performing undertaken in own time</p> <p>Composing: Musical theatre song</p> <p>Listening: Aural skills development, AOS A continue analysis of set work (mvt 2), AOS C musicals of Stephen Sondheim</p>	<p>Performing: Working towards solo assessment</p> <p>Composing: Complete musical theatre song, begin composing using techniques used in the Western Classical Tradition (WCT)</p> <p>Listening: Aural skills development, AOS A continue analysis of set work (mvt 3 and 4), AOS C musicals of Andrew Lloyd Webber</p>	<p>Performing undertaken in own time</p> <p>Composing: Continue working in WCT style</p> <p>Listening: Aural skills development, AOS A the symphonies of Mozart and Beethoven, AOS C continue with Andrew Lloyd Webber</p>	<p>Performance: Working towards assessed performance</p> <p>Composing: Free choice piece.</p> <p>Listening: Aural skills development, AOS A symphonies by Schubert (including surface study of set work Symphony no. 5) and Mendelssohn; AOC C the musicals of Stephen Schwartz.</p>
	<p>Assessment: Solo performance Written task on the early Symphony Listening questions on Rodgers' musicals</p>	<p>Assessment: Ternary form composition and log Written task on the development of the symphony from 1750 to 1795 Listening questions on Bernstein's musicals</p>	<p>Assessment: Year 12 Test Week, AOS C listening questions on Sondheim's musicals</p>	<p>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</p>	<p>Assessment: End of Year examination, WCT composition</p>	<p>Assessment: Solo performance, free choice composition Extended writing task on the development of the symphony from 1750 to Mendelssohn</p>

PE (AQA)	Applied anatomy and physiology Musculoskeletal system Neuromuscular system Skill Acquisition Skill, skill continuums and transfer of skills Sport and society Pre-industrial (pre-1780) Industrial and post-industrial (1780-1900) Post World War II (1950 to present)	Applied anatomy and physiology Cardiovascular system Skill Acquisition Impact of skill classification on structure of practice for learning Sport and society Post-World War II (1950 to present) Extended Questions	Applied anatomy and physiology Respiratory system Skill Acquisition Principles and theories of learning and performance Use of guidance and feedback Sport and society Sociological theory applied to equal opportunities	Exercise Physiology Diet and nutrition Skill Acquisition Memory models Sport and society Concepts of physical activity and sport	Exercise Physiology Preparation for training Skill Acquisition Efficiency of information processing Sport and society Development of elite performers in sport	Sports Psychology Aspects of personality Sport and society The role of technology in physical activity and sport NEA Analysis section of Coursework/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
Photography (Edexcel)	Sense of Place Project - 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 senses 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 1 series (darkroom and digital photography)	Assessment: 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 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 1: Waves cont. Stationary Waves Principle of superposition Interference 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

	<p>Teacher 2: Experimental Skills Errors and Error Analysis Uncertainty Precision Accuracy</p> <p>Teacher 2: Mechanics Scalars and Vectors Resultants of vectors Moments Centre of Mass Stability</p>	<p>Teacher 2: Mechanics cont. Linear Motion Equations of Motion Motion Graphs Projectile Motion</p>				
	<p>Assessment: Homework, Individual Topic Test, PAGs</p>	<p>Assessment: Homework, Individual Topic Test, PAGs</p>	<p>Assessment: Homework, Individual Topic Test, PAGs</p>	<p>Assessment: Homework, Individual Topic Test, PAGs</p>	<p>Assessment: Homework, Individual Topic Test, PAGs</p>	<p>Assessment: End of Year examination</p>
Politics (Edexcel)	<p>UK Democracy and participation, including individual rights. An exploration of the key features of the UK constitution.</p>	<p>The core beliefs of the UK Political parties and the powers of the UK Parliament.</p>	<p>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.</p>	<p>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.</p>	<p>The core beliefs of Socialists and Liberals and the key differences between the strands.</p>	<p>The core beliefs of Conservatives and Feminists and the key differences between the strands.</p>
	<p>Assessment: Cumulative topic tests and quizzes on recent developments in the news.</p>	<p>Assessment: Cumulative topic tests and quizzes on recent developments in the news.</p>	<p>Assessment: Year 12 Test Week</p>	<p>Assessment: Cumulative topic tests and quizzes on recent developments in the news.</p>	<p>Assessment: End of Year examination</p>	<p>Assessment: Cumulative topic tests and quizzes on recent developments in the news.</p>
Psychology (AQA)	<p>Research Methods Study skills in Psychology 1 & 2 Approaches</p>	<p>Research Methods Approaches/Memory</p>	<p>Clinical Psychology and Mental Health Memory/Attachment</p>	<p>Clinical Psychology and Mental Health Attachment</p>	<p>Biopsychology Social Influence</p>	<p>Biopsychology Social Influence</p>
	<p>Assessment: Progress Check Questions</p>	<p>Assessment: End of Topic Test</p>	<p>Assessment: Spiralised End of Topic Test</p>	<p>Assessment: Spiralised End of Topic Test</p>	<p>Assessment: End of Year Examination</p>	<p>Assessment: Spiralised End of Topic Test</p>

Product Design (AQA)	<p>Skills project Students are set a range of problems and design tasks covering the different areas of Product design. The introduction to the course allows students to feel comfortable with CAD, modelling, technical drawing and research skills. GCSE theory knowledge is revised.</p>	<p>Skills project continued Students continue to work on a series of challenges. This will cover the use of techniques such as laminating, soldering, 3D printing, laser cutting and line bending. Students will also research designers and design movements, building on prior knowledge from GCSE.</p>	<p>Mock NEA launched Students will start their mock NEA. Students will familiarise themselves with the requirements of the exam board. Theory knowledge will be reinforced alongside practical sessions.</p>	<p>Mock NEA Students continue with their mock NEA developing each section and familiarising themselves with the mark scheme.</p>	<p>Mock NEA Students will finish their mock NEA. Theory knowledge will continue to be covered in class.</p>	<p>NEA 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.</p>
	<p>Assessment: End of topics tests, staff and peer assessment and feedback</p>	<p>Assessment: End of topics tests, staff and peer assessment and feedback</p>	<p>Assessment: End of topics tests, staff and peer assessment and feedback</p>	<p>Assessment: Students will sit a mock exam paper</p>	<p>Assessment: End of topics tests, staff and peer assessment and feedback</p>	<p>Assessment: Further practice papers will be completed for continued revision and assessment</p>
Religious Studies (WJEC)	<p>Buddhism: A study of the Buddha and the sources of authority about him.</p> <p>Ethics: Utilitarianism, the ideas of Bentham and Mill, then the application of the theory.</p> <p>Philosophy: Arguments for the existence of God, inductive arguments -The Cosmological Argument.</p>	<p>Buddhism: The key religious concepts of Buddhism.</p> <p>Ethics: Situation Ethics. With a focus on Fletcher and application of the theory.</p> <p>Philosophy: Arguments for the existence of God, inductive arguments – The Teleological argument and challenges</p>	<p>Buddhism: The key teachings that guide life.</p> <p>Ethics: Ethical Thought – Divine Command theory and Virtue Theory.</p> <p>Philosophy: Arguments for the existence of God, deductive arguments – The Ontological argument and challenges.</p>	<p>Buddhism: The key teachings that guide life.</p> <p>Ethics: Ethical Theory Ethical egoism.</p> <p>Philosophy: The Problem of evil and suffering.</p>	<p>Buddhism: religious practices that shape identity.</p> <p>Ethics: Aquinas's natural Law Application of Natural Law.</p> <p>Philosophy: Religious Experience, the nature of such experiences and challenges to them.</p>	<p>Buddhism: Buddha as an illustration of Buddhism - Link the life of the Buddha to the key concepts and teachings</p> <p>Ethics: Ethical Thought – Meta Ethics.</p> <p>Philosophy: Religious Experiences Miracles</p>
	<p>Assessment: Each section will focus on study skills and the 20-mark questions (Explain)</p>	<p>Assessment: Each section will set a 20-mark essay and will start working on the skills for 30-mark questions.</p>	<p>Assessment: Each section will set a 30-mark essay and do a timed in class 20-marker.</p>	<p>Assessment: Each section will do a timed 30-mark question and set a 20-mark question.</p>	<p>Assessment: Internal assessment – Exams * Additional work can be set.</p>	<p>Assessment: Each section will set a 20-marker and 30- mark question and set summer work, which will include a 20- and 30-mark question.</p>

Sociology (AQA)	<p>Teacher 1: What is Sociology? Culture, Identity, Socialisation Perspectives, Stratification, Globalisation, Power and Social Policy</p> <p>Teacher 2: Working like a Sociologist: Sociological Research, Quantitative and Qualitative Research Methods, Methodological Perspectives, Practical, Ethical and Theoretical Issues with Methods.</p>	<p>Teacher 1: What is the Cause of Crime? Functionalism, Subcultural Theory, Labelling Theory, Marxism, Neo-Marxism, Right and Left Realism</p> <p>Teacher 2: What is the Function of Education? Functionalism, Marxism, Social Democrats, New Right</p>	<p>Teacher 1: How is Crime Distributed Across Society? Crime Statistics, Gender, Ethnicity and Social Class</p> <p>Teacher 2: What are the Patterns of Achievement Across Social Groups? Internal and External Factors Impacting Achievement According to Gender, Class and Ethnicity.</p>	<p>Teacher 1: How has Globalisation Impacted Crime? Globalisation, Global Crime, Green Crime, State Crime and the Media and Crime</p> <p>Teacher 2: How has Social Policy Shaped Education in the UK? Selection, Marketisation, Privatisation, Parentocracy, Equality of Opportunity and Globalisation</p>	<p>Teacher 1: How does the Criminal Justice System Control and Prevent Crime? The Criminal Justice System, Crime Prevention Strategies, Surveillance and Punishment</p> <p>Teacher 2: How Would a Sociologist Research Education? Observations, Interviews, Social Surveys, Questionnaires, Primary Sources and Secondary Sources</p>	<p>Teacher 1: Why are Some Groups More Likely than Others to Become Victims of Crime? Patterns of Victimisation by Age, Ethnicity, Gender and Class, Positivist Victimology and Critical Victimology</p> <p>Teacher 2: What are the Key Debates in Sociology? Consensus v Conflict, Structure v Agency, Modernity v Postmodernity</p>
		<p>Assessment: Cumulative assessment made up of a range of questions from the topics taught to date</p>	<p>Assessment: Year 12 Test Week</p>	<p>Assessment: Cumulative assessment made up of a range of questions from the topics taught to date</p>	<p>Assessment: End of Year examination</p>	
Spanish (Eduqas)	<p>Grammar revision (post GCSE) Regional culture and heritage in Spain, Spanish-speaking countries and communities (Part 1)</p> <p>Literature, art, film and music in the Spanish-speaking world (Part 1)</p> <p>Youth trends, issues and personal identity (Part 1)</p>	<p>Literature, art, film and music in the Spanish-speaking world (Part 2)</p> <p>Youth trends, issues and personal identity (Part 2)</p> <p>Family structures, traditional and modern values, friendships / relationships (Part 1)</p>	<p>Family structures, traditional and modern values, friendships / relationships (Part 2)</p> <p>Regional culture and heritage in Spain, Spanish-speaking countries and communities (Part 2)</p>	<p>Youth trends, issues and personal identity (Part 3)</p> <p>Educational and employment opportunities</p> <p>Commence teaching the film: María, Ilena de gracia eres</p>	<p>Youth trends, issues and personal identity (Part 4)</p> <p>Literature, art, film and music in the Spanish-speaking world (Part 3)</p> <p>Continue teaching the film: María, Ilena de gracia eres</p>	<p>Family structures, traditional and modern values, friendships / relationships (Part 3)</p> <p>Literature, art, film and music in the Spanish-speaking world (Part 4)</p> <p>Complete teaching of the film María, Ilena de gracia eres</p> <p>Commence teaching the literary text: Como agua para chocolate</p> <p>Introduce Individual Research Project (IRP)</p>

	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	Skills Project 'Mushrooms and Decay' Students build on skills from GCSE and develop further experimentation. Introduction to free machine embroidery, knitting machine, chenille and fabric stacking	Skills Project 'Mushrooms and Decay' cont. Continued machine work, free machine cording ,3D felting, heat techniques. Critical studies – how to analyse	Skills Project 'Mushrooms and Decay' cont. Construction techniques by hand and machine. Students explore the work of others and produce two practical responses to the project. Evaluation	Component 1 begins - Personal investigation (students own choice) Independent development of project with teacher support and workshop sessions as appropriate Theme chosen by student	Component 1: Personal Investigation Continued technical workshops and refinement of skills already taught. These are tailored to the student but would typically include higher skills in machine embroidery, knitting/knitting machine and felting etc.	Component 1: Personal Investigation cont. Independent development of project with teacher support and workshop sessions as appropriate
	Assessment: Sketchbook assessment against the AOs	Assessment: Sketchbook assessment against the AOs	Assessment: A01, A02, A03, A04, assessing specific sketchbook pages	Assessment: Sketchbook assessment against the AOs	Assessment: A01, A02, A03, A04, assessing specific sketchbook pages	Assessment: Sketchbook assessment against the AOs using generic assessment as per JCQ regulations