

Subject: <b>ART</b>		Year Group: <b>12</b>
<p>Term 1 Key Focus/Topic(s)  <b>THE STORY- SKILLS BUILDING</b>  Weekly skills workshops.  Build confidence  Give knowledge of Assessment Objectives  Exploring individual style</p> <ul style="list-style-type: none"> <li>• The Story research and mind mapping.</li> <li>• Art and photography Book Sculpting and photography - Sue Blackwell.</li> <li>• Memories - Mark- making – Drawing – Marbling – Emulsion transfer– John Piper.</li> <li>• Remnants – Still Life on found surfaces– Mark Powell.</li> <li>• Seasons – monoprint and frottage – Stef Mitchel.</li> </ul>	<p>Term 2 Key Focus/Topic(s)  <b>Continue 'The Story'</b></p> <ul style="list-style-type: none"> <li>• The scene of the story – Collage and montage – Mathias Jung.</li> <li>• The muse – drawing the human form.</li> <li>• Dreams and Surrealism – Drawing and collage – Magritte.</li> <li>• The Plot – dry point etching.</li> <li>• The plot twist – painting - The Fauves</li> <li>• The alternative plot - water colour - Emma Dibben.</li> <li>• The ending – chosen experimentation.</li> </ul>	<p>Term 3 Key Focus/Topic(s)  <b>START COMPONENT ONE PART ONE</b>  <b>Personal Investigation</b>  <b>60% of total A-level</b>  First part or chapters to this project.  One sketchbook or digital folder.  Final/larger pieces.</p> <ul style="list-style-type: none"> <li>• Mind-mapping exploring personal project themes. Developing concepts AO1</li> <li>• Artist research.</li> <li>• Being inspired by artists to create personal meaningful work. AO1, AO2, AO3, AO4.</li> <li>• Experimentation AO2</li> <li>• Greatest hits – reviewing and reflecting.</li> </ul>
<p>Term 1 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Weekly deadlines set and work checked.</li> <li>• Group tutorials weekly.</li> </ul>	<p>Term 2 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• End of project graded.</li> </ul>	<p>Term 3 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Sketchbook/ digital folders</li> <li>• Final pieces/ larger works</li> <li>• All internally assessed</li> </ul>
<p>Term 4 Key Focus/Topic(s)  <b>CONTINUE WITH COMPONENT ONE PART ONE</b></p> <ul style="list-style-type: none"> <li>• Experimentation. AO2</li> <li>• Greatest hits – reviewing and reflecting. AO2, AO3.</li> <li>• Planning final piece – concept refining.</li> <li>• Project personal final piece.</li> </ul>	<p>Term 5 Key Focus/Topic(s)  <b>COMPLETE COMPONENT ONE PART ONE</b></p> <ul style="list-style-type: none"> <li>• Project personal final piece (completed in mock exam)</li> <li>• Evaluating whole project and final piece.</li> </ul>	<p>Term 6 Key Focus/Topic(s)  <b>START COMPONENT ONE PART TWO</b>  <b>Personal Investigation</b>  <b>60% Of Total A level</b>  2nd part or chapter to this project.  One sketchbook or digital folders.  Final/larger pieces.</p> <ul style="list-style-type: none"> <li>• Mind-mapping exploring personal project themes. Developing concepts AO1</li> <li>• Artist research.</li> <li>• Being inspired by artists to create personal meaningful work. AO1, AO2, AO3, AO4.</li> <li>• Experimentation AO2</li> <li>• Greatest hits – reviewing and reflecting.</li> </ul>
<p>Term 4 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Weekly deadlines set and work checked.</li> <li>• One to one tutorials.</li> </ul>	<p>Term 5 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Mock exam.</li> <li>• Whole project hand in for grading towards A level.</li> </ul>	<p>Term 6 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Sketchbook/ digital folders</li> <li>• Final pieces/ larger works</li> <li>• All internally assessed</li> </ul>

Rationale:

The aim for Year 12 is to develop their understanding of the theoretical practical skills associated with art, craft and design as well as a range of artists for students to develop as individuals. The first project builds skills and techniques as a group – developed through group tutorials. Students become proficient in a variety of techniques in relation to their specialism and learn how to evaluate and analyse using analytical language, also an understanding of the assessment objectives. They develop personal style and specialise as the course goes on. The second project is submitted as Component 1 coursework and in the project students are supported through mainly 1:1 tutorials and group session where appropriate.

Evaluation:

We take pride that we have a course that allows students to be themselves and create work personal to them, we give students freedom to be creative yet give them frameworks to enable them to hit the Assessment Objectives. Achievement is judged through ongoing reviews of work. Google Classroom is used to track students grades which can be used for audit and data analysis. Teachers in the department can see each other's grades for comparison and reflection. One to one feedback and verbal discussions help students to reflect on and develop their work.

Subject: <b>KS5 Year 12 Biology</b>		Year Group: <b>12</b>
<p>Term 1 Key Focus/Topic(s)</p> <p><b>Components of living systems</b></p> <ul style="list-style-type: none"> <li>• Microscopy and calibration</li> <li>• Eukaryotic cells (plant and animals)</li> <li>• Prokaryotic cells</li> <li>• Biological elements and water</li> </ul> <p><b>Exchange and transport</b></p> <ul style="list-style-type: none"> <li>• Exchange surfaces – gas exchange</li> <li>• Ventilation and gas exchange in mammals and other organisms.</li> <li>• Transport systems in animals</li> <li>• Blood, tissue fluid and lymph</li> <li>• Transport of oxygen and carbon dioxide</li> <li>• The heart and Blood vessels</li> </ul>	<p>Term 2 Key Focus/Topic(s)</p> <p><b>Biomolecules</b></p> <ul style="list-style-type: none"> <li>• Biological elements and water</li> <li>• Carbohydrates, lipids and proteins</li> <li>• Nucleic acids, DNA replication, protein synthesis and ATP</li> </ul> <p><b>Transport in plants</b></p> <ul style="list-style-type: none"> <li>• Transport in dicotyledonous plants</li> <li>• Water transport in plants</li> <li>• Transpiration</li> <li>• Translocation</li> <li>• Plant adaptations</li> </ul>	<p>Term 3 Key Focus/Topic(s)</p> <p><b>Enzymes</b></p> <ul style="list-style-type: none"> <li>• Enzyme action</li> <li>• Factors affecting enzyme activity</li> <li>• Enzyme inhibitors</li> <li>• Cofactors, coenzymes and prosthetic groups</li> </ul> <p><b>Classification and evolution</b></p> <ul style="list-style-type: none"> <li>• Classification and the five kingdoms</li> <li>• Phylogeny</li> <li>• Evolution</li> <li>• Variation</li> <li>• Adaptation and changing populations</li> </ul>
<p>Term 1 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• End of unit tests</li> <li>• Homework</li> <li>• PAGs – Microscopy, Heart dissection, blood microscopy.</li> </ul>	<p>Term 2 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• End of unit tests</li> <li>• Homework.</li> <li>• PAGs – Quantitative testing of reducing sugar, finding the water potential of red onion tissue, using a potometer to investigate transpiration.</li> </ul>	<p>Term 3 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• End of unit tests</li> <li>• Homework.</li> <li>• PAGs – Effect of pH, temperature and concentration on enzyme activity.</li> </ul>
<p>Term 4 Key Focus/Topic(s)</p> <p><b>Plasma membranes</b></p> <ul style="list-style-type: none"> <li>• Structure and function of membranes</li> <li>• Factors effecting membrane structure</li> <li>• Diffusion</li> <li>• Osmosis</li> <li>• Active transport</li> </ul> <p><b>Biodiversity</b></p> <ul style="list-style-type: none"> <li>• Biodiversity</li> <li>• Sampling</li> <li>• Calculation of biodiversity</li> <li>• Factors effecting biodiversity</li> <li>• Reasons and methods for maintaining biodiversity</li> </ul>	<p>Term 5 Key Focus/Topic(s)</p> <p><b>Cell division</b></p> <ul style="list-style-type: none"> <li>• Cell cycle</li> <li>• Mitosis</li> <li>• Meiosis</li> <li>• Cellular specialisation</li> <li>• Stem cells</li> </ul> <p><b>Communicable disease</b></p> <ul style="list-style-type: none"> <li>• Animal and plant pathogens and disease</li> <li>• Transmission of disease</li> <li>• Plant defences</li> <li>• Animal immunity</li> <li>• Treatment and prevention of disease</li> </ul>	<p>Term 6 Key Focus/Topic(s)</p> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Comprehensive review of modules 1-4</li> </ul>

<p>Term 4 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• End of unit tests.</li> <li>• Homework.</li> <li>• PAGS – Distribution of species in a habitat, effect of temperature on membrane permeability</li> </ul>	<p>Term 5 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• End of unit tests.</li> <li>• Homework.</li> <li>• PAGS – Observing mitosis</li> </ul>	<p>Term 6 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Mock examinations</li> </ul>
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Rationale:

In Year 12 the foundations of Biology are covered along with an overview of basic systems biology for example how gases and other essential molecules are exchanged and transported in both plants and animals. These foundations and system overviews pave the way for a more in-depth and cross topic approach that is used in Year 13.

A big feature of the A level Biology scheme of work is to develop the students critical thinking and analytical skills. Students are expected to develop higher level thinking skills, participate actively in lessons, demonstrating a greater level of knowledge and to make connections across topics. The lessons are sequenced and designed to do this. Students are also set reading work and are assessed on their quality of understanding in end of unit assessments. Students are asked to read some of the lesson's content before the lesson, thereby allowing for a deeper understanding to be developed through discussion with peers and problem-solving activities. Reading outside of lessons also promotes independence and allows students to consolidate lesson content better. Examination practice and retrieval practice is also a key feature in A level Biology.

Evaluation:

- Assessment opportunities will involve teacher, self and peer assessment. The assessment is focused around work produced in theoretical and practical sessions where the students are required to demonstrate their practical and analytical skills as well as their scientific knowledge of the theory covered.
- Early intervention is a key feature of the A level assessment so that gaps in attainment can be determined promptly and barriers in the students learning addressed. Lesson observations, work scrutiny and particularly student discussions and self-assessment are key aspects in ensuring that students can close gaps and make good progress. It also results in greater student retention from Year 12 to Year 13.
- In lessons students should be able to apply advanced knowledge to novel situations and make connections between topics.
- Homework is set that tests the students' knowledge and ability to apply their knowledge to a wide range of biological phenomena.
- Students should demonstrate an understanding of how theory is used to explain scientific concepts with clarity and detail.
- Lesson observations, work scrutiny, teacher and self-assessment play a key role in student outcomes.

<b>Subject: Business Studies</b>		<b>Year Group: 12</b>
<b>Term 1 Key Focus/Topic(s)</b> 1.1 Meeting customer needs 1.2 The Market	<b>Term 2 Key Focus/Topic(s)</b> 1.3 Marketing Mix and Strategy 1.4 Managing People	<b>Term 3 Key Focus/Topic(s)</b> 1.5 Entrepreneurs and Leaders 2.1 Raising Finance
<b>Term 1 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>10/20 mark case study questions</li> <li>End of unit exam paper</li> </ul>	<b>Term 2 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>10/20 mark case study questions</li> <li>End of unit exam paper</li> </ul>	<b>Term 3 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>10/20 mark case study questions</li> <li>End of unit exam papers</li> </ul>
<b>Term 4 Key Focus/Topic(s)</b> 2.2 Financial Planning 2.3 Managing finance	<b>Term 5 Key Focus/Topic(s)</b> 2.4 Resource management 2.5 Economic Influences	<b>Term 6 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Year 12 exam preparation/revision</li> <li>End of year project/investigation</li> </ul>
<b>Term 4 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>10/20 mark case study questions</li> <li>End of unit examination papers</li> </ul>	<b>Term 5 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>10/20 mark case study questions</li> <li>End of unit examination paper</li> </ul>	<b>Term 6 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>End of Year examination</li> </ul>

#### Rationale:

The Year 12 scheme of work offers a route through the A-level Business course, covering all the sections and sub-sections in a logical order, including opportunities to develop the necessary set of skills required for interacting with the business world. Guidance is given about any prior knowledge which is helpful or required. The order is by no means prescriptive and there are many alternative ways in which the content could be organised. There are opportunities for assessment all the way through the course which reflect what is expected of students in the final A Level examination.

#### Evaluation:

The teaching of topics in this sequence allows students to study and engage with the business world, staff will always try to relate the theoretical aspects to 'real life' businesses that students can associate with. The specification and assessment should encourage students to follow business developments and think critically about contemporary business issues. Most of the assessment material is based on real business situations. Following end of term assessments staff can prioritise students and/or topics that require further support. The timing of the course allows for revision at the end of the units which can be used to fill knowledge gaps previously identified. Students will have the opportunity to complete a gap analysis following a test and with the continued use of [www/ebi](http://www/ebi) will understand how their responses can be improved.

Subject: <b>KS5 Year 12 Chemistry (Teacher 1)</b>		Year Group: <b>12</b>
Term 1 Key Focus/Topic(s) <b>Foundations in chemistry - atomic Structure and the Periodic Table, and redox</b> <ul style="list-style-type: none"> <li>• Structure of atoms and the periodic table.</li> <li>• Mass spectroscopy and the formation of ions.</li> <li>• Electron Orbitals.</li> <li>• Electron Configuration and periodicity.</li> <li>• Redox Reactions (Oxidation and reduction, oxidising and reducing agents)</li> </ul>	Term 2 Key Focus/Topic(s) <b>Foundations in chemistry - equations</b> <ul style="list-style-type: none"> <li>• Equations and calculations</li> <li>• Errors and uncertainties</li> <li>• Yield and atom economy</li> </ul>	Term 3 Key Focus/Topic(s) <b>Inorganic chemistry – groups in the periodic table and reaction kinetics</b> <ul style="list-style-type: none"> <li>• Group 1 and group 2</li> <li>• Chemistry of group 7</li> <li>• Rates of reaction</li> </ul>
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on the drawing and identification of atomic orbitals and a deep understanding of electron configuration and periodicity.</li> <li>• Initial assessment covering content from both sides of the course.</li> </ul>	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Core practical 2: Preparation of a standard solution from a solid acid.</li> <li>• Core practical 3: Finding the concentration of a solution of hydrochloric acid.</li> <li>• Classwork with a particular focus on the different types of reaction and equations.</li> </ul>	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on the chemistry of different groups in the periodic table, and factors that increase the rate of a reaction.</li> </ul>
Term 4 Key Focus/Topic(s) <b>Inorganic chemistry – chemical energetics and equilibrium</b> <ul style="list-style-type: none"> <li>• Introducing enthalpy</li> <li>• Standard enthalpy change of: reaction, formation, combustion and neutralisation.</li> <li>• Hess' Law.</li> <li>• Dynamic equilibrium</li> <li>• The equilibrium constant</li> </ul>	Term 5 Key Focus/Topic(s) <b>Inorganic chemistry – identifying unknowns</b> <ul style="list-style-type: none"> <li>• Test used to identify unknown compounds</li> <li>• Consolidation of knowledge</li> </ul>	Term 6 Key Focus/Topic(s) <b>Inorganic chemistry – A2 content – further equilibrium</b> <ul style="list-style-type: none"> <li>• <math>K_c</math></li> <li>• <math>K_p</math></li> <li>• Effect of temperature, pressure, concentration and catalysts on equilibrium constants.</li> </ul>

<p>Term 4 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>Core practical 8: Determine the enthalpy change of a reaction using Hess' Law.</li> <li>Classwork with a particular focus on calculating enthalpy change in different situations, and determining how different factors affect the position of equilibrium.</li> </ul>	<p>Term 5 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>Core practical 7: Identifying some organic and inorganic unknowns.</li> <li>End of year exams.</li> </ul>	<p>Term 6 Assessment Opportunities:</p> <p>Classwork with a particular focus on calculation <math>K_c</math> and <math>K_p</math>.</p>
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#### Rationale:

All of the topics covered in Year 12 require higher levels of abstract thinking from students which will build upon and extend the knowledge learnt at GCSE. For example students have previously learnt about rates of reaction at GCSE, Year 12 then extend that knowledge further by introducing different types of catalyst and how they work.

In Year 12 Chemistry we place a particular focus on:

- Independent learning – Students are expected to read up on a subject ahead of time to ensure the student is thinking more critically in the lesson and by coming prepared with questions.
- Mathematical skills in Chemistry – applying different concepts and ideas to solve multi-step problems, using data to support their scientific conclusions.
- Practical Skills – Understanding the scientific method, processing and presenting data, forming conclusions

#### Evaluation:

- Assessment opportunities will involve teacher, self and peer assessment. The assessment will focus around work produced in lessons where the students are required to demonstrate their fundamental scientific knowledge and understanding as well as their mathematical skills within chemistry.
- Assessment of practical skills by performing the following Common Practical Assessment Criteria (CPAC) – 2, 3, 7, 8.
- Book scrutiny, lesson observations and collegial discussions will be used to quality assure teaching and learning. Gap analysis on mock papers.

Subject: <b>KS5 Year 12 Chemistry (Teacher 2)</b>		Year Group: <b>12</b>
Term 1 Key Focus/Topic(s) <b>Foundations in chemistry – bonding and structures</b> <ul style="list-style-type: none"> <li>Giant structures</li> <li>Discrete molecules</li> <li>Physical properties related to structure and bonding.</li> </ul>	Term 2 Key Focus/Topic(s) <b>Foundations in chemistry – formulae and amounts of substance</b> <ul style="list-style-type: none"> <li>Empirical and molecular formulae</li> <li>Amount of substance</li> </ul>	Term 2 Key Focus/Topic(s) <b>Organic Chemistry – introduction and alkanes</b> <ul style="list-style-type: none"> <li>Introduction to organic chemistry</li> <li>Alkanes from crude oil</li> <li>Alkanes as fuels</li> <li>Alternative fuels</li> <li>Substitution reactions of alkanes</li> </ul>
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> <li>Classwork with a particular focus on the drawing and naming of chemical structures.</li> <li>Initial assessment covering content from both sides of the course.</li> </ul>	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> <li>Core Practical 1: measuring the molar volume of a gas</li> <li>Classwork with a particular focus on the identifying and writing of different chemical reactions, equations and calculating moles.</li> </ul>	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> <li>Classwork with the focus on drawing and naming chemical structures.</li> </ul>
Term 4 Key Focus/Topic(s) <b>Organic Chemistry – Alkenes, halogenoalkanes and alcohols</b> <ul style="list-style-type: none"> <li>Chemistry of alkenes</li> <li>Electrophilic addition</li> <li>Polymers</li> <li>Reactions of haloalkanes</li> <li>Reactions and uses of alcohols</li> <li>Reactions of alcohols</li> <li>Preparation of organic liquids.</li> </ul>	Term 5 Key Focus/Topic(s) <b>Organic Chemistry – analytical techniques</b> <ul style="list-style-type: none"> <li>Mass spectrometry</li> <li>Infrared spectroscopy</li> <li>Revision for mock exams</li> </ul>	Term 6 Key Focus/Topic(s) <b>Organic chemistry – A2 content – Chirality</b> <ul style="list-style-type: none"> <li>Chirality and enantiomers</li> <li>Optical activity</li> <li>Reaction mechanisms</li> </ul>
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> <li>Core Practical 4: Investigating the rates of hydrolysis of halogenoalkanes.</li> <li>Core practical 5: Oxidation of Ethanol</li> <li>Core practical 6: Chlorination of 2-methylpropan-2-ol using conc HCl</li> <li>Classwork with a particular focus on the identifying and writing of different chemical reactions.</li> </ul>	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> <li>Mock Exams</li> </ul>	Term 6 Assessment Opportunities: <ul style="list-style-type: none"> <li>Classwork with a particular focus on Identifying chiral compounds and the optical activity of chiral compounds</li> </ul>



Rationale:

All of the topics covered in Year 12 require higher levels of abstract thinking from students which will build upon and extend the knowledge learnt at GCSE. For example students have previously learnt about the homologous series of alkanes at GCSE, Year 12 then extend that knowledge further by introducing the IUPAC naming system and different functional groups which can affect the properties of alkanes.

In Year 12 Chemistry we place a particular focus on:

- Independent learning – Students are expected to read up on a subject ahead of time to ensure the student is thinking more critically in the lesson and by coming prepared with questions.
- Mathematical skills in Chemistry – applying different concepts and ideas to solve multi-step problems, using data to support their scientific conclusions.
- Practical Skills – Understanding the scientific method, processing and presenting data, forming conclusions

Evaluation:

- Assessment opportunities will involve teacher, self and peer assessment. The assessment will focus around work produced in lessons where the students are required to demonstrate their fundamental scientific knowledge and understanding as well as their mathematical skills within chemistry.
- Assessment of practical skills by performing the following Common Practical Assessment Criteria (CPAC) – 1, 4, 5, 6, 7
- Book scrutiny, lesson observations and collegial discussions will be used to quality assure teaching and learning. Gap analysis on mock papers.

Subject: A Level English Literature and Language		Year Group: 12
<b>Term 1 Key Focus/Topic(s)</b> Introduction to the course and linguistic focus Introduce unseen material and also the Anthology (Section A, Component 1) Introduce the set texts: Gatsby and Othello (Section B, Component 2)	<b>Term 2 Key Focus/Topic(s)</b> Continue with set texts Continue with Anthology Costa Short Story competition – wider reading	<b>Term 3 Key Focus/Topic(s)</b> Complete coverage of set texts – ensure confidence with broad nature of the exam questions. Introduce the coursework element of the course (Non-examination unit: Investigating and Creating texts) and students begin their independent research and posing their creative tasks for guidance
<b>Term 1 Assessment Opportunities :</b> Individual responses to Anthology extracts, as well as looking at how voice is created in unseen extracts (Section A, Component 1)	<b>Term 2 Assessment Opportunities</b> Essays on specific aspects, characters, themes, linguistic and literary devices. Presentations on aspects of narrative and devices used by writers to convey meaning.	<b>Term 3 Assessment Opportunities</b> Timed essays: These will be on individual texts, building up to comparative essays. Students begin to present on their research and stimulus texts and shape their initial thinking. Draft deadlines for stages of their research to help time manage.
<b>Term 4 Key Focus/Topic(s)</b> Coursework is on-going – students are exposed to different forms of creative material to ‘feed’ their own ideas and to help them reflect on their own material/direction. Anthology (Section A, Component 1) continues with opportunities to look at the comparative element with the unseen. Individual unseen extracts included (Section A, Component 2)	<b>Term 5 Key Focus/Topic(s)</b> Revision of set texts in preparation for the mock next term; looking at past paper responses and exemplar answers. Remind students of the examiner feedback.	<b>Term 6 Key Focus/Topic(s)</b> Mock exam Feedback on mocks and looking at answers with strengths and essays with missed opportunities.
<b>Term 4 Assessment Opportunities</b> Feedback on one draft of their coursework: three elements of the coursework (fiction, non-fiction, commentary) Essays on Anthology with unseen comparison	<b>Term 5 Assessment Opportunities</b> Revision – students should be re-reading set texts	<b>Term 6 Assessment Opportunities</b> Internal exams

#### Rationale:

The two set texts for Paper 2, Section B require a strong level of comparative writing ability and so, by putting these two texts at the start of Year 12, we have created opportunities to teach these texts individually, but then also ensure enough time to draw them together. This is typically the weakest section of the Paper 2 exam and yet is worth the most marks, and therefore needs time to scaffold and rehearse attempts. The Anthology is drip-fed across the two years; this works well as students build their analytical skills and it also gives opportunity to build in unseen material of a topical nature (e.g. lots of discussion about gender in the media has fed into whether students consider language to be gendered; issues regarding Facebook and privacy alongside Wilde's extract in the Anthology). The intention is to 'feed' students a wealth of material so that they become critical thinkers, analytical writers and begin to examine and craft their own writing for impact. We foster an appreciation of 'production' and 'reception' and encourage students to view their own coursework in this way. Using the Costa Short Story competition in Term 2 also introduces students to the notion of writing for an audience. An additional text, 'The Art of Fiction' by David Lodge is also used to supplement and encourage writing as a conscious construct. These are essential skills for any work related environment and students are often keen to draw upon examples from their own experience of work, or different contexts, where they have applied language in a particular way for the context, audience and intended impact.

#### Evaluation:

The assessment opportunities across the year take a number of forms: the use of the visualiser works well where students can see their peers' work and see examples of strength, and sometimes examples of missed opportunities. Timed essays in class give students the opportunity to write in an environment that mirrors the time allocated in the exam and students respond well to these. The use of the examiner report is used across the Department to ensure that both staff and students appreciate where examiners award marks and can apply the Assessment Objectives to their own work. Exemplar material is sought from past cohorts so that students have examples that deal with the texts they are studying and, again, students respond favourably to these examples and it often provides clarity to areas they are under-performing in. The mock examination windows enables a more formal review of learning and also makes students appreciate the necessity for revision and re-reading of the set texts.

<b>Subject: Film Studies</b>		<b>Year Group: 12</b>
<b>Term 1 Key Focus/Topic(s):</b> <ul style="list-style-type: none"> <li>European Film Pan's Labyrinth (Del Toro, Spain, 2006)</li> <li>Key elements of film form, technical and visual</li> </ul>	<b>Term 2 Key Focus/Topic(s):</b> <ul style="list-style-type: none"> <li>Global Film City of God (Mereilles and Lund, Brazil, 2002)</li> <li>American Mainstream Film Inception (Nolan, 2010)</li> </ul>	<b>Term 3 Key Focus/Topic(s):</b> <ul style="list-style-type: none"> <li>Classical Hollywood Film</li> <li>Intro to Hollywood Film History, The Contexts of Hollywood – Classical, New Vertigo (Hitchcock, 1958)</li> <li>Contemporary Indie Film Boyhood (Linklater, 2014)</li> </ul>
<b>Term 1 Assessment Opportunities :</b> <ul style="list-style-type: none"> <li>Key scene analysis</li> <li>Film form essay</li> </ul>	<b>Term 2 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Key scene analysis</li> <li>Spectatorship and Ideology analysis</li> </ul>	<b>Term 3 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Key scene analysis. Auteur theory essay</li> <li>Spectatorship and Ideology essay</li> </ul>
<b>Term 4 Key Focus/Topic(s):</b> <ul style="list-style-type: none"> <li>New Hollywood (1961 – 1990) Film Blade Runner (Scott, 1982)</li> <li>British Film 1 Trainspotting (Boyle, 1996)</li> </ul>	<b>Term 5 Key Focus/Topic(s):</b> <ul style="list-style-type: none"> <li>Exam Revision European/Global and Hollywood. Preparation for Y12 exams (2 essay Qs)</li> <li>British Film 2 This is England (Meadows, 2006)</li> <li>Exam revision US mainstream and Indie</li> <li>Preparation for Y12 exams (one essay Q)</li> </ul>	<b>Term 6 Key Focus/Topic(s):</b> <ul style="list-style-type: none"> <li>Getting Creative: Production</li> <li>Sample short films -screening and core analysis</li> </ul>
<b>Term 4 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Key scene analysis. Auteur comparative essay</li> <li>Narrative and Ideology analysis</li> </ul>	<b>Term 5 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Past paper question plans and essays</li> <li>Narrative and ideology essay</li> </ul>	<b>Term 6 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Evaluation Draft Part 1 – Influences</li> <li>Year 12 Exams and exam review</li> </ul>

Rationale:

The European and Global films are chosen to open the course to allow students to gain confidence in film analysis. They are able to develop a literacy in film form language and assimilate the technical vocabulary required to analyse these and subsequent works. The films are more recent and highly engaging and accessible. We then build on this base to develop spectatorship, ideological and auteur theories in the more challenging films.

Evaluation:

Assessment opportunities (self, peer and teacher led) in each term allow for feedback to be given and data analysed in relation to progress made. Quality assurance of student work and teaching will take place throughout the year and will allow for staff and student reflection, the feedback being used to develop the future curriculum, both in terms of film selection and in terms of timings and delivery.

Subject: <b>Financial Studies</b>		Year Group: <b>12</b>
<b>Term 1 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Unit 1:1-6 Purpose of Money, Personal Life Cycle Stages, Consumer Protection, etc</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Unit 1: Topics 7-12</li> <li>Revision and Exam Prep</li> </ul>	<b>Term 3 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>External Exams (Unit 1) Part A &amp; Part B</li> <li>Unit 2: Topics 1-5</li> </ul>
<b>Term 1 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>10/20 mark case study questions</li> <li>End of unit exam paper</li> </ul>	<b>Term 2 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>10/20 mark case study questions</li> <li>End of unit exam paper</li> </ul>	<b>Term 3 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>10/20 mark case study questions</li> <li>End of unit exam papers</li> </ul>
<b>Term 4 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>External Re-sits – Unit 1 (Part A &amp; Part B)</li> <li>Unit 2: Topics 6-8</li> </ul>	<b>Term 5 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Unit 2: Topics 9-10; Revision &amp; Exam Preparation</li> <li>External Exams (Unit 2) Part A &amp; Part B</li> </ul>	<b>Term 6 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>External Re-sits – Unit 2 (Part A &amp; Part B)</li> <li>End of year project/investigation</li> </ul>
<b>Term 4 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>10/20 mark case study questions (Pre-Release material)</li> <li>End of unit exam papers</li> </ul>	<b>Term 5 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>10/20 mark case study questions (Pre-Release material)</li> <li>End of unit exam paper</li> </ul>	<b>Term 6 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>End of year examination</li> </ul>

#### Rationale:

The Year 12 scheme of work offers a route through the Certificate of Finance course, covering all the sections and sub-sections in a logical order, including opportunities to develop the necessary set of skills required for interacting with the finance world. Guidance is given about any prior knowledge which is helpful or required. The order is by no means prescriptive and there are many alternative ways in which the content could be organised. There are opportunities for assessment all the way through the course which reflect what is expected of students in the Unit 1 and Unit 2 examinations.

#### Evaluation:

The teaching of topics in this sequence allows students to study and engage with the finance world, teachers will always try to relate the theoretical aspects to 'real life' financial providers and financial products e.g. banks and insurance companies that students can associate with. The specification and assessment should encourage students to follow finance developments and think critically about contemporary financial issues. Most of the assessment material is based on real financial situations. Following the Unit 1 and Unit 2 assessments, staff can prioritise students and/or topics that require further support in time for the Part A (E-Test) and Part B Paper (Case Study and Non-Case Study). The timing of the course allows for revision at the end of the units which can be used to fill knowledge gaps previously identified. Students will have the opportunity to complete a gap analysis following a test and with the continued use of [www.ebi](http://www.ebi) will understand how their responses can be improved.

Subject: <b>French</b>		Year Group: <b>12</b>
Term 1 Key Focus/Topic(s) Intensive grammar revision <i>No et moi</i> – Delphine de Vigan (introduction) La famille en voie de développement Le septième art	Term 2 Key Focus/Topic(s) Intensive grammar revision <i>No et moi</i> – Delphine de Vigan (characters) La cyber-société Le septième art	Term 3 Key Focus/Topic(s) Le rôle du bénévolat <i>No et moi</i> – Delphine de Vigan (literary genre) IRP <i>La Haine</i> – Mathieu Kassovitz
Term 1 Assessment Opportunities: Grammar test	Term 2 Assessment Opportunities: Progress test 1 (listening, reading, grammar, literature essay)	Term 3 Assessment Opportunities: Progress test 1 (listening, reading, grammar, literature essay)
Term 4 Key Focus/Topic(s) Une culture fière de son patrimoine Speaking practice (mixed topics) <i>La Haine</i> – Mathieu Kassovitz	Term 5 Key Focus/Topic(s) La musique francophone Speaking practice (mixed topics) <i>La Haine</i> – Mathieu Kassovitz	Term 6 Key Focus/Topic(s) Exam preparation <i>La Haine</i> – Mathieu Kassovitz
Term 4 Assessment Opportunities: Progress test 1 (listening, reading, grammar, literature essay)	Term 5 Assessment Opportunities: Speaking test	Term 6 Assessment Opportunities: Y12 mock examination

#### Rationale:

The Year 12 scheme of work aims at helping students bridge the gap between GCSE and A Level French. All teachers must make sure that lessons are predominantly taught in French and carefully plan activities to boost students' confidence especially in terms of listening and speaking ability. This should enable students to cope with skills that they traditionally find difficult and sustain linguistic progression. The content is divided between three teachers so that there are many opportunities for spaced and interleaving practice.

#### Evaluation:

GCSE results and the AQA's ERA tool provide an invaluable insight into students' strengths and weaknesses. It should help teachers monitor students' progress with appropriate targets set for each student at the start of the course. Teachers will need to check that students take notes, file resources and organise their folders effectively. Progress tests including essays will show how students respond to the new A Level features such as the ability to summarise spoken or written documents. Finally, mock exams will place students in real exam conditions.

<b>Subject: Further Mathematics</b>		<b>Year Group: 12</b>
<b>Term 1 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• CPU1 – Complex Numbers (part 1)</li> <li>• CPU2 – Matrices</li> <li>• CPU3 – Complex Numbers (part 2)</li> <li>• CPU4 – Series</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• CPU5 – Algebra &amp; Functions</li> <li>• CPU6 – Proof</li> <li>• CPU7 – Vectors</li> <li>• CPU8 – Calculus</li> </ul>	<b>Term 3 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• D1U1 – Algorithms &amp; Graph Theory</li> <li>• D1U2 – Algorithms on Graphs I</li> <li>• FP1U1 – Coordinate Systems</li> <li>• FP1U2 – Inequalities</li> </ul>
<b>Term 1 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• AS CPU1 Test</li> <li>• AS CPU2 Test</li> <li>• AS CPU3 Test</li> <li>• AS CPU4 Test</li> </ul>	<b>Term 2 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• AS CPU5 Test</li> <li>• AS CPU6 Test</li> <li>• AS CPU7 Test</li> <li>• AS CPU8 Test</li> </ul>	<b>Term 3 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• AS D1U1 Test</li> <li>• AS D1U2 Test</li> <li>• AS FP1U1 Test</li> <li>• AS FP1U2 Test</li> </ul>
<b>Term 4 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• D1U3 – Algorithms on Graphs II</li> <li>• D1U4 – Linear Programming</li> <li>• FP1U3 – Further Trigonometry</li> </ul>	<b>Term 5 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• D1U4 – Linear Programming</li> <li>• D1U5 – Critical Path Analysis</li> <li>• FP1U4 – Further Vectors</li> <li>• FP1U5 – Numerical Methods</li> </ul>	<b>Term 6 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• AL CP2U1 – Complex Numbers</li> <li>• AL D1U1 Algorithms &amp; Graph Theory</li> </ul>
<b>Term 4 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• AS D1U3 Test</li> <li>• AS FP1U3 Test</li> </ul>	<b>Term 5 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• AS D1U4 Test</li> <li>• AS D1U5 Test</li> <li>• AS FP1U4 Test</li> <li>• AS FP1U5 Test</li> </ul>	<b>Term 6 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• End of Year Examinations</li> <li>• AL CP2U1 Test</li> <li>• AL D1U1 Test</li> </ul>



**Aims and objectives:**

- Understand mathematics and mathematical processes in ways that promote confidence, foster enjoyment and provide a strong foundation for progress to further study
- Extend their range of mathematical skills and techniques
- Understand coherence and progression in mathematics and how different areas of mathematics are connected
- Apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- Use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly
- Reason logically and recognise incorrect reasoning
- Generalise mathematically
- Construct mathematical proofs
- Use their mathematical skills and techniques to solve challenging problems which require them to decide on the solution strategy
- Recognise when mathematics can be used to analyse and solve a problem in context
- Represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them
- Draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions
- Make deductions and inferences and draw conclusions by using mathematical reasoning
- Interpret solutions and communicate their interpretation effectively in the context of the problem
- Read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding
- Read and comprehend articles concerning applications of mathematics and communicate their understanding
- Use technology such as calculators and computers effectively, and recognise when such use may be inappropriate
- Take increasing responsibility for their own learning and the evaluation of their own mathematical development

**Rationale:**

The overarching themes are:

- Mathematical argument, language and proof
- Mathematical problem solving
- Mathematical modelling

These are to be applied along with associated mathematical thinking and understanding, across the whole of the detailed content in the specification. These overarching themes are inherent throughout the content and students are required to develop skills in working scientifically over the course of the qualification. The skills show teachers which skills need to be included as part of the learning and assessment of the students.

**Evaluation:**

- Students are expected to self-assess all independent work and aim to correct any errors before submission. Teachers are expected to oversee the pupils' assessment and give guidance/constructive feedback as to how to improve future performance and correct any misconceptions. This should be carried out at least once every fortnight and in line with the school policy.
- End of topic tests are to be done under exam conditions, teacher assessed and marks entered onto the appropriate departmental Google Doc for comparisons, quality assurance that groups are progressing in tandem and as expected and can be monitored by the Head of Department. Periodically, moderation of marking takes place during departmental meetings which further enhances the quality assurance that mark schemes are being applied consistently.
- Opportunities for teacher feedback can be from individual conversations regarding independent work and end of topic tests. With regard to end of topic tests teachers are to feedback using WWW and EBI with students adding their MRI in response.

**Assessment:**

This qualification consists of four 1 hour 30 minute written examinations of equal weighting:

- Core Pure Mathematics 1
- Core Pure Mathematics 2
- Further Pure Mathematics 1
- Decision Mathematics 1

Subject: Geography (Teacher 1)		Year Group: 12
<b>Term 1 Key Focus/Topic(s)</b> Tectonic processes and hazards Focussed enquiry questions: <ul style="list-style-type: none"> <li>Why are some locations more at risk from tectonic hazards?</li> <li>Why do some tectonic hazards develop into disasters?</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> Focussed enquiry question: <ul style="list-style-type: none"> <li>How successful is the management of tectonic hazards and disasters?</li> </ul> Evaluation of the success of varying strategies in developed, emerging and developing countries through a range of case study examples.	<b>Term 3 Key Focus/Topic(s)</b> What are the causes of globalisation and why has it accelerated in recent decades? <ul style="list-style-type: none"> <li>Students come to understand globalisation through the study of factors that have accelerated the process particularly in the later 20<sup>th</sup> Century</li> </ul>
<b>Term 1 Assessment Opportunities:</b> AO1 4 mark questions, spearman's rank calculation statistical tests, AO2/AO3 10 12 Mark Essay questions.	<b>Term 2 Assessment Opportunities:</b> More focus on AO2/AO3 essay question and manipulation of case study evaluation to specific range of questions.	<b>Term 3 Assessment Opportunities:</b> Key term tests for 2 mark questions, Data response questions 4 markers and AO2/AO3 essay questions
<b>Term 4 Key Focus/Topic(s)</b> What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment? <ul style="list-style-type: none"> <li>Particular focus on the global shift and it's implication for the developed and developing world – realistic view of the impact on society and the environment</li> </ul>	<b>Term 5 Key Focus/Topic(s)</b> What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges? <ul style="list-style-type: none"> <li>Evaluation on evidence based approach using statistics to explore the complexity of outcomes of globalisation</li> </ul>	<b>Term 6 Key Focus/Topic(s)</b> Review of Tectonic process and globalisation. Focus on identifying the 20% area of subject weakness individuals need to focus on. Essay technique and effective revision techniques as the two main modules are reviewed in depth.
<b>Term 4 Assessment Opportunities:</b> AO2/AO3 Essay questions – AO1 Data response questions – Case study knowledge tests	<b>Term 6 Assessment Opportunities:</b> AO2/AO3 essay questions – Statistical tests and analysis questions AO1.	<b>Term 6 Assessment Opportunities:</b> Year 12 summative mock examinations
<b>Rationale:</b> The depth of teaching is layered working on student's existing understanding of tectonics and globalisation from GCSE. Students need to extend their abilities from GCSE to writing longer prose answers and structure in a way that helps them to access the mark criteria. Familiarity with mark schemes and how to utilise schemes of work is shared with students so they can see how the course links topics and themes together. Assessment needs to be focussed on student's ability to recall certain evidence based information and adapt and applying this through AO3 in examination situations. Initially great support and advise to structure is given, open book essays with leniency with timings. Progress is made over the course of the academic year where students complete AO2/AO3 essays that are unseen without notes and in exam conditions to further their confidence in exam situations.		
<b>Evaluation:</b> Students are provided with Oxford syllabus specific text book and are assessed with a range of vocab tests, ZigZag progress tests and past paper and sample paper AS and A2 questions. Focus is on building understanding of the assessment objectives, particularly the importance of A02 application marks which make up the majority of the longer mark questions.		

Subject: Geography (Teacher 2)		Year Group: 12
<b>Term 1 Key Focus/Topic(s)</b> Coasts <ul style="list-style-type: none"> <li>• Geology and the coast</li> <li>• Waves, beaches and coastal landforms</li> <li>• Coastal transport and deposition</li> <li>• Weathering and mass movement</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> Coasts <ul style="list-style-type: none"> <li>• Sea level change</li> <li>• Coastal erosion</li> <li>• Coastal flooding</li> <li>• Coastal management</li> </ul>	<b>Term 3 Key Focus/Topic(s)</b> Regeneration <ul style="list-style-type: none"> <li>• Understanding place</li> <li>• Investigating change</li> <li>• Successful and failing places</li> <li>• The need for regeneration</li> <li>• The role of government</li> </ul>
<b>Term 1 Assessment Opportunities:</b> Vocab tests, ZigZag progress tests, AS style questions	<b>Term 2 Assessment Opportunities:</b> A2 questions	<b>Term 3 Assessment Opportunities:</b> Vocab tests, ZigZag progress tests, AS style questions
<b>Term 4 Key Focus/Topic(s)</b> Regeneration <ul style="list-style-type: none"> <li>• Regenerating rural places</li> <li>• Regenerating urban places</li> <li>• Measuring success of regeneration</li> <li>• Regeneration players</li> </ul>	<b>Term 5 Key Focus/Topic(s)</b> Water <ul style="list-style-type: none"> <li>• Global hydrological cycle</li> <li>• Drainage basins</li> <li>• The water balance and river regimes</li> </ul>	<b>Term 6 Key Focus/Topic(s)</b> Individual Studies <ul style="list-style-type: none"> <li>• Devising a focus and title</li> <li>• Planning the introduction</li> <li>• Planning the methodology</li> </ul>
<b>Term 4 Assessment Opportunities</b> A2 questions	<b>Term 5 Assessment Opportunities</b> Vocab tests, ZigZag progress tests	<b>Term 6 Assessment Opportunities</b> Mock examinations Planning and proposal forms.
<b>Rationale:</b> Coasts and regeneration are the two optional A-level units suited to our location – North Kent coast and various regeneration schemes including Spirit of Sittingbourne. They provide the link to GCSE and introduce the A-Level A01 and A02 assessment objectives  Study must emphasise the use of quantitative geographical skills, including developing observation skills, measurement and geo-spatial mapping skills, together with data manipulation and statistical skills applied for field measurement.  Coasts and regeneration provide the basis for Year 13 individual studies.		
<b>Evaluation:</b> Students are provided with Oxford syllabus specific text book and are assessed with a range of vocab tests, ZigZag progress tests and past paper and sample paper AS and A2 questions. Focus is on building understanding of the assessment objectives, particularly the importance of A02 application marks which make up the majority of the longer mark questions.		

<b>Subject:</b> <b>History</b>		<b>Year Group:</b> <b>Year 12</b>
<b>Term 1 Key Focus/Topic(s)</b> <b>Conservative domination 1951–1964</b> <ul style="list-style-type: none"> <li>The establishment of the Post-War Consensus</li> <li>Reasons for the Conservative victory 1951</li> <li>The Churchill and Eden Governments 1951-7</li> <li>Harold Macmillan's Government 1957-63</li> </ul> <b>Labour and Conservative government's 1964 –1979</b> <ul style="list-style-type: none"> <li>1964 General Election</li> <li>Labour's difficulties in government</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> <b>Labour and Conservative government's 1964 –1979</b> <ul style="list-style-type: none"> <li>1970 General Election</li> <li>The Heath Government 1970-4</li> <li>Labour in Office 1974-9</li> </ul> <b>Thatcher and the end of consensus 1979–1997</b> <ul style="list-style-type: none"> <li>Thatcher and the 1979 Election</li> <li>The Thatcher Revolution: The First Stage 1979-86</li> <li>The Thatcher Revolution: The Second Stage</li> </ul>	<b>Term 3 Key Focus/Topic(s)</b> <b>Thatcher and the end of consensus 1979–1997</b> <ul style="list-style-type: none"> <li>The Fall of Margaret Thatcher 1990</li> <li>John Major's Government 1990-7</li> </ul> <b>Britain's position in the world 1951–1997</b> <ul style="list-style-type: none"> <li>Britain's response to Crises</li> <li>Relations with and policies towards the USA and the USSR</li> <li>Britain's role in Europe</li> <li>Britain's influence at the UN</li> </ul>
<b>Term 1 Assessment Opportunities:</b> (20 marks) To what extent was the period of conservative domination down to improvements in the standard of living?	<b>Term 2 Assessment Opportunities:</b> (20 marks) To what extent was the economy the reason for changes of government between 1964 and 1979?	<b>Term 3 Assessment Opportunities:</b> (20 marks) To what extent was the damage to society outweighed by improvement to the economy?
<b>Term 4 Key Focus/Topic(s)</b> <b>Churchill 1929 – 1945</b> <i>Churchill's view of Events 1929-1939</i> <ul style="list-style-type: none"> <li>Attitude to the Abdication Crisis; Views about Empire and India and clashes with Party; Attitude towards Germany after 1933; Views about Rearmament and Appeasement; Why Churchill became Prime Minister</li> </ul> <i>Churchill as wartime</i> <ul style="list-style-type: none"> <li>Stance in 1940 and style of leadership; Relations with generals and impact on strategic decision in the Mediterranean;</li> </ul>	<b>Term 5 Key Focus/Topic(s)</b> <b>Churchill 1929 – 1945</b> <i>Churchill as wartime</i> <ul style="list-style-type: none"> <li>Bombing of Germany and the war in Europe 1944-1945; Plans for reconstruction and loss of 1945 election; Relations with other wartime leaders (Roosevelt, Stalin and de Gaulle)</li> </ul> <i>Churchill and International Diplomacy</i> <ul style="list-style-type: none"> <li>Contributions to international conferences; Plans for post-war Europe; Iron Curtain Speech; Attitude to Empire and Europe after 1945</li> </ul>	<b>Term 6 Key Focus/Topic(s)</b> <b>Controlled Assessment and mock exams</b> <ul style="list-style-type: none"> <li>Assess a range of viewpoints on Churchill</li> <li>Research viewpoints</li> <li>Link viewpoints to assessment questions</li> <li>Revise and prepare for mock exams</li> <li>Plan and complete reading and research tracking</li> </ul>
<b>Term 4 Assessment Opportunities:</b> (30 marks) To what extent do the sources show that Churchills approach was misjudged?	<b>Term 5 Assessment Opportunities:</b> (30 marks) To what extent was Churchills approach to international diplomacy convincing?	<b>Term 6 Assessment Opportunities:</b> Mock Examination Preparation for controlled assessment

### **Rationale:**

Unit 2 covers similar issues to the GCSE unit and allows student to embed knowledge, dive deeper into the topic and expand their understanding beyond World War 2. The Britain and Ireland course, predominantly taught in Year 13 has been organised to start at the end of Year 12. Unit 3 requires students to have a breadth of knowledge before assessment skills can be developed so an overview and background of the course starts in Terms 5 and 6.

### **Evaluation:**

As a department the best structure for Years 12 and 13 is constantly in discussion in light of the new linear specification and this will continue. Student progress and outcomes are consistently measured against assessment and mock exam performance.

<b>Subject:</b> <b>History</b>		<b>Year Group:</b> <b>Year 12</b>
<b>Term 1 Key Focus/Topic(s)</b> <b>The establishment and development of the Weimar Republic: 1919–Jan 1933</b> <ul style="list-style-type: none"> <li>What were the consequences of the First World War?</li> <li>What was the impact of the Treaty of Versailles?</li> <li>Understand about the Weimar Constitution</li> <li>Understand Weimar's early problems</li> <li>Was 1924–1929 a Golden era for Germany?</li> <li>What did the Nazis believe and what were they like in the early 1920's</li> <li>To understand the revamping of the Nazi Party and the impact of the depression</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> <b>The establishment and development of the Weimar Republic: 1919–Jan 1933</b> <ul style="list-style-type: none"> <li>Why did Hitler become Chancellor?</li> <li>How did Hitler consolidate himself in power?</li> <li>How effective was the Nazi terror network?</li> <li>What style of government did the Nazis have and how efficient was it?</li> <li>How effective was Nazi propaganda?</li> <li>How successful were Nazi economic policies to 1939?</li> </ul>	<b>Term 3 Key Focus/Topic(s)</b> <b>The impact of war and defeat on Germany: 1939–1949</b> <ul style="list-style-type: none"> <li>Volksgemeinschaft</li> <li>Policies and level of success with the various social classes ,racial policies to 1939 did people benefit from Nazi rule</li> <li>How successful was the Nazi wartime economy?</li> <li>To understand The German Home Front in WW2</li> <li>To understand the consequences of the Second World War</li> </ul>
<b>Term 1 Assessment Opportunities:</b> 'The period 1924–1929 was a Golden Era for Germany'. How far do you agree with this statement? (20 marks)	<b>Term 2 Assessment Opportunities:</b> How successful were Nazi Economic policies to 1939? (20 marks)	<b>Term 3 Assessment Opportunities:</b> Which group was Hitler most successful in achieving Volksgemeinschaft with? 1) The Young 2) Women
<b>Term 4 Key Focus/Topic(s)</b> <b>The Federal Republic and the DDR 1949–1963</b> <ul style="list-style-type: none"> <li>Who was most to blame for the division of Germany in 1949?</li> <li>How far did Communism transform the GDR?</li> <li>How far did Communism transform the GDR?</li> <li>To understand the West German constitution and economy</li> <li>How successful was Adenauer's foreign policy?</li> <li>Why did Adenauer fall?</li> <li>How successful a chancellor was Adenauer?</li> </ul>	<b>Term 5 Key Focus/Topic(s)</b> <b>Ireland Overview and 1750–1801</b> <ul style="list-style-type: none"> <li>To have an overview of Irish history from the medieval period to partition</li> <li>To understand the background to the Act of Union, its terms and significance</li> </ul>	<b>Term 6 Key Focus/Topic(s)</b> <b>Ireland 1750–1801</b> <b>Germany Examination Revision</b> <ul style="list-style-type: none"> <li>To understand the background to the Act of Union, its terms and significance</li> <li>To know the factual course content and how to tackle the questions</li> <li>Consolidation of work done on Ireland</li> </ul>
<b>Term 4 Assessment Opportunities:</b> 'An overwhelmingly successful chancellorship'. How far do you agree with this statement about Adenauer's period in office? (20 marks)	<b>Term 5 Assessment Opportunities:</b> Introduction to Unit 3 assessment	<b>Term 6 Assessment Opportunities:</b> Mock Examination

### **Rationale:**

Unit 2 covers similar issues to the GCSE unit and allows student to embed knowledge, dive deeper into the topic and expand their understanding beyond World War 2. The Britain and Ireland course, predominantly taught in Year 13 has been organised to start at the end of Year 12. Unit 3 requires students to have a breadth of knowledge before assessment skills can be developed so an overview and background of the course starts in Terms 5 and 6.

### **Evaluation:**

As a department the best structure for Years 12 and 13 is constantly in discussion in light of the new linear specification and this will continue. Student progress and outcomes are consistently measured against assessment and mock exam performance.

Subject: OCR Cambridge Technicals Level 3 IT		Year Group: 12
<b>Term 1 Key Focus/Topic(s)</b> Unit 1 Fundamentals of IT (90 GLH) EXAM Learning Outcome 1: Understand computer hardware 1.1 Computer hardware 1.2 Computer components 1.3 Types of computer system 1.4 Connectivity methods 1.5 Communications hardware 1.6 Hardware troubleshooting 1.7 Units of measurement 1.8 Number systems 1.9 Number conversion  Learning Outcome 2: Understand computer software 2.1 Types of software 2.2 Applications software 2.3 Utility software (i.e. backup, anti-virus, compression) 2.4 Operating systems 2.5 Communication methods 2.6 Software troubleshooting 2.7 Protocols  Learning Outcome 3: Understand business IT systems 3.1 Types of servers 3.2 Virtualisation 3.3 Networking characteristics	<b>Term 2 Key Focus/Topic(s)</b> Unit 1 Fundamentals of IT (90 GLH) EXAM continued Learning Outcome 3: Understand business IT systems cont'd 3.4 Connectivity methods 3.5 Business systems  Learning Outcome 4: Understand employability and communication skills used in an IT environment 4.1 Communication skills 4.2 Communication technology 4.3 Personal attributes 4.4 Ready for work 4.5 Job roles 4.6 Professional bodies 4.7 Industry certification  Learning Outcome 5: Understand ethical and operational issues and threats to computer systems 5.1 Ethical issues 5.2 Operational issues 5.3 Threats 5.4 Physical security 5.5 Digital security 5.6 Safe disposal of data and computer equipment	<b>Term 3 Key Focus/Topic(s)</b> Unit 2 Global Information (90 GLH) EXAM Learning Outcome 1: Understand where information is held globally and how it is transmitted 1.1 Holders of information 1.2 Types of information storage media 1.3 Types of information access and storage devices 1.4 The internet 1.5 World Wide Web (www) technologies 1.6 Information formats 1.7 Advantages 1.8 Disadvantages  Learning Outcome 2: Understand the styles, classification and the management of global information 2.1 Information styles and their uses 2.2 Information classification 2.3 Quality of information 2.4 Information management  Learning Outcome 3: Understand the use of global information and the benefits to individuals and organisations 3.1 Data versus information 3.2 Categories of information used by individuals 3.3 Categories of information used by organisations 3.4 Stages of data analysis 3.5 Data analysis tools 3.6 Information system structure
<b>Term 1 Assessment Opportunities:</b>  Self, peer, teacher and assessment.	<b>Term 2 Assessment Opportunities:</b>  Self, peer, teacher and assessment.	<b>Term 3 Assessment Opportunities:</b>  Self, peer, teacher and assessment.

<p><b>Term 4 Key Focus/Topic(s):</b></p> <p>Unit 2 Global Information (90 GLH) EXAM continued</p> <p>Learning Outcome 4: Understand the legal and regulatory framework governing the storage and use of global information</p> <p>4.1 UK legislation and regulation relating to the storage and use of information</p> <p>4.2 Global information protection legislation and regulation</p> <p>4.3 Green IT</p> <p>Learning Outcome 5: Understand the process flow of information</p> <p>5.1 Information sources and data types</p> <p>5.2 Data flow diagrams (DFDs)</p> <p>Learning Outcome 6: Understand the principles of information security</p> <p>6.1 Principles of information security</p> <p>6.2 Risks</p> <p>6.3 Impacts</p> <p>6.4 Protection measures</p> <p>6.5 Physical protection</p> <p>6.6 Logical protection</p>	<p><b>Term 5 Key Focus/Topic(s):</b></p> <p>Unit 1 Fundamentals of IT, exam revision and mock assessments.</p> <p>Unit 17 Internet of Everything (60 GLH) COURSEWORK</p> <p>Learning Outcome 1: Understand what is meant by the Internet of Everything (IoE)</p> <p>1.1 Things</p> <p>1.2 Where the IoE is used</p> <p>1.3 Applications of the use of the IoE</p> <p>1.4 Global impacts</p> <p>1.5 The four pillars of the IoE</p> <p>1.6 People</p> <p>1.7 People and how they connect</p> <p>1.8 Converting data into information to allow people to make decisions</p> <p>1.9 Data</p> <p>1.10 Information gathering devices</p> <p>1.11 Process</p> <p>1.12 Processing capabilities</p> <p>1.13 Connectivity</p> <p>1.14 Networked connection</p> <p>1.15 Security issues</p> <p>LO1 Coursework Assignment</p>	<p><b>Term 6 Key Focus/Topic(s):</b></p> <p>Unit 17 Internet of Everything (60 GLH) COURSEWORK continued</p> <p>LO1 Coursework Assignment continued</p> <p>Learning Outcome 2: Be able to repurpose technologies to extend the scope of the IoE</p> <p>2.1 Developments</p> <p>2.2 Feasibility study</p> <p>LO2 Coursework Assignment</p>
<p><b>Term 4 Assessment Opportunities</b></p> <p>Self, peer, teacher and assessment.</p>	<p><b>Term 5 Assessment Opportunities</b></p> <p>Self, peer, teacher and assessment.</p>	<p><b>Term 6 Assessment Opportunities</b></p> <p>Self, peer, teacher and assessment.</p>

**Rationale:**

The qualification will build on the knowledge, understanding and skills established through the ICT/Computing programmes of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about the principles of IT and Global Information Systems. Students will gain an insight into the IT sector as they investigate the pace of technological change, IT infrastructure, the flow of information on a global scale, and the importance of legal and security considerations.



**Evaluation:**

This course is assessed by 50% coursework and 50% examination.

Students will sit three exams for the externally assessed units and complete two units of coursework over the two-year course.

During Year 12 pupils will complete two exam-based units:

Unit 1 Fundamentals of IT, information learnt in this unit will provide a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how business uses IT.

Unit 2 Global Information, this unit will provide students with a greater understanding of how organisations use information sources both internally and externally and the types of information they will encounter.

They will begin Unit 17 - The internet of everything, this unit is about the use of the internet and how it is impacting people and society. They will learn about the Internet of Everything (IoE) and how it is used. Using their knowledge, they will carry out a feasibility study for a potential idea. They will pitch their idea to potential stakeholders and use feedback to revise their proposal.

In Year 13 students will continue with Unit 17 - The internet of everything and also complete the exam-based Unit 3 Cyber security and coursework for Unit 9 Product development.

Unit 3 Cyber Security - This unit has been designed to enable students to gain knowledge and understanding of the range of threats, vulnerabilities and risks that impact on both individuals and organisations. They will learn about the solutions that can be used to prevent or deal with cyber security incidents resulting from these challenges.

Unit 9 Product Development - The purpose of this unit is to prepare students to undertake product development activities. They will learn about different product design methodologies and the role of the product development life cycle. In addition, they will discover the factors that influence product developments.

There will be opportunities built in to allow for, self, peer and teacher assessment.

Subject: <b>Mathematics</b>		Year Group: <b>12</b>
<b>Term 1 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• PU1 – Algebraic &amp; Functions</li> <li>• PU2 – Coordinate Geometry in the (x, y) Plane</li> <li>• SU1 – Statistical Sampling</li> <li>• SU2 – Data Presentation &amp; Interpretation</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• PU3 – Further Algebra</li> <li>• PU4 – Trigonometry</li> <li>• SU2 – Data Presentation &amp; Interpretation</li> <li>• MU6 – Quantities &amp; Units in Mechanics</li> <li>• SU3 – Probability</li> </ul>	<b>Term 3 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• PU4 – Trigonometry</li> <li>• PU5 – Vectors (2D)</li> <li>• PU6 – Differentiation</li> <li>• SU3 – Probability</li> <li>• MU7 – Kinematics 1 (Constant Acceleration)</li> </ul>
<b>Term 1 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• AS PU1 Test</li> <li>• AS PU2 Test</li> <li>• AS SU1 Test</li> </ul>	<b>Term 2 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• AS PU3 Test</li> <li>• AS SU2 Test</li> <li>• AS MU6 Test</li> </ul>	<b>Term 3 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• AS PU4 Test</li> <li>• AS PU5 Test</li> <li>• AS SU3 Test</li> </ul>
<b>Term 4 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• PU6 – Differentiation</li> <li>• PU7 – Integration</li> <li>• SU4 – Statistical Distributions</li> <li>• MU8 – Forces &amp; Newton's Laws</li> </ul>	<b>Term 5 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• PU7 – Integration</li> <li>• PU8 – Exponentials &amp; Logarithms</li> <li>• SU5 – Statistical Hypothesis Testing</li> <li>• MU9 – Kinematics 2 (Variable Acceleration)</li> </ul>	<b>Term 6 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• Revision</li> <li>• AL PU2 – Algebraic &amp; Partial Fractions</li> <li>• AL SU1 – Regression &amp; Correlation</li> </ul>
<b>Term 4 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• AS PU6 Test</li> <li>• AS SU4 Test</li> <li>• AS MU8 Test</li> </ul>	<b>Term 5 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• AS PU7 Test</li> <li>• AS PU8 Test</li> <li>• AS SU5 Test</li> <li>• AS MU9 Test</li> </ul>	<b>Term 6 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• EoY Examinations</li> <li>• AL PU2 Test</li> <li>• AL SU1 Test</li> </ul>

**Aims and objectives:**

- Understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study
- Extend the students' range of mathematical skills and techniques
- Apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- Use their mathematical knowledge to make logical and reasoned decisions in solving problems using a suitable strategy, modelling, drawing diagrams and sketching graphs to explore mathematical situations and where appropriate interpret solutions and make conclusions in context by using mathematical reasoning and communicating this effectively
- Reason logically and recognise incorrect reasoning
- Construct mathematical proofs
- Use technology such as calculators and computers effectively
- Take increasing responsibility for their own learning and the evaluation of their own mathematical development.

**Rationale:**

The overarching themes are:

- Mathematical argument, language and proof
- Mathematical problem solving
- Mathematical modelling

These are to be applied along with associated mathematical thinking and understanding, across the whole of the detailed content in the specification. These overarching themes are inherent throughout the content and students are required to develop skills in working scientifically over the course of the qualification. The skills show teachers which skills need to be included as part of the learning and assessment of the students.

**Evaluation:**

- Students are expected to self-assess all independent work and aim to correct any errors before submission. Teachers are expected to oversee the pupils' assessment and give guidance/constructive feedback as to how to improve future performance and correct any misconceptions. This should be carried out at least once every fortnight and in line with the school policy.
- End of topic tests are to be done under exam conditions, teacher assessed and marks entered onto the appropriate departmental Google Doc for comparisons, quality assurance that groups are progressing in tandem and as expected and can be monitored by the HoD. Periodically, moderation of marking takes place during departmental meetings which further enhances the quality assurance that mark schemes are being applied consistently.
- Opportunities for teacher feedback can be from individual conversations regarding independent work and end of topic tests. With regard to end of topic tests teachers are to feedback using WWW and EBI with students adding their MRI in response.

**Assessment:**

This qualification consists of three 2 hour written examinations of equal weighting:

- Pure Mathematics Paper 1
- Pure Mathematics Paper 2
- Statistics and Mechanics Paper

<b>Subject: A Level PE Year 1</b>		<b>Year Group: 12</b>
Term 1 Key Focus/Topic(s) Cardiovascular system Skill Acquisition Theories of learning	Term 2 Key Focus/Topic(s) Respiratory System Neuromuscular System Guidance and Feedback	Term 3 Key Focus/Topic(s) The musculoskeletal system Energy Systems Information Processing
Term 1 Assessment Opportunities: End of topic tests. HWs Introduction of short mark questions and 8 markers.	Term 2 Assessment Opportunities: End of topic tests. HWs Short mark questions and 8 markers. Introduction of 15 mark questions.	Term 3 Assessment Opportunities: End of topic tests. HWs Short mark questions and 8 & 15 markers.
Term 4 Key Focus/Topic(s) Energy Systems Continued Historical development of sport Sociology of Sport (Creating equal opportunities)	Term 5 Key Focus/Topic(s) Revision and preparation for end of year tests. Reviewing of scripts and gap analysis.	Term 6 Key Focus/Topic(s) Energy Systems Aspects of personality (motivation, Arousal, Anxiety, Aggression etc)
Term 4 Assessment Opportunities: End of topic tests. HWs Short mark questions and 8 & 15 markers.	Term 5 Assessment Opportunities: Year 12 mock exams	Term 6 Assessment Opportunities: End of topic tests. HWs Short mark questions and 8 & 15 markers.

#### Rationale:

Year 12 aims to build solid foundations. These constitute:

- A firm grasp of how the course is structured and when/how assessment will take place. Including how they will be assessed practically.
- Developing exam style responses based on a good understanding of the different Areas of Assessment (AO1,2,3).
- Building independence through the setting of challenging assessed tasks in class as well as through homework.

Topics gradually increase in difficulty throughout the year to allow students to build their confidence in the subject.

#### Evaluation:

Work will be assessed regularly and teachers will set varied and stimulating tasks that range from the more common practice of answering exam style questions to the presenting of information and creation of online recourses such as revision vlogs and experiment write ups.

Last year revision 'broadsheets' as well as vlogs were used with increasing success – we will aim to build on this over the coming terms.

Subject: <b>PHOTOGRAPHY</b>		Year Group: <b>12</b>
<p>Term 1 Key Focus/Topic(s)  <b>THE STORY- SKILLS BUILDING</b>  Weekly skills workshops.  Build confidence  Give knowledge of AOs  Exploring individual style  <b>Covering AO1,2,3 &amp; 4.</b></p> <ul style="list-style-type: none"> <li>• The Story research and mind mapping.</li> <li>• Art and photography Book Sculpting and photography - Sue Blackwell.</li> <li>• Memories – rule of thirds photography – Marbling – Emulsion transfer– John Piper.</li> <li>• Remnants – Framing.</li> <li>• Seasons – inverting and layering.</li> </ul>	<p>Term 2 Key Focus/Topic(s)  <b>Continue ‘The Story’</b></p> <ul style="list-style-type: none"> <li>• The scene of the story – Collage and montage – Mathias Jung.</li> <li>• The muse – photomontage (manual).</li> <li>• Dreams and Surrealism – 3D effects with photos – Magritte.</li> <li>• The Plot – digital photomontage.</li> <li>• The plot twist – printing on different surfaces - The Fauves</li> <li>• The alternative plot - pattern and multiples – Michael Wolf.</li> <li>• The ending – chosen experimentation.</li> </ul>	<p>Term 3 Key Focus/Topic(s)  <b>START COMPONENT ONE PART ONE</b>  <b>Personal Investigation 60% of total A Level</b>  First part or chapters to this project.  One sketchbook or digital folders.  Final/larger pieces.</p> <ul style="list-style-type: none"> <li>• Mind-mapping exploring personal project themes. Developing concepts AO1</li> <li>• Artist research.</li> <li>• Being inspired by artists to create personal meaningful work. AO1, AO2, AO3, AO4.</li> <li>• Experimentation AO2</li> <li>• Greatest hits – reviewing and reflecting.</li> </ul>
<p>Term 1 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Weekly deadlines set and work checked.</li> <li>• Group tutorials weekly.</li> </ul>	<p>Term 2 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• End of project graded.</li> </ul>	<p>Term 3 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Sketchbook/ digital folders</li> <li>• Final pieces/ larger works</li> <li>• All internally assessed</li> </ul>
<p>Term 4 Key Focus/Topic(s)  <b>CONTINUE WITH COMPONENT ONE PART ONE</b></p> <ul style="list-style-type: none"> <li>• Experimentation. AO2</li> <li>• Greatest hits – reviewing and reflecting. AO2, AO3.</li> <li>• Planning final piece – concept refining. AO1, AO4.</li> <li>• Project personal final piece.</li> </ul>	<p>Term 5 Key Focus/Topic(s)  <b>COMPLETE COMPONENT ONE PART ONE</b></p> <ul style="list-style-type: none"> <li>• Project personal final piece (completed in mock exam) AO4</li> <li>• Evaluating whole project and final piece. AO4, AO3</li> </ul>	<p>Term 6 Key Focus/Topic(s)  <b>START COMPONENT ONE PART TWO</b>  <b>Personal Investigation 60% of total A Level</b>  Second part or chapter to this project.  One sketchbook or digital folder.  Final/larger pieces.</p> <ul style="list-style-type: none"> <li>• Mind-mapping exploring personal project themes. Developing concepts AO1</li> <li>• Artist research.</li> <li>• Being inspired by artists to create personal meaningful work. AO1, AO2, AO3, AO4.</li> <li>• Experimentation AO2</li> <li>• Greatest hits – reviewing and reflecting.</li> </ul>
<p>Term 4 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Weekly deadlines set and work checked.</li> <li>• One to one tutorials.</li> </ul>	<p>Term 5 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Mock exam.</li> <li>• Whole project hand in for grading towards A Level.</li> </ul>	<p>Term 6 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Sketchbook/ digital folders</li> <li>• Final pieces/ larger works</li> <li>• All internally assessed</li> </ul>

Rationale:

The aim for Year 12 is to develop their understanding of the theoretical and practical skills associated with Photography as well as a range of artists for students to develop as individuals. The first project builds skills and techniques as a group – developed through group tutorials. Students become proficient in a variety of techniques in relation to Photography and learn how to evaluate and analyse using analytical language. They develop personal style and specialise as the course goes on. The second project is submitted as Component 1 Coursework and in the projects students are supported through mainly one to one tutorials and group sessions where appropriate.

Evaluation:

We take pride that we have a course that allows students to be themselves and create work personal to them, we give students freedom to be creative yet give them frameworks to enable them to hit the Assessment Objectives. Achievement is judged through ongoing reviews of work. Google Classroom is used to track students' grades which can be used for audit and data analysis. Teachers in the department can see each other's grades for comparison and reflection. One to one feedback and verbal discussions help students to reflect on and develop their work.

Subject: <b>KS5 Physics</b>		Year Group: <b>12</b>
Term 1 Key Focus/Topic(s) <b>Mechanics</b> <ul style="list-style-type: none"> <li>• Basic measurements and units</li> <li>• Motion graphs</li> <li>• Suvat equations</li> <li>• Newton's Laws</li> <li>• Projectile motion</li> </ul>	Term 2 Key Focus/Topic(s) <b>Electric Circuits</b> <ul style="list-style-type: none"> <li>• Current and Resistance</li> <li>• Circuits</li> <li>• Potential Dividers</li> <li>• EMF</li> <li>• Resistivity</li> </ul>	Term 3 Key Focus/Topic(s) <b>Materials</b> <ul style="list-style-type: none"> <li>• Stoke's Law</li> <li>• Hooke's Law</li> <li>• Young's Modulus</li> </ul>
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork in tutorial lessons.</li> <li>• Homework.</li> <li>• Core Practical 1: Determine the acceleration of a freely-falling object</li> </ul>	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork in tutorial lessons.</li> <li>• Homework.</li> <li>• Core practical 3: Determine the e.m.f. and internal resistance of an electrical cell.</li> <li>• Core Practical 2: Determine the electrical resistivity of a material</li> </ul>	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork in tutorial lessons.</li> <li>• Homework.</li> <li>• Core Practical 4: Use a falling-ball method to determine the viscosity of a liquid.</li> <li>• Core Practical 5: Determine the Young modulus of a material.</li> </ul>
Term 4 Key Focus/Topic(s) <b>Waves &amp; Particle Nature</b> <ul style="list-style-type: none"> <li>• Standing waves</li> <li>• Interference</li> <li>• Diffraction</li> <li>• Reflection and Refraction</li> <li>• Lenses</li> <li>• Photoelectric Effect</li> </ul>	Term 5 Key Focus/Topic(s) <b>Revision and Internal Exam</b> <ul style="list-style-type: none"> <li>• Comprehensive review of units 1 to 4.</li> </ul>	Term 6 Key Focus/Topic(s) <b>Thermodynamics</b> <ul style="list-style-type: none"> <li>• Gas Laws</li> <li>• Kinetic Theory.</li> <li>• Specific &amp; Latent Heat</li> </ul>
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork in tutorial lessons.</li> <li>• Homework.</li> <li>• Core Practical 6: Determine the speed of sound in air using a 2-beam oscilloscope, signal generator, speaker and microphone.</li> <li>• Core Practical 7: Investigate the effects of length, tension and mass per unit length on the frequency of a vibrating string or wire.</li> <li>• Core Practical 8: Determine the wavelength of light from a laser or other light source using a diffraction grating.</li> </ul>	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Exam Results</li> </ul>	Term 6 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork in tutorial lessons.</li> <li>• Homework.</li> </ul> Core Practical 14: Investigate the relationship between pressure and volume of a gas at fixed temperature. Core Practical 12: Calibrate a thermistor in a potential divider circuit as a thermostat. Core Practical 13: Determine the specific latent heat of a phase change.

Subject: <b>Politics</b>		Year Group: <b>Year 12</b>
<b>Term 1 Key Focus/Topic(s)</b> <b>The Constitution</b> <ul style="list-style-type: none"> <li>The nature and sources of the UK constitution, How the constitution has changed since 1997, The role and powers of devolved bodies in the UK, and the impact of this devolution on the UK</li> </ul> <b>Democracy and participation</b> <ul style="list-style-type: none"> <li>Current systems of representative democracy and direct democracy, A wider franchise and debates over suffrage</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> <b>The Constitution</b> <ul style="list-style-type: none"> <li>Debates on further reform</li> </ul> <b>Parliament</b> <ul style="list-style-type: none"> <li>The structure and role of the House of Commons and House of Lords, The comparative powers of the House of Commons and House of Lords and the Executive</li> </ul> <b>Democracy and participation</b> <ul style="list-style-type: none"> <li>Pressure groups and other influences, Rights in context</li> </ul> <b>Political parties</b> <ul style="list-style-type: none"> <li>Political parties, Established political parties</li> </ul>	<b>Term 3 Key Focus/Topic(s)</b> <b>Parliament</b> <ul style="list-style-type: none"> <li>The legislative process, The ways in which Parliament interacts with the Executive</li> </ul> <b>Prime Minister and Executive</b> <ul style="list-style-type: none"> <li>The concept of ministerial responsibility, The Prime Minister and the Cabinet</li> </ul> <b>Political parties</b> <ul style="list-style-type: none"> <li>Emerging and minor UK political parties, UK political parties in context</li> </ul> <b>UK Elections and Voting</b> <ul style="list-style-type: none"> <li>Different electoral system, Referendums and how they are used, Electoral systems analysis</li> </ul>
<b>Term 1 Assessment Opportunities:</b> Introduction to 30 mark response	<b>Term 2 Assessment Opportunities:</b> Introduction to 30 mark source essay response	<b>Term 3 Assessment Opportunities:</b> 30 mark source and essay responses
<b>Term 4 Key Focus/Topic(s)</b> <b>Prime Minister and Executive</b> <ul style="list-style-type: none"> <li>The concept of ministerial responsibility, The Prime Minister and the Cabinet</li> </ul> <b>UK Elections and Voting</b> <ul style="list-style-type: none"> <li>Different electoral systems, Referendums and how they are used, Electoral systems analysis</li> </ul>	<b>Term 5 Key Focus/Topic(s)</b> <b>Relations between Institutions</b> <ul style="list-style-type: none"> <li>The Supreme Court and its interactions with, and influence over, the legislative and policy-making process, The relationship between the Executive and Parliament, The aims, role and impact of the European Union (EU) on UK government, The location of sovereignty within the UK political system</li> </ul> <b>Voting Behaviour and Media</b> <ul style="list-style-type: none"> <li>Class voting and other social factors influencing voting patterns, Case studies of three key general elections, The influence of the media</li> </ul>	<b>Term 6 Key Focus/Topic(s)</b> <b>A-Level Mock Exams and Preparation</b> <b>UK Politics</b> <ul style="list-style-type: none"> <li>Source (30mark), Essay (30 mark)</li> <li>Revision and exam preparation</li> </ul> <b>UK Government</b> <ul style="list-style-type: none"> <li>Source (30mark), Essay (30 mark)</li> <li>Revision and exam preparation</li> </ul>
<b>Term 4 Assessment Opportunities:</b> 30 mark source and essay responses	<b>Term 5 Assessment Opportunities:</b> 30 mark source and essay responses	<b>Term 6 Assessment Opportunities:</b> Mock Examinations; UK Politics and UK Government

#### **Rationale:**

Lesson time has been split evenly between UK Politics and UK Government. All topics are ordered to develop knowledge and understanding throughout the course and develop assessment specific skills.

#### **Evaluation:**

As a department the best structure for Years 12 and 13 is constantly in discussion in light of the new linear specification and this will continue. Student progress and outcomes are consistently measured against assessment and mock exam performance.



Subject: Psychology	Year Groups: 12 and 13
Curriculum	
Intent	<p><i>I want my students to expand their curiosity about human nature, and be able to apply the theories and research in their everyday lives. My aim is that my students foster a mature attitude towards the various sensitive topics (such as gender and mental health), becoming well informed citizens who can contribute towards the well being of others.</i></p> <p>Through studying Psychology, students learn about different explanations for human behaviour and the various methods used by psychologists to study behaviour and attitudes. They are encouraged to reflect on their own experiences in the light of psychological theory and to apply psychological knowledge to the world around them. Students learn how psychologists design investigations, collect and interpret data, and how psychological theory and research findings are applied in various contexts including the law, health, child care and education and social policy. Psychology teaches individuals to think independently and critically.</p> <p><b>Psychology A Level encourages students to</b></p> <ul style="list-style-type: none"> <li>● develop essential knowledge and understanding of different areas of the subject and how they relate to each other</li> <li>● develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods</li> <li>● develop competence and confidence in a variety of practical, mathematical and problem-solving skills</li> <li>● develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject</li> <li>● understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.</li> </ul> <p>○ <b>The Contribution of Psychology to Citizenship</b></p> <ul style="list-style-type: none"> <li>▪ Studying topics such as attachment bring an awareness of other societies and cultures</li> <li>▪ Psychology can also bring about an awareness of the need for a just and equitable society, and cause pupils to reflect on their own role in contributing to this.</li> <li>▪ Exploring current issues within psychology helps pupils to make sense of the world in which they live, and develop skills and attitudes that will help the pupils to become useful citizens.</li> </ul>

○ **The Contribution of Psychology to Preparing students for Life**

- Pupils are able to participate in a range of independent and collaborative learning experiences, which extend their personal, social and study skills.
- Pupils can develop self confidence by having the opportunity to share their views on psychological issues such as psychopathology and the differing approaches to treating psychological disorders.
- Studying issues such as schizophrenia and OCD develops a sense of empathy and opportunity to talk about mental health issues.

○ **The Contribution of Psychology to SMSC**

The study of psychology presents opportunities for pupils to explore spiritual, moral, social and cultural issues. Many topics deal directly with these issues; some less directly. These are some examples:

- Cultural variations in attachment styles and the implications for assessing the quality of child care
- Studying common psychopathologies fosters a close examination of prejudice and discrimination. It also is an opportunity for pupils to develop an awareness and understanding of a range of psychological disorders which they may come across in the workplace and at home.
- Topics that seek to teach an empathetic view of psychology are useful for teaching respect for other people's feelings and needs

**The Contribution of Psychology to Developing Cultural capital:**

1. Approaches: Students understand a basic viewpoint of why people behave in certain ways and how we learn. Forms the foundations of many explanations across the rest of the topics.
2. Biopsychology: Students will start to understand some of their own behaviour and relate to everyday situations (e.g. Fight or flight response) and how they can manage themselves in certain situations. Students will also start to understand some of their own behaviour and relate to everyday situations (e.g. brain activity) and how brain damage can impact behaviour or underpin illnesses such as dementia.
3. Psychopathology: From studying this, students will become aware of very common mental health illnesses, which are on the rise, especially in their age group. Students will, from understanding, develop compassion and patience for individuals with those illnesses, whilst maybe feeling comfortable enough to support their peers should they see any signs or symptoms.
4. Memory: An understanding of how our memory works will give an opportunity for students to reflect upon their own memory patterns and enable them to apply this to revision techniques.
5. Social Influence: Students will understand conformity and why people conform or obey. They will be able to apply this to making sense of history and other social issues, e.g. bullying, 'mob' mentality and peer pressure.

	<p>6. Attachment: This will help students to understand their own attachments and reflect on current relationships. This should help students understand the importance of maintaining key relationships, particularly at such significant stages of their lives. Studying this will benefit HSC &amp; CPLD students also.</p> <p>7. Issues and Debates: Knowledge on the current issues &amp; debates throughout psychology will build on their critical thinking skills and prepare them for a career in any social sciences field. This will also give them a greater understanding of the issues still faced in today's society and how important it is for research to be carried out correctly and ethically in order to keep the reputation of psychology (e.g. understanding cultural and gender bias in research; the impacts of this and when it is needed). This will also hopefully give students an appreciation of other cultures and learn to accept behaviour that differs from our own.</p> <p>8. Schizophrenia: Building on from knowledge learnt in psychopathology, students will begin to understand more complex and severe mental illnesses. Again, this will give students the opportunity to appreciate how common this is and be more sensitive to the issue. Education here should also help reduce the stigma surrounding ill mental health.</p> <p>9. Forensic Psychology: Students will begin to understand the causes of crime and the structure of the criminal justice system and approaches to dealing with offenders. It will also prepare students who are interested in careers in this field, such as, working in prisons, youth offending or criminology.</p> <p>10. Gender: Students will have a safe space to discuss Transgender issues, using science and research to critically consider their own personal views.</p>
<b>Implementation</b>	<p>A Level Psychology follows the AQA specification (7182). Paper 1 and Paper 2 have compulsory units, that are taught by individual teachers and sequenced in a way to build on and broaden students' understanding. Paper 3 is made up of one compulsory unit, and three optional units (Gender, Schizophrenia, Forensic Psychology). All topics are built upon previous content in each topic, particularly approaches. This helps with recall of knowledge but also the development of many practical skills needed for the world of work, including application of theory.</p> <p>A Level Psychology is usually a new subject for most students. It is important to develop a solid foundational understanding of the key principles of theory and practical research methodology. All students complete a baseline assessment which focuses on GCSE Level mathematical and scientific knowledge. The purpose of this is to gauge an understanding of student ability and aids in developing adaptive teaching methods.</p> <p>Students start Year 12 with an introduction to the key approaches in psychology and research methods. These topics are taught discretely; however, the goal is for students to be able to remember and link these units to other relevant topics. A curriculum map has been designed that links research methods to the compulsory units in Paper 1. Students are taught how to answer exam questions that contextualise research methods and approaches in the different units.</p> <p>Table 1 (below) shows the sequence of the units taught. As mentioned above, students are introduced to psychology through Research methods and Approaches. In Term 2 we teach Social Influence, which traditionally students tend to find the concepts relatively accessible. This is alongside the Memory unit, which is seen to be more challenging due to its cognitive abstract nature. We believe this approach does not put too much pressure on the students. We believe that teaching one topic that is deemed as more difficult and another that is not so balances out the complexity and allows for students not to be overwhelmed.</p>

**Table 1: Year 1**

	<b>Half-term 1 Sept-Oct</b>	<b>Half-term 2 Nov-Dec</b>	<b>Half-term 3 Jan-Feb</b>	<b>Half-term 4 Feb-Mar</b>	<b>Half-term 5 Apr-May</b>	<b>Half-term 6 Jun-Jul</b>
<b>2 Lessons</b>	Approaches	Social Influence	Social Influence Bio/RM	Bio/RM	Bio/RM	Consolidation of year 1 topics
<b>2 Lessons</b>	Introduction of Psychology Research Methods	Memory	Social Influence Attachment	Attachment	Psychopathology Revision - Mocks	Issues and Debates

In Year 13, students apply and extend the knowledge and skills developed in Year 12 (see table 2 below). At the end of year 12 students complete a mock exam reflecting modules taught in Year 1. This helps in tailoring relevant interventions. Students have developed enough knowledge to apply the Issues and Debates knowledge to specific studies. Students would have completed a summer task that encourages them to create synoptic links between the issues and debates and the units taught in Year 12. The three optional units are Schizophrenia, Gender and Forensic Psychology. These are the most popular optional units as reported by the exam board. Furthermore, historically, students have gone on to study Forensic related courses and student panels revealed they chose psychology because of this specific unit.

**Table 2: Year 2**

	<b>Half-term 1 Sept-Oct</b>	<b>Half-term 2 Nov-Dec</b>	<b>Half-term 3 Jan-Feb</b>	<b>Half-term 4 Feb-Mar</b>	<b>Half-term 5 Apr-May</b>	<b>Half-term 6 Jun-Jul</b>
<b>2 Lessons</b>	Schizophrenia	Schizophrenia	Issues and debates	Research Methods Revision	Revision	Study leave
<b>2 Lessons</b>	Forensic	Forensic	Gender	Comparison of Approaches Revision	Revision	Study leave

Within each lesson, there are varied lesson styles, with space for both group and independent work. The topics within Psychology encourage regular debates amongst students. This is an important examination skill, as the synoptic elements of paper 2 and 3 encourage students to develop a critical approach to theory and research. Therefore, Issues and Debates is taught in Year 13, as students would have already developed a thorough understanding of the topics in Psychology and only then are they able to consider the Issues and Debates; and how they apply to everyday life. Lessons have clear outcomes for students to achieve by the end of the lesson. Teachers plan for a number of opportunities within a lesson to check the knowledge and understanding of students e.g. through effective questioning and live marking and to correct any misunderstandings. Retrieval practice strategies are used in lessons as Psychology is a content heavy curriculum and therefore it is essential to support students to increase knowledge in the long-term memory.

	<p>Students are taught exam technique throughout all units taught, within class and through homework tasks. This is taught through modelling good practice from examiners report, mark schemes, and past exam scripts. Scaffolding is also used regularly to develop essay skills. Application of knowledge is also taught through past exam questions, and students are also encouraged to create their own scenarios to further demonstrate their knowledge and exam skills.</p> <p>All students complete assessments regularly to address misconceptions and facilitate appropriate teacher interventions whilst also focussing on previously taught content. The end of year exam in Year 12 also provides a good indication of student ability and helps devise adaptive revision sessions in Year 13.</p>
<b>Policies in Practice</b>	
<b>Marking</b>	<p>Live marking will be used in lessons, when appropriate, to check students' written work, knowledge and understanding and provide prompt feedback. Teachers will mark a range of different questions, from short answers, to 8-mark questions, and essay style questions (16 marks). Detailed feedback will include a positive comment (e.g. What Went Well (WWW) and an improvement comment (e.g. Even Better If (EBI)). These marks will be recorded in the teachers' mark book / departmental database on Google Drive.</p> <p>Teachers aim to provide opportunities for feedback in lessons after targeted marking and assessments. This will include whole class feedback for general comments and addressing misconceptions, and time for students to act on their individual feedback to improve their work.</p> <p>Folder checks are conducted termly to ensure that all students are up to date with work, as well as to help with organization, especially at the start of term.</p>
<b>Homework</b>	<p>At least one piece of homework is set per week, per teacher. Homework tasks are varied, from independent (self assessed, teacher checks it has been completed), flipped learning tasks, optional extension tasks, teacher assessed work (Exam questions, projects).</p> <p>Homework tasks will enable students to:</p> <ul style="list-style-type: none"> <li>– consolidate their learning</li> <li>– research additional information to expand their knowledge and understanding</li> <li>– prepare for their next lesson</li> <li>– apply their knowledge, understanding and skills to questions</li> <li>– revise their work.</li> </ul> <p>Teachers keep a record of all complete/incomplete work in a mark book.</p>

Subject: Spanish		Year Group: 12
Term 1 Key Focus/Topic(s) Bridging the gap activities Introduction to assessment at A-Level including listening practice (using MP3s) Grammar – all tenses. Topic: Family/marriage/divorce	Term 2 Key Focus/Topic(s) Intro to study of film: Volver. Watch and make thematic notes Topic: Cyberworld/machismo and feminismo (All skills) Relevant speaking questions answered	Term 3 Key Focus/Topic(s) Topic focus – influencia de los ídolos/gastronomy Speaking question preparation Stimulus card practice
Term 1 Assessment Opportunities: Speaking question self/peer/teacher assessment - deep mark 1 (JB) Grammar/vocabulary testing Mini paragraph on a film - deep mark 1(JF) Translation test	Term 2 Assessment Opportunities: Progress exam: list/reading/translation - in depth assessment (JF) Speaking questions tested - i depth assessment (JB) Volver assessed paragraph.	Term 3 Assessment Opportunities: Assessment of speaking card (JB) Translation assessed Full Paper 2 essay – open book (JF)
Term 4 Key Focus/Topic(s) Consolidate Volver Topic: Cultural heritage/architecture/art	Term 5 Key Focus/Topic(s) Revision of all topics Remaining speaking questions prepped and revised Past paper technique	Term 6 Key Focus/Topic(s) Full mock Debrief Action plan for summer and Year 2 Introduction to IRP and literature (paper 2)
Term 4 Assessment Opportunities Essay – no notes (JF) Speaking card Unit 1 past paper selected questions	Term 5 Assessment Opportunities Past paper practice (JF) Essay planning Speaking card (JB)	Term 6 Assessment Opportunities Mock exam (JF) Gap fill analysis Tailor made action plans assessed

**Rationale:**

We aim to cover the Year 1 topics by the end of Term 4 so as to allow for plenty of consolidation and revision time. The Independent Research Project will not be started until Year 2 of study but students are encouraged to think about areas of interest towards the end of the year so that research may begin over the summer. The film is covered in Year 1 and the book in year 2 as it is felt that literature needs a more mature attitude and a greater command of vocabulary and grammar. By the end of the year students will have studied all grammar required by A-Level. This is demanding but we find that quick coverage followed by the second year of seeing grammar in context allows for constant consolidation.

**Evaluation:**

Much of the assessment carried out in Year 12 is past paper based – using AS materials to assess Year 1 topics and ensure things are not too challenging. Having said that in the summer mock we use a full A-Level Paper 1 and the film question from the A-Level exam of Paper 2. Speaking cards are also from the A Level set but use only Year 1 topics. This gives pupils a great insight into where they are now and how far they have to go to achieve their potential. Gap analysis of Paper 1 shows pupils where they have weakness and can allow them to select which question types they need extra practice on. Trips to Madrid or Malaga keep students mindful of the fact that learning Spanish is a lifelong skill that reaches far beyond the classroom!