



The Ridgeway School & Sixth Form College

...Inspiring Learners For Their Future

*'Our shared vision is that our students, colleagues and families will be part of a **FAIR** community.'*

*We will support our school **Family** to **Achieve** their potential, and **Inspire** students to **Reach** the very best destinations.'*



Sixth Form Curriculum Overview 2022 - 2023

RESPECT | HONESTY | ENDEAVOUR | CREATIVITY | COMMUNITY

English Language and Literature

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	C1: Voices in Speech and Writing Non-fiction Anthology <i>A01, A02, A03, A04</i>		C2: Varieties in Language and Literature Gatsby –comparing with Othello <i>A01, A02, A03, A04</i>			C3: Coursework Gothic writing or own choice <i>A05</i>
	C2: Varieties in Language and Literature Othello <i>A01, A02, A03</i>		C1: Voices in Speech and Writing Non-fiction Anthology <i>A01, A02, A03, A04</i> (Some flexibility on crossover may be needed to ensure coverage of Othello)			
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 13	C1: Voices in Speech and Writing Drama (All My Sons/Streetcar) <i>A01, A02, A03</i> C3: coursework (as required) <i>A05</i>		C1: Voices in Speech and Writing Drama (All My Sons/Streetcar) <i>A01, A02, A03</i>	C1: Voices in Speech and Writing Non-fiction Anthology <i>A01, A02, A03, A04</i>	C1: Voices in Speech and Writing Revision (Anthology / Drama) <i>A01, A02, A03, A04</i>	
	C2: Varieties in Language and Literature Unseen <i>A01, A02, A03</i> C3: Coursework (as required) <i>A05</i>		C3: coursework commentary <i>A01, A02, A03, A04</i> C2: Varieties in Language and Literature Revision (Unseen, Othello / Gatsby) <i>A01, A02, A03, A04</i>		C2: Varieties in Language and Literature Revision (Unseen, Othello/ Gatsby) <i>A01, A02, A03, A04</i>	

English Literature Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	Reading skills mini unit (summer reading, journal, coursework reading, reading skills & AOs) C2: Prose Frankenstein <i>AO1,AO2,AO3</i>		C2: Prose The Handmaid's Tale (taught competitively with Frankenstein) <i>AO1, AO2, AO3, AO4</i>		C4: Coursework introduction: Split by teacher expertise <i>AO1,AO2,AO3,AO4, AO5</i>	
	Introduction to literary theories C1: Drama Othello <i>AO1, AO2, AO3, AO5</i>			C3: Poetry Poems of the Decade Anthology <i>AO1, AO2, AO3</i>		
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	C1: Drama A Streetcar Named Desire <i>AO1, AO2, AO3</i> C3: Coursework as required <i>AO1,AO2,AO3,AO4, AO5</i>			Complete quality first teaching if required C4: Coursework as required Components 1 & 3: Exam Prep, revision, essay skills informed by PPEs	Components 1,& 3: Exam Prep, revision, essay skills informed by PPEs	
	C3: poetry Christina Rossetti / pre 1900 poetry <i>AO1, AO2, AO3</i> C4: Coursework as required <i>AO1,AO2,AO3,AO4, AO5</i>		Complete quality first teaching if required C4: Coursework as required Components 2 & 3: Exam Prep, revision, essay skills informed by PPEs		Components 2 & 3: Exam Prep, revision, essay skills informed by PPEs	

Maths Curriculum Overview

Maths

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<ul style="list-style-type: none"> • Quadratic Functions • Equations & inequalities • Co-ordinate geometry • Kinematics • Polynomials • Vectors 		<ul style="list-style-type: none"> • Forces & Newton's laws • Differentiation • Integration • Variable Acceleration 		<ul style="list-style-type: none"> • Trigonometry • Algebra review 2 • Kinematics • Differentiation 	
	<ul style="list-style-type: none"> • Surds & Indices • Data collection, processing, presentation & interpretation • Probability • Trigonometry • The Binomial expansion • The Binomial distribution 		<ul style="list-style-type: none"> • Statistical hypothesis testing using the Binomial distribution • Graphs & transformations • Exponentials & logarithms • Problem solving 		<ul style="list-style-type: none"> • Sequences & series • Algebra review 1 • Functions • Trigonometric functions 	
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<ul style="list-style-type: none"> • Sine & cosine rules review • Proof • Further differentiation • Force & motion • Integration • Moments of forces 		<ul style="list-style-type: none"> • Parametric equations • Projectiles • A model for friction 			
<ul style="list-style-type: none"> • Working with data review • Probability • Further Algebra • Trigonometric identities • Co-ordinate geometry review • Statistical distributions 		<ul style="list-style-type: none"> • Statistical hypothesis testing • Differential equations • Vectors • Numerical methods 				

Further Maths

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<ul style="list-style-type: none"> • Matrices & transformations • Sequences & series • Matrices & their inverses • Vectors & 3D space 		<ul style="list-style-type: none"> • Discrete Random Variables • Discrete probability distributions • Bivariate data – correlation coefficients • Bivariate data – regression lines • Chi-squared tests 		Post AS Exams <ul style="list-style-type: none"> • Kinematics • Forces & motion • A model for friction • Moments of forces • Work, energy & power • Impulse & momentum • Centre of mass • Dimensional analysis 	
	<ul style="list-style-type: none"> • Algorithms • Modelling with graphs & networks • Network Algorithms • Further Network problems • Linear Programming • Simplex method • Reformulating networks as LP 		<ul style="list-style-type: none"> • Introduction to complex numbers • Roots of polynomials • Complex numbers & geometry 			
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<ul style="list-style-type: none"> • Vectors 1 • Review: Matrices • Matrices • Revision of Statistics minor • Revision of Mechanics minor 		<ul style="list-style-type: none"> • Further calculus • Maclaurin series • Hyperbolic functions • Applications of Integration • Vectors 2 		Revision and exam preparation	
<ul style="list-style-type: none"> • Series & Induction • Polar co-ordinates • Review: Complex numbers • Revision of MWA 		<ul style="list-style-type: none"> • Review: Roots of polynomials • First order differential equations • Complex numbers • Second order differential equations 				

Level 3 Certificate in Mathematical Studies (Core Maths : One year course)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<ul style="list-style-type: none">• Maths for personal finance• Assumed subject content		<ul style="list-style-type: none">• Estimation• Critical analysis of given data and models		Exam preparation	
	<ul style="list-style-type: none">• Analysis of data• The Normal distribution		<ul style="list-style-type: none">• Probabilities and estimation• Correlation and regression			

Computer Science

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<ul style="list-style-type: none"> • Processor Components and Performance • Input, Output and Storage Devices • Thinking Abstractly and Procedurally 	<ul style="list-style-type: none"> • Operating System Functions and Types • Programming Language Translators • Thinking Logically and Pattern Recognition 	<ul style="list-style-type: none"> • System Analysis Methods • Programming Paradigms • Programming Techniques and Object Oriented 	<ul style="list-style-type: none"> • Compression and Encryption • Database Concepts and Normalisation • Programming Techniques and Object Oriented 	<ul style="list-style-type: none"> • Internet Communications • Network Security and Threats • Programming Techniques and Object Oriented 	<ul style="list-style-type: none"> • Data Types, Binary and Hexadecimal • Floating Point and Bitwise Manipulation • Programming Techniques and Object Oriented
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<ul style="list-style-type: none"> • Data Structures • Hash Tables, Graphs and Trees • Programming Project 	<ul style="list-style-type: none"> • Boolean Algebra and Logic Gates • Programming Project 	<ul style="list-style-type: none"> • Computing Related Legislations • Ethical, Moral and Cultural Issues • Searching and Sorting Algorithms 	<ul style="list-style-type: none"> • Backup and Archiving • Logical thinking and Algorithms 	<ul style="list-style-type: none"> • Revision Based Work 	<ul style="list-style-type: none"> • Revision Based Work

Science Curriculum Overview

Biology

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	2.1- Cell Structure 2.2- Biological Molecules 2.5- Biological Membranes	2.3- Nucleic Acids 2.4- Enzymes 2.6- Cell division, diversity and differentiation	3.1- Exchange surfaces 3.2- Transport in animals 4.1- Communicable diseases 3.3- Transport in plants	3.3 – Transport in plants 4.3- Classification and evolution 4.2- Biodiversity 6.5- Ecosystems	6.6- Population and sustainability 4.2- Biodiversity	5.1- Communication and Homeostasis 6.5- Ecosystems
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	5.2- Excretion as an example of homeostatic control 5.3 Neuronal communication 5.4- Hormonal communication 5.5- Plant and animal responses	5.6-Photosynthesis 5.7- Respiration 6.1-Cellular Control 6.2 Patterns of inheritance	6.2 Patterns of inheritance 6.3 Manipulating Genomes 6.4- Cloning and biotechnology	6.6- Populations and sustainability 6.4- Cloning and Biotechnology	Revision	

Chemistry

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	2.1 Atoms and reactions 4.1 Core organic chemistry	2.1 Atoms and reactions 4.1 Core organic chemistry	4.2 Alcohols, haloalkanes and analysis 2.2 Electrons, bonding and structure	4.2 Alcohols, haloalkanes and analysis 2.2 Electrons, bonding and structure	3.1 The periodic table and energy 3.2 Physical chemistry	3.1 The periodic table and energy 3.2 Physical chemistry 1.1 Practical skills and PAG focus but interweaved in every unit
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	5.1 Rates, equilibrium and pH 6.1 Aromatic compounds, carbonyls and acids	5.1 Rates, equilibrium and pH 6.1 Aromatic compounds, carbonyls and acids	5.2 Energy 6.2 Nitrogen compounds, polymers and synthesis	5.3 Transitions metals 6.2 Nitrogen compounds, polymers and synthesis	6.3 Analysis Revision & Exam preparation	

Physics

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	1.1 Practical skills 2.1 + 2.2 Quantities 3.1 Motion 3.2 Forces 4.4 Waves	3.3 Work, energy and power 4.5 Quantum Unit 4.1 Charge and current	3.4 Materials 4.2 EMF	3.5 Newtons Laws 4.3 Electrical Circuits	Consolidation of Practical activity endorsement Revision for EoY exams	5.5 Astrophysics 6.5 Medical imaging
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 13	5.1 Thermal Physics 6.1 Capacitors	5.2 Circular motion 6.2 Electric fields	5.3 oscillations 6.3 Electromagnetism	5.4 Gravitational fields 6.4 Nuclear and particle physics	REVISION & Exam preparation	

Applied Science Curriculum Overview

Extended Certificate

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	Unit 1: Principles and Applications of Science I <ul style="list-style-type: none"> • Biology • Chemistry • Physics 	Unit 1: Principles and Applications of Science I <ul style="list-style-type: none"> • Biology • Chemistry • Physics 	Unit 2: Practical Scientific Procedures and Techniques <ul style="list-style-type: none"> • Chromatography • Titrations <i>Unit 1 exams to take place in January</i>	Unit 2: Practical Scientific Procedures and Techniques <ul style="list-style-type: none"> • Chromatography • Titrations 	Unit 2: Practical Scientific Procedures and Techniques <ul style="list-style-type: none"> • Calorimetry • Personal review 	Unit 3: Science Investigative Skills <ul style="list-style-type: none"> • Plants • Electricity
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit 3: Science Investigative Skills <ul style="list-style-type: none"> • Fuels • Diffusion 	Unit 3: Science Investigative Skills <ul style="list-style-type: none"> • Enzymes • Electricity 	Unit 9: Human Regulation and reproduction <i>Unit 3 exam takes place in January</i>	Unit 9: Human Regulation and reproduction	Unit 9: Human Regulation and reproduction	Unit 9: Human Regulation and reproduction

National Diploma

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	Unit 8: Physiology of Human Body Systems	Unit 8: Physiology of Human Body Systems	Unit 5: Principles and Applications of Science II	Unit 5: Principles and Applications of Science II	Unit 5: Principles and Applications of Science II <i>Unit 5 exams to take place in May</i>	Unit 4: Laboratory Techniques and their Application
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit 4: Laboratory Techniques and their Application	Unit 4: Laboratory Techniques and their Application	Unit 6: Investigative Project	Unit 6: Investigative Project	Unit 6: Investigative Project	Unit 6: Investigative Project

Humanities

Geography Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<p>Water and Carbon Cycles</p> <p>Global Systems and Global Governance</p>	<p>Water and Carbon Cycles</p> <p>Global Systems and Global Governance</p>	<p>Changing Places</p> <p>Coastal systems and landscapes</p>	<p>Changing Places</p> <p>Coastal systems and landscapes</p>	<p>Coastal systems and landscapes</p> <p>Field work: Non-Examination Assessment</p>	<p>Field work: Non-Examination Assessment</p>
Year 13	<p>Non-examination Assessment</p> <p>Contemporary Urban environments</p> <p>Hazards</p>	<p>Contemporary Urban environments</p> <p>Hazards</p>	<p>Contemporary Urban environments</p> <p>Hazards</p>	<p>Exam skills and Revision</p>	<p>Exam skills and Revision</p>	

History Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	UNIT 1- Politics and Religion under Charles I UNIT 2 - The Rule of Nicholas II	UNIT 1 - Politics and Religion during the Interregnum UNIT 2 - The Rule of Nicholas II The End of Romanov Rule	UNIT 1 - Politics and Religion during Charles II and James II UNIT 2 - The End of Romanov Rule	UNIT 1 - The Glorious Revolution The Provisional Government	UNIT 1 - Society in Stuart England Defending the Revolution	UNIT 1 - Economy In Stuart England Defending the Revolution
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	UNIT 4 – Coursework UNIT 3 – Ireland’s early struggle for constitutional change c.1774-c.1830 Depth Study 1: Towards Emancipation 1774-1830	UNIT 4 – Coursework UNIT 3 – Ireland’s early struggle for constitutional change c.1830-c.1860 Depth Study 2: Industrialisation in Ulster 1825-1855.	UNIT 4 – Coursework UNIT 3 – Ireland’s evolving relationship with Britain c.1860 – c.1900 Depth Study 3: Irish Famine 1843-1851 Depth Study 4: The Irish Land Issue 1870-1882.	UNIT 4 – Coursework UNIT 3 – Ireland’s relationship with Britain from resistance to acceptance c.1900 – c.1914 Depth Study 5: Improving working and living conditions: Trades Union Militancy in Ireland c.1907-1914	UNIT 3 – Ireland’s relationship with Britain from resistance to acceptance c.1914-1923	Revision & Exam preparation

Philosophy Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	Epistemology					Metaphysics of Mind The Mind; Dualist Theories
	What is Knowledge	Perception of Knowledge	Reason as a source	Limits of Knowledge	Limits of Knowledge	
	Moral Philosophy					Metaphysics of God; Concept and Nature of God
	Introduction to Morality; Utilitarianism	Introduction to Morality; Utilitarianism	Kantian Deontological ethics	Aristotelian Virtue Ethics	Meta Ethics	
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Metaphysics of Mind				Revision	
	The Mind; Dualist Theories	Physicalist Theories	Functionalism	Functionalism		
	Metaphysics of God					
Concept and Nature of God	The Existence of God	Problem if Evil	Religious Language			

Languages

French Curriculum Overview

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	La famille en voie de changement – the changing role of the family	La cyber société – cyber society	Le role du bénévolat – charity work	Patrimoine – cultural heritage of France	La musique francophone – music from French speaking countries	Le septième art – cinema and film making
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Les aspets positifs d'une société diverse – the positives of a diverse society	Quelle vie pour les marginalisés? – the lives and rights of those marginalised by society	Les attitudes envers les marginalisés – attitudes towards those marginalised by society	Les ados et la politique – young people and politics	Manifestations et grèves – the right to demonstrate and strike	La politique et l'immigration – politics and immigration

German Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	Familie im Wandel – contemporary family life	Die digitale Welt – new technologies	Jugendkultur: Mode, Musik und Fernsehen – youth culture, fashion, music and TV	Feste und Traditionen – festivals and traditions	Kunst und Architektur – art and architecture	Das Berliner Kulturleben: damals und heute – Berlin cultural life: now and in the past
Year 13	Einwanderung - immigration	Die Integration - integration	Rassismus - racism	die Rolle Deutschlands innerhalb der EU – Germany's role in the EU	Politik und die Jugend – young people and politics	Die Wiedervereinigung und ihre Folgen – the reunification (1990) of Germany and its consequences

Spanish Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<p>El ciberespacio – new technologies</p>	<p>Los valores tradicionales y modernos – current and traditional values</p> <p>Study of the film “El Laberinto del Fauno”</p>	<p>La igualdad de los sexos – gender equality</p> <p>Study of the film “El Laberinto del Fauno”</p>	<p>La influencia de los ídolos – talking about role models</p> <p>Study of the film “El Laberinto del Fauno”</p>	<p>La identidad regional en España- regional identity in Spain</p> <p>Study of the film “El Laberinto del Fauno”</p>	<p>El patrimonio cultural – cultural heritage</p> <p>Study of the film “El Laberinto del Fauno”</p>
Year 13	<p>Multiculturalism in Hispanic society – immigration</p>	<p>Multiculturalism in Hispanic society –racism</p>	<p>Multiculturalism in Hispanic society – coexistence of cultures</p> <p><i>Como agua para chocolate</i> – analysis of the book</p>	<p>Aspects of the political life in the Hispanic world – young people of today</p> <p><i>Como agua para chocolate</i> – analysis of the book</p>	<p>Aspects of the political life in the Hispanic world – monarchies, dictatorships and popular movements</p>	<p>A level skills</p> <p><i>Como agua para chocolate</i> – analysis of the book</p> <p>Revision and support when taking A level exams</p>

Social Sciences

Applied Business Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<p>ABS1 Financial planning and analysis</p> <p>ABS2 Business dynamics</p>	<p>ABS1 Financial planning and analysis</p> <p>ABS2 Business dynamics</p>	<p>ABS1 Financial planning and analysis</p> <p>ABS2 Business dynamics</p>	<p>ABS2 Business dynamics</p> <p>ABS3 Entrepreneurial opportunities</p>	<p>ABS3 Entrepreneurial opportunities</p> <p>ABS5 Developing a business proposal</p>	<p>ABS5 Developing a business proposal</p>
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>ABS4 Managing and leading people</p> <p>ABS5 Developing a business proposal</p>	<p>ABS4 Managing and leading people</p> <p>ABS5 Developing a business proposal</p>	<p>ABS4 Managing and leading people</p> <p>ABS5 Developing a business proposal</p>	<p>ABS8 Marketing Communications</p>	<p>ABS8 Marketing Communications</p>	

Business Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<ul style="list-style-type: none"> 3.5.1 Setting financial objectives 3.5.2 Analysing financial performance 3.5.3 Making financial decisions: sources of finance 3.5.4 Making financial decisions: improving cash flow and profits 	<ul style="list-style-type: none"> 3.1.1 Understanding the nature and purpose of business 3.1.2 Understanding different business forms 3.1.3 Understanding that businesses operate within an external environment 3.2.1 Understanding management, leadership and decision making 3.2.2 Understanding management decision making 3.2.3 Understanding the role and importance of stakeholders 	<ul style="list-style-type: none"> 3.3.1 Setting marketing objectives 3.3.2 Understanding markets and customers 3.3.3 Making marketing decisions: segmentation, targeting, positioning 3.3.4 Making marketing decisions: using the marketing mix 3.4.1 Setting operational objectives 3.4.2 Analysing operational performance 	<ul style="list-style-type: none"> 3.4.3 Making operational decisions to improve performance: increasing efficiency and productivity 3.4.4 Making operational decisions to improve performance: improving quality 	<ul style="list-style-type: none"> 3.4.5 Making operational decisions to improve performance: managing inventory and supply chains 3.6.1 Setting human resource objectives 3.6.2 Analysing human resource performance 3.6.3 Making human resource decisions: improving organisational design and managing the human resource flow 	<ul style="list-style-type: none"> 3.6.4 Making human resource decisions: improving motivation and engagement 3.6.5 Making human resource decisions: improving employer-employee relations
Year 13	<p>3.7 Analysing the strategic position of a business</p> <p>3.8 Choosing strategic direction</p>	<p>3.7 Analysing the strategic position of a business</p> <p>3.8 Choosing strategic direction</p>	<p>3.7 Analysing the strategic position of a business</p> <p>3.9 Strategic methods: how to pursue strategies</p>	<p>3.9 Strategic methods: how to pursue strategies</p> <p>3.10 Managing strategic change</p>	Revision	

Child Development Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<ul style="list-style-type: none"> The principles of growth and development and how they are applied from birth up to seven years 11 months Physical development from birth up to seven years 11 months 	<ul style="list-style-type: none"> Cognition, language and communication development Theories of social and emotional development 	<ul style="list-style-type: none"> Theories of social and emotional development 	<ul style="list-style-type: none"> Play types and opportunities The benefits of play for children 	<ul style="list-style-type: none"> Theoretical perspectives to learning and development Curriculum approaches to play Influences on current early years practice 	<ul style="list-style-type: none"> Professional skills for supporting purposeful play and learning Children's purposeful play and learning activities
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<ul style="list-style-type: none"> Play types and opportunities 	<ul style="list-style-type: none"> Theoretical perspectives of play 	<ul style="list-style-type: none"> Approaches to effective partnerships with Parents 	<ul style="list-style-type: none"> Approaches to effective partnerships with colleagues and other professionals 	Revision and exam preparation	EXAMS

Economics

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Year 12	Micro Economics	Micro Economics	Macro Economics	Macro Economics	Macro Economics	Macro Economics
	<ul style="list-style-type: none"> Economic Methodology and the Economic Problem Price determination in a competitive market Production, costs and revenue 	<ul style="list-style-type: none"> Competitive and concentrated markets The market mechanism, market failure and government intervention in markets 	<ul style="list-style-type: none"> The measurement of macro-economic performance How the macro economy works 	<ul style="list-style-type: none"> Economic Performance Macro-economic policy 	<ul style="list-style-type: none"> Employment Inflation and the quantity theory of money 	<ul style="list-style-type: none"> Financial markets and monetary policy
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Micro Economics <ul style="list-style-type: none"> Individual decision making Production, costs and revenues Market Structures The Labour market Poverty & inequality 	Macro Economics Fiscal and Supply Side Policies	Macro Economics The international Economy	Micro Economics Market Failure and Government Intervention	Revision <ul style="list-style-type: none"> Key topics identified from QLAs Practice synoptic questions (Paper 3)	

Law

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Year 12	Paper 3 – English Legal System Human Rights / Contract Law	Human Rights / Contract Law	Human Rights / Contract Law Concepts of Law Exam Skills	Paper 2 – English Legal System Tort Law	Tort Law	Tort Law Concepts of Law Exam Skills
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Paper 2 and Paper 3 Revision	Paper 1 – English Legal System	Criminal Law	Criminal Law Concepts of Law Revision	Revision	Revision

Philosophy

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	<u>Epistemology</u>					<u>Yr 2 Metaphysics of Mind</u> The Mind; Dualist Theories	
	What is Knowledge	Perception of Knowledge	Reason as a source	Limits of Knowledge	Limits of Knowledge		
	<u>Moral Philosophy</u>					<u>Yr 2 Metaphysics of God;</u> _Concept and Nature of God	
	Introduction to Morality; Utilitarianism	Introduction to Morality; Utilitarianism	Kantian Deontological ethics	Aristotelian Virtue Ethics	Meta Ethics		
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	<u>Metaphysics of Mind</u>				REVISION Exam preparation		
	The Mind; Dualist Theories	Physicalist Theories	Functionalism	Functionalism			
	<u>Metaphysics of God</u>						
	Concept and Nature of God	The Existence of God	Problem if Evil	Religious Language			

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12 Component 1	Democracy & Participation <ul style="list-style-type: none"> • Democracy in the UK • Widening the franchise • Group Politics • Rights in the UK 	Political Parties in the UK <ul style="list-style-type: none"> • Principles and the role of political parties • Established parties • Emerging parties • Parties in context 	Participation in the UK <ul style="list-style-type: none"> • Different electoral systems • Referenda • Analysis of electoral systems 	Voting behaviour <ul style="list-style-type: none"> • Social factors and voting behaviour • General Election case studies • Single issues and the role of the Media 	Political Ideologies <ul style="list-style-type: none"> • Liberalism • Conservatism 	Political Ideologies <ul style="list-style-type: none"> • Socialism
Year 12 Component 2	The UK Constitution <ul style="list-style-type: none"> • The nature and sources of the Constitution • Constitutional reform 1997-2010 • Devolution in the UK • Future reform 	The UK Parliament <ul style="list-style-type: none"> • Structure and role of Parliament • Comparative powers of parliament • Legislation • Parliament and the Executive 	The Executive <ul style="list-style-type: none"> • Structure and role of the Executive • Ministerial responsibility • Powers of the PM and Cabinet 	Relationships between the branches <ul style="list-style-type: none"> • The Supreme Court • Scrutiny and accountability • The impact of the EU 		Political Ideologies <p>Nationalism</p>
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 13 Component 3	Sovereignty and globalisation <ul style="list-style-type: none"> • The state and sovereignty • Globalisation • Liberalism and Realism 	Global Governance: Political and Economic <ul style="list-style-type: none"> • Political global governance • Economic global governance 	Global Governance: Human Rights & the Environment <ul style="list-style-type: none"> • Global governance and rights • Global governance and the environment 	Power and Developments. <ul style="list-style-type: none"> • Types of power • Systems of government 	Regionalism and the EU <ul style="list-style-type: none"> • Global regions • The EU 	Revision

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<ul style="list-style-type: none"> Teacher 1 – Methods and Introduction Teacher 2 – Approaches Origins, behaviourist, learning, cognitive, 	<ul style="list-style-type: none"> Teacher 1 – Social Influence Teacher 2 – Approaches psychodynamic, biological, humanistic 	<ul style="list-style-type: none"> Teacher 1 – Memory Teacher 2 – Attachment 	<ul style="list-style-type: none"> Teacher 1 – Psychopathology Teacher 2 – Biopsychology 	<ul style="list-style-type: none"> Teacher 1 - Data Handling Teacher 2 – Biopsychology 	<ul style="list-style-type: none"> Teacher 1 – introduction to Issues and Debates Teacher 2 – introduction to Schizophrenia
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<ul style="list-style-type: none"> Teacher 1 – Issues and Debates Teacher 2 – Schizophrenia 	<ul style="list-style-type: none"> Teacher 1 – Issues and Debates, Gender Teacher 2 – Schizophrenia, Forensic 	<ul style="list-style-type: none"> Teacher 1 – Gender Teacher 2 - Forensic 	<ul style="list-style-type: none"> Teacher 1 Biopsychology/methods applied to Yr13 topics Teacher 2 Data Handling applied to Year 13 	<ul style="list-style-type: none"> Preparation for assessment 	<ul style="list-style-type: none"> Final Exams

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<ul style="list-style-type: none"> Teacher 1- Theories Teacher 1- Introduction to methods, Modernity and Post Modernity Teacher 2 Family theory Teacher 2 - Gender roles, domestic labour and power relationships 	<ul style="list-style-type: none"> Teacher 1 Education – the role and functions of the education system Differential educational achievement of social groups Teacher 2 - - the relationship of the family to the social structure and social change 	<ul style="list-style-type: none"> Teacher 1 Education - Relationships and processes within schools The significance of educational policies.- Teacher 2 - changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course 	<ul style="list-style-type: none"> Teacher 1 Education - Globalisation Teacher 1 Methods - types of method, sources of data, primary and secondary, positivism and interpretivism Teacher 2 The nature of childhood, Teacher 2 demographic trends in the United Kingdom since 1900: 	<ul style="list-style-type: none"> Teacher 1 Methods – Applying theory Teacher 2 – Revision and recap for Mock exam 	<ul style="list-style-type: none"> Teacher 1- introduction to crime & deviance Teacher 2 – introduction to Media
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

<p>Year 13</p>	<ul style="list-style-type: none"> • Teacher 1 – crime, deviance, social order and social control • Teacher 2 – Ownership and control of the media. • Teacher 2 - New Media 	<ul style="list-style-type: none"> • Teacher 1 –the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime • Teacher 2 – Media, Globalisation and Popular Culture 	<ul style="list-style-type: none"> • Teacher 1- globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes • Teacher 2 - processes of selection and presentation of the content of the news 	<ul style="list-style-type: none"> • Teacher 1 – crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. • Teacher 2 - media representations of age, social class, ethnicity, gender, sexuality and disability 	<p>Teacher 1 – Theory and Methods</p> <p>Teacher 2 - the relationship between the media, their content and presentation, and audiences.</p>	<p>EXAMS</p>
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Art

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12 Introduction to A-level Art. Identity. Start course work UNIT 1 Personal Investigation	<p>INTRODUCTION Starting Identity Project Ao3 RECORDING Ao2 Use of Materials</p> <p>Students are introduced to the AOs for the A-level Art course and look at exemplar work. This develops into a series of workshops to develop the tools and techniques students require for creating their first project. These skills are then built on and the structure is replicated through out the course, covering all 4 assessment objectives. Students develop presentation skills and recap on the formal elements of Art through recording initial responses to the theme 'identity', mind mapping, collecting images, photographs and observational drawing.</p>	<p>Ao1 Developing ideas through understanding of Artists and cultures</p> <p>Students will develop the skills required to research and show a visual understanding of Artists and cultures. They choose their own Artists relevant to the theme. Work shop style lessons, drawing with different materials and scales, photography, ink and painting help to build more sophisticated use of materials. They begin to build confidence with Portraiture, using accurate proportions and the application of a variety of materials.</p>	<p>Ao1 Developing ideas through understanding of Artists and cultures. Ao3 RECORDING Ao4 Creating a personal response</p> <p>Students will reflect on areas of strength and start to create 3 ideas based on identity. Students will use recording in the form of Photography, mind mapping and annotation to explain their ideas and decision making.</p>	<p>Ao1 Developing ideas through understanding of Artists and cultures. Ao2 Use of Materials Ao3 RECORDING Ao4 Creating a personal response</p> <p>Develop a final response to the Identity Project. Show clear evidence of links to Artists (at this point students can include a 3rd artist of their choice). Experiment with appropriate material and techniques to develop a thoughtful and detailed investigation of their chosen idea. Create the final piece of this idea in their choice of materials.</p>	<p>Unit 1:Personal Investigation Ao3 RECORDING Ao2 Use of Materials</p> <p>This is an extended project. Students are now more confident using a variety of materials and techniques. They are able to reflect on the previous project and show their strengths. Students also have a better understanding of how to show their thought process in a visual form. Work is presented on either books, boards or in a portfolio. Students record initial responses to the theme of their choice, mind mapping, collecting images, photographs and observational drawing. Observational drawings are in a variety of materials and scales.</p>	<p>Ao1 Developing ideas through understanding of Artists and cultures. Ao2 Use of Materials Ao3 RECORDING</p> <p>Students start extended essay complete 500 word introduction. Students research artists relevant to their chosen theme. Showing clear understanding of the Artist or culture and produce their own work in the style of the artist's or cultures. They will study three artists, showing a progression in creative thought through an understanding of visual language. Students complete further large-scale observational drawings and high quality photo shoots.</p>
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

<p>Year 13 Unit 1: Course Work 'Personal investigation' 60% Unit 2: Externally Set Task 40%</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures.</u> <u>Ao2 Use of Materials</u> <u>Ao3 RECORDING</u> <u>Ao4 Creating a personal response</u> Further 500 words of extended essay reflecting on artists. Students reflect on their strengths and start to create 4 design ideas based on the Artist and cultures they studied so far and their chosen theme. Students will use recording in the form of Photography, mind mapping and annotation to explain their ideas and decision making.</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures.</u> <u>Ao2 Use of Materials</u> <u>Ao3 RECORDING</u> <u>Ao4 Creating a personal response</u> Further 500 words of extended essay reflecting ideas and processes. 4 Ideas completed in any materials and scale as long as they are relevant the the theme, artists and show a visual journey. Students also complete a series of thumbnail sketches and annotations to describe inspiration and links between ideas as work develops. Further photoshoots and observational studies where needed</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures.</u> <u>Ao2 Use of Materials</u> <u>Ao3 RECORDING</u> <u>Ao4 Creating a personal response</u> Complete extended essay and present with photos of work 1000 -3000 words. Develop a final response to the Personal Investigation. Show clear evidence of links to Artists (at this point students can include a final artist of their choice). Experiment with appropriate material and techniques to develop a thoughtful and detailed investigation of their chosen idea. Create the final piece of this idea in their choice of materials. <u>Introduction to Unit 2 Externally Set Task.</u> Students decide on a theme form the External Set Tasks and begin recording initial thoughts visually and in written form. Mind mapping, collecting images, photographs and observational drawing.</p>	<p><u>Unit 2 Ao1 Developing ideas through understanding of Artists and cultures.</u> <u>Ao2 Use of Materials</u> <u>Ao3 RECORDING</u> <u>Ao4 Creating a personal response</u> Students now have a strong foundation of knowledge and practical skills. They know their strengths. Students also have a better understanding of how to show their thought process in a visual form. Work is presented on Boards, a portfolio or in books. Students research 2 Artists OR cultures of their choice, relevant to their chosen theme. They produce small copies and work inspired by the research using their own photos. Students create 3 design ideas based on the Artist and cultures they studied so far. Showing accurate recording and skilful use of materials through, photography, observational drawing,</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures.</u> <u>Ao2 Use of Materials</u> <u>Ao3 RECORDING</u> <u>Ao4 Creating a personal response</u> Develop a final response to the Project. Show clear evidence of links to Artists. At this point students include a final artist of their choice. Experiment with appropriate material and techniques to develop a thoughtful and detailed investigation of their chosen idea. <u>Final EXAM 15 HOURS.</u> Create the final piece in their choice of materials. All externally set project preparation completed and presented at the start of the 15 hours. Final Improvements of coursework projects.</p>	
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12 Induction & Component 1 (Devising)	<p>INDUCTION</p> <p>Students will be exploring:</p> <p>The ability to recognise and understand the interrelationship between performer, designer and director.</p> <p>The understanding that texts and extracts studied may represent a range of social, historical and cultural contexts.</p> <p>The ability to analyse and evaluate their work and the work of others.</p> <p>The ability to understand how performance texts can be interpreted and performed.</p>	<p>PORTFOLIO (Comp 1)</p> <p>Presenting the portfolio:</p> <p>To understand how to build a portfolio of process evidence</p>	<p>COMPONENT 1: DEVSING</p> <p>Introducing practitioners</p> <p>To understand how to use the work of a practitioner to inform the devising process</p> <p>Introducing exploration of a text (Comp 1)</p> <p>Exploring an extract in light of a practitioner (Comp 1)</p>	<p>COMPONENT 1: DEVSING</p> <p>To understand how to develop the group performance</p>	<p>COMPONENT 1: DEVSING</p> <p>To understand how to realise a group performance</p>	<p>COMPONENT 1: PERFORMANCE EXAM</p> <p>Effective performance of Devised work</p> <p>To understand how to analyse and evaluate their performance work</p> <p>Complete their portfolio</p>
	Year 12 Component 3 (Theatre Makers in Practice)	<p>“Colder Than Here”</p> <p>Exploring the complete performance text from list A (Comp 3)</p> <ul style="list-style-type: none"> • “As an Actor” Focus • “As a Designer” Focus 	<p>“Colder Than Here”</p> <p>Exploring the complete performance text from list A (Comp 3)</p> <ul style="list-style-type: none"> • “As an Actor” Focus • “As a Designer” Focus 			
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Year 13 Component 2 (Text in Performance)	<p>Group Text Performance</p> <p>To understand how to develop a group performance</p> <p>Monologues /Duologues</p>	<p>Group Text Performance</p> <p>To understand how to develop a group performance</p> <p>Monologues /Duologues</p>	<p>Group Text Performance</p> <p>Monologues /Duologues</p> <p><i>Performance to a visiting examiner</i></p>	<p>Revision of Production selected for Theatre Evaluation</p> <p>Revision of Performance Text B</p>	<p>Revision of Production selected for Theatre Evaluation</p> <p>Revision of Performance Text B</p>	
Year 13 Component 3 (Theatre Makers in Practice)	<p>“Woyzeck”</p> <p>Exploring the complete performance text from list B (Comp 3)</p> <ul style="list-style-type: none"> • “As a director” <p>To understand how to realise the text as a theatre maker</p>	<p>“Woyzeck”</p> <p>Exploring the complete performance text from list B (Comp 3)</p> <ul style="list-style-type: none"> • “As a director” <p>To understand how to realise the text as a theatre maker</p>	<p>“Woyzeck”</p> <p>Exploring the complete performance text from list B (Comp 3)</p> <ul style="list-style-type: none"> • “As a director” <p>To understand how to realise the text as a theatre maker</p>	<p>Revision of Performance Text C</p>	<p>Revision of Performance Text C</p>	
		<p>Theatre Visit preparation and review</p> <p>To consider relevant aspects of theatre for analysis and evaluation purposes</p>	<p>Theatre Evaluation</p> <p>To reflect on own experiences as an audience member</p> <p>To understand the processes and practices used in the live production</p>			

Music A level

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<p><u>Listening and Appraising</u> Area of Study 1: The Western Classical Tradition</p> <p>Area of Study 2: Popular Music</p>	<p><u>Listening and Appraising</u> Area of Study 1: The Western Classical Tradition</p> <p>Set Works Analysis– Baroque Solo Concertos</p> <p>Area of Study 3 – Music for Media</p>	<p><u>Listening and Appraising</u> Area of Study 1: The Western Classical Tradition</p> <p>Set Works Analysis– Baroque Solo Concertos</p> <p>Area of Study 4 – Music for Theatre</p> <p>Area of Study 5 - Jazz</p>	<p><u>Listening and Appraising</u> Area of Study 1: The Western Classical Tradition</p> <p>Set Works Analysis– Baroque Solo Concertos</p> <p>Area of Study 4 – Music for Theatre</p>	<p><u>Listening and Appraising</u> Area of Study 1: The Western Classical Tradition</p> <p>Set Works Analysis– Romantic Piano Pieces</p> <p>Area of Study 6 – Contemporary Traditional Music</p>	<p><u>Listening and Appraising</u> Area of Study 1: The Western Classical Tradition</p> <p>Set Works Analysis– Romantic Piano Pieces</p> <p>Area of Study 7 – Art Music Since 1910</p>
	<p><u>Composing</u> Composition Skills HARMONY - Covering 7th chords, augmented chords, neopolitan chords, diminished chords. STRUCTURE – how to use structure in more advanced and creative ways – including development of material MODULATION – to unrelated keys – including enharmonic modulation IDIOMATIC – Writing for instruments that are unfamiliar</p>		<p><u>Composing</u> Free Composition Coursework Students work independently on their coursework applying the skills learned in Terms 1 and 2 Feedback given regularly which students respond to and apply in order to develop and improve their work Due in DRAFT form at the end of Term 4</p>		<p><u>Composing</u> Students respond to feedback and continue to develop and improve their composition Due in FINAL form at the end of Term 5</p>	
	<p><u>Performing</u> Prep for solo recording</p>	<p><u>Performing</u> Solo performance recording – to keep a record of progress as part of a portfolio of evidence</p>	<p><u>Performing</u> Prep for solo recording</p>	<p><u>Performing</u> Solo performance recording – to keep a record of progress as part of a portfolio of evidence</p>	<p><u>Performing</u> Prep for solo recording</p>	<p><u>Performing</u> Solo performance recording – to keep a record of progress as part of a portfolio of evidence</p>
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p><u>Listening and Appraising</u> Set Works Analysis– Romantic Piano Pieces</p> <p>Lessons are tailored to fit the students chosen areas of study</p>	<p><u>Listening and Appraising</u> Revision of Baroque set pieces</p> <p>Lessons are tailored to fit the students chosen areas of study</p>	<p><u>Listening and Appraising</u> Revision of Romantic set pieces</p> <p>Practice listening questions Practice analysis questions Practice essay questions</p>	<p><u>Listening and Appraising</u> Practice listening questions Practice analysis questions Practice essay questions</p>	<p><u>Listening and Appraising</u> Practice listening questions Practice analysis questions Practice essay questions</p>	

	Composing Students carry out compositional exercises in prep for their Brief Composition – revision of the techniques learned in Year 12	Composing Students explore the Briefs released by the exam board to discover which one inspires them and suits their skills the most	Composing Students work independently on their composition and receive regular feedback	Composing Students work independently on their composition and receive regular feedback FINAL deadline Easter Holidays	Composing	
	Performing Students record a solo piece in order to build their skills and a repertoire to choose from for their final submission	Performing Students choose their final programme for their recital and receive individual support in doing this	Performing Students rehearse their final programme supported individually	Performing Students rehearse their final programme supported individually FINAL performing exam takes place before the Easter Holidays	Performing	

Music Level 3 BTEC

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	Induction	Unit 1: Practical Music Theory and Harmony Unit 2: Professional Practice in the Music Industry				Unit 1: Submission of Final Evidence Unit 2: EXAM
Year 13	Unit 6: Solo Music Performance		Unit 3: Ensemble Performance Exam board deadline May 7th			

BTEC Performing Arts Level 3 Extended Certificate in Performing Arts

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	Induction	<p align="center">Unit 1: Investigating Practitioner’s Work</p> <p>Learners will investigate, learn about and explore and the work of two Musical Theatre Practitioners – Stephen Sondheim and Lin Manuel Miranda.</p> <p>Learners will investigate the processes involved in creating Musical Theatre and study the contextual factors that are evident in the work of the named practitioners.</p>				<p>Unit 1 EXAM (External exam)</p>
		<p align="center">Unit 2: Developing Skills and Techniques for Live Performance</p> <p align="center">Learners explore the careers of successful practitioners and routes into the industry, as well as learning about working as a professional.</p> <p>Learners practically explore Musical Theatre extracts that track the development of the genre – culminating in a final filmed performance.</p> <p align="center">A: Understand the role and skills of a performer B: Develop performance skills and techniques for live performance C: Apply performance skills and techniques in selected styles D: Review and reflect on development of skills and techniques for live performance</p> <p align="center">Evidence will be filmed throughout the unit – and log books produced.</p>				
Year 13	<p align="center">Unit 27: Musical Theatre Techniques</p> <p>Learners explore key features of musical theatre, developing specialist skills and techniques as a musical theatre performer combining acting, singing and dance skills for a performance.</p> <p align="center">A: Understand the key features of musical theatre performance B: Develop skills and techniques in musical theatre C: Apply musical theatre skills and techniques to a performance D: Review personal development and own performance.</p> <p align="center">Evidence will be filmed throughout the unit – and log books produced.</p>	<p align="center">Unit 3: Group Performance Workshop</p> <p align="center"><i>Final, summative external unit.</i></p> <p>Learners work with a group to produce an original piece of Musical Theatre in response to a brief set by the exam board. This unit should bring together all the skills developed during the course.</p>				

Design & Technology Curriculum Overview

Graphics

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<p>Unit 1 Introduction unit: Architecture – Swindon Regeneration Project</p> <ul style="list-style-type: none"> Skills workshops AO3 – recording and observations Exploring Ideas – AO2 experimenting with materials and resources 	<p>Unit 1:</p> <ul style="list-style-type: none"> Researching designers ITSOs of designers A02 Experimenting with new techniques and processes Photoshop 	<p>Unit 1:</p> <ul style="list-style-type: none"> Developing ideas AO1 Developing ideas AO1 - through design, experimenting and recording as ideas progress 	<p>Component 1. Coursework Project: Personal Investigation</p> <ul style="list-style-type: none"> Recording and observations – AO3 linked to chosen theme Developing ideas AO1 –designers research, copies and working ‘in the style of’. 	<p>Component 1. Coursework Project.</p> <ul style="list-style-type: none"> Exploring Ideas – AO2 experimenting with materials and resources 	<p>Component 1. Coursework Project.</p> <ul style="list-style-type: none"> Exploring Ideas – AO2 experimenting with materials and resources Developing ideas AO1 - through design and experimentation ITSOs of chosen designer linked to theme
Year 13	<p>Component 1. Coursework Project.</p> <ul style="list-style-type: none"> Developing ideas AO1 - through design and experimentation linked to chosen theme 	<p>Component 1. Coursework Project.</p> <ul style="list-style-type: none"> Developing ideas AO1 – into a Final response. <p>Final piece or pieces AO4</p>	<p>Component 2. Exam Unit.</p> <p>Exam paper with starting points issued by exam board.</p> <ul style="list-style-type: none"> Recording and observations – AO3 linked to chosen question Developing ideas AO1 –Designers’ research, copies and ITSOs 	<p>Component 2. Exam Unit.</p> <ul style="list-style-type: none"> Exploring Ideas – AO2 experimenting with materials and resources Developing ideas AO1 - through design and experimentation 	<p>Component 2. Exam Unit.</p> <p>Final piece or pieces AO4 – 15-hour exam. Dates chosen internally</p>	<p><i>Students have completed the course</i></p>

Photography

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit 1 Introduction unit: Shadows <ul style="list-style-type: none"> Skills workshops AO3 – recording and observations Exploring Ideas – AO2 experimenting with materials and resources Photoshoots and editing Using a camera, compositions, ISO, shutter speed, lenses 	Unit 1: <ul style="list-style-type: none"> Researching Photographers ITSOs of Photographers AO2 Experimenting with new techniques and processes Photoshop editing/physical editing -xylene, cynotype, acetate 	Unit 1: <ul style="list-style-type: none"> Developing ideas AO1 Developing ideas AO1 - through design, experimenting and recording as ideas progress - Cynotype, Xylene, Acetate 	Component 1. Coursework Project: Personal Investigation <ul style="list-style-type: none"> Recording and observations – AO3 linked to chosen theme Developing ideas AO1 – Photographers’ research, copies and working ‘in the style of’. 	Component 1. Coursework Project. <ul style="list-style-type: none"> Exploring Ideas – AO2 experimenting with materials and resources 	Component 1. Coursework Project. <ul style="list-style-type: none"> Exploring Ideas – AO2 experimenting with materials and resources Developing ideas AO1 - through design and experimentation ITSOs of chosen Photographers linked to theme
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Component 1. Coursework Project. <ul style="list-style-type: none"> Developing ideas AO1 - through design and experimentation linked to chosen theme 	Component 1. Coursework Project. <ul style="list-style-type: none"> Developing ideas AO1 – into a Final response. Final piece or pieces AO4	Component 2. Exam Unit. Exam paper with starting points issued by exam board. <ul style="list-style-type: none"> Recording and observations – AO3 linked to chosen question Developing ideas AO1 – Photographers’ research, copies and ITSOs 	Component 2. Exam Unit. <ul style="list-style-type: none"> Exploring Ideas – AO2 experimenting with materials and resources Developing ideas AO1 - through design and experimentation 	Component 2. Exam Unit. Final piece or pieces AO4 – 15-hour exam. Dates chosen internally	<i>Students have completed the course</i>

Product Design

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<p>Technical principles</p> <p>1.1 – Materials and their applications.</p> <p>1.2 Performance characteristics of materials</p> <p>Design and making principles</p> <p>2.1 Design methods and processes.</p> <p>2.2 Design theory.</p>	<p>Technical principles</p> <p>1.3 Enhancement of materials</p> <p>1.4 Forming, redistribution and addition processes.</p> <p>1.5 The use of finishes.</p> <p>Design and making principles</p> <p>2.3 Technology and cultural changes</p> <p>2.4 Design processes</p> <p>2.5 Critical analysis and evaluation</p>	<p>Technical principles</p> <p>1.6 Modern and industrial scales of practice.</p> <p>1.7 Digital design and manufacture.</p> <p>Design and making principles</p> <p>2.6 Selecting appropriate tools, equipment and processes</p>	<p>Technical principles</p> <p>1.8 The requirements for product design and development.</p> <p>1.9 Health & safety</p> <p>Design and making principles</p> <p>2.7 Accuracy in design manufacture</p> <p>NEA – Identifying and investigating design possibilities</p> <p>Students will begin to investigate and develop a design context with enough scope to meet the AO's.</p>	<p>Technical principles</p> <p>1.10 Protecting designs and intellectual property.</p> <p>1.11 Design for manufacturing, maintenance, repair and disposal</p> <p>1.12 Feasibility studies</p> <p>Design and making principles</p> <p>2.8 Responsible design</p> <p>NEA - AO1 Section A – Identifying and investigating design possibilities</p> <ul style="list-style-type: none"> Rationale for chosen context clearly identified. 	<p>1.13 Enterprise and marketing in the development of products.</p> <p>1.14 Design communication.</p> <p>Design and making principles</p> <p>2.9 Design for manufacture and project management</p> <p>2.10 National and international standards in product design</p> <p>NEA - AO1 Section A – Identifying and investigating design possibilities</p> <ul style="list-style-type: none"> Rationale for chosen context clearly identified.
Year 13	<p>AO1 Section B – Producing a design brief and specification</p> <p>Produce a clear and challenging design brief and fully detailed design specification reflecting thorough consideration of investigations undertaken.</p>	<p>AO2 Section C – Development of design proposal(s)</p> <p>Generate design proposals that take full account of the design brief and specification.</p> <p>Modelling is a key element of this assessment criterion.</p> <p>Produce a comprehensive and fully detailed manufacturing specification.</p>	<p>AO2 Section D – Development of design prototype(s)</p> <p>Manufacturing a prototype using all potential resources, tools machines and equipment to a high level.</p> <p>On-going development and directly related to the design proposals.</p> <p>On-going testing and evaluation</p>	<p>AO3 Section E – Analysing and evaluating</p> <p>On-going analysis and evaluation that informs the manufacture of the prototype. Testing and fitness for the needs of the client/user. Critical analysis of the final prototype.</p> <p>Modifications and improvements including consideration of levels of production.</p>	<p>Exam preparation</p>	<p>Students have completed the course.</p>

Textiles

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit 1 Introduction unit: <ul style="list-style-type: none"> Skills workshops AO3 – recording and observations Exploring Ideas – AO2 experimenting with materials and resources 	Unit 1: <ul style="list-style-type: none"> Developing ideas AO1 –Artist research, copies and working ‘in the style of’. Developing ideas AO1 - through design, experimenting and swatches 	Unit 1: <ul style="list-style-type: none"> Developing ideas AO1 – into a Final response. Final piece or pieces AO4 	Component 1. Coursework Project. Personal Investigation <ul style="list-style-type: none"> Recording and observations – AO3 linked to chosen theme Developing ideas AO1 –Artist Inspiration, 1st Artist research, copies and working ‘in the style of’. 	Component 1. Coursework Project. Personal Investigation <ul style="list-style-type: none"> Exploring Ideas – AO2 experimenting with materials and resources Developing Ideas – AO1 – 2nd & 3rd Artist research, copies and working ‘in the style of’ 	Component 1. Coursework Project. Personal Investigation <ul style="list-style-type: none"> Exploring Ideas – AO2 experimenting with materials and resources Developing ideas AO1 - through design, experimenting and swatches
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Component 1. Coursework Project. Personal Investigation <ul style="list-style-type: none"> Developing ideas AO1 - through design, experimenting and swatches 	Component 1. Coursework Project. <ul style="list-style-type: none"> Developing ideas AO1 – into a Final response. Final piece or pieces AO4 	Component 2. Exam Unit. Exam paper with starting points issued by exam board. <ul style="list-style-type: none"> Recording and observations – AO3 linked to chosen question Developing ideas AO1 –Artist research, copies and working ‘in the style of’ 	Component 2. Exam Unit. <ul style="list-style-type: none"> Exploring Ideas – AO2 experimenting with materials and resources Developing ideas AO1 - through design, experimenting and swatches 	Component 2. Exam Unit. Final piece or pieces AO4 – 15-hour exam. Dates chosen internally	

PE & Sport Curriculum Overview

PE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<ul style="list-style-type: none"> Skeletal/muscles systems Classification of skills, practice and transfer of learning Emergence and evolution of modern sport 	<ul style="list-style-type: none"> Cardiovascular and respiratory system Guidance and feedback Global sporting events 	<ul style="list-style-type: none"> Diet and Nutrition Personality and motivation and arousal Ethics and deviance in sport 	<ul style="list-style-type: none"> Preparation and training methods Attitude, Anxiety and aggression Ethics and deviance in sport 	<ul style="list-style-type: none"> Preparation and training methods Social facilitation and groups Social cultural revision and synoptic content 	<ul style="list-style-type: none"> Biomechanical principles, levers and use of technology Groups and goal setting <p>Social cultural revision and synoptic content</p> <p>EAPI</p>
Year 8	<p>Energy for exercise</p> <ul style="list-style-type: none"> Attribution and confidence Commercialisation and media <p>EAPI</p>	<p>Environmental effects on body systems</p> <ul style="list-style-type: none"> Leadership in sport and theories of memory Commercialisation and media <p>Synoptic-recap</p> <p>Mock-EAPI</p>	<p>Injury prevention and rehabilitation of injury</p> <ul style="list-style-type: none"> Theories of memory and stress management Routes of sporting excellence Modern technology <p>EAPI</p>	<p>Linear motion, angular motion, fluid mechanics and projectile motion</p> <ul style="list-style-type: none"> Stress management and revision and recap Modern technology Revision recap synoptic <p>EAPI</p>	<p>Revision and recap</p> <p>Application on long mark questions</p>	

Level 3 BTEC Sport

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<ul style="list-style-type: none"> • Unit 1-Skeletal (A) and Muscular (B) • Unit 2- Lifestyle factors and their effect on health and well being • Unit 22 features of business in sport and the models of business • Unit 23 Characteristics of a sports performer assign1 	<ul style="list-style-type: none"> • Unit 1-Muscular (B) and Respiratory (C) • Unit 2-Screening processes for a training programme • Unit 22 human resources and marketing • Unit 23- Characteristics of a sports performer assign1/ Information process and sport performers 	<ul style="list-style-type: none"> • Unit 1- Cardiovascular (D) • Unit 2- Programme related to nutritional needs and training methods • Unit 22 marketing and finance • Unit 23-Information process and sport performers/Theories of teaching 	<ul style="list-style-type: none"> • Unit 1 Energy (E) and Synoptic (F) • Unit 2 Training methods and principles of fitness training programme design • Unit 22 finance and trends • Unit 23-Theories of teaching and practical teaching 	<ul style="list-style-type: none"> • Unit 1 Revision and Synoptic practice Unit 2 Revision and question practice Unit 22- Revision and question practice Unit 23 practical teaching and evaluation 	<ul style="list-style-type: none"> • Unit 3- research of job opportunities (assign1) • Unit 10- Sporting events-Assign 1
Year 13	<ul style="list-style-type: none"> • Unit 3- application of job process • Unit 10- Proposal, planning and promotion • Unit 5 Principles of fitness tests 	<ul style="list-style-type: none"> • Unit 3- review and evaluation of job process • Unit 10-delivery of event and evaluation • Unit 5 Carrying out and evaluation of fitness tests 	<ul style="list-style-type: none"> • Unit 4-qualities and characteristics of a good leader • Unit 5-Evaluation of fitness tests • Unit 25 Changes in roles of officials 	<ul style="list-style-type: none"> Unit 4-psychological factors effecting leadership/own leadership Unit 25 Analysis of other officials and own performance 	<ul style="list-style-type: none"> Unit 4-evaluation of leadership Unit 25 evaluation of own officiating 	

