



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

## 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..



PRIDE



RESPECT



COURAGE



RESPONSIBILITY



KINDNESS



RESILIENCE

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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?
<b>Autumn Term</b>	<p><b>COURSEWORK:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to the course.</li> <li>2. Workshop style technical classes.</li> <li>3. Further developments of the formal elements, in relation to "Concealed and Revealed" theme.</li> </ol>	<p>Awareness and development of the formal elements. Experimental group and individual responses. How to present ideas and developments in an A Level sketchbook.</p> <p>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.</p>	<p>Observations Group work Art theory written analyses 3D work</p>	<ul style="list-style-type: none"> <li>• If visiting large cities, pop into the city gallery. Viewing art first hand is invaluable in helping with ideas and seeing highest quality work by renowned artists.</li> <li>• Sign your child up for life drawing classes locally.</li> <li>• Watch art related programmes.</li> <li>• Talk about their work and ideas. Students often choose to explore themes personal to them. Your insights may give them greater focus.</li> <li>• 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 work.</li> </ul>
<b>Spring Term</b>	<p><b>COURSEWORK:</b></p> <ol style="list-style-type: none"> <li>1. London galleries visit</li> <li>2. 6 stages of a project towards response 1.</li> <li>3. Careers week</li> </ol>	<p>Inspirational London Galleries visit – to support ideas for response 1.</p> <p>The focus for response 1 is creative composition arrangement.</p> <p>6 Stages of an A Level project:</p> <p>Stage 1 – Initial ideas Stage 2 – Inspirational artists Stage 3 – Recording observations Stage 4 – Planning Stage 5 – Experimental trials Stage 6 – Response 1</p> <p>Art education beyond IGS, including Art Foundation and degree courses. How to apply. Art careers.</p>	<p>Coursework - grades and feedback are provided at each stage (pupils can revisit and make improvements based on feedback)</p> <p>Stage 1 – Initial ideas Stage 2 – Inspirational artists Stage 3 – Recording observations Stage 4 – Planning Stage 5 – Experimental trials Stage 6 – Response 1</p>	<p>As above.</p> <p>Encourage your child to draw, draw, draw. They can never have too many drawings and their confidence will grow as a result.</p>
<b>Summer Term</b>	<p><b>COURSEWORK:</b></p> <ol style="list-style-type: none"> <li>1. 6 stages of a project towards response 2.</li> <li>2. Year 12 mock exam</li> <li>3. Visit to Leeds Arts University Degree show.</li> </ol>	<p>The focus for response 2 is surface.</p> <p>6 Stages of an A Level project:</p> <p>Stage 1 – Initial ideas Stage 2 – Inspirational artists Stage 3 – Recording observations Stage 4 – Planning Stage 5 – Experimental trials Stage 6 – Response 1</p> <p>Year 12 mock exam: 90 minute written analysis 5 hour practical (response 2)</p>	<p>Coursework and mock exam work are assessed against Edexcel assessment objectives:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>As above.</p> <p>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.</p>



## Year 12 Curriculum Overview: Business



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<b>Theme 1 – Marketing &amp; People</b> 1.1 Meeting customer needs 1.5 Entrepreneurs & Leaders 1.3 Marketing Mix & Strategy  <b>Theme 2 – Managing business activities</b> 2.1 Raising finance 2.2 Financial Planning 2.3 Managing Finance	The market Role of an entrepreneur Entrepreneurial motives & characteristics Moving from entrepreneurial to leader Forms of business Business objectives Business choices Market research Market positioning Product/service design Branding and promotion  Liability Internal finance External finance Planning Sales forecasting Budgets Sales, revenue and costs Profit Break-even	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	<ul style="list-style-type: none"> <li>Encourage students to read and stay up-to-date with business in the real world</li> <li>Help students revise for the end of unit tests</li> <li>Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions</li> </ul>
<b>Spring Term</b>	1.3 Marketing Mix & Strategy 1.2 The market 1.4 Managing people  2.3 Managing finance 2.4 Resource management	Pricing strategies Distribution Marketing strategy Demand Supply Markets PED YED Approaches to staffing Recruitment, selection and training Organisation design  Liquidity Business failure Production, productivity and efficiency Capacity utilisation Stock control Quality management	End of unit tests – Theme 1 Common Assessment 3 – 1.3 Marketing Mix & Strategy Common Assessment 4 – 1.2 The market  End of unit Tests – Theme 2 Common Assessment 3 – 2.3 Managing Finance Common Assessment 4 – 2.4 Resource Management	<ul style="list-style-type: none"> <li>Encourage students to read and stay up-to-date with business in the real world</li> <li>Help students revise for the end of unit tests</li> <li>Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions</li> </ul>
<b>Summer Term</b>	1.4 Managing people  2.5 External influences  Exam preparation	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	<ul style="list-style-type: none"> <li>Encourage students to read and stay up-to-date with business in the real world</li> <li>Help students revise for the end of unit tests</li> <li>Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions</li> <li>Use showbie to access past papers</li> </ul>



## Year 12

### Curriculum Overview: A-Level Computer Science

**Autumn Term**



Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<ol style="list-style-type: none"> <li>1. Components of a Computer System</li> <li>2. Input, output and storage</li> <li>3. Software Development</li> <li>4. Application Generation</li> <li>5. System Analysis</li> <li>6. Algorithms</li> <li>7. Compression and encryption</li> <li>8. Hashing</li> <li>9. Databases</li> <li>10. Python challenges (1-20)</li> </ol>	<p>Define, explain and give examples of:</p> <ul style="list-style-type: none"> <li>• Structure and function of different processors</li> <li>• The need for, function and purpose of operating systems, memory management and scheduling</li> <li>• The nature of applications, justifying suitable applications for a specific purpose.</li> <li>• Procedural programming language techniques</li> <li>• How data is exchanged between different systems</li> <li>• Identify the inputs and outputs for a given situation and determine the order of the steps needed to solve a problem.</li> <li>• Identify sub-procedures necessary to solve a problem.</li> <li>• Programming constructs, variables and modularity</li> <li>• How to de-bug a program.</li> </ul>	<p>All elements of Powerful knowledge Recall of facts Application of theory within a scenario</p> <p>Topics 1-9 (Autum Term) via practice exam questions Topic 10 (Autum Term) via practical exercises</p>	<p>Encourage your child to:</p> <p>Recall key concepts from lessons</p> <p>Work through practice papers from 2018-2022</p> <p>Engage with on-line learning material / videos</p> <p>Practice python programming every week (a minimum of 3 hours per week)</p> <p>Review and complete the revision Year 12 CS revision plan.</p>

**Spring Term**



Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<ol style="list-style-type: none"> <li>1. Networking</li> <li>2. Data structures</li> <li>3. Binary Manipulation</li> <li>4. Computation thinking</li> <li>5. Little Man Computer</li> <li>6. Web Technologies</li> <li>7. Boolean Algebra</li> <li>8. Python challenges (21-30)</li> </ol>	<p>Define, explain and give examples of:</p> <ul style="list-style-type: none"> <li>• The need and nature of abstraction and decomposition</li> <li>• Characteristics of networks, protocols and standards.</li> <li>• Internet structure, including The TCP/IP stack, DNS, Protocol layering, LANs and WANs, Packet and circuit switching.</li> <li>• Client-server and peer to peer</li> <li>• HTML, CSS and JavaScript</li> <li>• Karnaugh maps to simplify Boolean expressions</li> <li>• Primitive data types</li> <li>• Use of sign and magnitude and two's complement</li> <li>• Converting integers between binary, hexadecimal and denary.</li> <li>• The properties of stacks and queues.</li> </ul>	<p>All elements of Powerful knowledge Recall of facts Application of theory within a scenario</p> <p>Topics 1-9 (Autum Term) via practice exam questions Topics 1-7 (Spring Term) via practice exam questions</p> <p>Topic 10 (Autum Term) via practical exercises Topic 8 (Spring Term) via practical exercises</p>	<p>Encourage your child to:</p> <p>Recall key concepts from lessons</p> <p>Work through practice papers from 2018-2022</p> <p>Engage with on-line learning material / videos</p> <p>Practice python programming every week (a minimum of 4 hours per week)</p> <p>Review and complete the revision Year 12 CS revision plan.</p>

**Summer Term**



Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<ol style="list-style-type: none"> <li>1. Ethical and moral issues</li> <li>2. Computing related legislation</li> <li>3. Python challenges (31-40)</li> <li>4. Preparation for the Year 12 mock exam.</li> <li>5. Looking ahead to Year 13 project.</li> </ol>	<p>Define, explain and give examples of:</p> <ul style="list-style-type: none"> <li>• The Data Protection Act 1998.</li> <li>• The Computer Misuse Act 1990.</li> <li>• The Copyright Design and Patents Act 1988.</li> <li>• The Regulation of Investigatory Powers Act 2000.</li> <li>• Computers in the workforce, • Automated decision making.</li> <li>• Artificial intelligence, • Environmental effects.</li> <li>• Censorship and the Internet, • Monitor behaviour.</li> <li>• Analyse personal information, • Privacy and offensive communications, • Layout, colour paradigms &amp; character sets</li> </ul>	<p>All elements of Powerful knowledge Recall of facts Application of theory within a scenario</p> <p>Topics 1-9 (Autum Term) via exam questions Topics 1-7 (Spring Term) via exam questions Topics 1- 2 (Summer Term) via exam questions</p> <p>Topics 9- 10 (Autum Term) via practical exercises Topics 7- 10 (Spring Term) via practical exercises Topics 7 (Summer Term) via practical exercises</p> <p>All of H406 Exam 1 via the Year 12 Mock Exam</p>	<p>Encourage your child to:</p> <p>Recall key concepts from lessons</p> <p>Work through practice papers from 2018-2022</p> <p>Engage with on-line learning material / videos</p> <p>Practice python programming every week (a minimum of 4 hours per week)</p> <p>Review and complete the revision Year 12 CS revision plan.</p>





## Year 12 Curriculum Overview: Design & Technology; Product Design



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	Skills Box & Acrylic Lamp 1. Marking up and routing 2. Mitre joint and sanding 3. Corel Draw and laser cutting 4. Scroll saw 5. Drilling- set up and change drill bits 6. Vacuum forming 7. OnShape CAD bracket/ 3D Print 8. Line bend acrylic 9. Assembly & 2D/3D sketching 10. Plug & Yoke process 11. Welding Steel & Standard Components 12. Core Topics- Materials, Finishes & Digital Design Manufacture	<ul style="list-style-type: none"> <li>Workshop Health and Safety – overview and induction</li> <li>Using hand and machine tools</li> <li>3D construction methods in wood, metal and plastic</li> <li>Sketching, drawing and CAD skills</li> <li>Introduction to Core Knowledge and examination skills</li> </ul>	<ul style="list-style-type: none"> <li>Practical making skills</li> <li>Core Examination topic practice questions</li> <li>Daily of Manufacturing and Planning</li> <li>2D and 3D sketching</li> <li>2D and 3D Computer Aided Design</li> <li>½ termly examination questions 40mins</li> </ul>	Purchase Aqa Textbook – Design & Technology Product Design by Ian Granger  Resources for projects and examination Core materials are stored in Showble.  Encourage sketching practice Encourage revision for the practice exam questions.  If asked, become a client for projects, answer questions and supporting the design process.
<b>Spring Term</b>	One Sheet Challenge w/J Carey Ltd 1. Brief and Project Plan 2. Context Analysis & Situation 3. Initial Concepts 4. Ergonomics & Anthropometrics 5. Product Disassembly & Ikea Trip 6. Design Specification 7. Product Models and prototypes 8. Carey's visit & client feedback 9. Computer Aided Design 10. Presentation models & Costing 11. Present to the Client 12. Factory Visit 13. Core topics, Maths, Feasibility Studies	<ul style="list-style-type: none"> <li>Live project with a commercial manufacturer</li> <li>Developing project skills in preparation for the A level NEA</li> <li>Developing expertise in 3D construction methods &amp; commercial methods of manufacture</li> <li>Develop higher level skills in sketch and CAD communication</li> <li>Supporting deeper Core Knowledge and examination skills</li> </ul>	<ul style="list-style-type: none"> <li>All NEA aspects of the project work</li> <li>Creativity and originality</li> <li>Advanced skills in drawing and modelling</li> <li>Specific more challenging examination questions</li> <li>½ termly examination questions 40mins</li> </ul>	Continue support with resources for projects and examination. Core materials are stored in Showble.  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.
<b>Summer Term</b>	NEA and year 12 Mock Examinations 1. Develop a unique project rationale 2. Create a series of initial Concepts 3. Complete Client, Situation and associated research investigations 4. Carry out client and user surveys 5. Construct a project plan 6. Work on original drawings, CAD and models 7. Develop the Project Specification 8. Mock examinations and feedback 9. Core topics inc Health and Safety, Design Communication and Evaluation	<ul style="list-style-type: none"> <li>Live Non Examination Assessment A Level project</li> <li>Time Management of final project portfolio</li> <li>Developing expertise in 3D construction methods &amp; commercial methods of manufacture</li> <li>Develop higher level skills in sketch and CAD communication</li> <li>Supporting deeper Core Knowledge and examination skills</li> </ul>	<ul style="list-style-type: none"> <li>NEA on going monitoring, peer and self-assessment of AO1</li> <li>Year 12 Mock examination – 2 1/5 hour paper with 120 marks – Technical Principles</li> </ul>	Live Microsoft Teams Project Folios  Continue support with resources for projects and examination. Core materials are stored in Showble.  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 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?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>Component 1: Devising. Exploration of Styles of Theatre</li> <li>Component 3: Theatre Makers in Practice Section B Set Text – Expressionism.</li> </ol>	<p>- <b>Devising &amp; Script work Skills = Group Work Skills:</b> listening, communicating, negotiating, discussing &amp; supporting + <b>Script Interpretation Skills:</b> who, what, where, when &amp; why understanding context, subtext</p> <p>+ <b>Working clearly in Style of the script &amp; Applying appropriate Practitioner Methodologies</b> by using Acting Skills, Dramatic Techniques &amp; Design Skills appropriate to the Style/Practitioner.</p> <p><b>Writing detailed:</b> descriptions, analyses &amp; evaluations.</p>	<ul style="list-style-type: none"> <li>- <b>Your Group Work Skills</b></li> <li>- <b>Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s) &amp; apply appropriate Practitioner Methodologies.</b></li> <li>- <b>Your understanding of how to interpret script as both as performer and a designer.</b></li> <li>- <b>Component 3 Section B Set Text Question responses.</b></li> <li>- <b>Component 1 Process &amp; Research.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Questioning understanding of different texts, styles &amp; practitioners.</li> <li>- Discussing live &amp; digital theatre seen.</li> <li>- Reading and discussing meaning communicated in written responses.</li> </ul>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>Component 2: Text in Performance.</li> <li>Component 3: Theatre Makers in Practice Section B Set Text.</li> <li>Component 3: Theatre Makers in Practice Section A Live Theatre.</li> </ol>	<p>- <b>Devising &amp; Script work Skills = Group Work Skills:</b> listening, communicating, negotiating, discussing &amp; supporting + <b>Script Interpretation Skills:</b> who, what, where, when &amp; why understanding context, subtext</p> <p>+ <b>Working clearly in Style of the script &amp; Applying appropriate Practitioner Methodologies</b> by using Acting Skills, Dramatic Techniques &amp; Design Skills appropriate to the Style/Practitioner.</p> <p><b>Writing detailed:</b> descriptions, analyses &amp; evaluations.</p>	<ul style="list-style-type: none"> <li>- <b>Your Group Work Skills</b></li> <li>- <b>Your understanding of how to interpret script as both as performer and a designer.</b></li> <li>- <b>Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s) &amp; apply appropriate Practitioner Methodologies.</b></li> <li>- <b>Component 3 Section A Live Theatre responses.</b></li> <li>- <b>Component 3 Section B Set Text Question responses.</b></li> <li>- <b>Component 2 Performance Intentions.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Discussing Performance and Design concepts for Set Text.</li> <li>- Discussing the purpose of theatre.</li> <li>- Watching a range of live and digital performances.</li> <li>- Reading in cue lines to help with line learning.</li> </ul>
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>Component 2: Text in Performance.</li> <li>Component 3: Theatre Makers in Practice Section B Set Text.</li> <li>Component 3: Theatre Makers in Practice Section A Live Theatre.</li> </ol>	<p>- <b>Devising &amp; Script work Skills = Group Work Skills:</b> listening, communicating, negotiating, discussing &amp; supporting + <b>Script Interpretation Skills:</b> who, what, where, when &amp; why understanding context, subtext</p> <p>+ <b>Working clearly in Style of the script &amp; Applying appropriate Practitioner Methodologies</b> by using Acting Skills, Dramatic Techniques &amp; Design Skills appropriate to the Style/Practitioner.</p> <p><b>Writing detailed:</b> descriptions, analyses &amp; evaluations.</p>	<ul style="list-style-type: none"> <li>- <b>Your Group Work Skills</b></li> <li>- <b>Your understanding of how to interpret script as both as performer and a designer.</b></li> <li>- <b>Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s) &amp; apply appropriate Practitioner Methodologies.</b></li> <li>- <b>Component 3 Section A Live Theatre responses.</b></li> <li>- <b>Component 3 Section B Set Text Question responses.</b></li> <li>- <b>Component 2 Performance Intentions.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Testing knowledge of the whole play and character development through the play.</li> <li>- Reviewing written responses and targets to address.</li> </ul>





## Year 12 Curriculum Overview: Criminology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<p>Unit 1: Understand how crime reporting affects the public perception of criminality</p> <p>Unit 1: Understand how crime reporting affects the public perception of Criminality.</p> <p>Understand how campaigns are used to elicit change</p> <p>Unit 2: Understand social constructions of criminality</p> <p>Unit 2: Theories of Criminality</p>	<p>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</p> <p>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 justice.</p> <p>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.</p>	<p>At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:</p> <ol style="list-style-type: none"> <li>1. Short answer key knowledge check</li> <li>2. Short answer exam questions</li> <li>3. Extended answer exam questions</li> </ol>	<p>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.</p>
<b>Spring Term</b>	<p>Unit 1: Plan Campaigns for change relating to Criminality</p> <p>Unit 1: Controlled assessment and Preparation</p> <p>Unit 2: Know theories of Criminality, Understand causes of Criminality</p> <p>Unit 2: Understand causes of policy change</p>	<p>AC3.1 Plan a campaign for change relating to crime</p> <p>AC3.2 Design materials for use in campaigning for change</p> <p>AC3.3 Justify a campaign for change</p> <p>AC2.3 Describe sociological theories of Criminality: Functionalist and Subcultural theories, interactionism, labelling theory, Marxist theory, left and right realism, surveillance theory.</p> <p>AC3.1 Analyse situations of criminality</p>	<p><b>Unit 1 Controlled assessment After Feb half term dates tbc</b></p> <p>At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:</p> <ol style="list-style-type: none"> <li>1. Short answer key knowledge check</li> <li>2. Short answer exam questions</li> <li>3. Extended answer exam questions</li> </ol>	<p>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.</p>
<b>Summer Term</b>	<p>Unit 2: Understand causes of policy change</p> <p>Unit 2 exam prep</p> <p>Unit 3: Understand the process of criminal investigations</p>	<p>AC4.1 Assess the use of criminological theories in informing policy development</p> <p>AC4.3 Discuss how campaigns affect policy making</p> <p>AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations</p> <p>AC1.2 Assess the usefulness of investigative techniques in criminal investigations</p>	<p><b>External unit 2 exam in May – dates tbc</b></p> <p>At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:</p> <ol style="list-style-type: none"> <li>1. Short answer key knowledge check</li> <li>2. Short answer exam questions</li> <li>3. Extended answer exam questions</li> </ol>	<p>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.</p>



## 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?
<b>Autumn Term</b>	<div> <b>Micro</b>                      The economic problem                      The allocation of resources                      Opportunity Cost                      Specialisation and trade                      Demand                      Supply                      Elasticity                 </div> <div> <b>Macro</b>                      Circular flow                      Aggregate demand                      Aggregate Supply                      Unemployment                      Economic Growth/ Devt                      Inflation                      Balance of Payments                 </div>	<b>Micro</b> Factors of production Market, planned and mixed systems Movements and shifts along demand and supply curve Elasticity <b>Macro</b> Macroeconomic Objectives Aggregate demand and Supply (Long and short run) The Multiplier Labour force survey and claimant count Inflation, disinflation, deflation and hyperinflation Index numbers Balance of Payments	<b>Micro</b> CA1 Opportunity Cost, demand and supply CA2 Elasticity <b>Macro</b> CA1 Aggregate Demand and Supply CA2 Inflation / Unemployment	*Encourage students to read and stay up-to-date 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 showbie to engage with the concepts and concepts we are working on at this time
<b>Spring Term</b>	<div> <b>Micro</b>                      Elasticity (cont)                      Consumer and Producer surplus                      The interaction of markets  <b>Macro</b>                      Trends in Macro indicators                      Fiscal Monetary and Supply side                 </div>	<b>Micro</b> PED, YED and XED (Types of Elasticity) Consumer and Producer surplus Ceteris paribus Market Equilibrium and Disequilibrium <b>Macro</b> Macro economic objectives (applied to UK economy) Fiscal Policy Monetary Policy Supply side Policy Crowding out Laffer curve Quantitative Easing	<b>Micro</b> CA3 Elasticity CA4 Equilibrium and Disequilibrium <b>Macro</b> CA3 Balance of Payments and Trade CA4 Fiscal Monetary and supply side policy	*Encourage students to read and stay up-to-date 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 showbie to engage with the concepts and concepts we are working on at this time
<b>Summer Term</b>	<div> <b>Micro</b>                      Market Failure                      Government intervention                      Revision and practice assessment                 </div> <div> <b>Macro</b>                      International trade                      Exchange rates                      Revision and practice assessment                 </div>	<b>Micro</b> Positive and negative Externalities Market & Government Failure Asymmetric Information Merit and Demerit goods Public Goods <b>Macro</b> International Trade Protectionism Exchange Rates – fixed and Floating	Year 12 Exams Summative Test of Micro and Macro knowledge to date Micro CA4 Market Failures Macro CA4 Exchange Rates	*Encourage students to read and stay up-to-date 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 showbie to engage with the concepts and concepts we are working on at this time



## Year 12 Curriculum Overview: **ENGLISH LITERATURE**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<b>Aspects of Tragedy:</b> <ol style="list-style-type: none"> <li>1. Induction to essay writing</li> <li>2. Induction to critical perspectives</li> <li>3. Introduction to aspects of tragedy</li> <li>4. Othello by William Shakespeare</li> <li>5. Death of a Salesman by Arthur Miller</li> </ol>	Tragic hero Tragic villain Tragic victims Tragic Women The tragic fall Blindness and ignorance Fate Pride Suffering	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Watch different film or theatre versions of Othello</li> <li>• Watch different film or theatre versions of Death of a Salesman</li> <li>• Read widely within the genre of tragedy to develop your understanding of conventions, using the wider reading list as a guide</li> </ul>
<b>Spring Term</b>	<b>Aspects of Tragedy:</b> <ol style="list-style-type: none"> <li>1. Othello by William Shakespeare</li> <li>2. Poetry of John Keats.</li> <li>3. Introduction to the N.E.A</li> </ol>	Tragic hero Tragic villain Tragic victims Tragic Women The tragic fall Blindness and ignorance Fate Pride Suffering	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Use revision study skills to start learning key quotes from all set texts and to chart the development of key characters / key themes</li> <li>• Watch National Theatre Live clips on YouTube of actors and directors discussing performances of 'Othello'</li> <li>• Listen to University of Oxford's podcast on Othello</li> <li>• Listen to The Play Podcast on Death of a Salesman</li> </ul>
<b>Summer Term</b>	<b>Aspects of Tragedy:</b> <ol style="list-style-type: none"> <li>1. Othello by William Shakespeare</li> <li>2. Poetry of John Keats.</li> <li>3. Death of a Salesman by Arthur Miller</li> <li>4. Planning the N.E.A</li> </ol>	Tragic hero Tragic villain Tragic victims Tragic Women The tragic fall Blindness and ignorance Fate Pride Suffering	<ul style="list-style-type: none"> <li>• Essays responding to a critical view, using your knowledge of 'Othello' to structure an argument in response</li> <li>• Essays exploring an aspect of tragedy within both 'Death of a Salesman' and Keats' poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Use revision study skills to learn key quotations for all set texts</li> <li>• Use revision study skills and aspects of tragedy to plan out essays exploring how set texts present this theme</li> </ul>



## Year 12 Curriculum Overview: UNIT 1: Epistemology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Unit 1: What is knowledge?	<ol style="list-style-type: none"> <li>1. The distinction between acquaintance knowledge, ability knowledge and propositional knowledge.</li> <li>2. The nature of definition The Tripartite view</li> <li>3. Issues with the tripartite view including: <ul style="list-style-type: none"> <li>• the conditions are not individually necessary</li> <li>• the conditions are not sufficient – Gettier and Gettier style cases</li> </ul> </li> <li>4. Responses: Infallibilism, Realibilism, No False Lemmas, Virtue Epistemology</li> </ol>	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>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.</p>	<ol style="list-style-type: none"> <li>1. Test and key terminology from this unit</li> <li>2. Go through knowledge organisers and check understanding</li> <li>3. Use the course companions to delve deeper into understanding and ask students to explain things to you.</li> <li>4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses</li> </ol>
	Unit 2: Knowledge through perception	<ol style="list-style-type: none"> <li>1. Direct Realism – Issues and responses</li> </ol>		
Spring Term	Unit 2: Knowledge through perception (continued)	<ol style="list-style-type: none"> <li>2. Indirect Realism and issues and responses</li> <li>3. Berkeley's Idealism including issues and responses</li> </ol>	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>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.</p>	<ol style="list-style-type: none"> <li>1. Test and key terminology from this unit</li> <li>2. Go through knowledge organisers and check understanding</li> <li>3. Use the course companions to delve deeper into understanding and ask students to explain things to you.</li> <li>4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses</li> </ol>
	Unit 3: Knowledge through reason	<ol style="list-style-type: none"> <li>1. Innatism – Arguments from Plato and Leibniz</li> <li>2. Empiricist responses and issues with these</li> <li>3. Intuition and Deduction Thesis – Descartes doubt, Cogito and trademark arguments – Issues and responses</li> </ol>		
Summer Term	Unit 3: Knowledge through reason (continued)	<ol style="list-style-type: none"> <li>4. Proof of the existence of the Physical world with issues and responses</li> </ol>	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>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.</p>	<ol style="list-style-type: none"> <li>1. Test and key terminology from this unit</li> <li>2. Go through knowledge organisers and check understanding</li> <li>3. Use the course companions to delve deeper into understanding and ask students to explain things to you.</li> <li>4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses</li> </ol>
	Unit 4: The limits of knowledge	<ol style="list-style-type: none"> <li>1. Philosophical scepticism and normal incredulity. <ul style="list-style-type: none"> <li>• The role/function of philosophical scepticism</li> </ul> </li> <li>2. Local v.s. global scepticism</li> <li>3. Descartes' sceptical arguments (the three 'waves of doubt')</li> <li>4. Responses to scepticism</li> </ol>		





## 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?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1. Technology in everyday life</li> <li>2. Dangers of digital technology</li> <li>3. Digital technology users</li> <li>4. Future of technology</li> <li>5. Marriage and partnerships</li> <li>6. Modern blended families</li> <li>7. Intergenerational relationships</li> <li>8. Paper 1 skills (Reading, listening and writing)</li> <li>7. Introduction to Photocard skills (Paper3)</li> </ol>	<ul style="list-style-type: none"> <li>✓ Infinitive constructions</li> <li>✓ Opinion phrases</li> <li>✓ Object pronouns</li> <li>✓ Present tense (reg and irreg)</li> <li>✓ Perfect tense</li> <li>✓ Imperfect tense</li> <li>✓ Recognition of past historic</li> <li>✓ Revision skills</li> <li>✓ Summary skills</li> </ul>	<ul style="list-style-type: none"> <li>□ Paper 1 (Listening, reading and writing)</li> <li>□ Ongoing vocabulary and grammar tests</li> </ul>	<ul style="list-style-type: none"> <li>➤ Join teacher Showbie group and H5ATM folder</li> <li>➤ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➤ Support with student organisation</li> <li>➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)</li> <li>➤ Work through speaking questions together.</li> </ul>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>1. Contemporary French music</li> <li>2. Popularity of francophone music</li> <li>3. How to protect French music</li> <li>4. History of French cinema</li> <li>5. Importance of French films</li> <li>6. Future of cinema</li> <li>7. Study of 'La Haine' cultural topic</li> <li>8. Essays skills (Paper2)</li> </ol>	<ul style="list-style-type: none"> <li>✓ Question forms</li> <li>✓ Imperative verbs</li> <li>✓ Subjunctive verbs</li> <li>✓ Connectives followed by the subjunctive</li> <li>✓ Conditional tense</li> <li>✓ Si clauses</li> <li>✓ Essay phrases</li> </ul>	<ul style="list-style-type: none"> <li>□ Paper 1 (Listening, reading and writing)</li> <li>□ Paper 3 Mock (Speaking cards)</li> <li>□ Ongoing vocabulary and grammar tests</li> </ul>	<ul style="list-style-type: none"> <li>➤ Join teacher Showbie group and H5ATM folder</li> <li>➤ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➤ Support with student organisation</li> <li>➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)</li> <li>➤ Work through speaking questions together.</li> </ul>
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>1. Regional and national heritage</li> <li>2. Heritage and tourism</li> <li>3. Impact of heritage on culture</li> <li>4. Voluntary sector in France</li> <li>5. Benefits of voluntary work</li> <li>6. Translation skills (Paper1)</li> <li>7. Preparation towards IRP project</li> </ol>	<ul style="list-style-type: none"> <li>✓ Adjectival agreement</li> <li>✓ Comparatives and superlatives</li> <li>✓ Future tense</li> <li>✓ Translation skills</li> <li>✓ Independent research skills</li> </ul>	<p>Y12 Mocks:</p> <ul style="list-style-type: none"> <li>□ Paper 1 (Listening, reading and writing)</li> <li>□ Paper 2 Mock – Essay paper</li> <li>□ Paper 3 Mock – Full speaking mock (2 cards)</li> <li>□ Ongoing vocabulary and grammar tests</li> </ul>	<ul style="list-style-type: none"> <li>➤ Join teacher Showbie group and H5ATM folder</li> <li>➤ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➤ Support with student organisation</li> <li>➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)</li> <li>➤ Work through speaking questions together.</li> </ul>



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



	Topics / Content Outline	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1) <b>Matrices</b></li> <li>2) <b>Complex Numbers</b></li> <li>3) <b>Series</b></li> <li>4) <b>Mechanics – Momentum</b></li> <li>5) <b>Discrete – Algorithms</b></li> </ol>	<ul style="list-style-type: none"> <li>• Add, subtract and multiply matrices</li> <li>• Linear transformations</li> <li>• Inverse matrices</li> <li>• Linear simultaneous equations</li> <li>• Solve quadratic and cubic equations with real coefficients</li> <li>• Four operations in complex numbers</li> <li>• Argand Diagrams</li> <li>• Modulus – argument form</li> <li>• Loci</li> <li>• Sums of series</li> <li>• Momentum and impulse of two sphere colliding directly</li> <li>• Algorithms, sorting and order</li> <li>• Graphs – Eulerian, semi-eulerian – which type of graph?</li> </ul>	<p>Baseline assessment in September to highlight areas from GCSE which need focus.</p> <p>Formal assessments at the end of half term 1 and 2. One will be skills based and the other will be problem solving.</p>	<p>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.</p>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>6) <b>Proof</b></li> <li>7) <b>Algebra and Functions</b></li> <li>8) <b>Vectors</b></li> <li>9) <b>Calculus</b></li> <li>10) <b>Mechanics – Work Energy Power</b></li> <li>11) <b>Discrete – Algorithms on graphs</b></li> <li>12) <b>Discrete – Linear Programming</b></li> </ol>	<ul style="list-style-type: none"> <li>• Proof by induction</li> <li>• Roots of polynomials</li> <li>• Equation of a straight line in cartesian and vector form</li> <li>• Equation of a plane in cartesian and vector form</li> <li>• Scalar product and angles between lines and planes</li> <li>• Points of intersections</li> <li>• Volumes of revolution</li> <li>• Work – energy principle</li> <li>• Minimum spanning tree</li> <li>• Dijkstra's algorithm</li> <li>• Route inspection</li> <li>• Formulation of linear programming problems</li> <li>• Graphical solutions of linear programming problems</li> </ul>	<p>Two further formals towards the end of each half term. Each assessment will include a skills check and problem solving.</p>	<p>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.</p>
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>6) <b>Mechanics – Collisions</b></li> <li>7) <b>Discrete – Critical Path Analysis</b></li> </ol>	<ul style="list-style-type: none"> <li>• Direct impact of elastic spheres</li> <li>• Newton's law of restitution</li> <li>• Successive direct impacts</li> <li>• Activity network</li> <li>• Precedence tables</li> <li>• Lower and upper bounds for number of workers</li> <li>• Earliest and latest finish time</li> <li>• Identification of critical paths</li> <li>• Calculate float</li> </ul>	<p>External AS examinations are sat in May for those students not wanting to continue with Further Maths to A Level.</p> <p>Summer assessments will assess the full content of the AS course. These will be set using past exam questions.</p>	<p>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.</p>





## Year 12 Curriculum Overview: Geography



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Coastal systems and landscapes</b>	<p><b>Coasts as natural systems</b></p> <ul style="list-style-type: none"> <li>Stores, flows, inputs, outputs and dynamic equilibrium</li> </ul> <p><b>Systems and processes</b></p> <ul style="list-style-type: none"> <li>Coastal processes – sources of energy, erosion, transportation, and deposition</li> </ul> <p><b>Coastal landscape development</b></p> <ul style="list-style-type: none"> <li>Landforms of erosion</li> <li>Coastlines of emergence and submergence</li> </ul> <p><b>Coastal management</b></p> <ul style="list-style-type: none"> <li>Hard and soft engineering</li> <li>Sustainable approaches</li> </ul> <p><b>Case studies</b></p> <ul style="list-style-type: none"> <li>Local scale – Holderness</li> <li>Contrasting landscape to the UK – Sundarbans</li> </ul>	<p><b>Systems concepts</b></p> <p>Dynamic equilibrium</p> <p>High and low energy coastlines</p> <p>Waves</p> <p>Sediment cells and budgets</p> <p>Mass movement and weathering</p> <p>Erosional, transportation, deposition</p> <p>Landforms of erosion – wave cut platforms, caves, arches and stacks.</p> <p>Landforms of deposition – beaches spits, tombolos, offshore bars, barrier beaches, and sand dunes, mudflats/ saltmarshes</p> <p>Eustatic, isostatic and tectonic activity</p> <p>Coastal management - Hard and soft engineering</p>	<p>Regular knowledge checks</p> <p>Practice exam questions within lessons</p> <p>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.</p>	<p><b>Media</b></p> <ul style="list-style-type: none"> <li>Follow any news stories about cities, especially Mumbai and London <a href="https://www.theguardian.com/cities">https://www.theguardian.com/cities</a>.</li> <li>Watch Kevin McCloud's 'Slumming It' <a href="https://www.youtube.com/watch?v=vwDipkdsMto">https://www.youtube.com/watch?v=vwDipkdsMto</a></li> <li>Watch 'Jay Blades, East End through time'</li> </ul> <p><b>Classwork</b></p> <ul style="list-style-type: none"> <li>Keep folders and notes organised</li> <li>Recap on classwork to consolidate key concepts and knowledge</li> <li>Use course checklists to monitor your own progress</li> </ul> <p><b>Independent work</b></p> <ul style="list-style-type: none"> <li>Challenge yourself to read around the subject, using the resources on Showbie</li> <li>Read the RGS subject content overview <a href="https://www.rgs.org/schools/teaching-resources/chanaining-a-place-chainging-a-places/">https://www.rgs.org/schools/teaching-resources/chanaining-a-place-chainging-a-places/</a></li> <li>Use the practice questions and mark schemes on Showbie</li> <li>Use the intervention strategies available in the A-level revision on Showbie.</li> <li>Explore the governments approach to coastal management <a href="https://www.eastriding.gov.uk/council/plans-and-policies/other-plans-and-policies-information/sustainable-environment-policies-and-strategies/">https://www.eastriding.gov.uk/council/plans-and-policies/other-plans-and-policies-information/sustainable-environment-policies-and-strategies/</a></li> <li>What is happening in the Sundarbans? <a href="https://www.nationalgeographic.com/environment/article/partner-content-transforming-sundarbans?srsltid=AfmBOor6e9f385">https://www.nationalgeographic.com/environment/article/partner-content-transforming-sundarbans?srsltid=AfmBOor6e9f385</a></li> </ul>
<b>Changing Places</b>	<p><b>The Nature and Importance of Places</b></p> <ul style="list-style-type: none"> <li>Insider/Outsider Perspectives</li> <li>Near/Far &amp; Experienced/Media Places</li> <li>Factors contributing to character of places (endogenous/exogenous)</li> </ul> <p><b>Relationships and connections</b></p> <ul style="list-style-type: none"> <li>Shifting flows</li> <li>Demographic, socio-economic and cultural characteristics</li> <li>External forces</li> <li>Past and present connections</li> </ul> <p><b>Meaning and representations</b></p> <ul style="list-style-type: none"> <li>Place attachments – identities, perspectives and experiences</li> <li>External agencies attempts to influence/create place meanings</li> <li>Media representations</li> <li>Past and present representations</li> </ul> <p><b>Place Studies (local and Distant)</b></p>	<p>Location, locale and sense of place</p> <p>Insider and Outsider</p> <p>Near and far places</p> <p>Experienced and media places</p> <p>Endogenous and exogenous factors</p> <p>Place identity – localism, regionalism, nationalism</p> <p>Topography, land use, built environment and infrastructure</p> <p>Demographic, socio-economic characteristics</p> <p>Social inequalities</p> <p>Flows of people, resources, money, investment and ideas</p> <p>Globalisation, homogenisation, localisation and glocalisation</p> <p>Remittances and repatriation of profits</p> <p>Gentrification, rebranding, regeneration, re-imaging</p> <p>International and global institutions, corporate bodies and TNCs</p>	<p>Regular knowledge checks</p> <p>Practice exam questions within lessons</p> <p>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.</p>	
<b>Contemporary Urban Environments</b>	<p><b>Urbanisation</b></p> <ul style="list-style-type: none"> <li>Consequences of urbanisation and urban processes</li> <li>Urban change and Urban policy</li> <li>Urban forms</li> <li>World and Megacities and Post-modern - Western cities</li> <li>Spatial patterns of land use and land use models</li> </ul> <p><b>Social and economic issues associated with urbanisation</b></p> <ul style="list-style-type: none"> <li>Cultural diversity &amp; ethnic segregation</li> <li>Economic inequality</li> </ul> <p><b>Urban Climate</b></p> <ul style="list-style-type: none"> <li>Urban microclimates and UHI</li> <li>Urban wind and air quality</li> <li>Urban Drainage</li> <li>Drainage systems and SUDS</li> <li>Urban drainage management</li> <li>Urban waste and its disposal</li> <li>Waste</li> </ul> <p><b>Other contemporary Urban Environmental Issues</b></p> <ul style="list-style-type: none"> <li>Other issues and dereliction</li> </ul>	<p>Urbanisation, suburbanisation, counter – urbanisation and urban resurgence</p> <p>Megacity, world/global cities</p> <p>Deindustrialisation</p> <p>Decentralisation</p> <p>UDCs, Enterprise zones, city challenge, partnership schemes</p> <p>CBD, inner city, suburbs and urban-rural fringe</p> <p>Town centre mixed developments, fortress developments, edge cities, cultural and heritage quarters</p> <p>Post-modern western cities</p> <p>Social segregation and economic inequality</p> <p>Poverty cycle</p> <p>Urban Heat Island</p> <p>Albedo effect</p> <p>Evapotranspiration</p> <p>The Canyon effect and Venturi effect/ wind turbulence</p> <p>Thunderstorms</p> <p>Particulate pollution</p> <p>Photochemical smog</p> <p>Hydrographs</p> <p>Catchment management</p> <p>SUDS</p> <p>Restoration and conservation</p> <p>Infiltration</p> <p>Unregulated waste, recycling, incineration, recovery, burial (landfill), submergence and trade</p> <p>Urban dereliction</p> <p>Ecological footprint</p> <p>sustainability</p>	<p>Regular knowledge checks</p> <p>Practice exam questions within lessons</p> <p>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.</p>	<p><b>Visits</b></p> <ul style="list-style-type: none"> <li>Local areas in Leeds/ Bradford or other towns and cities of relevance to see the urban landscape</li> <li>Leeds Recycling and Energy Recovery Facility (RERF) - <a href="https://www.leeds.veolia.co.uk/our-facility/leeds-recycling-energy-recovery-facility-rerf-works">https://www.leeds.veolia.co.uk/our-facility/leeds-recycling-energy-recovery-facility-rerf-works</a></li> <li>Coastal environments – Holderness to explore the use of coastal management</li> <li>Visit Hebden Bridge – To investigate how local and community groups have shaped place meaning.</li> </ul> <p><b>Discussions</b></p> <ul style="list-style-type: none"> <li>Talk to relatives/ friends about how areas have changed in their lifetime.</li> <li>How has coastal management changed since their childhood?</li> <li>Have they noticed a difference in the climate and the impact this is having in coastal areas?</li> </ul>



## Year 12 Curriculum Overview: History



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

#### Topics/ content outline:

1. 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.
2. Britain 1867-1885 including political reform, onset of the economic depression, development of trade unions, and Ireland.
3. Britain 1886-1905 including Conservative dominance, division in the Liberal Party, economic readjustment, social change and the Conservative policy in Ireland.
4. 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 develop?
- 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-transformation-britain,-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 exam at the end of the year.

#### How can you help at home?

Visit the Ripon Workhouse Museum to consider the treatment of the poor in the nineteenth century.

There are a wide variety of books 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

1. Origins of the French Revolution, including the Ancien Regime and the structure of government, the challenges of the Enlightenment, economic problems and the collapse of absolutism.
2. The Experiment in Constitutional Monarchy including the events of 1789, reforms and change, the flight to Varennes and the September massacres
3. 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 which was to change the relationship between the ruler and the governed, not only in France but throughout Europe and, in time, the wider world. 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 A there 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 answer two. Each essay tests 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 exam at the end of the year.

There are a wide variety of books 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



**Autumn Term**

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<ol style="list-style-type: none"> <li>Using Social Media in Business</li> <li>Business uses of social media</li> <li>Risks and issues</li> <li>Social media planning</li> <li>Business requirements</li> <li>Content planning / publishing</li> <li>Introduction to Databases</li> <li>Normalisation</li> <li>Building simple database</li> </ol>	<p>Being able to:</p> <ul style="list-style-type: none"> <li>Explain the different ways in which a business can use social media.</li> <li>Assess the different ways in which a business can use social media to attract a target audience.</li> <li>Justify planning decisions made, showing how the plan will fulfil its purpose and business requirements.</li> <li>Evaluate the business use of social media to interact with customers and promote products or services to a target audience.</li> <li>Examine the structure of data and its origins, and how an efficient data design follows through to an effective and useful database</li> </ul>	<p>Documentation showing the planning, preparation and implementation of the use of social media in a business, which meets identified requirements.</p> <p>Your ability to demonstrate knowledge of database development terminology, standards, concepts and processes.</p>	<p>Encourage your child to:</p> <p>Recall key concepts from lessons</p> <p>Work through the case-study requirements (a minimum of 4 hours a weeks)</p> <p>Engage with on-line learning material / videos</p> <p>Review and complete the revision Year 12 Unit 2 revision plan.</p>
<ol style="list-style-type: none"> <li>Social media policy</li> <li>Reviewing and refining plans</li> <li>Creating accounts and profiles</li> <li>Content creation and publication</li> <li>Implementation of online community building</li> <li>Data gathering and analysis</li> <li>Building queries &amp; forms</li> <li>Database testing</li> <li>Evaluating databases</li> <li>Preparation for Unit 2 exam.</li> </ol>	<p>Being able to:</p> <ul style="list-style-type: none"> <li>Produce a plan to use social media in a business to meet its business requirements</li> <li>Justify planning decisions made, showing how the plan will fulfil its purpose and business requirements.</li> <li>Produce business-related content using appropriate features of social media which meet the requirements of the plan.</li> <li>Develop an effective design solution to produce a database system</li> <li>Evaluate each stage of the development process and the effectiveness of a database solution.</li> </ul>	<p>Establishing social media pages dedicated to a business, which fulfil the requirements given in the plan, accompanied by supporting documentation.</p> <p>Statistical data generated by social media websites, including an analysis of how it was used to optimise the use of social media.</p> <p>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</p>	<p>Encourage your child to:</p> <p>Recall key concepts from lessons</p> <p>Work through the case-study requirements (a minimum of 4 hours a weeks)</p> <p>Engage with on-line learning material / videos</p> <p>Review and complete the revision Year 12 Unit 2 revision plan.</p>
<ol style="list-style-type: none"> <li>Evaluation of a social media plan</li> <li>Evaluation of a social media campaign.</li> <li>Evaluate the plan and use of social media in a business against business requirements.</li> </ol>	<ul style="list-style-type: none"> <li>Evaluate the plan and use of social media in a business against business requirements.</li> </ul>	<p>A report evaluating the use of social media in a business against the plan, showing how well it meets business requirements.</p> <p>Your ability to evaluate evidence to make informed judgements about the success of a database's design and performance</p>	<p>Encourage your child to:</p> <p>Recall key concepts from lessons</p> <p>Work through the case-study requirements (a minimum of 4 hours a weeks)</p> <p>Engage with on-line learning material / videos</p>

**Spring Term**

**Summer Term**



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



	Topics / Content Outline	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Spring Half Term 2</b>	<ul style="list-style-type: none"> <li>• GCSE Key Skills</li> <li>• Revision</li> <li>• Exam Preparation</li> <li>• Pre-release Practice</li> </ul>	<p>Pupils will look through GCSE key skills and how these may help in relation to topics like Fermi Estimation.</p> <p>Pupils will revise course in preparation for Core Maths mock paper.</p> <p>When pre-release material is released pupils will spend time analysing these, critically analysing graphs, table and the language used throughout.</p> <p>Will begin to predict types of questions that could be asked in both Paper 1 (Fermi Estimation) and Paper 2A (Critical Analysis).</p>	<p><u>Mock Core Maths Assessment</u></p> <p>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.</p>	<p><u>Mock Reflection and Practise</u></p> <p>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.</p>
<b>Summer Half Term 1</b>	<p>Core Maths Paper 1 - 1 hour 30 minutes – 60 Marks</p> <p>Core Maths Paper 2a Statistical Techniques - 1 hour 30 minutes – 60 Marks</p>			





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



	Topics / Content Outline	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Half Term 1</b>	(1) Percentages & Bounds (2) Interest Rates (3) Data Types, Collection & Sampling (4) Data Analysis – Number	<p>Understanding percentage multipliers, percentage change, original value problems and increase and decrease problems.</p> <p>Simple and compound interest, Annual Equivalent Rate (AER) and Savings and investments.</p> <p>Understanding terms such as qualitative, quantitative, primary, secondary, discrete, continuous in relation to data.</p> <p>Understanding what sampling is and the differences between the different methods (random, cluster, stratified and quota).</p> <p>Work with averages and measures of spread and developing relative calculator skills.</p>	<p><u>Topic Tests</u></p> <p>Small assessments will be completed at the end of each topic, with 4 topic tests being complete in Autumn Term 1.</p>	<p><u>Calculators</u></p> <p>The Core Maths course places a great 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.</p>
<b>Autumn Half Term 2</b>	(5) Spreadsheets (6) Financial Problems (7) Fermi Estimations (8) Data Analysis – Diagrams (9) Normal Distribution	<p>Reviewing the effect of inflation and introducing Retail Price Index (RPI) &amp; Consumer Price Index (CPI).</p> <p>Reviewing compound interest and iterative problems including currency exchange and budgeting.</p> <p>Fermi estimation - making fast, rough estimates using quantities which are either difficult or impossible to measure directly</p> <p>Constructing and interpreting Histograms, Boxplots, Cumulative Frequency Diagrams and Stem and Leaf diagrams</p> <p>Understanding the concept of a Normal distribution and apply it to questions regarding proportion and probability.</p>	<p><u>Topic Tests</u></p> <p>Small assessments will be completed at the end of each topic, with 4 topic tests being complete in Autumn Term 2.</p> <p><u>Term 1 Assessment</u></p> <p>Pupils will complete a combined assessment from each half of the course on the topics covered so far throughout Term 1.</p>	<p><u>Home Learning</u></p> <p>When learning outside of the lesson is required, <u>classcharts</u> 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.</p>
<b>Spring Half Term 1</b>	(10) Repayments & Credit (11) Taxation (12) Correlation & Regression (13) Probabilities & Estimates	<p>Key financial concepts include: Student Loans Mortgages, Annual Percentage Rate (APR), Value Added Tax (VAT), Income Tax, National Insurance.</p> <p>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.</p> <p>Product Moment Correlation Coefficient – Used to measure the strength and type of correlation.</p> <p>Confidence Intervals – Building on knowledge of sampling to use point estimates (means of a sample) to estimate mean of a population.</p>	<p><u>Topic Tests</u></p> <p>Small assessments will be completed at the end of each topic, culminating with 4 topic tests being complete in Spring Term 1.</p>	



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



	Topics / Content Outline	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1) Algebraic Techniques</li> <li>2) Trigonometry</li> <li>3) Coordinate Geometry</li> <li>4) Vectors</li> <li>5) Statistics – Data representation and collection</li> <li>6) Mechanics - Kinematics</li> </ol>	<ul style="list-style-type: none"> <li>Algebra skills from GCSE including indices, surds, quadratics and equations</li> <li>The binomial expansion</li> <li>The factor theorem</li> <li>Sine and cosine rules</li> <li>Trigonometric graphs</li> <li>The equation of a straight line</li> <li>Graph transformations</li> <li>Vectors</li> <li>Data collection, representations and restrictions</li> <li>Uniform acceleration equations</li> </ul>	<p>Baseline assessment in September to highlight areas from GCSE which need focus.</p> <p>Formal assessments at the end of half term 1 and 2. One will be skills based and the other will be problem solving.</p>	<p>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.</p>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>7) Differentiation</li> <li>8) Coordinate Geometry</li> <li>9) Exponentials and Logs</li> <li>10) Trigonometry</li> <li>11) Statistics – Probability</li> <li>12) Mechanics - Forces</li> </ol>	<ul style="list-style-type: none"> <li>Differentiation from first principles</li> <li>Differentiating functions in the form <math>x^n</math></li> <li>Exponentials including modelling</li> <li>Laws of logs and solving equations</li> <li>Trigonometric identities and equations</li> <li>Probability</li> <li>Discrete Distributions</li> <li>Newtons laws of motion</li> <li>Problem Solving</li> </ul>	<p>Two further formals towards the end of each half term. Each assessment will include a skills check and problem solving.</p>	<p>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.</p>
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>13) Integration</li> <li>14) Statistics – Hypothesis Testing</li> <li>15) Variable Acceleration</li> <li>16) Proof</li> </ol>	<ul style="list-style-type: none"> <li>Integrating functions of the form <math>x^n</math></li> <li>Hypothesis Testing of the Binomial Distribution</li> <li>Variable acceleration</li> <li>Forming proof</li> <li>Disproof by counter example</li> <li>Problem Solving</li> </ul>	<p>External AS examinations are sat in May for those students not wanting to continue with Maths to A Level.</p> <p>Summer assessments will assess the full content of the AS course. These will be set using past exam questions.</p>	<p>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.</p>





## 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?
<b>Autumn Term</b>	<p>Unit 3 : Create a Media Product Coursework: Planning and creating a Music Video 16% of Qualification.</p> <p>Unit 1: Media products and audiences Exam: 2 hours 25% of qualification</p>	<p><b>LO1</b> Be able to create a proposal with sample materials for an original media product to a client brief</p> <p><b>LO2</b> Be able to plan and develop preproduction materials for an original media product to a client brief</p> <p><b>Unit 1:</b> 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.</p>	<p><b>UNIT 3:</b> Pass Tasks Completed by <b>December</b> Completed filming and Editing their Music Video</p> <p><b>UNIT 1:</b> Media products and audiences 2hr Exam Media Language and Representation of Attack the Block</p>	<p><b>Exam Board Unit Booklet</b></p> <p><a href="#">UNIT 1</a></p> <p><a href="#">UNIT 3</a></p> <p><b>Student Checklists</b> <a href="#">UNIT 3 Marksheet</a></p>
<b>Spring Term</b>	<p>Unit 3 : Create a Media Product Coursework: Planning and creating a Music Video 16% of Qualification.</p> <p>Unit 1: Media products and audiences Exam: 2 hours 25% of qualification</p>	<p><b>LO3</b> Be able to create production materials for an original media product to a client brief</p> <p><b>LO4</b> Be able to carry out post-production techniques and processes for an original media product to a client brief</p> <p><b>Unit 1:</b> 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.</p>	<p><b>UNIT 3:</b> Merit Tasks Completed by <b>February</b> Distinction task completed by <b>February</b></p> <p><b>UNIT 1:</b> Media products and audiences 2hr Exam Moral Panic (20 marker essay question) Industry and Audience multiple sectors.</p>	<p><b>Exam Board Unit Booklet</b></p> <p><a href="#">UNIT 1</a></p> <p><a href="#">UNIT 3</a></p> <p><b>Student Checklists</b> <a href="#">UNIT 3 Marksheet</a></p>
<b>Summer Term</b>	<p>Unit 21: Plan and Deliver a Pitch for a Media Product. Coursework: Plan a pitch for TV drama and sell to an industry expert 9% of Qualification</p>	<p><b>LO1</b> Be able to generate ideas for an original media product based on a client brief</p> <p><b>LO2:</b> Be able to create a proposal and pitch for an original media product based on a given brief</p> <p><b>LO3</b> Be able to pitch ideas on proposed media product and respond to questions</p>	<p><b>UNIT 21:</b> Final Pitch <b>April</b></p> <p><b>UNIT 1:</b> Media products and audiences 2hr Exam <b>MAY</b></p>	<p><b>Exam Board Unit Booklet</b></p> <p><a href="#">UNIT 1</a></p> <p><a href="#">UNIT 21</a></p> <p><b>Student Checklists</b> <a href="#">UNIT 21 Marksheet</a></p>



## Year 12 Curriculum Overview: UNIT 2: Moral Philosophy



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1. Normative Ethical Theories.</li> <li>2. Utilitarianism</li> <li>3. Deontological Ethics</li> </ol>	<ol style="list-style-type: none"> <li>1. Utilitarianism (Bentham and Mill) with issues to and responses</li> <li>2. Kantian deontological ethics with issues and responses</li> <li>3. Applying utilitarianism and deontological ethics to simulated killing, eating meat, telling lies and stealing</li> </ol>	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently.</p> <p>A variety of 3, 5, 12, and 25 mark questions.</p> <p>Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> <li>1. Test and key terminology from this unit</li> <li>2. Go through knowledge organisers and check understanding</li> <li>3. Use the course companions to delve deeper into understanding and ask students to explain things to you.</li> <li>4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses</li> </ol>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>4. Virtue Ethics</li> <li>5. Applied Ethics</li> </ol>	<ol style="list-style-type: none"> <li>1. Aristotelian virtue ethics</li> <li>2. Eudaimonia as a final end</li> <li>3. The function argument</li> <li>4. Virtue and the soul</li> <li>5. Doctrine of the mean</li> <li>6. Actions</li> <li>7. Virtues, actions and reasons</li> <li>8. Eudaimonia and pleasure</li> <li>9. Criticisms and responses</li> <li>10. Applying virtue theory to simulated killing, eating meat, telling lies and stealing</li> </ol>	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently.</p> <p>A variety of 3, 5, 12, and 25 mark questions.</p> <p>Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> <li>1. Test and key terminology from this unit</li> <li>2. Go through knowledge organisers and check understanding</li> <li>3. Use the course companions to delve deeper into understanding and ask students to explain things to you.</li> <li>4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses</li> </ol>
<b>Summer Term</b>	Metaethics.	<ol style="list-style-type: none"> <li>1. Introduction to meta ethics</li> <li>2. The origins of moral principles</li> <li>3. Realism and cognitivism</li> <li>4. Naturalism</li> <li>5. Non-naturalism and intuitionism</li> <li>6. Issues with moral realism</li> <li>7. Error theory</li> <li>8. Emotivism</li> <li>9. Prescriptivism</li> <li>10. Issues with moral anti realism</li> </ol>	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently.</p> <p>A variety of 3, 5, 12, and 25 mark questions.</p> <p>Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> <li>1. Test and key terminology from this unit</li> <li>2. Go through knowledge organisers and check understanding</li> <li>3. Use the course companions to delve deeper into understanding and ask students to explain things to you.</li> <li>4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses</li> </ol>



## Year 12 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1. Features of the early Classical period (Area of Study A)</li> <li>2. Composing skills-moving on from GCSE and planning Year 12 composition</li> <li>3. Musical Theatre (Area of Study C)</li> <li>4. A look at performance repertoire</li> </ol>	<ol style="list-style-type: none"> <li>1. 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)</li> <li>2. Harmony in composition-types of chords and effective sequences/ role of the dominant chord.</li> <li>3. Richard Rogers (AoS C)</li> </ol>	<p>Comfort Zone Performance in first half term in front of class.</p> <p>Performance in front of an audience later in the term.</p> <p>Composition tasks and completion of log document.</p> <p>Research tasks on Early Classical Music.</p> <p>Written Tasks on Musical Theatre</p>	<p>Check that students have discussed A Level 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.</p> <p>Regular testing of key vocab and features of all Areas of Study and the set works.</p>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>1. Haydn Symphony 104 movements 1 &amp; 2</li> <li>2. Mozart, early Beethoven and mature Haydn</li> <li>3. Composing – year 12 composition task.</li> <li>4. Musical Theatre (Area of Study C)</li> <li>5. Performing- selecting and timing repertoire</li> </ol>	<ol style="list-style-type: none"> <li>1. Score reading/musical literacy/instruments of the Classical orchestra.</li> <li>2. Comparing and contrasting classical symphonies using MAD IT SHIRT to organise thoughts.</li> <li>3. Composition-structure and development</li> <li>4. Leonard Bernstein (AoS C)</li> <li>5. Preparation for solo performance in Spring Concert</li> </ol>	<p>Spring Concert Solo Performance.</p> <p>Composition tasks and completion of log document.</p> <p>Research/comparison tasks on Mozart/early Beethoven and mature Haydn</p> <p>Written Tasks on Musical Theatre</p>	<p>Performances in front of family/friends work well in the lead up to final assessment. Please encourage your young musician to take every opportunity to perform in front of an audience.</p> <p>Regular testing of key vocab and features of all Areas of Study and the set works.</p> <p><a href="https://www.youtube.com/watch?v=QitPLlowJ70&amp;t=1003s">https://www.youtube.com/watch?v=QitPLlowJ70&amp;t=1003s</a></p>
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>1. Haydn Symphony 104 movements 3 &amp; 4</li> <li>2. Mature Beethoven and the shift towards Romanticism.</li> <li>3. Finalising Composition work</li> <li>4. Finalising performance repertoire and submitting scores/piano parts.</li> <li>5. Musical Theatre (AoS C)</li> </ol>	<ol style="list-style-type: none"> <li>1. Revision and consolidation work on Haydn 104 (mvts 1&amp;2) and the development of the symphony so far to support year 12 Mock exam.</li> <li>2. Analysis of Haydn 104 movements 3&amp;4.</li> <li>3. Addressing targets and working towards final deadline (Year 12 composition)</li> <li>4. Exam performance of Year 13 repertoire as part of the Year 12 mock exam</li> <li>5. Stephen Sondheim (AoS C)</li> </ol>	<p>Year 12 Mock Exam Solo Performance.</p> <p>Composition final submission.</p> <p>Research/comparison tasks on Beethoven symphonies.</p> <p>Final annotation and homework tasks Haydn 104 (all movements)</p> <p>Written Tasks on Musical Theatre</p>	<p>Regular testing of key vocab and features of all Areas of Study and the set works.</p>



## Year 12 AS PE Paper 2 Curriculum Overview:



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	2.1 – Skill Acquisition 2.2 – Sports Psychology	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	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.	1. PowerPoint presentations, YouTube video links etc 2. Note questions – to consolidate knowledge (see resource file) 3. Recall and retention – Starter activities (see resource file) 4. Exam questions (see resource file) 5. Green pen answers using mark schemes on Showbie.
<b>Spring Term</b>	2.2 – Sports Psychology	1. 5.4 – Anxiety 2. 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	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.	1. PowerPoint presentations, YouTube video links etc 2. Note questions – to consolidate knowledge (see resource file) 3. Recall and retention – Starter activities (see resource file) 4. Exam questions (see resource file) 5. Green pen answers using mark schemes on Showbie.
<b>Summer Term</b>	2.3 – Sport and society	7.2 – Post Industrial Britain 7.3 – Public Schools 7.4 – 20th Century Britain 7.5 – 21st Century 7.6 – Global sporting events	1. AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.  2. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.  3. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	1. PowerPoint presentations, YouTube video links etc 2. Note questions – to consolidate knowledge (see resource file) 3. Recall and retention – Starter activities (see resource file) 4. 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?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>Mini projects exploring different areas of traditional and digital Photography:- <ul style="list-style-type: none"> <li>Cyanotypes</li> <li>Photograms</li> <li>Film Photography</li> <li>Form</li> <li>Colour and conceptual</li> <li>Product and fashion</li> <li>Documentary and Leeds Market Visit</li> </ul> </li> <li>Begin Change and Stability project</li> </ol>	<p>Traditional film and darkroom processes Location based research Idea development Technical camera work – A mode/S mode/M mode, colour Conceptual thinking 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</p>	<p>AO1: Research, analysis, responding practically to the work of other artists and photographers AO2: Edits and experimental work developing ideas AO3: Planning and research photography</p>	<p>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 Podcasts e.g. Sky Arts Masters of Photography Proofreading written work to help pick up SPAG errors</p>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>Research and development of Change and Stability unit</li> <li>Change and stability essay.</li> </ol>	<p>Developing a response to a problem or brief set by the department Responding effectively to feedback. Analysis and research Technical and creative vocabulary Conceptual thinking Technical camera and editing skills led by chosen area of study 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</p>	<p>AO1: Research, analysis, responding practically to the work of other artists and photographers AO2: Edits and experimental work developing ideas AO3: Planning and research photography AO4: Realisation of final piece and the project journey</p>	<p>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 Podcasts e.g. Sky Arts Masters of Photography Proofreading written work to help pick up SPAG errors</p>
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>Conclusion of the Change and Stability project.</li> <li>Introduction to Edexcel A level Component 1 practical project: The Personal Investigation</li> <li>Mock exam sessions</li> </ol>	<p>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 Conceptual thinking Technical camera and editing skills led by area of study</p>	<p>AO1: Research, analysis, responding practically to the work of other artists and photographers AO2: Edits and experimental work developing ideas AO3: Planning and research photography AO4: Realisation of final piece and the project journey</p>	<p>Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Proofreading written work to help pick up SPAG errors Encouraging students to research future study and careers options through using the UCAS website</p>





# Year 12 Curriculum Overview: **POLITICS**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<p><b>Unit 2</b> Parliament – The structure and role of the House of Commons – Role and structure of House of Lords Comparative powers of Commons and Lords</p> <p><b>Unit 1</b> -Representative Democracy and direct democracy Pressure Groups Rights Political Parties</p>	<p><b>Unit 1</b> Legitimacy Direct Democracy Representative Democracy Pluralist democracy Democratic Deficit Participation Crisis Think Tanks Lobbyists Old Labour/ New Labour One Nation New Right Left wing/Right wing</p> <p><b>Unit 2</b> Parliament Confidence and Supply Salisbury Convention Legislative Bills Public Bill Committees Backbenchers Select Committees Opposition</p>	<p><b>Unit 1</b> Common Assessment 1 – Democracy and Participation (1.1) Common Assessment 2 – Pressure Groups and Political parties (1.3 and 1.4)</p> <p><b>Unit 2</b> Common Assessment 1 – House of Commons (2.1 and 2.2) Common assessment 2 – House of Lords (2.1 and 2.2)</p>	<p>•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</p> <p>•Use showbie to engage with the concepts and concepts we are working on at that time</p>
<b>Spring Term</b>	<p><b>Unit 2</b> – The Prime Minister and Executive The concept of Ministerial responsibility The PM and Cabinet. Relations between branches <b>Unit 1</b> – Established political parties emerging parties Different electoral systems Referendums Electoral systems analysis Factors influencing voting behaviour</p>	<p><b>Unit 1</b> Old Labour New Labour Classic Liberals Modern Liberals Party systems Left wing Right wing FPTP Additional member system Supplementary Vote Safe seat Marginal Seat</p> <p><b>Unit 2</b> Executive Cabinet Minister Secondary legislation Individual responsibility Collective responsibility Presidentialism</p>	<p><b>Unit 1</b> Common Assessment 3 Electoral Systems Common Assessment 4 Voting Behaviour</p> <p><b>Unit 2</b> Common Assessment 3 PM and Cabinet Common Assessment 4 Relations between branches</p>	<p>•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</p> <p>•Use showbie to engage with the concepts and concepts we are working on at that time</p>
<b>Summer Term</b>	<p><b>Unit 1</b> Voting behaviour and the media Core Ideology (Liberalism and Conservatism)</p> <p><b>Unit 2</b> The Constitution and Constitutional Reform</p> <p>Non core ideology – Feminism</p>	<p><b>Unit 2</b> Constitution Uncodified Parliamentary sovereignty Rule of law Statute and Common Law Conventions Devolution</p> <p><b>Unit 1</b> Class dealignment Manifesto Mandate Partisan dealignment</p> <p>Feminism Public and private sphere Different types of feminism Otherness Intersectionality</p> <p>Conservatism Noblesse oblige Liberalism Nightwatchman and enabling state</p>	<p><b>Year 12 Exams</b></p> <p><b>Unit 1 &amp; 2 Ideology</b> 24 mark question as per examination structure</p>	<p>•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</p> <p>•Use showbie to engage with the concepts and concepts we are working on at that time</p>





## Year 12 Curriculum Overview: Psychology



Autumn Term	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
	<p>Origins of Psychology</p> <p>Approaches in Psychology</p> <p>Research Methods</p> <p>Memory</p>	<p>Wundt and Introspection</p> <p>Behaviourism: classical and Operant conditioning</p> <p>Social Learning Theory</p> <p>Cognitive approach: Schema, Inference, Cognitive neuroscience, Soft determinism.</p> <p>Biological approach: Genes, Neurochemistry, Brain structure, Evolution</p> <p>Biopsychology: Nervous system and endocrine system</p> <p>Experimental method</p> <p>Non Experimental methods: Self report, questionnaires, observations</p> <p>Memory - Multistore model, working memory</p>	<p>At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:</p> <ol style="list-style-type: none"> <li>1. Short answer key knowledge check</li> <li>2. Short answer exam questions</li> <li>3. Extended answer exam questions</li> </ol>	<p>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.</p>
Spring Term	<p>Memory</p> <p>Social Influence</p> <p>Attachment</p> <p>Psychopathology</p>	<p>Memory: Explanations for forgetting, Eye Witness testimony</p> <p>Attachment: Caregiver-infant interactions, role of the father, Lorenz, Harlow, Learning Theory, Bowlby's Monotropic theory.</p> <p>Attachment: the strange situation, cultural variations</p> <p>Social Influence: Conformity, Obedience, Resistance to social influence, social change</p> <p>Psychopathology: Defining Abnormality, Behavioural approach to explaining and treating phobias</p>	<p>At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:</p> <ol style="list-style-type: none"> <li>1. Short answer key knowledge check</li> <li>2. Short answer exam questions</li> <li>3. Extended answer exam questions</li> </ol>	<p>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.</p>
Summer Term	<p>Attachment</p> <p>Psychopathology</p> <p>Mock/AS preparation</p> <p>Independent research investigation</p>	<p>Attachment: Bowlby's Maternal Deprivation Theory, Romanian Orphans, Early attachment and later development</p> <p>Psychopathology: Cognitive approach to explaining and treating depression, Biological approach to explaining and treating OCD</p> <p>Conventions for reporting on psychological investigations</p>	<p>At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:</p> <ol style="list-style-type: none"> <li>1. Short answer key knowledge check</li> <li>2. Short answer exam questions</li> <li>3. Extended answer exam questions</li> </ol>	<p>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.</p>



## Year 12 Curriculum Overview: A level Sociology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1. Introduction to Sociology</li> <li>2. Introduction to Sociological Theories and Research Methods</li> <li>3. Introduction to Sociological Research Methods</li> <li>4. Theory of Education – The Role of Education</li> <li>5. Education Policy</li> <li>6. Class and Education</li> <li>7. Theories of the Family</li> <li>8. Demography</li> </ol>	<ul style="list-style-type: none"> <li>• What is Sociology and how is it applicable to our every day life?</li> <li>• How do Sociologists study society?</li> <li>• Marxist, Feminist, Functionalist, New Right, Post-modernism Theories.</li> <li>• The Practical, Ethical and Theoretical Factors of Questionnaires, Interviews, Observation, Experiments, Documents and Official Statistics.</li> <li>• Theoretical views on the role of education – Marxist, Functionalist, New Right.</li> <li>• Theoretical views on the role of the Family...</li> <li>• What are the patterns and trends in UK – marriage, divorce, birth, death etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Short Questions – 4 and 6 mark exam questions.</li> <li>• Quick Cycle test</li> <li>• Google forms.</li> <li>• 10 mark longer exam questions.</li> <li>• 20 mark longer exam essay questions.</li> <li>• Analysing item Qs – finding the 'hooks'</li> <li>• Using PEEEL paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Practise exam questions using the AQA website <a href="https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources">https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources</a></li> <li>• Access and use the Tutor2u resources <a href="https://www.tutor2u.net/sociology">https://www.tutor2u.net/sociology</a></li> <li>• Access and use the A level Sociology Revision Folder on Show file.</li> <li>• Use Revise Sociology <a href="https://www.revise sociology.com/">https://www.revise sociology.com/</a></li> <li>• Buy the red and blue Sociology textbooks by Napier Press <a href="https://napierpress.com/">https://napierpress.com/</a></li> </ul>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>1. Ethnicity and Education</li> <li>2. Gender and Education</li> <li>3. Family Diversity</li> <li>4. Childhood</li> <li>5. Couples</li> <li>6. Changing Family Patterns</li> <li>7. Methods In Context</li> </ol>	<ul style="list-style-type: none"> <li>• Internal and external factors which lead to educational differences due to ethnicity.</li> <li>• Internal and external factors which lead to educational differences due to gender.</li> <li>• Family diversity modernity vs post-modernity.</li> <li>• The social construction of childhood.</li> <li>• Domestic division of labour.</li> <li>• Changing gender roles within society.</li> <li>• Using the six research methods to investigate areas of education e.g. classrooms, parents, students, teachers, schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Short Questions – 4 and 6 mark exam questions.</li> <li>• Quick Cycle test</li> <li>• Google forms.</li> <li>• 10 mark longer exam questions.</li> <li>• 20 and 30 mark longer exam essay questions.</li> <li>• Analysing item Qs – finding the 'hooks'</li> <li>• Using PEEEL paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Practise exam questions using the AQA website <a href="https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources">https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources</a></li> <li>• Access and use the Tutor2u resources <a href="https://www.tutor2u.net/sociology">https://www.tutor2u.net/sociology</a></li> <li>• Access and use the A level Sociology Revision Folder on Show file.</li> <li>• Use Revise Sociology <a href="https://www.revise sociology.com/">https://www.revise sociology.com/</a></li> <li>• Buy the red and blue Sociology textbooks by Napier Press <a href="https://napierpress.com/">https://napierpress.com/</a></li> </ul>
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>1. Family and Social Policy</li> <li>2. Methods In Context continued</li> <li>3. Consolidation of AS topics</li> <li>4. Preparation for AS exam/Internal mock exam</li> <li>5. Revisit Sociological Theory (Year 13 content)</li> </ol>	<ul style="list-style-type: none"> <li>• The role of the Government – family policies and their impact.</li> <li>• Using the six research methods to investigate areas of education e.g. classrooms, parents, students, teachers, schools.</li> <li>• Consolidation of AS topics (Term 1 and Term 2)</li> <li>• Exam practice – how to answer short and long essay Qs.</li> <li>• Year 13 – Theory and Methods. Revisit the Sociological theories and methods.</li> <li>• Marxist, Feminist, Functionalist and Social Action Theories.</li> </ul>	<ul style="list-style-type: none"> <li>• Short Questions – 4 and 6 mark exam questions.</li> <li>• Quick Cycle test</li> <li>• Google forms.</li> <li>• 10 mark longer exam questions.</li> <li>• 20 and 30 mark longer exam essay questions.</li> <li>• Analysing item Qs – finding the 'hooks'</li> <li>• Using PEEEL paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Practise exam questions using the AQA website <a href="https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources">https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources</a></li> <li>• Access and use the Tutor2u resources <a href="https://www.tutor2u.net/sociology">https://www.tutor2u.net/sociology</a></li> <li>• Access and use the A level Sociology Revision Folder on Show file.</li> <li>• Use Revise Sociology <a href="https://www.revise sociology.com/">https://www.revise sociology.com/</a></li> <li>• Buy the red and blue Sociology textbooks by Napier Press <a href="https://napierpress.com/">https://napierpress.com/</a></li> </ul>

RESPECT  
COURAGE  
RESPONSIBILITY  
KINDNESS  
RESILIENCE

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:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Skeletal System  Muscular System	<ul style="list-style-type: none"> <li>Names, locations and types of major bones</li> <li>Process of bone growth</li> <li>Functions of the skeleton</li> <li>Types and classification of joints</li> <li>Responses (short term) and adaptations (long term) to exercise</li> <li>Skeletal disease and age</li> <li>Names and locations of major muscles</li> <li>Characteristic and functions of muscles</li> <li>Antagonistic pairs</li> <li>Types of contraction and fibres</li> <li>Responses (short term) and adaptations (long term) to exercise</li> <li>Age and cramp</li> </ul>	<p>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.</p> <p>You need to be able to analyse how the body carries out exercise and sporting movements and how the body systems respond to <u>short-term</u> and <u>long-term</u> exercise.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>Read around the skeletal and muscular systems</li> <li>Look at the materials on Showbie</li> <li>Access the past papers on Showbie</li> <li>Complete any homework set</li> <li>Revise for any assessments</li> </ul>
Spring Term	Respiratory System  Cardiovascular System	<ul style="list-style-type: none"> <li>Structure of the respiratory system</li> <li>Function and mechanism of breathing</li> <li>Lung volumes</li> <li>Control of breathing (neural and chemical)</li> <li>Responses (short term) and adaptations (long term) to exercise</li> <li>Asthma and altitude</li> <li>Structure of the cardiovascular system</li> <li>Function</li> <li>Nervous control of the cardiac cycle</li> <li>Responses (short term) and adaptations (long term) to exercise</li> <li>SADS, blood pressure, hypothermia/hyperthermia</li> </ul>		<ul style="list-style-type: none"> <li>Read around the respiratory and cardiovascular systems</li> <li>Look at the materials on Showbie</li> <li>Access the past papers on Showbie</li> <li>Complete any homework set</li> <li>Revise for any assessments</li> </ul>
Summer Term	Energy systems  Interrelationships between the body systems	<ul style="list-style-type: none"> <li>Role of ATP in exercise</li> <li>ATP-PC System (chemical source, resynthesis, recovery time, duration and intensity)</li> <li>Lactate System (process of anaerobic glycolysis)</li> <li>Aerobic System (food fuel source, resynthesis, aerobic glycolysis, Krebs Cycle, ETC)</li> <li>Adaptations of the energy systems to exercise</li> <li>Diabetes</li> <li>Children's lack of lactate system</li> <li>Creating links between the body systems in order to answer an 8-mark question explaining how two systems work together</li> </ul>		<ul style="list-style-type: none"> <li>Read around the energy systems</li> <li>Look at the materials on Showbie</li> <li>Access the past papers on Showbie</li> <li>Complete any homework set</li> <li>Revise for any assessments</li> </ul>



## 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:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>Positive Lifestyle factors</li> <li>Negative lifestyle factors</li> <li>Lifestyle Modification techniques.</li> <li>Screening Processes</li> <li>Health Monitoring Tests</li> <li>Interpreting the results of Health Monitoring tests</li> <li>Revision Strategies</li> <li>Exam Technique</li> </ul>	<ul style="list-style-type: none"> <li>Exercise and Physical Activity</li> <li>Healthy Balanced diet</li> <li>Positive risk-taking activities</li> <li>Government recommendations/guidelines</li> <li>The impact of smoking on a person's health and well-being</li> <li>The impact of alcohol on a person's health and well-being</li> <li>The impact of stress on a person's health and well-being</li> <li>The impact of sleep on a person's health and well-being</li> <li>Sedentary lifestyle and the health risks</li> <li>Modification techniques</li> <li>Common barriers</li> <li>Interpreting lifestyle and physical activity questionnaires</li> <li>Interpreting health screening information and linking to health</li> </ul>	<p>This unit will be assessed externally using an examination set by Pearson. The examination will contain two parts.</p> <p><b>Part A:</b> 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.</p> <p><b>Part B:</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.</p>	<ul style="list-style-type: none"> <li>Read around positive and negative lifestyle factors.</li> <li>Look at the materials on Showbie</li> <li>Access the past papers on Showbie</li> <li>Complete any homework set</li> <li>Revise for any assessments</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>Common nutritional terminologies</li> <li>Components of a balanced diet</li> <li>Nutritional Strategies</li> <li>Components of fitness</li> <li>Components of skill related fitness</li> <li>Aerobic endurance training methods</li> <li>Strength methods Training</li> <li>Muscular Endurance training methods</li> </ul>	<ul style="list-style-type: none"> <li>Understand RDA, RNI and energy measures</li> <li>Understand energy balance and BMR</li> <li>Macro and Micronutrients</li> <li>Hydration and the effect on sporting performance</li> <li>Nutritional strategies to gain or lose weight</li> <li>Understand the use of ergogenic aids in sport</li> <li>Understand the use of sports drinks in sport</li> <li>Aerobic Training methods: Continuous, interval and fartlek training</li> <li>Muscular Strength: Pyramid sets, free weights and resistance machines</li> <li>Muscular Endurance: Circuit training, free weights, resistance machines</li> </ul>	<p>You need to demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being.</p> <p>Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals.</p> <p>Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests.</p> <p>Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved.</p> <p>Be able to develop a fitness training programme with appropriate justification.</p>	<ul style="list-style-type: none"> <li>Read around the topic of nutrition and components of physical and skill related fitness</li> <li>Look at the materials on Showbie</li> <li>Access the past papers on Showbie</li> <li>Complete any homework set</li> <li>Revise for any assessments</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>Core Stability Training methods</li> <li>Flexibility training methods</li> <li>Speed training methods</li> <li>Training methods for skill related fitness</li> <li>Principles of fitness training programme design</li> </ul>	<ul style="list-style-type: none"> <li>Core stability: Yoga, Pilates and abdominal exercises</li> <li>Flexibility training: PNF, static and dynamic stretching,</li> <li>Speed training methods: Hollow sprints, acceleration sprints, interval training and resistance drills.</li> <li>Agility, balance, reaction time, power and coordination training methods.</li> <li>How to devise a training programme for an individual's goals.</li> <li>Smart Targets (Specific, measurable, achievable, recorded, time.</li> <li>Principles of training- FITT principle</li> <li>Additional principles- SPOVAIRR</li> <li>Periodisation</li> </ul>		<ul style="list-style-type: none"> <li>Read around training methods and the principles of training.</li> <li>Look at the materials on Showbie</li> <li>Access the past papers on Showbie</li> <li>Complete any homework set</li> <li>Revise for any assessments</li> </ul>





## 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?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1. Understand the basic expectations of IGS leadership, allocated IGS clubs</li> <li>2. Understand the skills and behaviours needed for effective, inclusive leadership</li> <li>3. Understand the importance of leadership skills and behaviours in a range of situations</li> <li>4. Understand how effective, engaging warm ups can be led</li> </ol>	<p>The 5 main leaderships skills:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Self-belief</li> <li>• Teamwork</li> <li>• Self-management</li> <li>• Problem solving</li> </ul> <p>Evaluate the effect that identified skills and behaviours can have on the successful application of leadership skills for: • Participants • Sessions • Themselves as the leader</p>	<p>Peer, self and teacher evaluation of warm up delivery in a practical peer-peer environment</p> <p>Understanding and application of skills and behaviours for successful leadership. Application to assessed 'Learner evidence record' (LER) task</p> <p>LER Formal Assessed tasks:</p> <p>Task 1.1 – Understanding the skills and behaviours a Sports Leader needs Complete task worksheet</p> <p>Task 1.2 – Using leadership skills and behaviours in other environments Complete task worksheet</p> <p>1.3 Evaluate current leadership skills (Self), evaluate another person's, and plan for future leadership</p>	<p>Assist in guiding attendance at IGS extracurricular clubs and community clubs</p> <p>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</p>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>1. Understand how 'duty of care' effects the safeguarding of participants</li> <li>2. Describe what is meant by 'safeguarding'</li> <li>3. Be able to maximise safety when leading sport/physical activity</li> <li>4. Describe the characteristics of progression in a series of sport/physical activity sessions</li> <li>5. Plan, lead and evaluate a progressive series of inclusive sport/activity sessions at IGS clubs</li> </ol>	<p><b>Safeguarding:</b> Safeguarding refers to the process of protecting children (and adults) to provide safe and effective care. This includes all procedures designed to prevent harm to a child (CPSU).</p> <p><b>Progression acronym for simple activity manipulations:</b></p> <p>S - Space T - Time E - Equipment P - People</p>	<p>Task 2.1 – Duty of care and safeguarding . Complete the task worksheet</p> <p>Task 2.2 – Completing a risk assessment for a sport/physical activity session Complete the risk assessment template</p> <p>Task 4.1 – What makes a series of sessions Complete the task worksheet</p> <p>Task 4.2 – Plan, lead and evaluate a series of progressive sport/physical activity sessions Complete three linked series of sport/physical activity sessions</p>	<p>Discuss the key buzzwords 'Safeguarding' and 'duty of care'</p> <p>Show curiosity into what extra-curricular/lesson progression practices the students are leading</p>
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>1. Know how to plan inclusive sport/physical activity sessions and events</li> <li>2. Describe the physiological, psychological and social benefits for the community, of people taking part in sport/physical activity</li> <li>3. Describe the financial, social and health benefits to society, of people taking part in sport/physical activity</li> <li>4. Describe strategies which could increase the participation levels of sport/physical activity in the community</li> </ol>	<p>Understand community sport/physical activity and the associated barriers and benefits</p> <p>Understand the impacts that sport/physical activity can have on participants</p> <p>Understand how to make sport/physical activity sessions inclusive to the needs of participants</p> <p>Knowing the core types of sporting events and their subtle differences and adv/disadv of different event types</p> <p>Understand how to lead events for primary aged children and children with a variety of learning needs</p>	<p>Task 3.1 – The effects of sport and physical activity on your community and wider society Complete the task worksheet</p> <p>Practice formal assessment of 'event' leadership, leading a swimming gala in the IGS swimming pool</p> <p>Formal assessment for Unit 6 independent practical:</p> <ul style="list-style-type: none"> <li>- Stand 1: Primary (Helping at IGS Y6 transition day)</li> <li>- - Strand 2: Children with a variety of learning needs (IGS SRP sports day)</li> </ul>	<p>Engage in conversations gauging what makes sport inclusive and what barriers and benefits there are from engaging in physical activity.</p> <p>Question how instruction delivery, organisation and equipment may change for the two Unit 6 strand groups (Primary aged and children with learning needs)</p>



## Year 12 Curriculum Overview: SPANISH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1. Influence of internet</li> <li>2. Mobile phones in our society</li> <li>3. Benefits and dangers of social media</li> <li>4. Changes in the family</li> <li>5. Attitudes towards marriage and divorce</li> <li>6. Paper 1 skills (Reading, listening and writing)</li> <li>7. Introduction to Photocard skills (Paper 3)</li> </ol>	<ul style="list-style-type: none"> <li>✓ Using the present and present continuous <ul style="list-style-type: none"> <li>✓ Use comparatives and superlatives</li> </ul> </li> <li>✓ Understanding further differences between 'ser' and 'estar'</li> <li>✓ Use the imperfect and imperfect continuous <ul style="list-style-type: none"> <li>✓ Using the preterite tense</li> </ul> </li> <li>✓ Learning how to approach a listening summary and a reading summary</li> <li>✓ Using idiomatic expressions with impersonal verbs</li> </ul>	<p>☐ Paper 1 (Listening, reading and writing)</p>	<ul style="list-style-type: none"> <li>➢ Join teacher Showbie group</li> <li>➢ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➢ Encourage further reading to improve cultural capital, reading books/magazines/ newspapers in Spanish</li> <li>➢ Encourage listening to Spanish music/ podcasts/radio, watching Spanish TV/films</li> </ul>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>1. Singers and musicians</li> <li>2. TV &amp; cinema stars</li> <li>3. Volver – A film by Pedro Almodóvar</li> <li>4. Paper 2 skills</li> <li>5. Women in the workplace</li> <li>6. Chauvinism and feminism</li> <li>7. LGBTQ+ rights in the Hispanic world</li> <li>8. On-going Paper 1 and 3 Skills</li> <li>9. How to approach Paper 2 (essays)</li> </ol>	<ul style="list-style-type: none"> <li>✓ Introduction to the subjunctive (Volver) <ul style="list-style-type: none"> <li>✓ How to approach gap fill tasks</li> </ul> </li> <li>✓ Using indefinite adjectives and pronouns <ul style="list-style-type: none"> <li>✓ Using the perfect tense</li> <li>✓ Using the pluperfect tense</li> </ul> </li> <li>✓ Using the future perfect and conditional perfect <ul style="list-style-type: none"> <li>✓ Using indirect object pronouns</li> <li>✓ Practise the passive voice</li> <li>✓ Using direct object pronouns</li> <li>✓ How to write an essay in Spanish</li> </ul> </li> </ul>	<p>☐ Paper 1 (Listening, reading and writing)</p> <p>☐ Paper 3 Mock (Speaking cards)</p>	<ul style="list-style-type: none"> <li>➢ Join teacher Showbie group</li> <li>➢ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➢ Encourage further reading to improve cultural capital, reading books/magazines/ newspapers in Spanish</li> <li>➢ Encourage listening to Spanish music/ podcasts/radio, watching Spanish TV/films</li> </ul>
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>1. Traditions and customs in Spain</li> <li>2. Gastronomy in Spain</li> <li>3. Languages in Spain</li> <li>4. Cultural heritage in Spain</li> <li>5. Role of architecture and Spanish/Latin American artists</li> <li>6. Diversity of Spanish music and dance</li> <li>7. Preparation towards IRP project</li> </ol>	<ul style="list-style-type: none"> <li>✓ Translation skills (both ways)</li> <li>✓ Re-visiting the present subjunctive <ul style="list-style-type: none"> <li>✓ Using the perfect tense in the subjunctive <ul style="list-style-type: none"> <li>✓ Using numerals</li> </ul> </li> </ul> </li> <li>✓ Understanding and using demonstrative and possessive adjectives <ul style="list-style-type: none"> <li>✓ Using imperatives</li> </ul> </li> </ul>	<p>Y12 Mocks:</p> <p>☐ Paper 1 (Listening, reading and writing)</p> <p>☐ Paper 2 Mock – Essay paper</p> <p>☐ Paper 3 Mock – Full speaking mock (2 cards)</p>	<ul style="list-style-type: none"> <li>➢ Join teacher Showbie group</li> <li>➢ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➢ Encourage further reading to improve cultural capital, reading books/magazines/ newspapers in Spanish</li> <li>➢ Encourage listening to Spanish music/ podcasts/radio, watching Spanish TV/films</li> </ul>