ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

YEAR 13: 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 13 Curriculum Overview: ART

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	COURSEWORK: Personal Investigation (practical portfolio) & Personal Study (art history essay)	Responding to a self- set brief (Personal Investigation). Development and refinement of ideas, skills and outcomes using the structure of "6 stages of a project".	COURSEWORK DEADLINE – End of January (60% of final grade). Coursework is assessed against Edexcel assessment objectives: 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.	• 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. • Sign your child up for life drawing classes locally. • Watch art related programmes. • Talk about their work and ideas. Students often choose to explore themes personal to them. Your insights may give them greater focus. • 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. • Proofreading written work to help pick up SPAG errors.
Spring Term	EXTERNALLY SET ASSIGNMENT (exam) London Galleries visit	Inspirational London Galleries visit – to support early ideas Responding to a given theme (exam paper) The 6 stages of an A Level project: Stage 1 – Initial ideas Stage 2 – Inspirational artists Stage 3 – Recording observations Stage 4 – Planning Stage 5 – Experimental trials Stage 6 – Response 1	Coursework and mock exam work are assessed against Edexcel assessment objectives: 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.	As above. • This is the term to now scale back part-time work. • Supporting emotionally and physically during the run-up to exam sessions.
Summer Term	EXTERNALLY SET ASSIGNMENT (exam)	Stage 6 – Final exam – Make final response over 3 days (15 hours)	Externally set assignment is assessed against Edexcel assessment objectives: 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.	As above.

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Year 13 Curriculum Overview: Business

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	**Theme 3 – Business decisions & strategy** **3.1 Business objectives & strategy** **3.4 Influences on business decisions** **3.2 Business growth** **Theme 4 – Global business** **4.2 Global markets and business expansion** **4.4 Global industries and companies** **4.1 Globalisation**	Corporate objectives Corporate influences Shareholders vs stakeholders Corporate culture Business ethics Theories of corporate strategy SWOT analysis Impact of external influences Growth Mergers and takeovers Organic growth Reasons for staying small Quantitative sales forecasting Conditions that prompt trade Assessment of a country as a market Assessment of a country as a production location Global mergers or joint ventures Global competitiveness Cultural and social issues The impact of MNCs Ethics Controlling MNCs Growing economies	End of unit tests – Theme 3 Common Assessment 1 – 3.1 Business objectives and strategy 3.4 Influences on business decisions Common Assessment 2 – 3.2 Business growth End of unit Tests – Theme 4 Common Assessment 1 – 4.2 Global markets & business expansion Common Assessment 2 – 4.4 Global industries and companies	• Encourage students to read and stay up-to-date with business in the real world • Help students revise for the end of unit tests • Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions
Spring Term	**3.3 Decision-making techniques** **3.5 Assessing Competitiveness** **4.1 Globalisation** **4.3 Global marketing** **Mock Preparation**	Investment appraisal Decision trees Critical Path Analysis Interpretation of financial statements Ratio Analysis Human Resources International trade and growth Factors contributing to increased globalisation Protectionism Trading blocs Marketing Niche markets	Mock exam – Paper 1 – Theme 1&4 Paper 2 – Theme 2&3 End of unit tests – Theme 3 Common Assessment 3 – 3.3 Decision-making techniques & 3.5 Assessing competitiveness End of unit Tests – Theme 4 Common Assessment 3 – 4.1 Globalisation & 4.3 Global marketing	• Encourage students to read and stay up-to-date with business in the real world • Help students revise for the end of unit tests • Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions • Use showbie to access past papers
Summer Term	**3.6 Managing change** **Paper 3 preparation (pre-release material)** **Exam Preparation**	Causes and effects of change Key factors in change Scenario planning Pre-release	A-level exams Paper 1 – Theme 1&4 Paper 2 – Theme 2&3 Paper 3 - All themes based on a pre-released industry	• Encourage students to read and stay up-to-date with business in the real world • Help students revise for the end of unit tests • Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions • Use showbie to access past papers

Year 13

Curriculum Overview: A-Level Computer Science

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Computer System Part 2 (CISC and RISC processors) 2. Input, output and storage 3. Software Development 4. Application Generation Part 2 (Stages of compilation) 5. System Analysis 6. Object-oriented languages 7. Modes of addressing memory 8. Encryption 10. Coursework preparation	Define, explain and give examples of: • Structure and function of different processors • Stages of compilation (lexical analysis, syntax analysis, code generation and optimisation) • Modes of addressing memory (immediate, direct, indirect and indexed). • Object-oriented languages, understanding of classes, objects, methods, attributes, inheritance, encapsulation & polymorphism. • Run length encoding, dictionary coding, lossless compression Demonstrate: • Analysis of coursework scenario • Develop prototype, iterative development / testing	All elements of Powerful knowledge Recall of facts Application of theory within a scenario Topics 1-9 (Autum Term) via practice exam questions Topic 10 (Autum Term) via practical exercises	Encourage your child to: Recall key concepts from lessons Work through practice papers from 2018-2022 Engage with on-line learning material / videos Work through the Year 13 project every day (a minimum of 7 hours per week) Review and complete the revision Year 12 CS revision plan.
Spring Term	Recap and revision of: 1. Networking Part 2 2. Data structures 3. Binary Manipulation Part 2 4. Computation thinking 5. Little Man Computer 6. Web Technologies Part 2 7. Boolean Algebra Part 2 Coursework preparation:	Define, explain and give examples of: • Packet and circuit switching. • Characteristics of networks, protocols and standards. • PageRank algorithm. • Server and client side processing. • Representation and normalisation of floating point numbers in binary. • Floating point arithmetic, positive and negative numbers, addition and subtraction. • Bitwise manipulation and masks: shifts, combining with AND, OR, and XOR • Demonstrate the design of prototype, testing and evolution.	All elements of Powerful knowledge Recall of facts Application of theory within a scenario Topics 1-9 (Autum Term) via practice exam questions Topics 1-7 (Spring Term) via practice exam questions Topic 10 (Autum Term) via practical exercises Topic 8 (Spring Term) via practical exercises	Encourage your child to: Recall key concepts from lessons Work through practice papers from 2018-2022 Engage with on-line learning material / videos Work through the Year 13 project every day (a minimum of 7 hours per week) Review and complete the revision Year 12 CS revision plan.
Summer Term	1. Ethical and moral issues 2. Computing related legislation 3. Algorithmic complexity 4. Preparation for the external examination.	Define, explain and give examples of: • Measures and methods to determine the efficiency of different algorithms, Big O notation (constant, linear, polynomial, exponential and logarithmic complexity). • Comparison of the complexity of algorithms. • Algorithms for the main data structures, (stacks, queues, trees, linked lists, depth-first (post-order) and breadth-first traversal of trees). • Standard algorithms (bubble sort, insertion sort, merge sort, quick sort, Dijkstra's shortest path algorithm, A* algorithm, binary search and linear search).	All elements of Powerful knowledge Recall of facts Application of theory within a scenario Topics 1-9 (Autum Term) via exam questions Topics 1-7 (Spring Term) via exam questions Topics 1- 2 (Summer Term) via exam questions Topics 9- 10 (Autum Term) via practical exercises Topics 7- 10 (Spring Term) via practical exercises Topics 7 (Summer Term) via practical exercises All of H406 Exam 1 via the Year 12 Mock Exam	Encourage your child to: Recall key concepts from lessons Work through practice papers from 2018-2022 Engage with on-line learning material / videos Work through the Year 13 project every day (a minimum of 7 hours per week) Review and complete the revision Year 12 CS revision plan.

Year 13 Curriculum Overview: Criminology

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Unit 3: Understand the process of criminal investigations Unit 4: Understand the criminal justice system in England and Wales	AC 1 Evaluate the effectiveness of the roles of personnel involved in Criminal, Assess the usefulness of investigative techniques in criminal investigations, Explain how evidence is processed, Examine the rights of individuals in criminal investigations, Describe the processes of law making, Describe the organisation of the CJS in England and Wales, Describe models of criminal justice. AC 2 Requirements of the CPS for prosecuting suspects, describe the trial process, understand the rules in relation to use of evidence in criminal cases, asses key influences affecting outcomes of criminal cases, forms of social control, aims of punishment, assess how forms of punishment meet the aims of punishment.	At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.
Spring Term	Unit 3: Be able to review Criminal cases Unit 3: Controlled assessment Unit 4: Understand measures used in Social control	AC 3.1 Examine Information for Validity AC 3.2 Draw Conclusions from information AC 3.1 Explain the role of agencies in social control AC 3.2 Describe the contribution of agencies to achieving social control. AC 3.3 Examine the limitations of agencies in achieving social control.	Unit 3 Controlled assessment After Feb half term dates tbc At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.
Summer Term	Unit 4: Understand measures used in Social control	AC 3.2 Describe the contribution of agencies to achieving social control. AC 3.3 Examine the limitations of agencies in achieving social control. AC 3.4 Evaluate the effectiveness of agencies in achieving social control.	External unit 4 exam in May/June – dates tbc At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.

Year 13 Curriculum Overview: Design & Technology; Product Design

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	NEA and focused examination questions 1. Conduct specific project research 2. Research materials performance 3. Product Disassembly 4. Ideation 5. 2nd/ 3rd iteration concepts 6. Client and user feedback 7. Product development 8. Core – Design methods and processes 9. Core- Design Theory 10. Core- Technology and cultural changes 11. Core- Design Processes	• Developing expertise in project management for the A level NEA • Opportunity to demonstrate advanced understanding and insight in 3D construction methods and associated materials technology • Work with nearing commercial standards and practice of sketching, drawing and CAD skills • Extending Core Knowledge and examination skills	• NEA on going monitoring, peer and self assessment AO2 & 3 • Specific more challenging examination questions practicing extended mark questions • ½ termly examination questions 40mins	Encourage active reading – Design & Technology Product Design by Ian Granger Resources for projects and examination Core materials are stored in Showbie. Monitor and encourage a proactive approach to the NEA schedule If asked, become a client for projects, answer questions and supporting the design process.
Spring Term	NEA and focused examination questions 1. Prototype development 2. CAD modelling 3. Planning Manufacture 4. Manufacturing the prototype 5. Manufacturing the prototype 6. Core- Critical analysis and evaluation 7. Core- Selecting tools, equipment and processes 8. Core- Accuracy in design and manufacture 9. Core – National and international standards 10. Maths in Product Design	• Demonstrate the discipline of industry Workshop Health and Safety • Expertly manufacturing with hand and machine tools • Master high level communication skill in compleing the NEA digital portfolio • Supporting deeper Core Knowledge and examination skills	• NEA on going monitoring, peer and self assessment AO3 • Exploring and practicing past examination papers • ½ termly examination questions 40mins	Continue support with resources for projects and examination. Core materials are stored in Showbie. Persist in encouraging 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.
Summer Term	1. Prototype Evaluation 2. Project NEA Evaluation 3. NEA DIRT 4. Finishing and Finalising NEA 5. NEA candidate declaration 6. Core- Responsible Design 7. Core- Maths in Product Design 8. Core- Design for manufacture and project management 9. Break down of past papers and likely topics 10. Final examination preparation and review for success	• Reflection upon Time Management and overall success of final project portfolio • Complete formal documentation for AQA assessment • Master independent revision and recall of Product Design curriculum • Supporting deeper examination strategies and skills in preparation for the final papers	• NEA finalisation for final A level assessment • Rehearsal of examination questions and feedback	Continue support with resources for the final examinations. Core materials are stored in Showbie. Encourage active revision activities to promote long term recall for exam questions.

Year 13 Curriculum Overview: Drama & Theatre Studies

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Component 1: Devising. Exploration of Styles of Theatre 2. Component 3: Theatre Makers in Practice Section C Set Text	- Devising & Script work Skills = Group Work Skills: listening, communicating, negotiating, discussing & supporting + Script Interpretation Skills: who, what, where, when & why understanding context, subtext + Working clearly in Style of the script & Applying appropriate Practitioner Methodologies by using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style/Practitioner. Writing detailed: descriptions, analyses & evaluations.	- **Your Group Work Skills** - **Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s) & apply appropriate Practitioner Methodologies as a deviser and director.** - **Your understanding of how to interpret script as a performer, designer & director.** - **Component 3 Section C Set Text Question responses.** - **Component 1 Process & Research – Portfolios.**	- Questioning understanding of different texts, styles & practitioners. - Discussing live theatre seen. - Reading and discussing meaning communicated in written responses.
Spring Term	1. Component 2: Text in Performance. 2. Component 3: Theatre Makers in Practice: Section A Live Theatre Section B Set Text Section C Set Text	- Script work Skills = Group Work Skills: listening, communicating, negotiating, discussing & supporting + Script Interpretation Skills: who, what, where, when & why understanding context, subtext + Working clearly in Style of the script & Applying appropriate Practitioner Methodologies by using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style/Practitioner. Writing detailed: descriptions, analyses & evaluations.	- **Your Group Work Skills** - **Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s) & apply appropriate Practitioner Methodologies.** - **Your understanding of how to interpret script as a performer, designer & director.** **Component 3 Section A Live Theatre responses.** **Component 3 Section B & C Set Text Questions.** **Component 2 Performance Intentions.**	- Discussing Performance and Design concepts for Set Text. - Discussing the purpose of theatre. - Watching a range of live and digital performances. - Reading in cue lines to help with line learning.
Summer Term	1. Component 3: Theatre Makers in Practice: Section A Live Theatre Section B Set Text Section C Set Text	Script Interpretation Skills: who, what, where, when & why understanding context, subtext + Working clearly in Style of the script & Applying appropriate Practitioner Methodologies by using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style/Practitioner. Writing detailed: descriptions, analyses & evaluations.	- **Your understanding of how to apply your interpretation of script as a performer, designer & director.** - **Your ability to write about applying a range of acting skills, spatial skills and** - **design elements to work clearly in the given Style(s) & apply appropriate Practitioner Methodologies.** - **Component 3 Section A Live Theatre responses.** - **Component 3 Section B & C Set Text Questions.**	- Testing knowledge of the Performer, Designer & Director Concepts for Set Texts. - Testing ability to apply Live Theatre moments to controversial statements. - Reviewing written responses and targets to address.

Year 13 Curriculum Overview: Economics

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	***Micro*** Concept of margin Business Objectives Market Structures Contestable markets Labour demand and Supply **Macro** Circular flow and Multiplier (revisited) SR and LR Philips curve Operation of fiscal and monetary policy Trade Policy and Negotiations	**Micro** Marginal utility Diminishing Returns Business Objectives – sales, revenue and profit max, satisficing Economies and Diseconomies of Scale Monopoly, oligopoly, monopolistic competition and perfect competition **Macro** Accelerator and Multiplier Phillips Curve Customs Union, Single market Tariffs and Quota (deadweight loss)	**Micro** CA1 Business Objectives CA2 Market Structures Macro CA1 Multiplier and Phillips curve CA2 Trade Policy and negotiations	
Spring Term	**Micro** The interaction of Labour markets Recap-Market Failure/Government and information Failure Macro The Financial Sector (5.1,5.2,5,3)	Micro Labour as a derived Demand Wage Elasticity Economic Rent and Transfer Earnings Monopsony and bilateral Monopoly Macro Functions and characteristics of Money Broad and narrow money Fisher Theory Micro finance Financial Regulation and bodies responsible	**Micro** CA3 Labour markets CA4 Labour Markets and Labour market failure Macro CA3 Globalisation and Trade CA4 Financial Sector	
Summer Term	**Micro & Macro** Paper 3 themes revision and prep (synoptic) Paper 3 Techniques and Practice	Examination Practice and Revision	Final A level Examination Paper 1 Micro Economics Paper 2 Macro Economics Paper 3 Themes in Economics (synoptic paper)	

Year 13 Curriculum Overview: ENGLISH LITERATURE

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	**Elements of Political/Social Protest Writing:** 1. Induction to PSPW genre 2. How to tackle an unseen extract 3. The Handmaid's Tale by *Margaret Atwood* 4. Harvest by Jim Crace	The powerful v the powerless Power of the state Courage of the individual Resistance Authority Figures Control, conspiracy and corruption Freedom	• An essay responding to an unseen extract, testing your interpretation, analysis skills and ability to exploration the presentation of aspects of the genre • Essays responding to a critical viewpoint about aspects of the genre within 'The Handmaid's Tale' • Essays responding to a critical viewpoint about aspects of the genre within 'Harvest'	• Read widely within the genre of political, social protest to develop your understanding of conventions, using the wider reading list as a guide • Use revision study skills to start learning key quotes from all set texts and to chart the development of key characters / key themes
Spring Term	**Elements of Political/Social Protest Writing:** 1. The poetry of William Blake 2. Harvest by Jim Crace 3. Revision for Paper 2 Section C questions 4. Revision of Paper 1 texts .	The powerful v the powerless Power of the state Courage of the individual Resistance Authority Figures Control, conspiracy and corruption Freedom	• Essays responding to a critical viewpoint about aspects of the genre within the poetry of William Blake • Essays exploring an aspect of the genre across two texts of their choice.	• Harvest Lit Chart on Showbie • The Handmaid's Tale Lit Chart on Showbie • Re-read set texts from year 12
Summer Term	**Elements of Political/Social Protest Writing:** 1. Revision of all aspects of the course.	The powerful v the powerless Power of the state Courage of the individual Resistance Authority Figures Control, conspiracy and corruption Freedom Tragic hero Tragic villain Tragic victims Tragic Women The tragic fall Blindness and ignorance Fate Pride Suffering	Exams will test you on: • An extract response to 'Othello' • A response to a critical viewpoint about 'Othello' • Explore how aspects of tragedy are presented in 'Death of a Salesman' and Keats' poetry • A response to an unseen extract • An essay responding to a critical viewpoint in either 'The Handmaid's Tale, Harvest of Blake's poetry • Explore how aspects of PSPW are presented in two texts of your choice	• Use a range of revision strategies to explore the presentation of key characters and themes, in relation to aspects of the genre, and learn key quotes • Practise exam questions in timed conditions

Year 13 A2 Curriculum Overview:
Further Mathematics (OCR)

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	Topics / Content Outline	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1) Sums of Series 2) Further Vectors 3) Further Complex Numbers 4) Polar Coordinates 5) Further Matrices 6) Mechanics – Centres of mass 7) Discrete – Graphs and Algorithms 8) Discrete – Critical paths analysis	• Standard series and the method of differences • De Moivre's Theorem • Roots of complex numbers and roots of unity • Powers of trigonometric functions • Trigonometric series • Lines and Planes • Curves and areas in polar coordinates • Systems of Linear simultaneous equations • Centres of mass of rods with variable density, solids of revolution and uniform laminas • Inclusion-exclusion principle, colouring algorithm • Hamiltonian and planar graphs • Critical Path Analysis - Scheduling	Assessment at the start of the year to build on AS content and highlight areas of AS which still require development. Formal assessment in half term 2 made up of skills check and problem-solving questions including topics from year 12.	Encourage students to become independent learners. We will provide a skills breakdown following their AS year. It is essential that any topics found challenging from AS are addressed as soon as possible. Students are required to select their own weak areas and dedicate independent learning time to improve these skills. Working through textbook exercises, integral and AS past papers should form part of their independent study.
Spring Term	9) Hyperbolic Functions 10) Differential equations 11) Mechanics – Work, Energy, Power 12) Mechanics - Circular Motion 13) Mechanics - Collisions 14) Discrete – Simplex Algorithm 15) Discrete – Game Theory 16) Discrete – Linear Programming	• Hyperbolic Functions and their inverses • Integrating factor • Homogeneous and non-homogeneous second order differential equations • Simple harmonic motion • Linear systems • Work done by a variable force and Hooke's law • Momentum and impulse including oblique impacts • Radial and tangential components of acceleration • Slack Variables • Branch and Bound • Simplex algorithm and the geometric representation, link to game theory. • Nash Equilibrium	Mocks will be set up to replicate the final exams with all content taught through AS and up to January of year 13 on the papers. Students will sit three papers: Paper 1: Core Pure Paper 2: Mechanics Paper 3: Discrete	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.
Summer Term	17) Further Calculus 18) Mechanics – Further dynamics and kinematics 19) Discrete - Algorithms	• Differentiating and integrating trig and hyperbolics • Maclaurin Series • Mean Value of a function • Volumes of revolution • Knapsack problem • Hierarchy of orders • Problem solving • Exam Technique	External are sat in May and June. We have four papers. Paper 1: Core Pure Mathematics Paper 2: Core Pure Mathematics Paper 3: Mechanics Paper 4: Discrete Any topic from year 12 and 13 can be assessed with the core pure content coming up in any of the first two papers.	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 returning to exam papers.

Year 13 Curriculum Overview: FRENCH

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	The benefits of living in an ethnically diverse society 2.Tolerance and respect of diversity 3. Promoting diversity 4. The French political system 5. Political engagement amongst young people 6. The future of political engagement 7. Introduction and preparation for the Independent Research Project (IRP) 8. Start novel 'No et Moi' (Delhphine de Vigan)	➢ Revision of present, future and conditional tenses ➢ Pronunciation ➢ Comprehension strategies ➢ The Passive ➢ Revision of the subjunctive ➢ Exampro revision activities ➢ Weekly sessions with the French Assistant (FLA) ➢ Photocard /speaking booklets	❑ Exampro revision exercises and past papers questions ❑ Short writing tasks (translations/comprehensions etc) ❑ Vocab tests	➢ Join both teacher Showbie group ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Spring Term	1.Different groups who are socially marginalised 2. Measures to help those who are socially marginalised. 3. Contrasting attitudes to those who are socially marginalised 4. The role of unions 5.Strikes and protests and the different methods of protesting 6. Attitudes to strikes and different methods of protesting. 7. No et Moi 8. IRP	❑ Revision of the perfect and imperfect tenses ❑ The Pluperfect tense ❑ Using synonyms ❑ Translation both ways ❑ Subject and object pronouns ❑ Relative and demonstrative pronouns ❑ Weekly sessions with the FLA ❑ Photocards and speaking booklets ❑ Writing presentation	❑ Speaking mock 1 (January) ❑ Speaking mock 2 (March tbc) ❑ Paper 1 (listening, reading and writing_ mock ❑ Paper 3 (writing) mock ❑ Vocab tests	➢ Join both teacher Showbie group ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
Summer Term	1.Attitudes to crime 2.Prison – merits and problems 3.Alternative forms of punishment 4.History if immigration 5.Immigrtion issues in the francophone world 6.Political parties and immigration 7.Immigration from the standpoint of immigrants 8. IRP 9.No et Moi 10. Revision techniques	The past historic tense Si clauses Revision of infinitive constructions General tense revision and using combined tenses Exampro revision activities / new revision folder FLA	❑ Exampro revision exercises and past papers questions ❑ Short writing tasks (translations/comprehension etc) ❑ Real exams May/June	➢ Join both teacher Showbie group ➢ Keep an eye on ClassCharts for all homework and assessment information ➢ Support with student organisation ➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing)

Year 13 Curriculum Overview: Geography

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Water and carbon Cycles	Water and carbon cycles as natural systems - Inputs, outputs, stores, flows and dynamic equilibrium The water cycle - Size of stores - Processes driving change - Basin basins and processes - Flood hydrographs The carbon cycle - Size of stores - Factors driving change - Changes overtime - Carbon budget Water, carbon climate and life on earth - Relationship between water and carbon cycles - Human intervention	Global stores and distribution (water and carbon cycles) – lithosphere, hydrosphere, cryosphere and atmosphere. Factors driving change (water cycle) – evaporation, condensation, clouds, precipitation, cryospheric processes. Drainage basin – stores and flows. Flood hydrographs – seasonal variations Changes over time to the water cycle – farming, land use, water abstraction Factors driving change (carbon cycle) – photosynthesis, respiration, decomposition, combustion, carbon sequestration Changes over time to the carbon cycle – natural variation and human impact Carbon budget Feedback systems (water and carbon cycles) Mitigation of climate change	Regular knowledge checks Practice exam questions within lessons Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.	Media • Follow news stories regarding volcanic eruptions, seismic events, tropical storms and wildfires from around the world • Follow news stories about climate change • Follow news stories about Antarctica • Watch any documentaries about the relevant hazards/ climate change • Follow @IGSgeog on twitter • Watch 'Before the Flood' documentary to give an insight into the impact that the use of fossil fuels is having on the planet and what future implications this might have. Classwork • Keep folders and notes organised • Recap on classwork to consolidate key concepts and knowledge • Use course checklists to monitor your own progress Independent work • Challenge yourself to read around the subject, using the resources on Showbie • Use the practice questions and mark schemes on Showbie • Use the intervention strategies available in the A-level revision on Showbie Visits • Local areas to see the management of water/ changes in river flow throughout the year • Visit the 'Cliffe Castle in Museum' in Keighley to see one of the best geology exhibitions in the UK - https://www.visitbradford.com/thedms.aspx?dms=3&venue=2180332 Discussions • Past natural hazards or ones that happen whilst studying A-Level Geography • Have family/ relatives noticed a change in their lifetime regarding the use of fossil fuels and the impact that has had regarding foreign policy and change to more renewable energy sources. • Global trade
Hazards	The concept of hazards - Nature, forms and potential impacts, - Hazard perception - Characteristic human responses and their relationship to hazard - The Park Model and Hazard Management Cycle Plate Tectonics - Earth structure - Plate tectonic theory of crustal evolution - Plate margins, process and associated landforms including magma plumes Volcanic/ Seismic/ Storm hazards/ Fires in Nature - Nature, Forms, Impacts, Responses - Impacts and human responses of a recent event Case Studies - Multi-hazardous environment beyond the UK - Hazard on a local scale	Hazard perception. Characteristic human responses and their relationship to hazard. The Park model. The Hazard Management Cycle. Earth structure. Plate tectonic theory, plate movement; destructive, constructive and conservative plate margins. Characteristic processes: seismicity and vulcanicity and associated landforms. Magma plumes. The nature of vulcanicity and seismicity and its relation to plate tectonics, forms of hazard. The nature of tropical storms and their underlying causes. Nature, conditions favouring and causes of wild fires For volcanic, seismic, storm hazards and fires in nature Spatial distribution, magnitude, frequency, regularity and predictability of hazard events. Impacts and short and long-term responses A recent example to illustrate impacts and responses Case Study: Multi-hazardous environment beyond the UK to illustrate and analyse nature, risks, responses Case Study: Local scale to illustrate nature and analyse how the character reflects presence of impacts and responses	Regular knowledge checks Practice exam questions within lessons Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.	
Global Systems and Global Governance	Globalisation - Dimensions and factors of globalisation Global Systems - Interdependence - Unequal flows of people, money, ideas and technology - Unequal power relations International trade and access to markets - Volumes and patterns of trade - Trading relationships and trading blocs - Differential access to markets The nature and role of TNCs - World Trade in a food commodity or manufactured product Global Governance - Agencies (UN) in the post-1945 era - Interactions between the local, regional, national and international and global scales The 'global commons' - Antarctica Globalisation Critique	Economies of scale Interdependence Global financial systems Trade agreements and trading blocs SDT agreements Fair Trade Containerisation Supply chains Specialisation Outsourcing NGOs Remittance and repatriation of profits Brain drain Inequalities, Conflict and injustices Power relations Global institutions – IMF WTO World Bank Growth and stability Antarctic Treaty, IWC and UNEP Imports and exports FDI protectionism	Regular knowledge checks Practice exam questions within lessons Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.	

Year 13 Curriculum Overview: History

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Unit 1: Britain Challenge and Transformation, c.1851-1914	1. Britain 1914-1928 including the impact of the First World War, changing fortunes of the political parties, economic problems and the Irish revolution. 2. Britain 1929-39 including national government and economic crisis. 3. Britain 1939-64 including impact of the Second World War, changing political fortunes, economic prosperity and social change.	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	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.	There are a wide variety of book written about this period in British history. Reading anything relating to the first half of the 20th century in Britain will help to develop student's sense of period. Watch the BBC documentary The Making of Modern Britain by Andrew Marr
Unit 2: France in Revolution, c.1774-1795	1. The Directory and Napoleon's rise to power, including the Thermidorian reaction, the Directory, military campaigns aboard and Napoleon's rise to power. 2. Napoleon's impact on France including political, social, economic and social changes. 3. Napoleon's impact on Europe, including expansion and empire, control and challenge, and Napoleon's defeat.	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,h 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 book written about the French Revolution and Napoleon. Reading anything relating to the French Revolution will help to develop student's sense of period and wider subject knowledge Watch the BBC documentary *Napoleon by Andrew Roberts*
Unit 3: Non-Examined Assessment	The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification. Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work.	The Historical Investigation contributes towards meeting the aims and objectives of the A-level specification. In particular it encourages students to: • ask relevant and significant questions about the past and undertake research • develop as independent learners and critical and reflective thinkers • acquire an understanding of the nature of historical study • organise and communicate their knowledge and understanding in a piece of sustained writing	Students must complete a Historical Investigation. This tests AO1, AO2 and AO3. The Historical Investigation must: • be independently researched and written by the student • take the form of a question in the context of approximately 100 years that does not duplicate content within option chosen for Components 1 and 2 • be presented in the form of a piece of extended writing of between 3500 and 4500 words in length, with a limit of 4500 words • draw upon the student's investigation of sources (both primary and secondary) which relate to the development or issue chosen and the differing interpretations that have been placed on this. The Historical Investigation carries 40 marks.	

Year 13

Curriculum Overview: BTEC Level 3 Information Technology

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Digital devices in IT systems 2. Digital devices, their functions and use 3. Peripheral devices and media 4. Computer software in an IT system 5. Emerging technologies 6. Choosing IT systems 7. Transmitting data 8. Connectivity 9. Networks 10. Issues relating to transmission of data	Being able to: • Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes. • Apply knowledge and understanding of information technology terms, standards, concepts and processes • Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context	All elements of Powerful knowledge Recall of facts Application of theory within a scenario Topics 1-10 (Autum Term) via homework	Encourage your child to: Recall key concepts from lessons Work through the case-study requirements (a minimum of 4 hours a weeks) Engage with on-line learning material / videos Review and complete the revision Year 13 Unit 1 revision plan.
Spring Term	1. Operating online 2. Online systems & communities 3. Protecting data and information 4. Impact of IT systems 5. Moral, Legal and ethical issues community building 6. Data gathering and analysis 7. Building queries & forms 8. Database testing 9. Evaluating databases 10. Preparation for Unit 2 exam.	Being able to: • Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems. • Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems. • Describe the stages in the decision making process • Describe the spreadsheet features used to support data modelling • Demonstrate using data modelling to consider alternatives	All elements of Powerful knowledge Recall of facts Application of theory within a scenario Topics 1-10 (Autum Term) via homework Topics 1-5(Spring Term) via homework A presentation or report evaluating the role of data modelling in the decision-making process.	Encourage your child to: Recall key concepts from lessons Work through the case-study requirements (a minimum of 4 hours a weeks) Engage with on-line learning material / videos Review and complete the revision Year 13 Unit 1 revision plan.
Summer Term	1. Evaluation of a social media plan 2. Evaluation of a social media campaign. 3. Creating accounts and profiles 4. Implementation of online community building 5. Data gathering and analysis 6. Digital devices in IT systems 7. Digital devices, their functions and use.	Being able to: • Evaluating models, documenting and justifying your decisions • Produce a functional specification, spreadsheet model design and be able to review and refine data model designs • Developed a data model solution, testing the data model Solution, review and refining the data model solution	Your ability to design and develop a data model to fulfil identified client requirements. Your ability to design a functional specification, design documentation, spreadsheet development and testing logs. A report that evaluates the effectiveness of the alternatives considered, and suggests ways in which the alternatives could be improved if the task were to be repeated.	Encourage your child to: Recall key concepts from lessons Work through the case-study requirements (a minimum of 4 hours a weeks) Engage with on-line learning material / videos Review and complete the revision Year 13 Unit 1 revision plan.

Year 13 Curriculum Overview: Mathematics

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	Topics / Content Outline	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	**1) Sequences and Series** **2) Partial Fractions** **3) Functions** **4) Further Trigonometry** **5) Further Differentiation** **6) Statistics – Probability** **7) Mechanics – Forces** **8) Mechanics - Moments**	• Series notation and iterative process • Arithmetic Series • Geometric Series • Partial Fractions • Range, domain and transformations of functions • Modulus Function • Reciprocal trig functions and identities • Compound angle and double angle formulae • Chain, product and quotient rules • Conditional Probability • Friction and resolving forces • Moments	Assessment at the start of the year to build on AS content and highlight areas of AS which still require development. Formal assessment in half term 2 made up of skills check and problem-solving questions including topics from year 12.	Encourage students to become independent learners. We will provide a skills breakdown following their AS year. It is essential that any topics found challenging from AS are addressed as soon as possible. Students are required to select their own weak areas and dedicate independent learning time to improve these skills. Working through textbook exercises, integral and AS past papers should form part of their independent study.
Spring Term	**9) Applications of calculus** **10) Further Integration** **11) Vectors** **12) Binomial Expansion** **13) Differential Equations** **14) Statistics – Normal Distribution** **15) Mechanics – Projectiles**	• Implicit and parametric equations • Properties of curves • Integration methods • Vectors in 3D • Binomial Expansion, fractional and negative powers • Solving differential equations • The normal distribution • Projectiles • Problem Solving	Mocks will be set up to replicate the final exams with all content taught through AS and up to January of year 13 on the papers. Students will sit two papers: Paper 1 will assess pure and statistics and paper 2 will assess pure and mechanics.	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.
Summer Term	**16) Numerical Methods** **17) Proof** **18) Statistics – Further Hypothesis Testing**	• Iteration process • Newton – Raphson • Trapezium Rule • Proof by contradiction • Hypothesis Testing – Normal Distribution • Hypothesis Testing – Linear Correlation • Problem Solving	External are sat in May and June. We have three papers. Paper 1: Pure Mathematics Paper 2: Pure and Statistics Paper 2: Pure and Mechanics Any topic from year 12 and 13 can be assessed with the pure content coming up in any of the three paper.	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 returning to exam papers.

Year 13 Curriculum Overview: Media Studies

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Unit 22: Scripting for media Products Coursework: Study scripts and create a script for Unit 21 TV Drama 9% of Qualification Unit 20: Advertising Media Coursework: Create advertising media for TV drama (posters, Trailers, radio etc.) 16% of Qualification	**LO1** Understand scripted elements for a range of media products **LO2** Be able to generate ideas and plan the script for a media product, in response to a client brief **LO3** Be able to produce the script for a media product, in response to a client brief	**UNIT 22:** Pass, Merit and Distinction Completed by **October** **UNIT 20: Pass** Tasks Completed by **December**	**Exam Board Unit Booklet** UNIT 22 UNIT 20 **Student Checklists** UNIT 22 Marksheet UNIT 20 Marksheet
Spring Term	Unit 20: Advertising Media Coursework: Create advertising media for TV drama (posters, Trailers, radio etc.) Unit 2: Pre-production and Planning Exam: 2 Hours 25% of qualification	**LO1** Know how existing advertising campaigns embed advertisements across a range of media products **LO2** Be able to plan a cross media advertising campaign to a client brief **LO3** Be able to produce the planned media components **Unit 2:** You will learn about the constraints that need to be considered when planning a new media production, including timescales and resources. You will understand how to create pre-production documents in relation to client requirements and how to plan projects to meet these needs.	**UNIT 20:** Merit and Distinction Tasks Completed by **February** **UNIT 2:** Pre-Production and Planning 2hr Exam **MAY**	**Exam Board Unit Booklet** UNIT 20 UNIT 2 **Student Checklists** UNIT 20 Marksheet
Summer Term	Updating any Coursework Units for any re-submissions			

Year 13 Curriculum Overview: UNIT 3: Metaphysics of God

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. The concept and nature of God 2. Arguments relating to the existence of God	1. God's attributes 2. Arguments for the incoherence of God's attributes 3. Ontological Arguments (Anselm, Descartes and Malcolm) with issues and responses 4. Teleological Arguments (Hume, Paley and Swinburne) with issues and responses 5. Cosmological Arguments (Kalam, Aquinas, Descartes and Leibniz) with issues and responses	A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria. Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.	1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses
Spring Term	3. The Problem of Evil 4. Religious Language.	1. Assess whether God's attributes can be resolved alongside the issue of evil. 2. Assess responses and further issues 1. Assess whether religions language is meaningful • Cognitivism and non-cognitivism • Logical positivism with issues and responses • The University debate with issues and responses	A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria. Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.	1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses

Year 13 Curriculum Overview: UNIT 4: Metaphysics of Mind

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. What do we mean by mind? 2. Substance Dualism 3. Property Dualism 4. Issues with Dualism	1. Indivisibility argument for Substance Dualism with issues and responses 2. Conceivability argument for Substance Dualism with issues and responses 3. Mary/Knowledge argument for Property Dualism with issues and responses 4. Philosophical argument for Property Dualism with issues and responses 5. Issues with Dualism: The problem of others minds, Issues with interactionism and issues with epiphenomenalism	A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria. Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.	1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses
Spring Term	5. Physicalist Theories 6. Functionalism	1. Hard and soft behaviourism as an argument for physicalism with issues and responses 2. Mind Brain Identity theory as an argument for physicalism with issues and responses 3. Eliminative Materialism as an argument for physicalism with issues and responses 4. Functionalism as a way of arguing mutiplly realisability with issues and responses	A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria. Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.	1. Test and key terminology from this unit 2. Go through knowledge organisers and check understanding 3. Use the course companions to delve deeper into understanding and ask students to explain things to you. 4. Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses

Year 13 Curriculum Overview: MUSIC

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Features of the Romantic period (Area of Study A) 2. Poulenc Trio (year 13 set work AoSE)- an introduction using MAD TT SHIRT 3. Composing skills- moving on from Year 12, Western Classical skills and looking at the brief composition 4. Musical Theatre (Area of Study C) 5. Performance deadlines shared and rehearsals set with accompanist (where needed) .	1. Revision of Year content. Timeline with key features so far. Revision of Beethoven as transitional composer between Classical and Romantic. Rise of programmatic and Nationalistic writing in the Romantic period. Berlioz, Liszt and Dvorak. 2. Annotation of Poulenc Score using strategies deployed in Year 12 3. Western Classical composition and writing to a brief 4, Claude Michel Schonberg (AoS C) 5. Finalising performances and responding to feedback.	Performance of at least 5 minutes of repertoire in first half term to the class. Public performance opportunity of recital repertoire. Refining Year 12 Composition, responding to final targets. If taking the composition pathway, students will begin work on year 13 composition. Comparison tasks/essays on Symphony repertoire so far to consolidate Y 12 work. Annotation and analysis tasks on Poulenc and Musical Theatre.	https://www.youtube.com/watch?v=akOJdLlfYd4 Poulenc Trio- AoSE 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. Regular key vocab testing.
Spring Term	1. Romantic Symphonies continued 2.Poulenc Trio analysis 3.Composing – brief composition 4. Musical Theatre (Area of Study C) 5. Performing- final preparation reading for examiner visit.	1. Rimsky-Korsakov, Tchaikovsky, Richard Strauss, Brahms, Bruckner and Mahler 2. Further analysis of Poulenc (AoSE) set work 3. Composition- responding to bespoke targets 4. Andrew Lloyd-Webber and Stephen Schwartz (AoS C) 5. Performing- preparing for final recital and visiting examiner.	Performance of full recital repertoire in first half term to the class. **Visiting examiner visit (date tbc) as final performance assessment.** **Composition – submitting working work in line with targets set. FINAL submission.** Comparison tasks/essays on Symphony repertoire so far to consolidate Y 12 work. Annotation and analysis tasks on Poulenc and Musical Theatre	https://www.youtube.com/watch?v=akOJdLlfYd4 Poulenc Trio- AoSE 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. Regular key vocab testing.
Summer Term	1.NEA administration and paperwork 2. Revision and final exam preparation .	1. Revision and consolidation work on Haydn 104/Poulenc Trio and the development of the symphony so far to support the final A Level exam. 2. Revision and consolidation work on Musical Theatre material to support the final A Level exam.	Visiting examiner visit (date tbc) as final performance assessment – if this did not take place before Easter. COMPONENT 1 **A Level paper COMPONENT 3**	Regular testing of key vocab and features of all Areas of Study and the set works.

Year 13 Paper 2 Curriculum Overview:

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	2.2 – Sports Psychology 2.1 – Skill Acquisition	8.1 Attribution 8.2 - Confidence and self-efficacy in sports performance 8.3 Leadership in sport 8.4 Stress management to optimise performance 9.1 - Memory models	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.
Spring Term	2d – Performance in physical education	**1. EAPI Prepeation** **2. Section 1 -Evaluative of performance** **3. Section 2 - Development plan** **4. Section 3 – Application** **5. Independent time in lessons to make notes and improve knowledge and understanding.** **6. Mock Exam preparation** **7. Synoptic assessment**	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.	**PowerPoint presentations, YouTube video links etc** **Note questions – to consolidate knowledge (see resource file)** **Recall and retention – Starter activities (see resource file)** **Exam questions (see resource file)** **Green pen answers using mark schemes on Showbie.**
Summer Term	Revision Assessment	1. REVISION 2. Go through year 13 content 3. Exam technique 4. Past paper questions 5. REVISION 6. Personalised revision based on topic areas highlighted from the student's past exam papers and student self-reflection using revision checklist 7. REVISION 8. Timed practice exams and self-reflection using mark schemes and model answers.	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.

Year 13 Curriculum Overview: A level PE Paper 3

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Ethics and Deviance in Sport	Drugs and doping in sport Violence in Sport Gambling in Sport	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	• Support students accessing subject resources on Showbie. • Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. • Check ClassCharts • Support in completion of homework and revision
Spring Term	Commercialisation Routes to Excellence in Sport Modern Technologyp	Factors that influence the commercialisation of sport Impact on Elite level sport, participation, fair outcomes and entertainment Development routes from talent identification through to elite performance • the role of school, clubs, universities in contributing to elite sporting success • the role of UK Sport and National Institutes in developing sporting excellence/high performance sport • strategies to address drop-out/failure rates from elite development programmes	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.	• Support students accessing subject resources on Showbie. • Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. • Check ClassCharts • Support in completion of homework and revision
Summer Term	Revision			

Year 13 Curriculum Overview: Sports leadership (Year 2)

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1.Recap the basic expectations of IGS leadership, allocated IGS clubs and recap the skills and behaviours needed for effective, inclusive leadership 2. Know different types of sports/physical activity event and the associated pros/cons 3. Understand how to make sport/physical activity sessions inclusive to the needs of participants 4. Lead an inclusive sports/physical activity event	Understand how to make sport/physical activity sessions inclusive to the needs of participants Understand how to gather, collate and organise sporting results	Task 3.2 – Making sport/physical activity sessions inclusive. Complete the task worksheet Task 5.2 – Plan, lead and evaluate an inclusive sports and physical activity event Task 5.3 – Event Leadership Log inclusive sports/physical activity	Engage in conversations gauging what makes sport inclusive and what barriers and benefits there are from engaging in physical activity. Question students what the pros/cons are for the different types of tournament and event structures.
Spring Term	1. Unit 6 practical leadership: Be able to plan inclusive sport/physical activity sessions for a range of participant groups The six session plans must Include examples of how a given session has been made inclusive for the participant group(s).	Possible participant groups • Children • Older people • Disabled people • Women and girls • Minority ethnic groups • Deaf people	Task 6.1 – Plan, lead and evaluate inclusive sport/physical activity sessions to a range of participant groups. Complete <u>six</u> sessions IGS prescripbe 2 strands of activity and give 1 personal choice. - Children (IGS feeder primaries): 4 hours Min - Children with a variety of learning needs (Green meadows primary, IGS SRP): 4 hours min - Personal choice (Any other in the community): 4 hours min	Assist students in gaining placements within the Ilkley and local community for their personal choice strand. Discuss and question how their experiences shaped their leadership style and instruction delivery and why
Summer Term	Any necessary mop-up of LER tasks or theory hours for those behind, to be completed during Y13 study leave with an early may deadline			

Year 13 Curriculum Overview: PHOTOGRAPHY

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Edexcel A level Component 1 practical project: The Personal Investigation 2. Edexcel A level component 1 essay: The Personal Study	Developing a problem or brief set by self Responding effectively to feedback. 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 chosen area of study Research, development and writing of formal academic essay	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	Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcastse.g. Sky Arts Masters of Photography Proofreading written work to help pick up SPAG errors
Spring Term	1. Completion of Edexcel A level Component 1 2. Edexcel A Level Component 2 : The externally Set Assignment 3. London Galleries Visit	Developing a problem or brief set by the exam board Responding effectively to feedback. Analysis and research Technical and creative vocabulary Conceptual thinking Technical camera and editing skills led by chosen area of study 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	Completed Personal Investigation and The Personal Study using the following Assessment Objectives set by Edexcel 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	Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcastse.g. Sky Arts Masters of Photography Proofreading written work to help pick up SPAG errors
Summer Term	1. Edexcel A Level Component 2 : The externally Set Assignment Final preparations and exam sessions .	Working under exam conditions to create a final piece in 15 hours. 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		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 Supporting emotionally and physically during the run-up to exam sessions

Year 13 Curriculum Overview: Politics

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Comparative Politics – US option 1. The US Constitution and federalism 4 US Supreme Court and civil rights 3. Powers of the president Core ideologies (unit 1) Socialism	Comparative Politics Bipartisanship Checks and balances Codified/ uncodified Enumerated Powers Federalism Separation of the powers Executive Order Imperial/Imperilled Informal powers Unified Government Socialism Fraternity Collectivism Marxism Keynesian economics	Common Assessment 1a – Constitution and Federalism (1.1-1.4) Common Assessment 2a Supreme Court (4.1-4.6) Common Assessment 1b US presidency (3.1-3.4)	•Encourage students to read and stay up-to-date with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum •Use showbie to engage with the concepts and concepts we are working on at that time
Spring Term	.2 US Congress Elections ; Primaries, campaign funding strengths and w eaknesses of US Electoral system Republican and Democrat parties Interest Groups Comparative Questions Recap of Year 12 w ork and UK comparisons	Congress Congressional caucuses Divided Government Fillibuster Gridlock Incumbency Mid terms Oversight Partisanship Factions Invisible primary PACS Party system Policy Group Religious Right Comparative Theories – structural, cultural and rational	Mock Examination in January Comparative Practice Questions on all Topics	•Encourage students to read and stay up-to-date with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum •Use showbie to engage with the concepts and concepts we are working on at that time
Summer Term	. 1. Recap/ Retrieval/ consolidation of Previous learning 2. Examination Practice	Examination Practice and revision	A'Level Final Exam Paper 1 UK Politics and Core Political Ideas Paper 2 UK Government and Non Core Political Ideas Paper 3 Comparative Politics	•Encourage students to read and stay up-to-date with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum •Use showbie to access past papers and revision resources •Use showbie to engage with the concepts and concepts we are working on at that time

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Year 13 Curriculum Overview: Psychology

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Research Methods Approaches Comparison of Approaches Biopsychology Forensic Psychology	Research methods: statistical tests, case studies and content analysis, validity and reliability, Features of Science. Approaches: Humanistic approach, Psychodynamic approach, comparison of approaches Biopsychology: localisation of brain function, plasticity and recovery form trauma, hemispheric specialisation, ways of studying the brain. Forensic Psychology: profiling, Biological explanations, psychological explanations	At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.
Spring Term	Forensic Psychology Cognition and Development Schizophrenia	Forensic Psychology: custodial sentencing, behaviour modification, restorative justice Cognition and development: Piaget, Baillargeon, Vygotsky, levels of perspective taking, theory of mind, the mirror neuron system Schizophrenia: Diagnosis and classification, biological explaantions, drug treatments, Psychological explanations	At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.
Summer Term	Schizophrenia Issues and Debates A level Preparation	Schizophrenia: CBT and Family Therapy, the interactionist approach Issues and debates: gender and culture bias, nature/nurture, free wills. determinism, Holism vs. reductionism, idiographic/nomothetic approaches, ethical implications	At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.

Year 13 Curriculum Overview: A level Sociology

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Theory of Religion 2. Religion and Social Change 3. Secularisation debate 4. Religion, Renewal and Choice 5. Theories of Crime and Deviance 6. Gender and Crime 7. Ethnicity and Crime	• Marxist, Functionalist and Feminist views on the role of religion. • Is religion a conservative force or a force for change? • New religious movements – new age movements. • Functionalist, strain and subcultural theories of crime. • Marxist, Labelling Theory and Realist views on crime. • Patterns, trends and explanations for gender differences in crime. • Patterns, trends and explanations for ethnic differences in crime.	• Short Questions – 4 and 6 mark exam questions. • Quick Cycle test • Google forms. • 10 mark longer exam questions. • 20 and 30 mark longer exam essay questions. • Analysing item Qs – finding the 'hooks' • Using PEEEL paragraphs	• Practise exam questions using the AQA website https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources • Access and use the Tutor2u resources https://www.tutor2u.net/sociology • Access and use the A level Sociology Revision Folder on Show bie. • Use Revise Sociology https://revisesociology.com/ • Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/
Spring Term	1. Religious Organisations, Movements and Members 2. Religion in a Global Context 3. Science and Ideology 4 Crime and media 5. Globalisation and Crime 6. Control Punishment and Victimology 7. Sociological debates	• Church, Denominations, Sects and Cults. • Fundamentalism and religion – the power and significance of religion around the world. • Is Science the new religion? Is science and religion an open or closed belief system? • The influence of the media in creating moral panics – what impact does the media have on crime rates? • International and transnational crime – the impact of globalisation on crime. • How do we control and punish people? • What is victimology? How are criminals and victims asocial construction? • Is Sociology scientific, objective and value free? Or is Sociology subjective and value laden?	• Short Questions – 4 and 6 mark exam questions. • Quick Cycle test • Google forms. • 10 mark longer exam questions. • 20 and 30 mark longer exam essay questions. • Analysing item Qs – finding the 'hooks' • Using PEEEL paragraphs	• Practise exam questions using the AQA website https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources • Access and use the Tutor2u resources https://www.tutor2u.net/sociology • Access and use the A level Sociology Revision Folder on Show bie. • Use Revise Sociology https://revisesociology.com/ • Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/
Summer Term	1. Quantitative and Qualitative Research Methods 2. Globalisation, modernity and Postmodernity 3. Sociology and Social Policy 4. Paper 1 revision 5. Paper 2 revision 6. Paper 3 revision 7. Exam revision and consolidation	• Practical Ethical and Theoretical factors when conducting sociological research. • Sociology and globalisation. • Postmodernity and risk society. • The impact of sociological research on social policies. • How to answer exam questions.	• Short Questions – 4 and 6 mark exam questions. • Quick Cycle test • Google forms. • 10 mark longer exam questions. • 20 and 30 mark longer exam essay questions. • Analysing item Qs – finding the 'hooks' • Using PEEEL paragraphs	• Practise exam questions using the AQA website https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources • Access and use the Tutor2u resources https://www.tutor2u.net/sociology • Access and use the A level Sociology Revision Folder on Show bie. • Use Revise Sociology https://revisesociology.com/ • Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/

Year 13 Curriculum Overview: SPANISH

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	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Immigration in the Spanish- speaking world. 2. Racism 3. Integration of different cultures. 4. Volver – feminine solidarity (film)	1. Positive and negative aspects of immigration 2. Problems for illegal migrants 3. Recap of the present tense 4. Revision of the imperfect and preterite tenses 5. Use of compound tenses 6. Describing racist and xenophobic attitudes 7. Understand legislation and combating racism 8. Recap of the conditional and future tenses 12. Understand cultural integration and issues surrounding it 13. Quotations, themes, essay skills 14. Research skills for IRP	❑ **Paper 1 (L/ R / W)** ❑ **Paper 2 covering essay on film** ❑ **Paper 3 (Stimulus card + IRP)**	➢ **Join teacher Showbie group** ➢ **Keep an eye on ClassCharts for all homework and assessment information** ➢ **Encourage further reading to improve cultural capital, reading books/magazines/ newspapers in Spanish** ➢ **Encourage listening to Spanish music/ podcasts/radio, watching Spanish TV/films**
Spring Term	1. La Casa de Bernarda Alba – literature 2. Young people today, citizens of tomorrow, political movements in the Hispanic world. 3. Monarchies and dictatorships	1. Quotations, themes, key scenes and essay skills 2. Understanding politics, unemployment and the type of society young people want to live in in the Hispanic world 3. Understanding the impact of the civil war, Franco's dictatorship 4. Understanding changing attitudes towards monarchies, republics and dictatorships 5. Use of present, perfect and imperfect subjunctive 6. Imperative commands	❑ **Paper 1 (L/ R / W)** ❑ **Paper 2** ❑ **Paper 3 (Stimulus card + IRP)**	As above
Summer Term	1. Social protests and campaigns in the Spanish world. 2. Recap of Volver 3. Revision	1. Passive voice 2. If- clauses + pluperfect / imperfect subj. 3. Analysing the effectiveness of protests and strikes 4. Understanding the power of trade unions 5. Understanding the 15M movement in Spain and the mothers of La Plaza de Mayo in Argentina 6. Essay writing skills 7. Speaking skills	❑ **Mock speaking with Foreign Language Assistant** ❑ **Actual A-level exams**	As above