

YEAR 12: IGS CURRICULUM OVERVIEWS

In this booklet you will find all Curriculum Overviews for each subject, detailing:

- What is being taught;
- The sequence it is being taught in;
- The 'powerful' knowledge in the curriculum for that subject- this is the most important knowledge that students need to know to be successful in the subject (e.g. key concepts and skills);
- What is being assessed;
- How you can support their learning further at home..













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Year 12 Curriculum Overview: ART



Topics/content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

COURSEWORK:

- Introduction to the course.
- Workshop style technical classes.
- Further developments of the formal elements, in relation to "Concealed and Revealed" theme.

Aw areness and development of the formal elements. Experimental group and individual responses.

How to present ideas and developments in an A Level sketchbook Introduction to "Concealed and Revealed".

Initial ideas explored and researched. Continued technical and experimental workshops in response to given theme including paint, print, observation photography and sculpture.

Observations Group work Art theory written analyses

3D work

renow ned artists Watchart related programmes.

Talk about their w ork and ideas. Students often choose to explore themes personal to them. Your insights may give them greater focus.

If visiting large cities, pop into the city gallery.

ideas and seeing highest quality work by

Viewing art first hand is invaluable in helping with

Sign your child up for life drawing classes locally.

Help with locations for photoshoots. They may need to visit a family member or embark upon a trip to a specific place to source images for their

Spring Term

COURSEWORK:

- 1. London galleries visit
- 6 stages of a project towards response 1.
- Careersweek

Inspirational London Galleries visit – to support ideas for response 1.

The focus for response 1 is creative composition arrangement.

6 Stages of an A Level project:

Stage 1 - Initial ideas

Stage 2 - Inspirational artists

Stage 3 - Recording observations

Stage 4 - Planning

Stage 5 - Experimental trials

Stage 6 - Response 1

Art education beyond IGS, including Art Foundation and degree courses. How to apply. Art careers.

Coursework-grades and feedback are provided at each stage (pupils can revisit and make improvements based on feedback)

Stage 1 - Initial ideas

Stage 2 – Inspirational artists

Stage 3 - Recording observations

Stage 4 - Planning

Stage 5 - Experimental trials

Stage 6 - Response 1

As above.

Encourage your child to draw, draw, draw. They can never have too many drawings and their confidence will grow as a result.



COURSEWORK:

- 6 stages of a project towards response 2.
- Year12mockexam
- Visit to Leeds Arts University Degree show.

The focus for response 2 is surface.

6 Stages of an A Level project:

Stage 1 - Initial ideas

Stage 2 - Inspirational artists Stage 3 - Recording observations

Stage 4 - Planning

Stage 5 - Experimental trials

Stage 6 - Response 1

Year 12 mock exam:

90 minute written analysis

5 hour practical (response 2)

Coursew ork and mock exam w ork are assessed against Edex cel assessment objectives:

AO1: Develop ideas through investigations. demonstrating critical understanding of sources. AO2: Refine w ork by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as w ork progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Art Colleges and Universities hold their end of year exhibitions and Open Days this half term offering excellent opportunities to visit and be inspired. This will also help your child to decide what they may wish to apply for in the Autumn term of year 13.



Year 12 Curriculum Overview: Business



Topics/ content outline: Theme 1 - Marketing & People 1.1 Meeting customer needs 1.5 Entrepreneurs & Leaders 1.3 Marketing Mix & Strategy Theme 2 - Managing business activities 2.1 Raising finance 2.2 Financial Planning 2.3 Managing Finance

Powerful Knowledge (key concepts, skills)

The market Liability Internal finance Role of an entrepreneur Entrepreneurial motives & External finance characteristics Planning Moving form entrepreneurial to Sales forecasting leader Budgets Forms of business Sales, revenue and costs Business objectives Profit Business choices Break-evn Market research Market positioning Product/service design

Branding and promotion

training

Organisation design

What will you be assessed on?

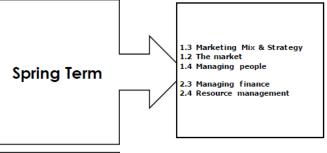
End of unit tests - Theme 1 Common Assessment 1 - 1.1 Meeting customer needs 1.5 Entrepreneurs & Leaders Common Assessment 2 - 1.3 Marketing Mix & Strategy

End of unit Tests – Theme 2 Common Assessment 1 – 2.1 Raising finance Common Assessment 2 – 2.2 Financial Planning

How can you help at home?

- Encourage students to read and stay up-todate with business in the real world
 Help students revise for the end of unit
- Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision

strategies and key questions

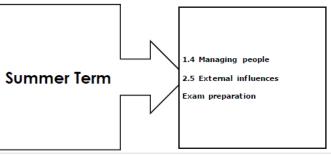


Pricing strategies Liquidity Distribution Business failure Marketing strategy Production, productivity and Demand efficiency Capacity utilisation Supply Markets Stock control PED Quality management YED Approaches to staffing Recruitment, selection and

End of unit tests - Theme 1 Common Assessment 3 - 1.3 Marketing Mix & Strategy Common Assessment 4 - 1.2 The market

End of unitTests - Theme 2 Common Assessment 3 - 2.3 Managing Finance Common Assessment 4 - 2.4 Resource Management

- Encourage students to read and stay up-todate with business in the real world
- Help students revise for the end of unit tests
- Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions



Motivation
Leadership
Economic influences
Legislation
The competitive environment
Retrieval of previous learning

End of unit tests – Theme 1 Common Assessment 5 – 1.4 Managing people

End of unit Tests - Theme 2 Common Assessment 5 - 2.5 External Influences

End of year 12 exam Paper 1 - All of theme 1 Paper 2 - All of theme 2

- Encourage students to read and stay upto-date with business in the real world
- Help students revise for the end of unit tests
- Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions
- Use showbie to access past papers



Year 12

Curriculum Overview: A-Level Computer Science



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

 Components of a Computer System 2. Input, output and storage 3. Software Development 4. Application Generation 5. System Analysis **Autumn Term**

- 6. Algorithms
- 7. Compression and encryption 8. Hashing
- 9. Databases 10. Python challenges (1-20)

Define, explain and give examples of:

- Structure and function of different processors
- The need for, function and purpose of operating systems, memory management and scheduling
- The nature of applications, justifying suitable applications for a specific purpose
- Procedural programming language techniques
- How data is exchanged between different systems
- · Identify the inputs and outputs for a given situation and determine the order of the steps needed to solve a problem.
- · Identify sub-procedures necessary to solve a problem • Programming constructs, variables and modularity
- How to de-bug a program.

All elements of Powerful knowledge Recall of facts Application of theory within a scenario

Topics 1-9 (Autum Term) via practice exam **questions** Topic 10 (Autum Term) via practical exercises Encourage your child to:

Recall key concepts from lessons

Work through practice papers from 2018-2022

Engage with on-line learning material / videos

Practice python programming every week (a minimum of 3 hours per week)

Review and complete the revision Year 12 CS revision plan.



1. Networkina

- 2. Data structures
- 3. Binary Manipulation
- 4. Computation thinking 5. Little Man Computer
- 6. Web Technologies
- 7. Boolean Alaebra
- 8. Python challenges (21-30)

- Define, explain and give examples of:
- The need and nature of abstraction and decomposition
- Characteristics of networks, protocols and standards.
- Internet structure, including The TCP/IP stack, DNS, Protocol layering, LANs and WANs, Packet and circuit switching.
- Client-server and peer to peer HTML, CSS and JavaScript
- Karnaugh maps to simplify Boolean expressions
- Primitive data types
- Use of sign and magnitude and two's complement
- Converting integers between binary, hexadecimal and denary.
- The properties of stacks and queues.

All elements of Powerful knowledge Recall of facts Application of theory within a scenario

Topics 1-9 (Autum Term) via practice exam **auestions** Topics 1-7 (Spring Term) via practice exam questions

Topic 10 (Autum Term) via practical exercises Topic 8 (Spring Term) via practical exercises

Encourage your child to:

Recall key concepts from lessons

Work through practice papers from 2018-2022

Engage with on-line learning material / videos

Practice python programming every week (a minimum of 4 hours per week)

Review and complete the revision Year 12 CS revision plan.



1. Ethical and moral issues

- 2. Computing related legislation 3. Python challenges (31-40)
- 4. Preparation for the Year 12 mock exam.
- 5. Looking ahead to Year 13 project.

Define, explain and give examples of:

- The Data Protection Act 1998.
- The Computer Misuse Act 1990.
- The Copyright Design and Patents Act 1988.
- The Regulation of Investigatory Powers Act 2000.
- Computers in the workforce, Automated decision making.
- Artificial intelligence.
 Environmental effects.
- Censorship and the Internet.
 Monitor behaviour.
- Analyse personal information.
 Piracy and offensive communications. • Layout, colour paradigms & character sets

All elements of Powerful knowledge Recall of facts Application of theory within a scenario

Topics 1-9 (Autum Term) via exam auestions Topics 1-7 (Spring Term) via exam questions Topics 1-2 (Summer Term) via exam questions

Topics 9- 10 (Autum Term) via practical exercises Topics 7- 10 (Spring Term) via practical exercises Topics 7 (Summer Term) via practical exercises

All of H406 Exam 1 via the Year 12 Mock Exam

Encourage your child to:

Recall key concepts from lessons

Work through practice papers from 2018-2022

Engage with on-line learning material / videos

Practice python programming every week (a minimum of 4 hours per week)

Review and complete the revision Year 12 CS revision plan.

5. Construct a project plan

6. Work on original drawings, CAD and

7. Develop the Project Specification 8. Mock examinations and feedback

Core topics inc Health and Safety,

Design Communication and Evaluation



Summer Term

Year 12 Curriculum Overview: Design & Technology; Product Design



questions.

Showble.

questions.

Encourage reading the textbook and help

studying around topics with documentary

watching and museum/sites of interest to visit.

Encourage active revision activities to promote

long term recall for exam

questions.

Year 12 Mock examination - 21/5 hour

paper with 120 marks - Technical Principles

Powerful Knowledge (key concepts, skills) What will you be assessed on? How can you help at home? Topics/ content outline: Skills Box & Acrylic Lamp Marking up and routing Mitre joint and sanding Practical making skills Purchase Aga Textbook - Design & Technology Product Design by Ian Granger Workshop Health and Safety - overview and induction 3. Corel Draw and laser cutting Core Examination topic practice questions Resources for projects and examination Core 4. Scroll saw Using hand and machine tools 5. Drilling- set up and change drill bits Dairy of Manufacturing and Planning materials are stored in Showble. 6. Vacuum forming Autumn Term 3D construction methods in wood, metal and plastic 2D and 3D sketching Encourage sketching practise 7. OnShape CAD bracket/ 3D Print Encourage revision for the practice exam 8. Line bend acrylic Sketching, drawing and CAD skills 9. Assembly & 2D/3D sketching 2D and 3D Computer Aided Design 10. Plug & Yoke process Introduction to Core Knowledge and examination skills 11. Weiding Steel &Standard Components 1/2 termly examination questions 40mins If asked, become a client for projects, answer 12. Core Topics- Materials, Finishes & questions and supporting the design process. Digital Design Manufacture One Sheet Challenge w/J Carey Ltd Live project with a commercial manufacturer Continue support with resources for projects and 1. Brief and Project Plan All NEA aspects of the project work examination. Core materials are stored in 2. Context Analysis & Situation Developing project skills in preparation for the Alevel 3. Initial Concepts 4. Ergonomics & Anthropometrics Creativity and originality 5. Product Disassembly & Ikea Trip Encourage reading the textbook and help Developing expertise in 3D construction methods & Design Specification Advanced skills in drawing and modelling studying around topics with documentary Spring Term commercial methods of manufacture 7. Product Models and prototypes watching and museum/sites of interest to visit. 8. Carey's visit & client feedback Specific more challenging examination Develop higher level skills in sketch and CAD 9. Computer Aided Design questions Encourage active revision activities to promote communication 10. Presentation models & Costing long term recall for exam 11. Present to the Client 1/2 termly examination questions 40mins Supporting deeper Core Knowledge and examination 12. Factory Visit 13. Core topics, Maths, Feasibility Studies NEA and year 12 Mock Examinations Live Microsoft Teams Project Folios Develop a unique project rationale Create a series of Initial Concepts Live Non Examination Assessment A Level project Continue support with resources for projects and NEA on going monitoring, peer and self-3. Complete Client, Situation and Time Management of final project portfolio examination. Core materials are stored in assessment of AO1 associated research investigations 4. Carry out client and user surveys Developing expertise in 3D construction methods &

commercial methods of manufacture

Develop higher level skills in sketch and CAD

Supporting deeper Core Knowledge and examination



Year 12 Curriculum Overview: Drama & Theatre Studies



Topics/content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

 Component 1: Devising. Exploration of Styles of Theatre

 Component 3: Theatre Makers in Practice Section B Set Text – Expressionism. - Devising & Script work Skills = Group Work Skills: listening, communicating, negotiating, discussing & supporting + Script Interpretation Skills: who, what, where, when & why understanding context, subtext

+ Working clearly in Style of the script & Applying appropriate Practitioner Methodologies by using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style/Practitioner.

Writing detailed: descriptions, analyses & evaluations.

- Your Group Work \$kills
- Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s) &
- aesign elements to work clearly in the given style(s) & apply appropriate Practitioner Methodologies.

 Your understanding of how to interpret script as both as performer and a designer.
- Component 3 Section B SetText Question responses.
- Component 1 Process & Research.

- Questioning understanding of different texts, styles & practitioners.
- Discussing live & digital theatre seen.
- Reading and discussing meaning communicated in written responses.

Spring Term

- Component 2: Text in Performance.
- 2. Component 3: Theatre Makers in Practice Section B Set Text.
- Component 3: Theatre Makers in Practice Section A Live Theatre.
- Devising & Script work Skills = Group Work Skills: listening, communicating, negotiating, discussing & supporting + Script Interpretation Skills: who, what, where, when & why understanding context, subtext
- + Working clearly in Style of the script & Applying appropriate Practitioner Methodologies by using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style/Practitioner.

Writing detailed: descriptions, analyses & evaluations.

- Your Group Work Skills
- Your understanding of how to interpret script as both as performer and a designer.
- Your ability to apply a range of acting skills, dramatic techniques, spatial skills and
- design elements to work clearly in the given Style(s) & apply appropriate Practitioner Methodologies.
- Component 3 Section A Live Theatre responses.
- Component 3 Section B Set Text Question responses.
- Component 2 Performance Intentions

- Discussing Performance and Design concepts for Set Text.
- Discussing the purpose of theatre.
- Watching a range of live and digital performances.
- Reading in cue lines to help with line learning.

Summer Term

- Component 2: Text in Performance.
- Component 3:
 Theatre Makers in
 Practice Section B
 Set Text.
- Component 3: Theatre Makers in Practice Section A Live Theatre.
- Devising & Script work Skills = Group Work Skills: listening, communicating, negotiating, discussing & supporting + Script Interpretation Skills: who, what, where, when & why understanding context, subtext
- + Working clearly in Style of the script & Applying appropriate Practitioner Methodologies by using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style/Practitioner.
- Writing detailed: descriptions, analyses & evaluations.

- Your Group Work Skills
- Your understanding of how to interpret script as both as performer and a designer.
- Your ability to apply a range of acting skills, dramatic techniques, spatial skills and
- design elements to work clearly in the given Style(s) & apply appropriate Practitioner Methodologies.
- Component 3 Section A Live Theatre responses.
- Component 3 Section B Set Text Question responses.
- Component 2 Performance Intentions

- Testing knowledge of the whole play and character development through the play.
- Reviewing written responses and targets to address.



Year 12 Curriculum Overview: Criminology



Topics/ content outline:

Unit 1: Understand how crime reporting affects the public

Unit 1: Understand how crime

reporting affects the public

Understand how campaigns

perception of Criminality.

are used to elicit change

Unit 2: Understand social

constructions of criminality

Unit 2: Theories of Criminality

perception of criminality

AC1: Evaluate the effectiveness of the roles of personnel involved in Criminal, Assess the usefulness of investigative techniques in criminal investigations, Explain how evidence is processed Examine the rights of individuals in criminal investigations, Describe the processes of law making, Describe the organisation of the CJS in England and Wales, Describe models of criminal

Powerful Knowledge (key concepts, skills)

justice. AC2: Explain the requirements of the CPS for prosecuting suspects, Describe the Trial processes, Understand the rules in relation to the use of evidence in criminal cases, Assess key influences affecting outcomes of criminal cases, Discuss the use of laypeople in criminal cases, Explain forms of social control. Discuss the aims of punishment, Assess how forms of punishment meet the aims of punishment.

3. Extended answer exam questions

At the end of each topic cycle (roughly

Short answerkey knowledge check

every 2 weeks) you will be assessed on

this content through one of these

Short answer exam questions

methods:

What will you be assessed on?

How can you help at home?

Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.

Autumn Term

Unit 1: Plan Campaigns for change relating to Criminality

Unit 1: Controlled assessment and Preparation

Unit 2: Know theories of Criminality, Understand causes of Criminality

Unit 2: Understand causes of policy change AC3.1 Plan a campaign for change relating to crime AC3.2 Design materials for use in campaigning for change

AC3.3 Justify a campaign for change AC2.3 Describe sociological theories of Criminality: Functionalist and Subcultural theories, interactionism, labelling theory, Marxist theory, left and right realism, surveillance theory.

AC3.1 Analyse situations of criminality

Unit 1 Controlled assessment After Feb half term dates tbc

At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:

- Short answerkey knowledge check
- Short answer exam questions
- Extended answer exam questions

Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.

Spring Term

Summer Term

Unit 2: Understand causes of policy change

Unit 2 exam prep

Unit 3: Understand the process of criminal investigations

AC4.1 Assess the use of criminological theories in informing policy development

AC4.3 Discuss how campaigns affect policy making

AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations AC1.2 Assess the usefulness of investigative techniques in criminal investigations

External unit 2 exam in May – dates the

At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:

- Short answerkey knowledge check
- 2. Short answer exam questions
- 3. Extended answer exam questions

Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.



Year 12 Curriculum Overview: Economics



Topics/ content outline: Powerful Knowledge (key concepts, skills) What will you be assessed on? How can you help at home? Macro Micro Micro The economic Circular flow *Encourage students to read and stay up-to-date with Factors of production problem Aggregate demand CA1 Opportunity Cost, demand Economics in the real world by encouraging watching of Market, planned and mixed systems The allocation of and supply CA2 Elasticity news programs and reading broadsheet news from Autumn Term Movements and shifts along demand and supply curve resources Aggregate a cross the political spectrum. Encourage students to Opportunity Supply Macro Macro make connections between the ory and practice and Unemploy CA1 Aggregate Demand and Macroeconomic Objectives recognise Economics in everyday situations Specialisation Economic Aggregate demand and Supply (Long and short run) and trade Growth/Devt CA2 Inflation / Unemployment The Multiplier ·Use showbie to engage with the concepts and concepts Demand Inflation Labour force survey and claimant count we are working on at this time Supply Balance of Inflation, disinflation, deflation and hyperinflation Elasticity **Payments** Index numbers Balance of Payments Micro Elasticity (cont) PED, YED and XED (Types of Basticity) *Encourage students to read and stay up-to-date with Consumer and Producer surplus Consumerand Economics in the real world by encouraging watching of news programs and reading broadsheet news from across the Ceteris paribus Producer CA3 Basticity Market Equilibrium and Disequilibrium CA4 Equilibrium and Disequilibrium political spectrum. Encourage students to make connections The interaction between theory and practice and recognise Economics in **Spring Term** Macro economic objectives (applied to UK economy) ofmarkets CA3 Balance of Payments and Trade everyday situations Fiscal Policy Масго CA4 Fiscal Monetary and supply side policy Use showble to engage with the concepts and concepts Monetary Policy Trends in Macro Supply side Policy we are working on at this time indicators Crowding out Fiscal Monetary Laffercurve and Supply Quantitative Easing Micro Macro Market Failure Positive and negative Externalities *Encourage students to read and stay up-to-date Government

Summer Term

International trade Exchange rates

intervention

Revision and

practice

assessment

Revision and practice

Market & Government Failure Asymmetric Information Merit and Demerit goods Public Goods

International Trade Protectionism

Exchange Rates—fixed and Floating

Year 12 Exams Summative Test of Micro and

Macro knowledge to date

Micro CA4 Market Fallures

Macro CA4 Exchange Rates

with Economics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum. Encourage students to make connections between theory and practice and recognise Economics in everyday situations

*Use showble to engage with the concepts and concepts we are working on at this time



Year 12 Curriculum Overview: ENGLISH LITERATURE



Autumn Term Aspects of Tragedy: 1. Induction to essay writing 2. Induction to critical perspectives 3. Introduction to aspects of tragedy

Powerful Knowledge (key concepts, skills)

Tragic hero
Tragic villain
Tragic victims
Tragic Women
The tragic fall
Blindness and ignorance
Fate
Pride
Suffering

What will you be assessed on?

- An essay exploring the presentation of aspects of tragedy within the first act of 'Othello', testing your ability to structure an argument, and analyse how the writer's craft shapes meaning
- An essay exploring how an aspect of tragedy is presented within 'Death of a Salesman', testing your ability to structure an argument, and analyse how the writer's craft shapes meaning

How can you help at home?

- structure an
 extributive an of the structure of the struc
 - Death of a Salesman
 Read widely within the genre of tragedy to develop your understanding of conventions, using the wider reading list as a guide

Aspects of Tragedy: 1. Othello by William Shakespeare 2. Poetry of John Keat s. 3. Introduction to the N.E.A

Othello by William

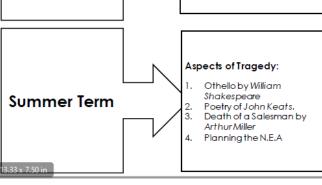
Death of a Salesman by

Shakespeare

ArthurMiller

Tragic hero
Tragic villain
Tragic victims
Tragic Women
The tragic fall
Blindness and ignorance
Fate
Pride
Suffering

- Essays exploring the presentation of aspects of tragedy within the middle acts of 'Othello', testing your ability to structure an argument, and analyse how the writer's craft shapes meaning
- Essays exploring how an aspect of tragedy is presented within Keats' poetry, testing your ability to structure an argument, and analyse how the writer's craft shapes meaning
- Use revision study skills to start learning key quotes from all set texts and to chart the development of key characters / key themes
- Watch National Theatre Live clips on YouTube of actors and directors discussing performances of 'Othello'
- Listen to University of Oxford's podcast on Othello
- Listen to The Play Podcast on Death of a
 Salesman



Tragic hero
Tragic villain
Tragic victims
Tragic Women
The tragic fall
Blindness and ignorance
Fate
Pride
Suffering

- Essays responding to a critical view, using your knowledge of 'Othello' to structure an argument in response
- Essays exploring an aspect of tragedy within both 'Death of a Salesman' and Keats' poetry.
- Use revision study skills to learn key quotations for all set texts
- Use revision study skills and aspects of tragedy to plan out essays exploring how set texts present this theme



Year 12 Curriculum Overview: UNIT 1: Epistemology



Autumn Term Unit 1: What is knowledge? Unit 2: Knowledge through perception Unit 2: Knowledge through perception

Powerful Knowledge (key concepts, skills)

- The distinction between acquaintance knowledge, ability knowledge and propositional knowledge.
- 2. The nature of definition The Tripartite view
- 3. Issues with the tripartite view including:the conditions are not individually necessary
- the conditions are not sufficient Gettier and Gettier style cases
- 4. Responses: Infallibilism, Realibilism, No False Lemmas, Virtue Epistemology
- 1. Direct Realism Issues and responses

What will you be assessed on?

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

Separate examskills lessons are embedded in schemes of work and deliv ered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

How can you help at home?

- Test and key terminology from this unit
 Go through knowledge organisers and
 check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses

Spring Term

Unit 2: Knowledge through perception (continued)

Unit 3: Knowledge

through reason

knowledge

- 2. Indirect Realism and issues and responses
- 3. Berkely's Idealism including issues and responses
- 1. Innatism Arguments from Plato and Leibniz
- 2. Empiricist responses and issues with these
- Intuition and Deduction Thesis Descartes doubt, Cogito and trademark arguments – Issues and responses

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

Separate examskills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

- 1. Test and key terminology from this unit
- Go through knowledge organisers and check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses

Summer Term

Unit 3: Knowledge through reason (continued)

Unit 4: The limits of

- Proof of the existence of the Physical work with issues and responses
- Philosophical scepticism and normal incredulity.
 The role/function of philosophical scepticism
- 2. Local v s. alobal scepticism
- 3. Descartes' sceptical arguments (the three 'waves of
- 4. Responses to scepticism

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

Separate exam skills lessons are embedded in

schemes of work and delivered frequently.
A variety of 3, 5, 12, and 25 mark questions.
Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

- 1. Test and key terminology from this unit
- Go through knowledge organisers and check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



Year 12 Curriculum Overview: FRENCH



Topics/content outline: Powerful Knowledge (key concepts, skills) What will you be assessed on? How can you help at home? 1. Technology in everydaylife Join teacher Showbie group and H5ATM Infinitiv e constructions 2. Dangers of digital technology Digital technology users Opinion phrases Keep an eye on ClassCharts for all 4. Future of technology Object pronouns ☐ Paper 1 (Listening, reading and 5. Marriage and partnerships Present tense (reg and irreg) homework and assessment information writing) 6. Modern blended families Perfect tense **Autumn Term** Support with student organisation 7. Intergenerational relationships Imperfect tense ☐ Ongoing vocabulary and Support with guiding revision tasks set 8. Paper 1 skills (Reading, listening Recognition of past historic grammar tests and writing) Revision skills (flashcards, mind maps, quizzing) 7. Introduction to Photocard skills ✓ Summary skills Work through speaking questions (Paper3) together. Join teacher Showbie group and H5ATM 1. Contemporary French music 2. Popularity of francophone folder Question forms ☐ Paper 1 (Listening, reading and Keep an eve on ClassCharts for all 3. How to protect French music Imperative verbs writing) homework and assessment information 4. History of French cinema Subjunctive verbs Spring Term 5. Importance of French films □ Paper 3 Mock (Speaking cards) Connectives followed by the subjunctive Support with student organisation 6. Future of cinema Conditional tense ☐ Ongoing vocabulary and Support with guiding revision tasks set 7. Study of 'La Haine' cultural Siclauses grammar tests (flashcards, mind maps, quizzing) Essay phrases Work through speaking questions 8. Essays skills (Paper 2) together. Join teacher Showbie group and H5ATM Y12 Mocks: folder ☐ Paper 1 (Listening, reading and . Regional and national heritage Keep an eve on ClassCharts for all 2. Heritage and tourism Adjectival agreement writing) homework and assessment information 3. Impact of heritage on culture Comparatives and superlatives ☐ Paper 2 Mock - Essay paper **Summer Term** 4. Voluntary sector in France Future tense Support with student organisation ☐ Paper 3 Mock - Full speaking 5. Benefits of voluntary work Translation skills Support with guiding revision tasks set 6. Translation skills (Paper 1) mock (2 cards) Independent research skills (flashcards, mind maps, quizzing) 7. Preparation towards IRP project □ Ongoing vocabulary and Work through speaking questions grammar tests together.



Year 12 AS/Year 1 Curriculum Overview: **Further Mathematics (Edexcel)**



Topics / Content Outline

Powerful Knowledge (key concepts, skills)

Solve quadratic and cubic equations with real coefficients

Add, subtract and multiply matrices

Four operations in complex numbers

Linear simultaneous equations

Linear transformations Inverse matrices

What will you be assessed on?

How can you help at home?

Autumn Term

Spring

Term

Matrices

- **Complex Numbers**
- Series
- Mechanics Momentum
- Discrete Algorithms

Proof

- Algebra and Functions
- Vectors
- Calculus
- 10) Mechanics Work **Energy Power**
- 11) Discrete Algorithms on graphs
- 12) Discrete Linear **Programming**

Sums of series

Loci

Argand Diagrams

Modulus - argument form

- Momentum and impulse of two sphere colliding directly Algorithms, sorting and order
- Graphs Eulerian, semi eulerian which type of graph?
- Proof by induction
- Roots of polynomials
- Equation of a straight line in cartesian and vector form
- Equation of a plane in cartesian and vector form
- Scalar product and anales between lines and planes
- Points of intersections
- Volumes of revolution
- Work energy principle
- Minimum spanning tree
- Dijkstra's algorithm
- Route inspection
- Formulation of linear programming problems
- Graphical solutions of linear programming problems

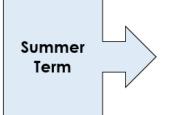
Baseline assessment in September to highlight areas from GCSE which need focus.

Formal assessments at the end of half term 1 and 2. One will be skills based and the other will be problem solving.

Encourage students to become independent learners. We will provide a skills breakdown following each assessment. Students are required to select their own weak areas and dedicate independent learning time to improve these skills. At this point they should be working through the exercises and mixed exercises from the textbook or integral.

Two further formals towards the end of each half term. Each assessment will include a skills check and problem solving.

Encourage independent study, Students find the application of skills learnt to problem solving the most challenging part of the course. Working through a range of questions, without using a mark scheme as a prompt, is beneficial. When stuck, encourage students to come to maths support where we can talk through the thought process required.



- Mechanics Collisions
- Discrete Critical Path Analysis
- Direct impact of elastic spheres
- Newtons law of restitution
- Successive direct impacts
- Activity network
- Precedence tables
- Lower and upper bounds for number of workers
- Earliest and latest finish time
- Identification of critical paths
- Calculate float

External AS examinations are sat in May for those students not wanting to continue with Further Maths to A Level.

Summer assessments will assess the full content of the AS course. These will be set using past exam questions.

Encourage independent study, Students should be working through past exam papers and using the mark schemes after they have completed questions seeking help from maths support to help develop understanding and problem-solving skills. Where students are finding a topic challenging, we would recommend returning to the exercise in the textbook before attempting exam questions again.



Year 12 Curriculum Overview: Geography



Coastal systems and landscapes

Changing

Places

Contemporary

Urban

Environments

Topics/ content outline:

stores, flows, inputs, outputs and dynamic

vstems and processes

Coastal processes – sources of energy, erosion transportation, and deposition stal landscape development

- Landforms of erosion Landforms of deposition
- Coastines of emergence and submergence costal management
- Hard and soft engineering Sustainable approaches
- Local scale Holderness

The Nature and Importance of Places

- Insider/Outsider Perspectives
- Near/Far & Experienced/Media Places Factors contributing to character of places (endoaenous/expaenous)

Relationships and connections

- Shifting flows
- Demographic, socio-economic and cultural characteristics
- External forces
- Past and present connections
- ning and representations Place attachments - identities,
- External agencies attempts to
- influence/create place meanings Media representations
- Past and present representations
- lace Studies (local and Distant)

Consequences of urbanisation and urban

processes

-Urban change and Urban policy Urban Forms

-World and Megacifies and Post-modern -

Western cities Spatial patterns of land use and land use

Social and economic issues associated with

-Cultural diversity & ethnic segregation Economic inequality

Urban Climate Urban microclimates and UHI

-Urban wind and air quality Urban Drainage

-Drainage Systems and SUDS -Urban drainage management Urban waste and its disposal

Other contemporary Urban Environmental Issues other issues and dereliction

Powerful Knowledge (key concepts, skills)

Systems concepts

Dynamic equilibrium

High and low energy coastlines

Sediment cells and budgets

Mass movement and weathering

Erosional, transportation, deposition

Landforms of erosion – wave cut platforms, caves, arches and stacks.

Landforms of deposition – beaches spits, tombolos, offshore bars, barrier beaches, and sand dunes, mudflats/ saltmarshes Eustatic, isostatic and tectonic activity

Coastal management - Hard and soft engineering

Location, locale and sense of place

Insider and Outsider

Near and far places

Experienced and media places

Endogenous and exogenous factors

Place identity - localism, regionalism, nationalism

Topography, land use, built environment and infrastructure Demographic, socio-economic characteristics Social inequalities

Rows of people, resources, money, investment and ideas Globalisation, homogenisation, localisation and glocalisation Remittances and repatriation of profits

Gentrification, rebranding, regeneration, re-imaging

International and global institutions, corporate bodies and TNCs

Urbanisation, suburbanisation, counter – urbanisation and urban resurgence

Megacity, world/global cities Deindustrialisation Decentralisation

UDCs, Enterprise zones, city challenge, partnership schemes

CBD, Inner city, suburbs and urban-rural fringe Town centre mixed developments, fortress developments, edge cities, cultural and heritage

Social segregation and economic inequality Poverty cycle

Urban Heat Island

Albedo effect

The Canyon effect and Venturi effect/ wind turbulence

Particulate pollution

Catchment management

Restoration and conservation

Inregulated waste, recycling, incineration, recovery, burial (landfil), submergence and trade

What will you be assessed on?

Regular knowledge checks

Practice exam questions within lessons

Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.

Regular knowledge checks

Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.

Practice exam questions within lessons

Regular knowledge checks

Practice exam questions within lessons

Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.

How can you help at home?

- Follow any news stories about cities, especially Mumbai and London https://www.theguardian.com/cities
- Watch Kevin McCloud's
- 'Slumming If' https://www.youtube.com/watch?v=vwDlgkdSMtd Watch 'Jay Blades, East End through time'

- Keep folders and notes organised
- Recap on classwork to consolidate key concepts and
- Use course checklists to monitor your own progress

- . Challenge yourself to read around the subject, using the resources on Showbie
- Read the RGS subject content overview
- https://www.rgs.org/schools/teachingresources/chanaina-place:-chanaina-places/
- Use the practice questions and mark schemes on
- Use the intervention strategies available in the A-level revision on Showbie.
- Explore the governments approach to coastal management https://www.eastriding.gov.uk/council/plans-andpolicies/other-plans-and-policies-information/sustainable-
- nment-policies-and-strategies/

What is happening in the Sundarbans? https://www.nationalgeographic.com/environment /article/partner-content-transforming-

sundarbans?scrlvbrkr=6ce9f385

- Local areas in Leeds / Bradford or other towns and cities of relevance to see the urban landscape
- Leeds Recycling and Energy Recovery Facility (RERF) https://www.leeds.veolig.co.uk/our-facility/leed recycling-energy-recovery-facility-rerf-works
- Coastal environments Holderness to explore the use of coastal management.
- Visit Hebden Bridge To investigate how local and community groups have shaped place meaning.

- Talk to relatives/ friends about how areas have changed in their lifetime
- How has coastal management changed since their childhood?
 - Have they noticed a difference in the climate and the impact this is having in coastal greas?



Year 12 Curriculum Overview: History



Unit 1: Britain Challenge and Transformation, c.1851-1914

Topics/ content outline:

- Britain 1851-1867 including Parliament and the workings of the system, the mid-Victorian boom, society and social structure, and the development of Irish Nationalism.
- Britain 1867-1885 including political reform, onset of the economic depression, development of trade unions and Ireland.
- Britain 1886-1905 including Conservative dominance, division in the Liberal Party, economic readjustment, social change and the Conservative policy in Ireland.
- Britain 1905-1914 including New Liberalism, social policy and change, and the Ulster Crisis.

Powerful Knowledge (key concepts, skills)

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How did democracy and political organisations develop in Britain?
- How important were ideas and ideologies?
- How and with what effects did the economy develop?
 How and with what effects did society and social policy
- How and why did Britain's relationship with Ireland change?
 How important was the role of key individuals and groups

and how were they affected by developments

More detail about this unit can be found here: https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1g-challenge-and-transformationbritain.-c18511964

What will you be assessed on?

The examination paper for this component is designed to test students' ability in relation to AO1 and AO3. There are two sections to the paper.

In Section A there will be a compulsory question which tests students' ability to analyse and evaluate the views of historians (AO3).

In Section B, three questions will be set of which students answer one. Either question tests AO1 and is designed to test historical understanding over an extended period.

Students will practice these questions across Year 12 before completing a mock examat the end of the year.

How can you help at home?

Visit the Ripon W orkhouse Museum to consider the treatment of the poor in the ninetieth century.

There are a wide variety of book written about this period in British history. Reading anything relating to the second half of the 19th century in Britain will help to develop student's sense of period.

Unit 2: France in Revolution, c.1774-1795

- Origins of the French Revolution, including the Ancein Regime and the structure of government, the challenges of the Enlightenment, economic problems and the collapse of absolutism.
- The Experiment in Constitutional Monarchy including, the events of 1789, reforms and change, the flight to Varennes and the September massacres
- The Emergence and Spread of the Terror including the establishment of a Republic, the execution of the king, progress of the war and the development of the terror.

This option provides for the study in-depth of a key period of history w hich was to change the relationship between the ruler and the governed, not only in france but throughout Europe and, in time, the wider w orld. A study of France in revolution embraces concepts such as absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship. It also encourages consideration of issues such as the relationship between rulers and the ruled, the place of the Church in the State, the power of the people and promotes reflection on what makes and perpetuates revolution.

More detail about this unit can be found here: https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2h-france-in-revolution.-17741815 The examination paper for this component is designed to test students' ability in relation to AO1 and AO2. There are two sections to the examination paper.

In Section Athere will be a compulsory question testing students' ability to analyse and evaluate the value of primary sources to an historian studying a particular issue or development (AO2).

Section B will contain three essay questions of which students are required to answertwo. Each essay test AO1 and is designed to test historical understanding in depth, by a focus on events, issues and developments and the interrelationships of various perspectives as they apply to the question.

Students will practice these questions across Year 12 before completing a mock examat the end of the year.

There are a wide variety of book written about the French Revolution. Reading anything relating to the French Revolution will help to develop student's sense of period and wider subject knowledge

Year 12 Curriculum Overview: BTEC Level 3 Information Technology



Year 12

Curriculum Overview: BTEC Level 3 Information Technology



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?



- Using Social Media in Business
 Business uses of social
- media
- Risks and issues
- 4. Social media planning
- 5. Business requirements
- Content planning / publishing
 Introduction to Databases
- 8. Normalisation
- 9. Building simple database

Being able to:

- Explain the different ways in which a business can use social media.
- Assess the different ways in which a business can use social media to attract a target audience.
- Justify planning decisions made, showing how the plan will fulfil
 its purpose and business requirements.
- Evaluate the business use of social media to interact with customers and promote products or services to a target audience.
- Examine the structure of data and its origins, and how an efficient data design follows through to an effective and useful database

Documentation showing the planning, preparation and implementation of the use of social media in a business, which meets identified requirements.

Your ability to demonstrate knowledge of database development terminology, standards, concepts and processes.

Encourage your child to:

Recall key concepts from lessons

Work through the case-study requirements (a minimum of 4 hours a weeks)

Engage with on-line learning material / videos

Review and complete the revision Year 12 Unit 2 revision plan.



- 1. Social media policy
- 2. Reviewing and refining plans
- Creating accounts and profiles
- 4. Content creation and
- 5. Implementation of online
- community building
- Data gathering and analysis
- 7. Building queries & forms
- 8. Database testing
- Evaluating databases
 Preparation for Unit 2 exam.

ins .

Being able to:

- Produce a plan to use social media in a business to meet its business requirements
- Justify planning decisions made, showing how the plan will fulfil
 its purpose and business requirements.
- Produce business-related content using appropriate features of social media which meet the requirements of the plan
- Develop an effective design solution to produce a database system
- Evaluate each stage of the development process and the effectiveness of a database solution.

Establishing social media pages dedicated to a business, which fulfil the requirements given in the plan, accompanied by supporting documentation.

Statistical data generated by social media websites, including an analysis of how it was used to optimise the use of social media.

Your ability to apply knowledge and understanding of database development terminology, standards, concepts and processes to create a software product to meet a client brief Encourage your child to:

Recall key concepts from lessons

Work through the case-study requirements (a minimum of 4 hours a weeks)

Engage with on-line learning material / videos

Review and complete the revision Year 12 Unit 2 revision plan.



- Evaluation of a social media
 plan
- Evaluation of a social media campaign.
- Evaluate the plan and use of social media in a business against business requirements.

 Evaluate the plan and use of social media in a business against business requirements. A report evaluating the use of social media in a business against the plan, showing how well it meets business requirements.

Your ability to evaluate evidence to make informed judgements about the success of a database's design and performance

Encourage your child to:

Recall key concepts from lessons

Work through the case-study requirements (a minimum of 4 hours a weeks)

Engage with on-line learning material / videos



Y12 Core Maths Curriculum Overview: AQA Level 3 Mathematical Studies



Topics / Content Outline

nt Outline Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Spring Half Term 2

GCSE Key Skills

- Revision
- •Exam Preparation
- •Pre-release Practice

Pupils will look through GCSE key skills and how these may help in relation to topics like Fermi Estimation.

Pupils will revise course in preparation for Core Maths mock paper.

When pre-release material is released pupils will spend time analysing these, critically analysing graphs, table and the language used throughout.

Will begin to predict types of questions that could be asked in both Paper 1 (Fermi Estimation) and Paper 2A (Critical Analysis).

Mock Core Maths Assessment

In the build up to the official papers in Summer and having finished the course content, pupils will be assessed on two mock papers. These papers will have been adapted to test students on the preliminary material that has also been made available to them during this half term.

Mock Reflection and Practise

Students' lessons will centre around past paper practise as well as preparing for their mocks at this time. Parents and carers can help by encouraging this practise, making sure they are aware of where to find these resources. Encouragement to attend in school interventions to respond to areas of development would also be most beneficial.



Core Maths Paper 1 - 1 hour 30 minutes - 60 Marks

Core Maths Paper 2a Statistical Techniques - 1 hour 30 minutes - 60 Marks



Autumn

Half Term 1

Autumn

Half Term 2

Y12 Core Maths Curriculum Overview: **AQA Level 3 Mathematical Studies**



Topics / Content Outline

(1) Percentages & Bounds

- (2) Interest Rates
- (3) Data Types, Collection & Sampling
- (4) Data Analysis –

- Number

(5) Spreadsheets

- (6) Financial Problems
- (7) Fermi Estimations
- (8) Data Analysis Diagrams
- (9) Normal Distribution

Spring Half Term 1

- (10) Repayments & Credit
- (11) Taxation
- (12) Correlation & Regression
- (13)Probabilities & **Estimates**

Powerful Knowledge (key concepts, skills)

Understandina percentage multipliers, percentage change, original value problems and increase and decrease problems.

Simple and compound interest, Annual Equivalent Rate (AER) and Savings and

Understanding terms such as qualitative, quantitative, primary, secondary, discrete, continuous in relation to data.

Understanding what sampling is and the differences between the different methods (random, cluster, stratified and auota).

Work with averages and measures of spread and developing relative calculator

Reviewing the effect of inflation and introducing Retail Price Index (RPI) & Consumer Price Index (CPI).

Reviewing compound interest and iterative problems including currency exchange and budgeting.

Fermi estimation - making fast, rough estimates using quantities which are either difficult or impossible to measure directly

Constructing and interpreting Histograms, Boxplots, Cumulative Frequency Diagrams and Stem and Leaf diagrams

Understanding the concept of a Normal distribution and apply it to questions regarding proportion and probability.

Key financial concepts include: Student Loans Mortagaes, Annual Percentage Rate (APR), Value Added Tax (VAT), Income Tax, National Insurance.

Review and recognise correlation, investigating how correlation does not imply causation and how formal estimations can be made using a regression equation. Focus on a use of calculator skills when tackling these problems.

Product Moment Correlation Coefficient – Used to measure the strenath and type of correlation

Confidence Intervals - Building on knowledge of sampling to use point estimates (means of a sample) to estimate mean of a population.

What will you be assessed on?

Topic Tests

Small assessments will be completed at the end of each topic, with 4 topic tests being complete in Autumn Term 1.

Topic Tests Small assessments will be completed at the end of each topic, with 4 topic tests being complete in Autumn Term 2.

Term 1 Assessment Pupils will complete a combined assessment from each half of the course on the topics covered so far throughout Term 1.

Topic Tests

Small assessments will be completed at the end of each topic, culminating with 4 topic tests being complete in Spring Term 1.

How can you help at home?

Calculators

The Core Maths course places a areat deal of focus on effective use of calculators and there are some essential programs that can only be performed on specific models. If you can ensure students come properly equipped to the course by purchasing the calculator recommended by the department, this will ensure they make the best start to the course.

Home Learnina

When learning outside of the lesson is required, classcharts will be used to clarify deadlines and expectations, Simple 'check ins' with students when work has been set can encourage this work to be completed on time and to the best of their ability.



Year 12 AS/Year 1 Curriculum Overview: Mathematics (Edexcel)



Topics / Content Outline

1) Algebraic Techniques

- Trigonometry
- Coordinate Geometry
- Vectors
- Statistics Data representation and collection
- Mechanics Kinematics

Powerful Knowledge (key concepts, skills)

- Algebra skills from GCSE including indices, surds, quadratics and equations
- The binomial expansion
- The factor theorem
- Sine and cosine rules
- Triaonometric araphs The equation of a straight line
- Graph transformations
- Vectors
- Data collection, representations and restrictions

Uniform acceleration equations

What will you be assessed on?

Baseline assessment in September to highlight areas from GCSE which need focus.

Formal assessments at the end of half term 1 and 2. One will be skills based and the other will be problem solving.

How can you help at home?

Encourage students to become independent learners. We will provide a skills breakdown following each assessment. Students are required to select their own weak areas and dedicate independent learning time to improve these skills. At this point they should be working through the exercises and mixed exercises from the textbook or integral.

Spring Term

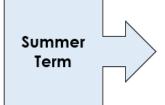
Autumn

Term

- Differentiation
- Coordinate Geometry
- 9) Exponentials and Logs
- 10) Trigonometry
- 11) Statistics Probability
- 12) Mechanics Forces
- Differentiation from first principles
- Differentiating functions in the form x^n
- Exponentials including modelling Laws of loas and solving equations
- Trigonometric identities and equations
- Probability
- Discrete Distributions
- Newtons laws of motion
- Problem Solving

Two further formals towards the end of each half term. Each assessment will include a skills check and problem solving.

Encourage independent study. Students find the application of skills learnt to problem solving the most challenging part of the course. Working through a range of questions, without using a mark scheme as a prompt, is beneficial, When stuck, encourage students to come to maths support where we can talk through the thought process required.



- 13) Integration
- 14) Statistics Hypothesis
- 15) Variable Acceleration
- 16) Proof

- Integrating functions of the form x^n
- Hypothesis Testing of the Binomial Distribution
- Variable acceleration
- Forming proof
- Disproof by counter example
- Problem Solving

External AS examinations are sat in May for those students not wanting to continue with Maths to A Level.

Summer assessments will assess the full content of the AS course. These will be set using past exam questions.

Encourage independent study, Students should be working through past exam papers and using the mark schemes after they have completed questions seeking help from maths support to help develop understanding and problem-solving skills. Where students are finding a topic challenging, we would recommend returning to the exercise in the textbook before attempting exam questions again.



Year 12 Curriculum Overview: Media Studies



Topics/content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Unit 3 : Create a Media Product Coursework: Planning and creating a Music Video 16% of Qualification.

Unit 1: Media products and audiences Exam: 2 hours 25% of qualification LO1 Be able to create a proposal with sample materials for an original media product to a client

LO2 Be able to plan and develop preproduction materials for an original media product to a client brief

Unit 1: The aim of this unit is for you to develop your understanding of how different media institutions operate in order to create products that will appeal to specific target audiences.

UNIT 3: Pass Tasks Completed by December

Completed filming and Editing their Music Video

UNIT 1: Media products and audiences 2hr Exam

Media Language and Representation of Attack the Block

Exam Board Unit Booklet

UNIT 1

UNIT 3

Student Checklists

UNIT 3 Marksheet

Spring Term

Autumn Term

Unit 3: Create a Media Product Coursework: Planning and creating a Music Video 16% of Qualification.

Unit 1: Media products and audiences Exam: 2 hours 25% of qualification LO3 Be able to create production materials for an original media product to a client brief

LO4 Be able to carry out post-production techniques and processes for an original media product to a client brief

Unit 1: You will learn about how audiences are categorised, researched and targeted by media producers and how media institutions distribute and advertise their products to audiences.

UNIT 3: Merit Tasks Completed by February

Distinction task completed by February

UNIT 1: Media products and audiences 2hr Exam

Moral Panic (20 marker essay question) Industry and Audience multiple sectors.

Exam Board Unit Booklet

UNIT 1

UNIT 3

Student Checklists

UNIT 3 Marksheet

Summer Term

Unit 21: Plan and Deliver a Pitch for a Media Product. Coursework: Plana pitch for TV drama and sell to an industry expert 9% of Qualification LO1 Be able to generate ideas for an original media product based on a client brief

LO2: Be able to create a proposal and pitch for an original media product based on a given brief

LO3 Be able to pitchideas on proposed media product and respond to questions

UNIT 21: Final Pitch April

UNIT 1: Media products and audiences 2hr Exam MAY

Exam Board Unit Booklet

UNIT 1

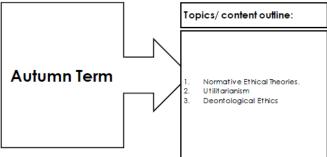
UNIT 21

Student Checklists
UNIT 21 Marksheet



Year 12 Curriculum Overview: UNIT 2: Moral Philosophy





Powerful Knowledge (key concepts, skills)

- . Utilitarianism (Bentham and Mill) with issues to and responses
- Kantian deontological ethics with issues and responses
 Applying utilitarianism and deontological ethics to simulated killing, eating meat, telling lies and stealing

What will you be assessed on?

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

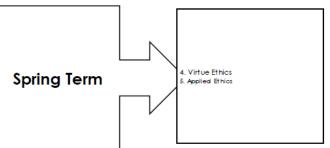
Separate ex am skills lessons are embedded in schemes of w ork and delivered frequently.

A variety of 3, 5, 12, and 25 mark questions.

Recall questions, Guizlet, Microsoft Form and know ledge organisers all used to test know ledge and understanding.

How can you help at home?

- Test and key terminology from this unit
 Go through knowledge organisers and
 check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



- Aristotelian virtue ethics
- 2. Eudaimonia as a final end
- 3. The function argument
- 4. Virtue and the soul
- 5. Doctrine of the mean
 - 6 Actions
- Virtues, actions and reasons
- . Eudaimonia and pleasure
- 9. Criticisms and responses
- Applying virtue theory to simulated killing, eating meat, telling lies and stealing

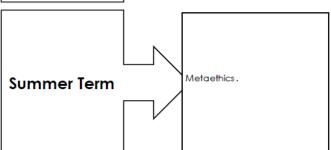
A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

Separate exam skills lessons are embedded in schemes of w ork and delivered frequently.

A variety of 3, 5, 12, and 25 mark questions.

Recall questions, Quizlet, Microsoft Form and know ledge organisers all used to test know ledge and understanding.

- 1. Test and key terminology from this unit
- Go through knowledge organisers and check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



- 1. Introduction to meta ethics
- 2. The origins of moral principles
 - 3. Realism and cognitivism
 - Naturalism
- Non-naturalism and intuitionism
- 6. Issues with moral realism
 - 7. Error theory
 - 8. Emotivism
 - Prescriptivism
- 10. Issues with moral anti realism

A range of formative and summative assessments following the AQA Philosophy and ethics ex am

Separate ex am skills lessons are embedded in schemes of w ork and delivered frequently.

A variety of 3, 5, 12, and 25 mark questions.

Recall questions, Quizlet, Microsoft Form and know ledge organisers all used to test know ledge and understanding.

- 1. Test and key terminology from this unit
- Go through knowledge organisers and check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



Year 12 Curriculum Overview: MUSIC



Autumn Term

Topics/content outline:

Features of the early
 Classical period (Area of Study A)

- 2. Composing skills-moving on from GCSE and planning Year 12 composition 3. Musical Theatre (Area of
- Study C)
 4. A look at performance repertoire

Powerful Knowledge (key concepts, skills)

- Musical Eras (Features and development) of Baroque/Early Classical Music/Haydn Sturm and Drang period/Composers under patronage. Stamitz and the Mannheim school. (AoS A)
- 2. Harmony in composition-types of chords and effective sequences/ role of the dominant chord.
- 3. Richard Rogers (AoS C)

What will you be assessed on?

Comfort Zone Performance in first half term in front of class. Performance in front of an audience later in the term.

Composition tasks and completion of log document.

Research tasks on Early Classical

Music. Written Tasks on Musical Theatre

How can you help at home?

Check that students have discussed A Lev el repertoire with private tutors. Music staff at school can help here with school-based tutors but the onus is on students in private arrangements out of school.

Regular testing of key v ocab and features of all Areas of Study and the set works.

Spring Term

- Haydn Symphony 104 movements 1 & 2 2. Mozart, early Beethoven and mature Haydn 3. Composing year 12 composition task.
 Musical Theatre (Area of
- 4. Musical Theatre (Area of Study C)
- 5. Performing-selecting and timing repertoire

- Score reading/musical literacy/instruments of the Classical orchestra.
- Comparing and contrasting classical symphonies using MAD TT SHIRT to organise thoughts.
- 3. Composition-structure and development
- 4. Leonard Bernstein (AoS C)
- Preparation for solo performance in Spring Concert

Spring Concert Solo Performance.

Composition tasks and completion of log document.

Research/comparison tasks on Mozart/early Beethoven and mature Haydn

Written Tasks on Musical Theatre

Performances in front of family/friends work well in the lead up to final assessment. Please encourage youryoung musician to take every opportunity to perform in front of an audience.

Regular testing of key v ocab and features of all Areas of Study and the set works.

https://www.youtube.com/watch?v=OitPLlowJ 70&t=1003s

Summer Term

13.33 x 7.50 ir

- 1. Haydn Symphony 104 movements 3 & 4
- 2. Mature Beethoven and the shift towards Romanticism.
- 3. Finalising Composition work
- 4. Finalising performance repertoire and submitting scores/piano parts.
- 5. Musical Theatre (AoS C)
- 1. Revision and consolidation work on Haydn 104 (mvts 1&2) and the development of the symphony so far to support year 12 Mock exam. 2 Analysis of Haydn 104 movements 3&4.
- Addressing targets and working towards final deadline (Year 12 composition)
- 4. Exam performance of Year 13 repertoire as part of the Year 12 mock exam
- 5. Stephen Sondheim (AoS C)

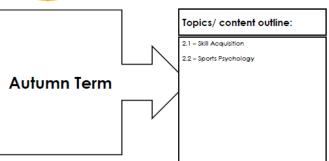
Year 12 Mock Exam Solo
Performance.
Composition final submission.
Research/comparison tasks on
Beethoven symphonies.
Final annotation and homework
tasks Haydn 104 (all movements)
Written Tasks on Musical Theatre

Regular testing of key v ocab and features of all Areas of Study and the set works.



Year 12 AS PE Paper 2 Curriculum Overview:





Powerful Knowledge (key concepts, skills)

- 4.1 Classification of skills
- 4.2 Types and methods of practice
- 4.3 Transfer of skills
- 4.4 Principles and theories of learning
- 4.5 Stages of learning
- 4.6 Guidance
- 4.7 Feedback
- 5.1 Personality
- 5.2 Attitude
- 5.3 Motivation
- 1. 5.4 Anxiety
- . 5.5 Arousal
- 3. 5.6 Aggression
- 4. 5.7 Social Facilitation
- 5. 6.1 Group and team dynamics
- 6. 6.2 Goal setting
- 7. 7.1 Pre Industrial Britain

What will you be assessed on?

AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

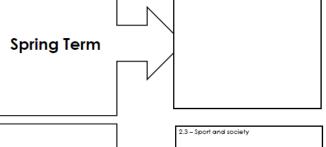
AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

How can you help at home?

- PowerPoint presentations, YouTube video links etc
 Note auestions – to consolidate knowledge
- (see resource file)

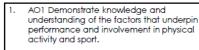
 3. Recall and retention Starter activities (see resource file)
- Exam questions (see resource file)
- Green pen answers using mark schemes on Showbie.



2.2 - Sports Psychology

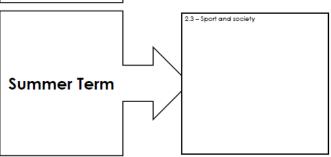
- 7.2 Post Indutrial Britain
- 7.3 Public Schools
- 7.4 20th Century Britain
- 7.5 21st Century
- 7.6 Global sporting events

- PowerPoint presentations, YouTube video links etc
- Note questions to consolidate knowledge (see resource file)
- Recall and retention Starter activities (see resource file)
- Exam questions (see resource file)
- Green pen answers using mark schemes on Showbie.



- AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport
- AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

- PowerPoint presentations, YouTube video links etc
- Note questions to consolidate knowledge (see resource file)
- Recall and retention Starter activities (see resource file)
- Exam questions (see resource file)
- 5. Green pen answers using mark schemes on Showbie.





Year 12 Curriculum Overview: PHOTOGRAPHY



Topics/content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

. Mini projects exploring different areas of traditional and digital Photography:-Cvanotypes

- **Photograms**
- Film Photography
- Colour and conceptual
- Product and fashion Documentary and Leeds
- Market Visit 2. Begin Change and Stability project

Traditional film and darkroom processes Location based research

Idea development Technical camera work - A mode/S mode/ M mode. colour

Conceptualthinking

Recap and development of lighting skills

Recap and development creative camera work and

researching ideas through the camera

Recap and development of editing skills Analysis of images

Technical and creative vocabulary

Annotation, evaluation and presentation

AO1: Research, analysis, responding practically to the work of other artists and photographers

AO2: Edits and experimental work developing

AO3: Planning and research photography

Supporting students with resources for photography shoots, organisation and visits to

locations to take photos if required or posing/modelling for photos. Visits to relevant exhibitions and galleries,

Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcastse.g. Sky Arts Masters of Photography

Proofreading written work to help pick up SPAG

Spring Term

Autumn Term

Research and development of Change and Stability unit

. Change and stability essay.

Developing a response to a problem or brief set by the department

Responding effectively to feedback.

Analysis and research

Technical and creative vocabulary

Conceptualthinking

Technical camera and editing skills led by chosen area of

Annotation, evaluation and presentation

Development of ideas and making skills pertinent to the creation and display of final photographic piece as chosen by the student

AO1: Research, analysis, responding practically to the work of other artists and photographers

AO2: Edits and experimental work developing

AO3: Planning and research photography AO4: Realisation of final piece and the project journey

Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Visits to relevant exhibitions and galleries,

Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcastse.g. Sky Arts

Masters of Photography

Proofreading written work to help pick up SPAG

Summer Term

Conclusion of the Change and Stability project.

- Introduction to Edex cel Alevel Component 1 practical project: The Personal Investigation
- Mock examsessions

Presentation and making skills pertinent to the creation and display of final photographic piece as chosen by the student

Decision making and bringing a body of work to an effective conclusion

Developing a problem or brief set by self

Being able to identify own artistic strengths and weaknesses, developing and addressing these

Analysis and research

Technical and creative vocabulary Conceptualthinking

Technical camera and editing skills led by area of study

AO1: Research, analysis, responding practically to the work of other artists and photographers

AO2: Edits and experimental work developing

AO3: Planning and research photography AO4: Realisation of final piece and the project journey

Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posina/modellina for photos.

Proofreading written work to help pick up SPAG

Encouraging students to research future study and careers options through using the UCAS w ebsite

Year 12 Curriculum Overview: Politics



Year 12 Curriculum Overview: POLITICS



Autumn Term

Topics/ content outline:

Unit 2 Parliament - The structure and role of the House of Commons - Role and structure of House of Lords Comparative powers of Commons and Lords Unit 1 -Representative Democracy and direct democracy Pressure Groups Rights Political Parties

Unit 2 - The Prime Minister and Executive The concept of Ministerial responsibility The PM and Cabinet. Relations between branches Unit 1 – Esta blished political parties emerging parties Different electoral systems Referendums Electoral systems analysis Factors influencing voting behaviour

Summer Term

Spring Term

Powerful Knowledge (key concepts, skills)

Unit 2 Legitim acy **Parliament** Direct Democracy Confidence and Representative Democracy Supply Pluralist democracy Democratic Deficit Salisbury Convention Participation Crisis Legislative Bills Think Tanks **Public Bill Committees** Lobbyists Backbenchers Old Labour/ New Labour Select Committees One Nation Opposition **New Right** Left wing/Right wing

Unit 1 Unit 2 Old Labour Executive New Labour Cabinet Classic Uberals Modern Uberals Minister Party systems Secondary legislation Left wing Individual Right wing responsibility Collective Additional member system Supplementary Vote responsibility Safe seat **Presidentialism** Marginal Seat

What will you be assessed on?

Unit 1

Common Assessment 1 - Democracy and Participation (1.1) Common Assessment 2 - Pressure Groups and Political parties (1.3 and 1.4)

Common Assessment 1: - Nouse of Commons (2.3 and 2.2)

Common assessment 2 - House of Lords (2.1 and2.2)

How can you help at home?

•Encourage students to read and stay up-to-date with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum

 Use showbie to engage with the concepts and concepts we are working on at that time

Common Assessment 3 Electoral Systems Common Assessment 4 Voting Behaviour

Unit 2

Common Assessment 3 PM and Cabinet Common Assessment 4 Relations between branches

 Encourage students to read and stay up-todate with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum

·Use showbie to engage with the concepts and concepts we are working on at that time

Unit 1

Voting behaviour and the media Core Ideology (Liberalism and Conservatism)

Unit 2

The Constitution and Constitutional Reform

Non core ideology – Feminism

Unit 2 Unit1 Constitution Uncodified Class dealignment Parliamentary sovereignty Manifesto Rule of Law Mandate Statute and Common Law

Conventions Devolution

Feminism Public and private sphere Different types of feminism Otherness Intersection alty

Partisan dealignment Conservatism Noblesse oblige

Liberalism Nightwatchman and enabling state

Year 12 Exams

Unit 1 & 2 Ideology 24 mark question as per examination structure

·Encourage students to read and stay up-todate with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum

 Use showbie to engage with the concepts and concepts we are working on at that time



Year 12 Curriculum Overview: Psychology



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

Origins of Psychology
Approaches in
Psychology
Research Methods
Memory

Wundt and Introspection
Behaviourism: classical and Operant conditioning
Social learning Theory
Cognitive approach: Schema, Inference,
Cognitive neuroscience, Soft determinism.
Biological approach: Genes, Neurochemistry,

Brain structure, Evolution Biopsychology: Nervous system and endocrine system

Experimental method

Non Experimental methods: Selfreport,
questionnaires, observations

Memory - Multistore model, working memory

At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:

- Short answerkey knowledge check
- Short answer exam questions
- Extended answer exam questions

Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.

Spring Term

Memory
Social Influence

Attachment

investigation

Psychopathology

Memory: Explanations for forgetting, Eye Witnesstestimony

Attachment: Caregiver-infant interactions, role of the father, Lorenz, Harlow, Learning Theory, Bowlby's Monotropic theory.

Attachment: the strange situation, cultural variations

Social Influence: Conformity, Obedience, Resistance to social influence, social change Psychopathology: Defining Abnormality, Behavioural approach to explaining and treating phobias At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:

- Short answerkey knowledge check
- Short answer exam questions
- Extended answer exam questions

Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.

Summer Term

Attachment: Bowlby's Maternal Deprivation
Theory, Romanian Orphans, Early
attachment and later development
Psychopathology
Psychopathology: Cognitive approach to
explaining and treating depression,
Biological approach to explaining and
treating OCD
Independent research

Attachment: Bowlby's Maternal Deprivation
Theory, Romanian Orphans, Early
attachment
attachment
Theory, Romanian Orphans, Early
attachment and later development
Psychopathology

Cognitive approach to
explaining and treating depression,
Biological approach to explaining and
treating OCD
Cognitive approach to
explaining and treating depression,
Biological approach to explaining and

Conventions for reporting on psychological investigations At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:

- Short answerkey knowledge check
- 2. Short answer exam questions
- Extended answer exam questions

Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.



Year 12 Curriculum Overview: A level Sociology



Topics/ content outline: . Introduction to Sociology 2. Introduction to Sociological Theories and Research Methods **Autumn Term** 3. Introduction to Sociological Research Methods 4. Theory of Education - The Role of Education Education Policy . Class and Education Theories of the Family 8. Demography . Ethnicity and Education 2. Gender and Education 3. Family Diversity Spring Term Childhood 5. Couples 6. Changing Family Patterns . Methods in Context

Powerful Knowledge (key concepts, skills)

- What is Sociology and how is it applicable to our every day
- How do Sociologists study society ₹
- Marxist, Ferninist, Functionalist, New Right, Post-modernism
- The Practical, Ethical and Theoretical Factors of Questionnaires, Interviews, Observation, Experiments, Documents and Official Statistics.
- Theoretical views on the role of education Marxist, Functionalist, New Right.
- Theoretical views on the role of the Family...
- What are the patterns and trends in UK marriage, divorce, birth, death etc.

What will you be assessed on?

- Short Questions 4 and 6 mark exam questions.
- Quick Cycle test
- Google forms.
- 10 mark longer exam questions.
- 20 mark longer exam essay questions.
- Analysing item Qs finding the 'hooks'
- Using PEEEL paragraphs

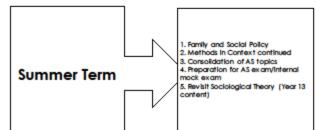
How can you help at home?

- Practise examquestions using the AQA w ebsite https://www.gag.org.uk/subjects/sociology/as-
- Access and use the Tutor2u resources https://www.tutor2u.net/s
- Access and use the A level Sociology Revision
- Folder on Show bie.
- Use Revise Sociology https://revisesociology.co
- Buy the red and blue Sociology textbooks by

- Internal and external factors which lead to educational differences due to ethnicity. Internal and external factors which lead to educational differences due to gender.
 - Family diversity modernity vs post-modernity.
 - The social construction of childhood.
 - Domestic division of labour.
 - Changing gender roles within society.

 - Using the six researchmethods to investigate areas of education e.g. classrooms, parents, students, teachers, schools.
- Short Questions 4 and 6 mark exam questions.
- Quick Cycle test
- Google forms.
- 10 mark longer exam questions.
- 20 and 30 mark longer exam essay
- Analysing item Qs finding the 'hooks'
- Using PEEEL paragraphs

- Practise examquestions using the AQA w ebsite https://www.aaa.ora.uk/subjects/socioloav/as-
- Access and use the Tutor2u resources
- https://www.tutor2u.net/s
- Access and use the A level Sociology Revision Folder on Show ble.
- Use Revise Sociology
- https://revisesociology.com/
- Buy the red and blue Sociology textbooks by Napler Press https://naplerpress.com/



- The role of the Government family policies and their
- Using the six researchmethods to investigate areas of education e.g. classrooms, parents, students, teachers,
- Consolidation of AS topics (Term 1 and Term 2)
- Exampractise how to answer short and long essay Qs. Year 13 - Theory and Methods. Revisit the Sociological
- theories and methods. Marx lst. Feminist, Runctionalist and Social Action Theories.
- Short Questions 4 and 6 mark exam questions.
- Quick Ovde test
- Google forms.
- 10 mark longer exam questions.
- 20 and 30 mark longer exam essay questions.
- Analysing item Qs finding the 'hooks' Using PEEEL paragraphs
- Practise examquestions using the AQA wiebsite. https://www.aga.org.uk/subjects/sociology/as and-a-level/sociology-7191-7192/assessment-
- Access and use the Tutor2v resources https://www.tutor2u.net/sociology
- Access and use the A level Sociology Revision Folder on Show ble.
- Use Revise Sociology
- Buy the red and blue Sociology textbooks by Napler Press https://naplerpress.com/

Interrelationships between the body

systems



Year 12 BTEC SPORT Unit 1- Anatomy & Physiology Curriculum Overview:



Unit 1 is a mandatory unit externally assessed in a 90-minute exam, usually at the end of Year 12. The exam will contain short and long answer questions that will assess learners' understanding of anatomy and physiology and how the different systems of the body can affect sports performance.

Topics/ content outline: Skeletal System **Autumn Term** Muscular System Respiratory System Spring Term Cardiovascular System Energy systems **Summer Term**

Powerful Knowledge (key concepts, skills)

- · Names, locations and types of major bones
- Process of bone growth
- Functions of the skeleton
- Types and classification of joints
- · Responses (short term) and adaptations (long term) to exercise
- Skeletal disease and age
- Names and locations of major muscles
- Characteristic and functions of muscles
- Antagonistic pairs
- Types of contraction and fibres
- Responses (short term) and adaptations (long term) to exercise
- Age and cramp
- Structure of the respiratory system
- Function and mechanism of breathing
- Lung volumes
- · Control of breathing (neural and chemical)
- Responses (short term) and adaptations (long term) to exercise
- Asthma and altitude
- Structure of the cardiovascular system
- Function
- Nervous control of the cardiac cycle
- Responses (short term) and adaptations (long term) to exercise
- SADS, blood pressure, hypothermia/hyperthermia
- Role of ATP in exercise
- ATP-PC System (chemical source, resynthesis, recovery time, duration and intensity)
- Lactate System (process of anaerobic glycolysis)
- Aerobic System (food fuel source, resynthesis, aerobic
- glycolysis, Kreb Cycle, ETC)
- Adaptations of the energy systems to exercise
- Diabetes
- Children's lack of lactate system
- Creating links between the body systems in order to answer an 8-mark question explaining how two systems work together

What will you be assessed on?

You need to demonstrate thorough knowledge and understanding of the body systems in the context of exercise and sports performance, applying this to a range of familiar and unfamiliar situations.

You need to be able to analyse how the body carries out exercise and sporting movements and how the body systems respond to short-term and long-term exercise.

You will be able to interpret information on exercise and sports performance and make reasoned judgements on how body systems carry out exercise and sporting movements in a

range of different contexts, demonstrating understanding of the interrelationships between the body systems.

How can you help at home?

- Read around the skeletal and muscular systems
- Look at the materials on Showbie
- Access the past papers on Showbie
- Complete any homework set
- Revise for any assessments
- Read around the respiratory and cardiovascular
- Look at the materials on Showbie
- Access the past papers on Showbie
- Complete any homework set
- Revise for any assessments
- Read around the energy systems
- Look at the materials on Showbie
- Access the past papers on Showbie
- Complete any homework set
- Revise for any assessments



Autumn Term

Spring Term

Summer Term

Year 12 BTEC SPORT Unit 2- Fitness Training and Programming for Health, Sport and Well-being, Curriculum Overview:

Unit 2 is a mandatory unit externally assessed in a 150-minute exam, usually at the end of Year 12. The exam will contain 6 long answer questions that will assess learners' understanding of Fitness Training and Programming for Health, Sport and Well-being of an individual.



Topics/ content outline:

- Positive Lifestyle factors
- Negative lifestyle factors
 Lifestyle Modification techniques.
- Screening Processes
- Health Monitoring Tests
- Interpreting the results of Health
 Monitoring tests
- Revision Strategies
- Exam Technique

Common nutritional terminologies

- Common nutritional terminolog
 Components of a balanced diet
- Nutritional Strategies
- Components of fitness
- Components of skill related fitness
- Aerobic endurance training methods
- Strength methods Training
 Muscular Endurance training methods

 - Core Stability Training methods Flexibility training methods
- Speed training methods
 Training methods
- Training methods for skill related fitness
- Principles of fitness training programme design

Powerful Knowledge (key concepts, skills)

- · Exercise and Physical Activity
- · Healthy Balanced diet
- Positive risk-taking activities
- Government recommendations/guidelines
- The impact of smoking on a person's health and well-being
- · The impact of alcohol on a person's health and well-being
- The impact of account on a person's health and well-being
- The impact of sleep on a person's health and well-being
- The impact of sleep on a person s health an
- Sedentary lifestyle and the health risks
- Modification techniques
- · Common barriers
- Interpreting lifestyle and physical activity questionnaires
 - Interpreting health screening information and linking to health
- Understand RDA, RNI and energy measures
- Understand energy balance and BMR
- Macro and Micronutrients
- · Hydration and the effect on sporting performance
- Nutritional strategies to gain or lose weight
- Understand the use of ergogenic aids in sport
- Understand the use of sports drinks in sport
- Aerobic Training methods: Continuous, interval and fartlek training
- Muscular Strength: Pyramid sets, free weights and resistance machines
- Muscular Endurance: Circuit training, free weights, resistance machines

Core stability: Yoga, Pilates and abdominal exercises

- Flexibility training: PNF, static and dynamic stretching,
- Speed training methods: Hollow sprints, acceleration sprints, interval training and resistance drills.
- Agility, balance, reaction time, power and coordination
 training methods.
- How to devise a training programme for an individual's goals.
- Smart Targets (Specific, measurable, achievable, recorded, time
- Principles of training- FITT principle
- Additional principles- SPOVAIRR
- Periodisation

What will you be assessed on?

This unit will be assessed externally using an examination set by Pearson. The examination will contain two parts.

Part A: Is supplied two weeks before your examination so that you can carry out independent research about a scenario based on an individual who requires guidance on training, lifestyle and nutrition.

Part B: Is a written examination lasting two hours under controlled conditions in which you can use research notes to complete a task that builds on part A.

You need to demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being.

Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals.

Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests

Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved.

Be able to develop a fitness training programme with appropriate justification.

How can you help at home?

- Read around positive and negative lifestyle
- Look at the materials on Showbie
- Access the past papers on Showbie
- · Complete any homework set
- Revise for any assessments
- Read around the topic of nutrition and components of physical and skill related fitness
- Look at the materials on Showbie
- Access the past papers on Showbie
- Complete any homework set
- Revise for any assessments
- Read around training methods and the principles
- Look at the materials on Showbie
- Access the past papers on Showbie
- Complete any homework set
- Revise for any assessments



Year 12 Curriculum Overview: Sports leaders (Year1)



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

IGS leadership, allocated IGS clubs 2. Understand the skills and behaviours needed for effective, inclusive leadership

1. Understand the basic expectations of

3. Understand the importance of leadership skills and behaviours in a range of situations

4. Understand how effective, engaging warm ups can be led

3. Be able to maximise safety when

progression in a series of sport/physical

5. Plan, lead and evaluate a progressive

series of inclusive sport/activity sessions

leading sport/physical activity

activity sessions

at IGS clubs

4. Describe the characteristics of

The 5 main leaderships skills:

- Communication
- Self-belief
- Teamwork Self-management
- Problem solving

Evaluate the effect that identified skills and behaviours can have on the successful application of leadership skills for: • Participants • Sessions • Themselves as the leader

Peer, self and teacher evaluation of warm up delivery in a practical peer-peer environment Understanding and application of skills and behaviours for successful leadership. Application to assessed 'Learner evidence record' (LER) task LER Formal Assessed tasks:

Task 1.1 - Understanding the skills and behaviours a Sports Leader needs Complete task worksheet Task 1.2 - Using leadership skills and behaviours in other environments Complete task worksheet 1.3 Evaluate current leadership skills (Self), evaluate another person's, and plan for future leadership

Assist in guiding attendance at IGS extracurricular clubs and community clubs

]Engage in conversation about what each of the 5 key leadership skills are and the associated behaviours and how they may affect future leadership and employment

Spring Term

1. Understand how 'duty of care' effects Safeguarding: Safeguarding refers to the process of protecting the safeguarding of participants children (and adults) to provide safe and effective care. This includes 2. Describe what is meant by all procedures designed to prevent harm to a child (CPSU). 'safeguarding'

Progression acronym for simple activity manipulations:

- S Space
- T Time
- E Equipment
- P People

Task 2.1 - Duty of care and safeguarding. Complete the task worksheet

Task 2.2 - Completing a risk assessment for a sport/physical activity session Complete the risk assessment template

Task 4.1 – What makes a series of sessions Complete the task worksheet

Task 4.2 - Plan, lead and evaluate a series of progressive sport/physical activity sessions Complete three linked series of sport/physical activity sessions

Discuss the key buzzwords 'Safeguarding' and 'duty of

Show curiosity into what extra-curricular/lesson progression practices the students are leading

Summer Term

1. Know how to plan inclusive sport/physical activity sessions and

2. Describe the physiological, psychological and social benefits for the community, of people taking part in sport/physical activity 3. Describe the financial, social and

health benefits to society, of people taking part in sport/physical activity 4. Describe strategies which could increase the participation levels of sport/physical activity in the community

Understand community sport/physical activity and the associated barriers and benefits

Understand the impacts that sport/physical activity can have on participants

Understand how to make sport/physical activity sessions inclusive to the needs of participants

Knowing the core types of sporting events and their subtle differences and adv/disadv of different event types Understand how to lead events for primary aged children and children with a variety of learning needs

Task 3.1 – The effects of sport and physical activity on your community and wider society Complete the task

Practice formal assessment of 'event' leadership. eading a swimming gala in the IGS swimming pool

Formal assessment for Unit 6 independent practical:

- Stand 1: Primary (Helping at IGS Y6 transition day)
- Strand 2: Children with a variety of learning needs (IGS SRP sports day)

Engage in conversations gauging what makes sport inclusive and what barriers and benefits there are from engaging in physical activity.

Question how instruction delivery, organisation and equipment may change for the two Unit 6 strand groups (Primary aged and children with learning needs)



Year 12 Curriculum Overview: SPANISH

6. Diversity of Spanish music

7. Preparation towards IRP

and dance

project



Encourage listening to Spanish music/

podcasts/radio, watching Spanish

TV/films

Topics/content outline: Powerful Knowledge (key concepts, skills) What will you be assessed on? How can you help at home? Join teacher Showbie group Influence of internet ✓ Using the present and present continuous Keep an eye on ClassCharts for all 2. Mobile phones in our society ✓ Use comparatives and superlatives homework and assessment 3.Benefits and dangers of ✓ Understanding further differences between 'ser' information social media and 'estar 4. Changes in the family Encourage further reading to improve ✓ Use the imperfect and imperfect continuous ☐ Paper 1 (Listening, reading and Attitudes towards marriage cultural capital, reading **Autumn Term** ✓ Using the preterite tesne and divorce books/magazines/newspapers in writing) ✓ Learning how to approach a listening summary Paper 1 skills (Reading, Spanish and a reading summary listening and writing) Encourage listening to Spanish music/ ✓ Using idiomatic expressions with impersonal 7. Introduction to Photocard podcasts/radio, watching Spanish verbs skills (Paper 3) TV/films 1. Singers and musicians Join teacher Showbie group ✓ Introduction to the subjunctive (Volver) 2.TV & cinema stars Keep an eye on ClassCharts for all √ How to approach gap fill tasks 3. Volver-A film by Pedro homework and assessment information √ Using indefinite adjectives and pronouns Almodóv ar ☐ Paper 1 (Listening, reading and Encourage further reading to improve ✓ Using the perfect tense 4. Paper 2 skills writing) cultural capital, reading ✓ Using the pluperfect tense Women in the workplace books/magazines/ newspapers in Spring Term □ Paper 3 Mock (Speaking) 6. Chauvinism and feminism ✓ Using the future perfect and conditional perfect Spanish 7. LGBTQ+rights in the Hispanic ✓ Using indirect object pronouns cards) Encourage listening to Spanish music/ world ✓ Practise the passive voice podcasts/radio, watching Spanish 8. On-going Paper 1 and 3 Skills √ Using direct object pronouns TV/films 9. How to approach Paper 2 √ How to write an essay in Spanish (essays) 1. Traditions and customs in √ Translation skills (both ways) Join teacher Showbie group Spain Keep an eve on ClassCharts for all √ Re-visiting the present subjunctive Y12 Mocks: 2. Gastronomy in Spain homework and assessment information √ Using the perfect tense in the Paper 1 (Listening, reading and 3. Languages in Spain Encourage further reading to improve subjunctive 4. Cultural heritage in Spain cultural capital, reading writing) Role of architecture and √ Using numerals books/magazines/ newspapers in Summer Term ☐ Paper 2 Mock – Essay paper Spanish/Latin American artists Spanish ✓ Understanding and using demonstrative

and possessive adjectives

√ Using imperatives

□ Paper 3 Mock – Full speaking

mock (2 cards)