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Year 12 Curriculum Overview: Applied Science



Year 12 Curriculum Overview: Level 3 National Extended Certificate in Applied Science



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Unit 1 Principles of Science 1. Animal and plant cells 2. Tissues 3. Atomic structure and bonding 4. Chemical and physical properties of substances related to their uses 5. Waves and their application in communications.	1. Periodicity and properties of elements 2. Production and uses of substances in relation to properties 3. Structure and functions of cells and tissues 4. Cell specialisation 5. Tissue structure and function 6. Working with waves 7. Waves in communication 8. Use of electromagnetic waves in communication	This unit is assessed through an examination worth 90 marks with a total time of 2 hours, undertaken in three timed sessions of 40 minutes for each of Biology, Chemistry and Physics. Learners must take all three parts of the single examination in the same series to be awarded a result. The paper will include a range of question types, including multiple choice, calculations, short answer and open response. These question types will assess discrete knowledge and understanding of the content in this unit.	Encourage the use of Showbie to access lesson resources. Ensure they are spending time studying the content during the week. Encourage the attendance of afterschool interventions. Remind to check Classcharts on a regular basis and to complete all homework on time. Flashcards will be provided to aid in their revision.
Spring Term	Unit 2 Practical Scientific Procedures and Techniques A. Undertake titration and colorimetry to determine the concentration of solutions. B. Undertake colorimetry to study cooling curves. C. Undertake chromatographic techniques to identify components in mixtures. D. Review personal development of scientific skills for laboratory work.	1. Laboratory equipment and its calibration 2. Preparation and standardisation of solutions using titration 3. Colorimetry 4. Thermometers 5. Cooling curves 6. Chromatographic techniques 7. Application of chromatography 8. Interpretation of a chromatogram 9. Personal responsibility 10. Interpersonal skills 11. Professional practice	Learners will be introduced to quantitative laboratory techniques, calibration, chromatography, colorimetry and laboratory safety, which are relevant to the chemical and life science industries. You will submit reports for each assignment. There is a maximum number of four summative assignments for this unit. The relationship of the learning aims and criteria is: Learning aim: A (A.P1, A.P2, A.M1, A.D1) Learning aim: B (B.P3, B.P4, B.M2, B.D2) Learning aim: C (C.P5, C.P6, C.M3, C.D3) Learning aim: D (D.P7, D.M4, D.D4)	Encourage the use of Showbie to access lesson resources and attendance to all lessons to ensure you complete all the practicals required for each assignment. Ensure they are spending time studying the content during the week. Encourage the attendance of afterschool interventions. Remind to check Classcharts on a regular basis and to submit your coursework on time.
Summer Term	Unit 3 Science Investigation Skills 1. Planning a scientific investigation 2. Data collection, processing, analysis and interpretation. 3. Drawing conclusions and evaluations. 4. Enzymes in action 5. Diffusion of molecules 6. Plants and their environments 7. Energy content of fuels 8. Electrical circuits	1. Planning a scientific investigation 2. Data collection, processing, analysis and interpretation. 3. Drawing conclusions and evaluations. 4. Enzymes in action 5. Diffusion of molecules 6. Plants and their environments 7. Energy content of fuels 8. Electrical circuits	To complete the written task in Part B, learners will be provided with Part A. Part A will outline the method/materials used to generate results/observations from a practical investigation. This unit will be assessed through a written task (Part B) worth 60 marks. The task is set and marked by Pearson and will be completed in one sitting, within a supervised assessment session timetabled by Pearson. The assessment task will assess learners' ability to plan, record, process, analyse and evaluate scientific findings, using secondary information/data from scientific investigations related to the unit content.	Encourage the use of Showbie to access lesson resources. Ensure they are spending time studying the content during the week. Encourage the attendance of afterschool interventions. Remind to check Classcharts on a regular basis and to complete all homework on time.

Year 12 Curriculum Overview: Art



Year 12 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	COURSEWORK: <ol style="list-style-type: none"> 1. Introduction to the course. 2. Workshop style technical classes. 3. Further developments of the formal elements, in relation to "Concealed and Revealed" theme. 	Awareness and development of the formal elements. Experimental group and individual responses. How to present ideas and developments in an A Level sketchbook. Introduction to "Concealed and Revealed". Initial ideas explored and researched. Continued technical and experimental workshops in response to given theme including paint, print, observation, photography and sculpture.	Observations Group work Art theory written analyses 3D work	<ul style="list-style-type: none"> • 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.
Spring Term	COURSEWORK: <ol style="list-style-type: none"> 1. London galleries visit 2. 6 stages of a project towards response 1. 3. Careers week 	Inspirational London Galleries visit – to support ideas for response 1. The focus for response 1 is creative composition arrangement. 6 Stages of an A Level project: Stage 1 – Initial ideas Stage 2 – Inspirational artists Stage 3 – Recording observations Stage 4 – Planning Stage 5 – Experimental trials Stage 6 – Response 1 Art education beyond IGS, including Art Foundation and degree courses. How to apply. Art careers.	Coursework - grades and feedback are provided at each stage (pupils can revisit and make improvements based on feedback) Stage 1 – Initial ideas Stage 2 – Inspirational artists Stage 3 – Recording observations Stage 4 – Planning Stage 5 – Experimental trials Stage 6 – Response 1	As above. Encourage your child to draw, draw, draw. They can never have too many drawings and their confidence will grow as a result.
Summer Term	COURSEWORK: <ol style="list-style-type: none"> 1. 6 stages of a project towards response 2. 2. Year 12 mock exam 3. Visit to Leeds Arts University Degree show. 	The focus for response 2 is surface. 6 Stages of an A Level project: Stage 1 – Initial ideas Stage 2 – Inspirational artists Stage 3 – Recording observations Stage 4 – Planning Stage 5 – Experimental trials Stage 6 – Response 1 Year 12 mock exam: 90 minute written analysis 5 hour practical (response 2)	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. Art Colleges and Universities hold their end of year exhibitions and Open Days this half term – offering excellent opportunities to visit and be inspired. This will also help your child to decide what they may wish to apply for in the Autumn term of year 13.

Year 12 Curriculum Overview: Biology



Year 12 Curriculum Overview: Biology *subject to change



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Biological Molecules Biochemical Tests Enzymes Digestion + Absorption Eukaryotic Cell Structure Standard Deviation Studying Cells Plasma Membranes + Transport Across Membranes DNA Structure and Replication</p>	<p>Properties of water + importance, condensation reactions to form large molecules + hydrolysis for breakdown. How to determine molecules present in a solution + estimate concentration. How enzymes lower activation energy to catalyse reactions, + factors that affect enzyme action. Hydrolysis of starch, proteins + lipids to form small soluble molecules + the mechanisms of absorption. Measuring variation using standard deviation and its use to determine if differences are significant or not. Plasma membrane fluid mosaic structure and how this controls permeability. Size, solubility in lipids + water, and concentration gradient determine the mechanism used for transport across membranes. Watson + Crick model of DNA structure and how this relates to function Steps in the Semi-conservative replication of DNA to give accurate copies. Skills: Detailed factual recall, written communication, application of knowledge, data handling + analysis, evaluation, comprehension practical competencies</p>	<p>End of topic booklets assess factual knowledge, written communication, application, data handling + analysis, and evaluation through short and long answer questions Practical Competencies Assessment 1 – Biological Molecules, Biochemical Tests Eukaryotic Cell Structure, Studying Cells Assessment 2 – Any topic from assessment 1 + Enzymes, Plasma Membranes and Transport Across Membranes</p>	<p>Ensure students complete all homework thoroughly, using their lesson notes to help. Encourage them to make lists of questions/problem areas to ask teachers about. Ensure they use the checklists to methodically revise all topics. Make revision a part of the regular routine throughout the course. Prompt them to use the course study guide for tips on how to learn.</p>
Spring Term	<p>Surface area to volume ratio Gas Exchange, Ventilation + Disease Haemoglobin Circulatory System and Disease Tissue Fluid Cell Cycle, Mitosis + Cancer Genetic Code, Protein Synthesis + Mutations Prokaryotic cells + Binary Fission Viral Structure and Replication Immunology and Monoclonal Antibodies Meiosis Genetic Diversity and Natural Selection Classification+ Taxonomy</p>	<p>Problems associated with increased size of an organism and adaptations required. Features of gas exchange surfaces in humans, fish, insects and plants. Mechanism of ventilation by establishing a pressure gradient. How disease reduces ventilation, diffusion rates for gas exchange and therefore blood oxygen levels. How haemoglobin loads and unloads oxygen and adaptations of haemoglobin. Heart structure and function, events in the cardiac cycle, structure and adaptations of blood vessels. Cardiovascular disease, risk factors and correlations. How tissue fluid is formed and returned. Events of the cell cycle + mitosis that enable stem cells to produce new cells for growth and repair. What cancer is and how treatments can inhibit the cell cycle. The features of the universal genetic code and how it determines protein structure and function. The events in protein synthesis + how mutations change the genetic code + lead to changes in proteins. Structural features of prokaryotic cells compared to eukaryotic and how these cells divide to reproduce. General features of virus and replication. Specific structure of HIV and its replication. Passive + active immunity, vaccination + the uses of monoclonal antibodies in testing + treating disease. How gametes form and the causes of variation. Differences in alleles and the importance of genetic diversity in populations. The theory of natural selection and types of selection. Classification based on evolutionary relationships and how taxonomic groups are determined. Skills: Detailed factual recall, written communication, application of knowledge, data handling and analysis, evaluation, comprehension, practical competencies</p>	<p>End of topic booklets assess factual knowledge, written communication, application, data handling + analysis, and evaluation through short and long answer questions Practical Competencies Assessment 3 – Any topic from the Autumn Term + SA:Val ratio, Gas Exchange + Ventilation, Cell Cycle + Mitosis, Cancer, Genetic Code, Protein Synthesis + Mutations</p>	<p>Ensure students complete all homework thoroughly, using their lesson notes to help. Encourage them to make lists of questions/problem areas to ask teachers about. Ensure they use the checklists to methodically revise all topics. Make revision a part of the regular routine throughout the course. Prompt them to use the course study guide for tips on how to learn.</p>
Summer Term	<p>Transport of Water in Plants Xerophytes Transport Of Organic Molecules in Plants Antibiotic Resistance Biodiversity Statistics Ecosystems Ecological Techniques and Measuring Population Size Taxes and Kinesis Plant Responses</p>	<p>Cohesion-Tension theory for the transport of water + ions along the xylem + factors affecting rate of transpiration. Adaptations of xerophytes to prevent water loss and increase water uptake. Translocation and the mass flow hypothesis to transport sucrose and amino acids. The use of radioactive tracing and ringing experiments to study translocation. How antibiotics act + application of the theory of natural selection to explain how resistance develops. Species richness and the index of diversity as ways of measuring biodiversity. Human impact on biodiversity. Use of stats tests to determine if differences/correlations are due to chance. Selecting the correct test + writing conclusion. Terminology for ecosystems + use of quadrats, random sampling + mark-release recapture to determine population size. The use of transects to study the distribution of organisms. Responses of animals and plants to stimuli to increase survival chances – movement in animals and growth responses controlled by auxins in plants. Skills: Detailed factual recall, written communication, application of knowledge, data handling and analysis, evaluation, comprehension, practical competencies</p>	<p>End of topic booklets assess factual knowledge, written communication, application, data handling + analysis and evaluation through short and long answer questions Practical Competencies Year 12 Mocks – 2 Papers – All topics and skills from the AS Content (none of the red topics in the Summer Term)</p>	<p>Produce a timetable for increased revision for mocks. Ensure students complete all homework thoroughly, using their lesson notes to help. Tell them to make lists of questions/problem areas to ask teachers about. Ensure they use the checklists to methodically revise all topics. Make revision a part of the regular routine throughout the course. Prompt them to use the course study guide for tips on how to learn.</p>

Year 12 Curriculum Overview: Business



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?
Autumn Term	Theme 1 – Marketing & People 1.1 Meeting customer needs 1.5 Entrepreneurs & Leaders 1.3 Marketing Mix & Strategy Theme 2 – Managing business activities 2.1 Raising finance 2.2 Financial Planning 2.3 Managing Finance	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"> 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	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"> 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
Summer Term	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"> 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 12 Curriculum Overview: A-Level Chemistry



Year 12 AS/A'Level year 1 Curriculum Overview: Chemistry (AQA)



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Summer transition work consolidation.</p> <p>3.1.1 Atomic structure</p> <p>3.1.2 Amount of substance</p> <p>3.1.3 Bonding</p> <p>3.2.1 Periodicity</p> <p>3.3.1 Introduction to organic chemistry</p> <p>3.3.2 Alkanes</p> <p>3.3.3 Halogenoalkanes</p> <p>3.3.4 Alkenes</p>	<ul style="list-style-type: none"> Consolidation of key skills and concepts from KS4-KS5 Recap of fundamental particles and introduction to the orbital model of electronic configuration. Moles, the ideal gas equation, empirical and molecular formula and balancing equations. Recap of KS4 bonding concepts. Shapes of molecules and bond angles. Bond polarity and intermolecular forces. Properties of period 3 elements and trends across the period. Nomenclature and isomerism Alkanes – fractional distillation, cracking, combustions and halogenation. Reactions of halogenoalkanes Reactions of alkenes. E/Z isomerism. 	<p>Students will sit 2 summative assessments during term 1. These will be on atomic structure and bonding.</p> <p>Required practical 1 and 2 will also be carried out.</p>	<p>Encourage students to become independent learners. There is an expectation of 5 additional hours of independent study per week. Students should be reviewing their class notes to ensure a good understanding of the content covered between lessons. Question booklets will be provided with exam questions to work through and calculations to practice. Working through exam questions and self-assessing is encouraged. We also encourage students to seek help from the Chemistry department if they are stuck. There will be a centrally managed Showbie group to provide students access to revision resources.</p>
Spring Term	<p>3.1.4 Energetics</p> <p>3.1.5 Kinetics</p> <p>3.3.5 Alcohols</p> <p>3.3.6 Organic analysis</p> <p>3.3.2 Group 2 - Alkaline earth metals</p>	<ul style="list-style-type: none"> Enthalpy of combustion and formation, calorimetry, Hess's Law and bond enthalpies. Studying how changing conditions affects the speed of a chemical reaction, including: collision theory: Maxwell-Boltzmann distribution and the effects of pressure, concentration, etc. Production of alcohols, uses (including as biofuels). Oxidation and elimination reactions. Identification of functional groups using test tube reactions. Instrumental methods – Mass Spectrometry and Infra-red spectroscopy. Trends down the group and uses of the metal compounds. 	<p>Students will sit 2 summative assessments during term 2. These will be on amount of substance and all of the organic content up to alkenes.</p> <p>Required practical 3, 5 and 6 will also be carried out.</p>	<p>Students should have developed a good independent study routine. Encouragement to work through resources and continuing to practice calculations. Students should be gaining confidence in where to look for additional resources to support their learning. Working through exam questions and self-assessing is encouraged. We also encourage students to seek help from the Chemistry department if they are stuck.</p>
Summer Term	<p>3.1.6 Chemical equilibria, Le Chatelier's Principle and K_c.</p> <p>3.1.7 Oxidation, reduction and redox equations</p> <p>3.1.8 Thermodynamics (A'level content, continued in Yr13)</p> <p>3.3.3 Group 7 – The Halogens</p> <p>3.3.15 Nuclear Magnetic Resonance Spectroscopy (A'level content)</p>	<ul style="list-style-type: none"> Effect of changing conditions on the position of equilibrium in homogeneous reactions. Expression and calculation of K_c. Oxidation states of elements, construction of half equations and their combination to form redox equations. Construction of Born-Haber cycles to calculate lattice enthalpies. Trends of the halogens including oxidising/reducing ability of the halogen/halide. Uses of chlorine and chlorate (I). Carbon-13 and proton NMR as an analytical tool for structural elucidation and in combination with MS and IR. 	<p>Students will sit 2 Mock examinations which cover the entire AS content.</p> <p>Students can opt to take the external AS exam.</p> <p>Required practical 4 will also be carried out. There will be the opportunity to complete any outstanding required practicals for the CPAC accreditation.</p>	<p>Students should have developed a good independent study routine. Encouragement to work through resources and continuing to practice calculations. Students should be confident finding additional resources to support their learning. Working through exam questions and self-assessing is essential to practice content and exam technique. We also encourage students to seek help from the Chemistry department if they are stuck.</p>

Year 12 Curriculum Overview: Classical Civilisations



Year 12 Curriculum Overview: Classical Civilisations



Component 1: The World of the Hero- Homer's Odyssey

	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Context and Concepts: Homer's Epic 1. Epic composition 2. Literary techniques 3. Literary context 4. Transmission and poetic form 5. Themes and Concepts 6. Heroic Ideals and the Heroic World 7. Gods and Mortals 8. Historical, Cultural, Social, Religious Context to the Iliad 9. Introduction to the Text	Key Concepts: The Bard Invocation of the Muse Homeric Hero Homeric Ideals Homeric Question Nostos (journey home) Timé (public praise/ honour) Kleos (fame) Xenia (guest friendship) Epithets Formulae Rhapsode Homeric simile Bronze Age (c. 3000BC) - Mycenaean Period (1600-1100BC)	• Note-taking checks, file checks and annotations checks (Text Booklets) • Knowledge Quizzes- your first quiz will be on the key concepts, covering all Concept Categories: 1. Epic Composition 2. Literary Context 3. Heroic World 4. Social, Cultural, Historical Context • Common practice episodes: every 2 weeks on 10, 20 and 30 mark essay exam questions • Your first formal common practice episode will be on Book 1 of the Odyssey, followed by a 20 mark exam question on Nostos, 30 mark assessment on Book 6 which will feed the first tracking window	Encouraging reading. There are several excellent summary books that provide a narrative overview of the Odyssey, its main themes and big ideas, as well as scholarly research. The best to encourage students to read are: - Odyssey thematic and plot overview for students by Greek Myth Comic Guides (although aimed at GCSE students, it is a fast read and a useful overview/starting point) - <i>Qmnibus Magazine</i> is a great source for articles and scholarly write-ups - Spark notes: The Odyssey The set texts are also important and students have booklets to annotate as they go: <i>Homer's Odyssey (Penguin Classics)</i>
Spring Term	10. Plot Overview, Key Characters, Key Extracts from The Odyssey 11. Literary Techniques and Composition in the Odyssey 12. Heroic World: Characters and Themes in the Odyssey	Key Themes: Disguise and Recognition Fantasy & Supernatural Hospitality & Friendship Family, Parents, Children Relationships between Men & Women Justice/Revenge Slaves Relationships between mortals and Man Main Concepts: Heroic Ideals, Kleos, Nostos, Menis (rage), Xenia & Timé	Half term 2 will include: • 'Odyssey Never Welcome' 20 mark common practice • Book 12 Odyssey, 10 mark common practice Half term 3 will include: • Knowledge Quiz • 20 mark common practice • 30 mark common practice Mock Examinations will cover a FULL paper for Unit 1A on the Odyssey (worth 20% of your final grade)	Documentaries, podcasts and lectures are also useful to deepen understanding of the text and associative scholarly theory, some of which will also be integrated into lessons: • BBC documentary 'The Greatest Show on Earth' • <i>Homer's Odyssey Teatalk</i> by Jill Dash • <i>summary video of the Odyssey by Jill Dash</i> • <i>Why Homer Matters</i> and <i>Where Does Homer Come From: The Hay Festival</i> • <i>Professor Chris Pelling (Oxford University)</i> • <i>Documentary on Homer and the features of Oral Poetry</i>

Component 2: Invention of the Barbarian: Herodotus' Histories, Euripides' Medea and Aeschylus's Persians

Summer Term	1. Herodotus as the first historian 2. Herodotus as philobarbaros 3. Herodotus' portrayal of the Persians (including Xerxes) 4. Herodotus accounts of key 'historical' moments in the Greco-Persian wars 5. Herodotus' accounts of the supernatural (e.g. oracles) 6. Herodotus's literary devices & narrative style 7. Herodotus's historical reliability and usefulness 8. Aeschylus's depiction of Xerxes	Persian Wars (499-479BC) Herodotus the man, the writer, the character, the historical 'source' Reliability vs Usefulness Spoken word/ testimony Historia Ring composition Divine intervention (deus ex machina) Halicarnassus City states (polis) & geography Ionian Revolt Battle of Marathon & Greek Victory Key concepts: Barbarian, philobarbaros, hubris, eros, tyranny, democracy...	As with unit 1A there will be several opportunities to practice the range of source and essay-based questions. This unit will also include assessment and practice on the 'prescribed sources', some of which are whole literary works, while others are visual sources. We will need to practice how to analyse and answer on source-based questions. This unit will be formally assessed in the Year 13 mocks. There will be knowledge tests based on students reading of the prescribed literary sources (Histories, Medea and Persians) which will be required in your own time.	Encouraging reading. There are several excellent works by modern scholarly researchers and writers. The best to encourage students to read are: - Lewellyn-Jones, L. Persians: The Age of Great Kings There are also ancient scholars that provide a challenged view of Herodotus' work or can be compared to Herodotus as contemporaries - Aeschylus - Aristarchus of Samothrace - Thucydides (rival historian)
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Year 12 Curriculum Overview: Classical Civilisations



Component 3: Politics of the Late Republic

	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<u>Background of the late republic</u> 1. SPQR 2. Respublica, Offices, Assemblies 3. Imperium and the provinces- an imperial republic 4. Political beliefs- Populares vs optimates 5. Tensions between the orders <u>Cato and the Politics of the Optimates</u> 1. The influence of Stoicism 2. The rise of Pompey 3. Elite tensions- Cato, Clodius, Catiline, Cicero and Caesar	This option allows student an in depth analysis of one of the most significant historical turning points- the collapse of the Roman Republic. Students will consider the following key ideas and questions: <ul style="list-style-type: none"> Why did Rome become the dominant ancient state in the Mediterranean? How did the Roman state function? How far did social change cause a political crisis? What role do individuals play in moments of significant political crisis? With a key focus on Cato, Cicero and Caesar How far do ideas affect political social change? A focus on the conflict between populares and optimate ideologies. 	There will be checks on note taking activities throughout the course as well as regular source based practice activities. There will be a formal practice opportunity approximately every two weeks, with a range of 10,20 and 30 mark essay questions. These will receive a mixture of feedback and redrafting approaches. This course requires students to engage with contemporary academic research, as well as primary texts and so far ranging practice will be embedded across the curriculum.	Encouraging reading. There are several excellent summary books that provide a narrative overview of the fall of the Roman Republic, as well as thematic research. The best to encourage students to read are: <ul style="list-style-type: none"> Holland, T, <i>Rubicon</i>- a highly entertaining and accessible narrative Scullard, HH, <i>From the Gracchi to Nero</i>- an indispensable and detailed summary of the time period Steel, C, <i>The End of the Roman Republic</i>- a thematic approach to the social, cultural, economic and political causes of the collapse of the Roman Republic
Spring Term	<u>Caesar as Popularis and Dictator</u> 1. The first triumvirate 2. Cicero and his correspondence 3. Civil War 4. Caesar as Popularis 5. Caesar as dictator 6. The Assassination of Caesar	This term focuses solely on the politics that led to the collapse of the Roman Republic. This looks at <ul style="list-style-type: none"> the rise and fall of the triumvirate of Pompey, Caesar and Crassus The role that Cicero plays between the optimates and populares The course and consequences of the civil war The actions and downfall of Caesar as dictator. 	This term will build towards the mock assessments that occur at the end of Year 12 with a full paper 3 with the whole range of question styles. Alongside this there will be regular practice opportunities and knowledge and retrieval tests.	Beyond reading there are several audio, website and TV resources that provide colour and interest. -Massolit- this website has excellent academic lectures on detailed topics- most can be found on Youtube - Any documentary by Mary Beard- The Ancient Origins of the Roman Empire - In Our Time and Rest is History podcasts

Component 1: The World of the Hero- Virgil's Aeneid

Summer Term	<u>Literary techniques and composition</u> The heroic world: characterisation and themes The social, cultural and religious context Historical and political background	<ul style="list-style-type: none"> The use of language, structure, plot and the epic tradition to create a Roman version of the Homeric epics. The contrast between Roman and Greek concepts of the hero, how Aeneas embodies these and the themes that are prioritised such as: • family and friendship • relationships between men and women, parents and children • part played by women in the epic and their position in society Augustan context in which the Aeneid was produced- including the civil war, rise of Augustus and Virgil's role in the Augustan settlement.	AS with unit 3 there will be several opportunities to practice the range of source and essay based questions. This unit will be formally assessed in the Year 13 mocks. There will be knowledge tests based on students reading the Aeneid in their own time.	Students are encouraged the read the Aeneid more than once to fully embed the text in their memory. It can be useful to use audio versions of the text to allow students to encounter it in different formats. The prescribed books for the exam are: 1, 2, 4, 6, 7, 8, 9, 10, 11, 12
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Year 12 Curriculum Overview: A-Level Computer Science



Year 12

Curriculum Overview: A-Level Computer Science



Autumn Term

Topics/ content outline:

1. Components of a Computer System
2. Input, output and storage
3. Software Development
4. Application Generation
5. System Analysis
6. Algorithms
7. Compression and encryption
8. Hashing
9. Databases
10. Python challenges (1-20)

Powerful Knowledge (key concepts, skills)

Define, explain and give examples of:

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

What will you be assessed on?

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

How can you help at home?

Encourage your child to:
Recall key concepts from lessons
Work through practice papers from 2018-2022
Engage with on-line learning material / videos
Practice python programming every week (a minimum of 3 hours per week)
Review and complete the revision Year 12 CS revision plan.

Spring Term

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

Define, explain and give examples of:

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

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

Topics 1-9 (Autum Term) via practice exam 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
Practice python programming every week (a minimum of 4 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. Python challenges (31-40)
4. Preparation for the Year 12 mock exam.
5. Looking ahead to Year 13 project.

Define, explain and give examples of:

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

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

Topics 1-9 (Autum Term) via exam 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
Practice python programming every week (a minimum of 4 hours per week)
Review and complete the revision Year 12 CS revision plan.

Year 12 Curriculum Overview: Design Technology: Product Design



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?
Autumn Term	Skills Box & Acrylic Lamp 1. Marking up and routing 2. Mitre joint and sanding 3. Core: 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"> Workshop Health and Safety – overview and induction Using hand and machine tools 3D construction methods in wood, metal and plastic Sketching, drawing and CAD skills Introduction to Core Knowledge and examination skills 	<ul style="list-style-type: none"> Practical making skills Core Examination topic practice questions Diary of Manufacturing and Planning 2D and 3D sketching 2D and 3D Computer Aided Design ½ termly examination questions 40mins 	<p>Purchase Aqa Textbook – Design & Technology Product Design by Ian Granger</p> <p>Resources for projects and examination Core materials are stored in Showble.</p> <p>Encourage sketching practice Encourage revision for the practice exam questions.</p> <p>If asked, become a client for projects, answer questions and supporting the design process.</p>
Spring Term	One Sheet Challenge w/1 Carry 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"> Live project with a commercial manufacturer Developing project skills in preparation for the A level NEA Developing expertise in 3D construction methods & commercial methods of manufacture Develop higher level skills in sketch and CAD communication Supporting deeper Core Knowledge and examination skills 	<ul style="list-style-type: none"> All NEA aspects of the project work Creativity and originality Advanced skills in drawing and modelling Specific more challenging examination questions ½ termly examination questions 40mins 	<p>Continue support with resources for projects and examination. Core materials are stored in Showble.</p> <p>Encourage reading the textbook and help studying around topics with documentary watching and museum/ sites of interest to visit.</p> <p>Encourage active revision activities to promote long term recall for exam questions.</p>
Summer Term	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"> Live Non Examination Assessment A Level project Time Management of final project portfolio Developing expertise in 3D construction methods & commercial methods of manufacture Develop higher level skills in sketch and CAD communication Supporting deeper Core Knowledge and examination skills 	<ul style="list-style-type: none"> NEA on going monitoring, peer and self-assessment of AO1 Year 12 Mock examination – 2 1/5 hour paper with 120 marks – Technical Principles 	<p>Live Microsoft Teams Project Folios</p> <p>Continue support with resources for projects and examination. Core materials are stored in Showble.</p> <p>Encourage reading the textbook and help studying around topics with documentary watching and museum/ sites of interest to visit.</p> <p>Encourage active revision activities to promote long term recall for exam questions.</p>

Year 12 Curriculum Overview: Drama & Theatre Studies



Year 12 Curriculum Overview: Drama & Theatre Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> Component 1: Devising. Exploration of Styles of Theatre Component 3: Theatre Makers in Practice Section B Set Text – Expressionism. 	<p>- 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. <u>Writing detailed:</u> descriptions, analyses & evaluations.</p>	<ul style="list-style-type: none"> - 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 both as performer and a designer. - Component 3 Section B Set Text Question responses. - Component 1 Process & Research. 	<ul style="list-style-type: none"> - Questioning understanding of different texts, styles & practitioners. - Discussing live & digital theatre seen. - Reading and discussing meaning communicated in written responses.
Spring Term	<ol style="list-style-type: none"> Component 2: Text in Performance. Component 3: Theatre Makers in Practice Section B Set Text. Component 3: Theatre Makers in Practice Section A Live Theatre. 	<p>- 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. <u>Writing detailed:</u> descriptions, analyses & evaluations.</p>	<ul style="list-style-type: none"> - Your Group Work Skills - Your understanding of how to interpret script as both as performer and a designer. - Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s) & apply appropriate Practitioner Methodologies. - Component 3 Section A Live Theatre responses. - Component 3 Section B Set Text Question responses. - Component 2 Performance Intentions. 	<ul style="list-style-type: none"> - 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	<ol style="list-style-type: none"> Component 2: Text in Performance. Component 3: Theatre Makers in Practice Section B Set Text. Component 3: Theatre Makers in Practice Section A Live Theatre. 	<p>- 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. <u>Writing detailed:</u> descriptions, analyses & evaluations.</p>	<ul style="list-style-type: none"> - Your Group Work Skills - Your understanding of how to interpret script as both as performer and a designer. - Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s) & apply appropriate Practitioner Methodologies. - Component 3 Section A Live Theatre responses. - Component 3 Section B Set Text Question responses. - Component 2 Performance Intentions. 	<ul style="list-style-type: none"> - Testing knowledge of the whole play and character development through the play. - Reviewing written responses and targets to address.

Year 12 Curriculum Overview: Criminology



Year 12 Curriculum Overview: **Criminology**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	
Autumn Term	Unit 1: Understand how crime reporting affects the public perception of criminality Unit 1: Understand how crime reporting affects the public perception of Criminality. Understand how campaigns are used to elicit change Unit 2: Understand social constructions of criminality Unit 2: Theories of Criminality	Unit 1 AC1.1 Analyse different types of crime AC1.2 Explain the reasons that certain crimes are unreported AC1.3 Explain the consequences of unreported crime AC1.4 Describe the media representation of crime AC1.5 Explain the impact of media representations on the public perception of crime AC1.6 Evaluate methods of collecting statistics about crime AC 2.1 Compare campaigns for change AC2.2 Evaluate the effectiveness of media used in campaigns for change Unit 2 AC1.1 Compare criminal behaviour and deviance AC1.2 Explain the social construction of criminality AC2.1 Describe biological theories of criminality AC 2.2 Describe individualistic theories of criminality	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	How can you help at home? Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding. Check students are keeping their folders up to date ahead of the February controlled assessment
	Unit 1: Plan Campaigns for change relating to Criminality Unit 1: Controlled assessment and Preparation Unit 2: Know theories of Criminality, Understand causes of Criminality Unit 2: Understand causes of policy change	Unit 1 AC3.1 Plan a campaign for change relating to crime AC3.2 Design materials for use in campaigning for change AC3.3 Justify a campaign for change Unit 2 AC2.3 Describe sociological theories of Criminality: Functionalist and Subcultural theories, interactionism, labelling theory, Marxist theory, left and right realism, surveillance theory. AC3.1 Analyse situations of criminality AC3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality	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. Check students are keeping their folders up to date ahead of the February controlled assessment
Spring Term	Unit 2: Understand causes of policy change Unit 2 exam prep Unit 3: Understand the process of criminal investigations	AC4.1 Assess the use of criminological theories in informing policy development AC 4.2 Explain how social changes affect policy development AC4.3 Discuss how campaigns affect policy making Unit 3 AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations AC1.2 Assess the usefulness of investigative techniques in criminal investigations	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				

Year 12 Curriculum Overview: Economics



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?
Autumn Term	Microeconomics 1.1 The economic problem; 1.2 The allocation of resources; 1.3 Opportunity cost 2.1 Specialisation & trade; 2.2 Demand; 2.3 Supply; 2.4 Consumer & producer surplus	The economic problem; Normative and positive statements; Factors of production; Incentives; Economic systems Economic efficiencies; Opportunity cost and trade-off; Specialisation and the division of labour; Demand; The demand curve; Supply; The supply curve; Consumer surplus and producer surplus.	End of unit tests – Microeconomics <ul style="list-style-type: none">• Common Assessment 1• Common Assessment 2	Encourage students to read and stay up to date with Economics in the real world.
	Macroeconomics 1.1 Circular flow of income; 1.2 AD; 1.3 AS; 1.4 The interaction of AD & AS; 1.5 The multiplier & accelerator; 2.1 Economic growth; 2.2 Development; 2.3 Employment; 2.4 Inflation	The circular flow of income; Measuring national; Components of AD; AS – SRAS/LRAS; The multiplier & accelerator; Output gaps; possibility curve (PPC); Marginal propensities; Measurements of economic growth & development; SR/LR economic growth; Types of economies; Nominal & real values; Types of unemployment; Measuring unemployment; Inflation; Deflation; Disinflation; Hyperinflation; Index numbers.	End of unit Tests – Macroeconomics <ul style="list-style-type: none">• Common Assessment 1• Common Assessment 2	Help students revise for the end of unit assessments. Check Showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and sample questions.
Spring Term	Microeconomics 2.6 Elasticity; 2.7 The concept of the margin; 2.8 Market failure & externalities; 2.9 Information failure; 2.10 Public goods	Price elasticity of demand; Income elasticity of demand; Cross elasticity of demand; Price elasticity of supply; Factors which determine PED, YED, XED and PES; Total and marginal utility, diminishing marginal utility; Marginal costs and benefits; Externalities; Asymmetric information & moral hazard; Merit & demerit goods; Public goods; The free rider problem.	End of unit tests – Microeconomics <ul style="list-style-type: none">• Common Assessment 3• Common Assessment 4	Encourage students to read and stay up to date with Economics in the real world.
	Macroeconomics 2.5 Balance of payments; 2.6 Trends in Macroeconomic indicators; 3.1 Fiscal policy; 3.2 Monetary policy; 3.3 Supply side policy; 3.4 Policy conflicts	The components of the current account; Causes of imbalances on BoP; Trends in UK macroeconomics; Government budget; Types of taxation; Types of government expenditure; National debt; Discretionary fiscal policy and automatic stabilisers; Crowding out; The Laffer curve; Interest rates; Money supply; Quantitative easing; Market-based & interventionist supply side policies. Conflicts and trade-offs between policy objectives	End of unit Tests – Macroeconomics <ul style="list-style-type: none">• Common Assessment 3• Common Assessment 4	Help students revise for the end of unit assessments. Check Showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and sample questions.
Summer Term	Microeconomics 2.11 Government intervention	Taxation; Subsidies; Government expenditure; Price controls; Buffer stock systems; Public/private partnerships; Legislation; Regulation; Tradable pollution permits; Information provision; Competition policy; Government failure.	End of unit tests – Microeconomics Common Assessment 5	Encourage students to read and stay up to date with Economic news in the real world.
	Macroeconomics 4.1 International trade 4.2 Exchange rates	International trade; Patterns of international trade over time; Advantages and disadvantages of international trade to Developed, emerging & developing countries; Fixed exchange rates; Floating exchange rates; Changes in exchange rates; Advantages & disadvantages of different exchange rate systems.	End of unit Tests – Macroeconomics Common Assessment 5 End of year 12 exam Paper 1 – All microeconomics content Paper 2 – All of macroeconomics content	Help students revise for the end of unit assessments. Check Showbie to identify key resources that can help to further understanding – such as knowledge checkers, and revision strategies. Use Showbie to access past papers.

Subject Area: Economics

Subject Leader: Mr. O'Brien

Year 12

Term	Microeconomics	Macroeconomics	Key concepts/ core knowledge/ key vocabulary	Assessments/ checkpoints (where relevant)	Careers' Links
Autumn Term 1	The economic problem Allocation of resources Opportunity cost (intro) Supply Demand	Introduction to macroeconomics Macro indicators & objectives-what does a healthy economy look like? Circular flow of income Aggregate Demand Aggregate Supply Interaction of AD/AS The multiplier	Basic economic problem Economic & free goods Factors of production Resource allocation Normative & positive statements Scarcity Wants & needs Efficiencies Types of economy Opportunity cost & trade off PPF curve Supply Demand Circular flow & components Components of AD AS & how they are influenced AD/AS graphs The multiplier and marginal propensities	Common assessment 1-Micro Common assessment 1-Macro	Economist Banker Chartered accountant Investment analyst Management consultant Civil servant Government policy advisor
Autumn Term 2	The interaction of markets Consumer & producer surplus Specialisation & division of labour Elasticity	Economic Growth Economic Development Employment Inflation	Specialisation Division of labour Derived demand Excess demand Excess supply Complementary goods Cross elasticity of demand Elasticity Income elasticity of demand Different types of goods Substitutes	Common assessment 2-Micro Common assessment 2-Macro	Economist Banker Chartered accountant Investment analyst Management consultant Civil servant Government policy advisor

			The Laffer Curve Changes in interest rates Changes in money supply Inflation rate targets Quantitative easing Influence of exchange rates Privatisation, deregulation and subsidies Competition policy Investment in infrastructure, education, training, R&D Reforms of the tax & benefit system Improved labour market flexibility Immigration control		
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Summer Term 1	Government intervention	International trade Exchange rates	Taxation Subsidies Government expenditure Price controls Buffer stock systems Public/private partnerships Legislation & regulation Tradable pollution permits Information provision Competition policy Government failure International trade Patterns of international trade over time Advantages & disadvantages of international trade Exchange rate Fixed exchange rate Floating exchange rate	Common assessment 5-Micro Common assessment 5-Macro	Economist Banker Chartered accountant Investment analyst Management consultant Civil servant Government policy advisor
Summer Term 2	Revision and exam practice for AS level examinations and/or mock examinations for Y12 microeconomics and macroeconomics Introduction to Year 13 content.			Year 12 Mock – Microeconomics & Macroeconomics	

Year 12 Curriculum Overview: English Literature



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

Year 12 Curriculum Overview: Epistemology – unit 1



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?	1. The distinction between acquaintance knowledge, ability knowledge and propositional knowledge. 2. The nature of definition The Tripartite view 3. Issues with the tripartite view including: • the conditions are not individually necessary • the conditions are not sufficient – Gettier and Gettier style cases 4. Responses: Infallibilism, Realism, No False Lemmas, Virtue Epistemology	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 Crib sheets and essay planning to ensure there is a balance of issues and responses
	Unit 2: Knowledge through perception	1. Direct Realism – Issues and responses		
Spring Term	Unit 2: Knowledge through perception (continued)	2. Indirect Realism and issues and responses 3. Berkeley's Idealism including 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 Crib sheets and essay planning to ensure there is a balance of issues and responses
	Unit 3: Knowledge through reason	1. Innatism – Arguments from Plato and Leibniz 2. Empiricist responses and issues with these 3. Intuition and Deduction Thesis – Descartes doubt, Cogito and trademark arguments – Issues and responses		
Summer Term	Unit 3: Knowledge through reason (continued)	4. Proof of the existence of the Physical world 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 Crib sheets and essay planning to ensure there is a balance of issues and responses
	Unit 4: The limits of knowledge	1. Philosophical scepticism and normal incredulity. • The role/function of philosophical scepticism 2. Local v.s. global scepticism 3. Descartes' sceptical arguments (the three 'waves of doubt') 4. Responses to scepticism		

Year 12 Curriculum Overview: French



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

Year 12 Curriculum Overview: Geography



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?
Coastal systems and landscapes	<p>Coasts as natural systems</p> <ul style="list-style-type: none"> Stores, flows, inputs, outputs and dynamic equilibrium <p>Systems and processes</p> <ul style="list-style-type: none"> Coastal processes – sources of energy, erosion, transportation, and deposition <p>Coastal landscape development</p> <ul style="list-style-type: none"> Landforms of erosion Landforms of deposition Coastlines of emergence and submergence <p>Coastal management</p> <ul style="list-style-type: none"> Hard and soft engineering Sustainable approaches <p>Case studies</p> <ul style="list-style-type: none"> Local scale – Holderness Contrasting landscape to the UK – Sundarbans 	<p>Systems concepts</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>Media</p> <ul style="list-style-type: none"> Follow any news stories about cities, especially Mumbai and London https://www.theguardian.com/cities. Watch Kevin McCloud's 'Slumming It' https://www.youtube.com/watch?v=ywDipk5Mto Watch 'Jay Blades, East End through time' <p>Classwork</p> <ul style="list-style-type: none"> Keep folders and notes organised Recap on classwork to consolidate key concepts and knowledge Use course checklists to monitor your own progress <p>Independent work</p> <ul style="list-style-type: none"> Challenge yourself to read around the subject, using the resources on Showbie Read the RGS subject content overview https://www.rgs.org/schools/teaching-resources/changing-places-changing-places/ Use the practice questions and mark schemes on Showbie Use the intervention strategies available in the A-level revision on Showbie. Explore the governments approach to coastal management https://www.eastriding.gov.uk/council/plans-and-policies/other-plans-and-policies-information/sustainable-environment-policies-and-strategies/ What is happening in the Sundarbans? https://www.nationalgeographic.com/environment/article/partner-content-transforming-sundarbans?srlybrkr=6ce9f385
Changing Places	<p>The Nature and Importance of Places</p> <ul style="list-style-type: none"> Insider/Outsider Perspectives Near/Far & Experienced/Media Places Factors contributing to character of places (endogenous/exogenous) <p>Relationships and connections</p> <ul style="list-style-type: none"> Shifting flows Demographic, socio-economic and cultural characteristics External forces Past and present connections <p>Meaning and representations</p> <ul style="list-style-type: none"> Place attachments – identities, perspectives and experiences External agencies attempts to influence/create place meanings Media representations Past and present representations <p>Place Studies (Local and Distant)</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>	<p>Visits</p> <ul style="list-style-type: none"> Local areas in Leeds/ Bradford or other towns and cities of relevance to see the urban landscape Leeds Recycling and Energy Recovery Facility (RERF) - https://www.leeds.wellia.co.uk/our-facility/leeds-recycling-energy-recovery-facility-rerf-works Coastal environments – Holderness to explore the use of coastal management. Visit Hebden Bridge – To investigate how local and community groups have shaped place meaning. <p>Discussions</p> <ul style="list-style-type: none"> Talk to relatives/ friends about how areas have changed in their lifetime. How has coastal management changed since their childhood? Have they noticed a difference in the climate and the impact this is having in coastal areas?
Contemporary Urban Environments	<p>Urbanisation</p> <ul style="list-style-type: none"> Consequences of urbanisation and urban processes Urban change and Urban policy Urban forms World and Megacities and Post-modern - Western cities Spatial patterns of land use and land use models Social and economic issues associated with urbanisation Cultural diversity & ethnic segregation Economic inequality <p>Urban Climate</p> <ul style="list-style-type: none"> Urban microclimates and UHI Urban wind and air quality <p>Urban Drainage</p> <ul style="list-style-type: none"> Drainage systems and SUDS Urban drainage management Urban waste and its disposal Waste <p>Other contemporary Urban Environmental issues</p> <ul style="list-style-type: none"> Other issues and dereliction 	<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>CIO, inner city, suburbs and urban-rural fringe</p> <p>Town centre mixed development, 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>	

Year 12 Curriculum Overview: History



Year 12 Curriculum Overview: History



	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	<ol style="list-style-type: none"> 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. 	<p>This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:</p> <ul style="list-style-type: none"> • 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 <p>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/1/g-challenge-and-transformation-britain,-c18511964</p>	<p>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.</p> <p>In Section A there will be a compulsory question which tests students' ability to analyse and evaluate the views of historians (AO3).</p> <p>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.</p> <p>Students will practice these questions across Year 12 before completing a mock exam at the end of the year.</p>	<p>Visit the Ripon Workhouse Museum to consider the treatment of the poor in the nineteenth century.</p> <p>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.</p>
Unit 2: France in Revolution, c.1774-1795	<ol style="list-style-type: none"> 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. 	<p>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.</p> <p>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</p>	<p>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.</p> <p>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).</p> <p>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.</p> <p>Students will practice these questions across Year 12 before completing a mock exam at the end of the year.</p>	<p>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</p>

Year 12 Curriculum Overview: BTEC Level 3 Information Technology



Year 12

Curriculum Overview: BTEC Level 3 Information Technology



Autumn Term

Topics/ content outline:

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

Powerful Knowledge (key concepts, skills)

Being able to:

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

What will you be assessed on?

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

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

How can you help at home?

Encourage your child to:

Recall key concepts from lessons
Work through the case-study requirements (a minimum of 4 hours a weeks)

Engage with on-line learning material / videos
Review and complete the revision Year 12 Unit 2 revision plan.

Spring Term

1. Social media policy
2. Reviewing and refining plans
3. Creating accounts and profiles
4. Content creation and publication
5. Implementation of online 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:

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

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

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

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

Encourage your child to:

Recall key concepts from lessons
Work through the case-study requirements (a minimum of 4 hours a weeks)

Engage with on-line learning material / videos
Review and complete the revision Year 12 Unit 2 revision plan.

Summer Term

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

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

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

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

Encourage your child to:

Recall key concepts from lessons
Work through the case-study requirements (a minimum of 4 hours a weeks)

Engage with on-line learning material / videos

Year 12 Curriculum Overview: Media Studies



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?
Autumn Term	<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>LO1 Be able to create a proposal with sample materials for an original media product to a client brief</p> <p>LO2 Be able to plan and develop preproduction materials for an original media product to a client brief</p> <p>Unit 1: The aim of this unit is for you to develop your understanding of how different media institutions operate in order to create products that will appeal to specific target audiences.</p>	<p>UNIT 3: Pass Tasks Completed by December Completed filming and Editing their Music Video</p> <p>UNIT 1: Media products and audiences 2hr Exam Media Language and Representation of Attack the Block</p>	<p>Exam Board Unit Booklet</p> <p>UNIT 1</p> <p>UNIT 3</p> <p>Student Checklists UNIT 3 Marksheet</p>
Spring Term	<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>LO3 Be able to create production materials for an original media product to a client brief</p> <p>LO4 Be able to carry out post-production techniques and processes for an original media product to a client brief</p> <p>Unit 1: You will learn about how audiences are categorised, researched and targeted by media producers and how media institutions distribute and advertise their products to audiences.</p>	<p>UNIT 3: Merit Tasks Completed by February Distinction task completed by February</p> <p>UNIT 1: Media products and audiences 2hr Exam Moral Panic (20 marker essay question) Industry and Audience multiple sectors.</p>	<p>Exam Board Unit Booklet</p> <p>UNIT 1</p> <p>UNIT 3</p> <p>Student Checklists UNIT 3 Marksheet</p>
Summer Term	<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>LO1 Be able to generate ideas for an original media product based on a client brief</p> <p>LO2: Be able to create a proposal and pitch for an original media product based on a given brief</p> <p>LO3 Be able to pitch ideas on proposed media product and respond to questions</p>	<p>UNIT 21: Final Pitch April</p> <p>UNIT 1: Media products and audiences 2hr Exam MAY</p>	<p>Exam Board Unit Booklet</p> <p>UNIT 1</p> <p>UNIT 21</p> <p>Student Checklists UNIT 21 Marksheet</p>

Year 12 Curriculum Overview: Moral Philosophy – unit 2



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?
Autumn Term	<ol style="list-style-type: none"> 1. Normative Ethical Theories. 2. Utilitarianism 3. Deontological Ethics 	<ol style="list-style-type: none"> 1. Utilitarianism (Bentham and Mill) with issues to and responses 2. Kantian deontological ethics with issues and responses 3. Applying utilitarianism and deontological ethics to simulated killing, eating meat, telling lies and stealing 	<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"> 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 Crib sheets and essay planning to ensure there is a balance of issues and responses
Spring Term	<ol style="list-style-type: none"> 4. Virtue Ethics 5. Applied Ethics 	<ol style="list-style-type: none"> 1. Aristotelian virtue ethics 2. Eudaimonia as a final end 3. The function argument 4. Virtue and the soul 5. Doctrine of the mean 6. Actions 7. Virtues, actions and reasons 8. Eudaimonia and pleasure 9. Criticisms and responses 10. Applying virtue theory to simulated killing, eating meat, telling lies and stealing 	<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"> 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 Crib sheets and essay planning to ensure there is a balance of issues and responses
Summer Term	Metaethics.	<ol style="list-style-type: none"> 1. Introduction to meta ethics 2. The origins of moral principles 3. Realism and cognitivism 4. Naturalism 5. Non-naturalism and intuitionism 6. Issues with moral realism 7. Error theory 8. Emotivism 9. Prescriptivism 10. Issues with moral anti realism 	<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"> 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 Crib sheets and essay planning to ensure there is a balance of issues and responses

Year 12 Curriculum Overview: Music



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?
Autumn Term	<ol style="list-style-type: none"> 1. Features of the early Classical period (Area of Study A) 2. Composing skills-moving on from GCSE and planning Year 12 composition 3. Musical Theatre (Area of Study C) 4. A look at performance repertoire 	<ol style="list-style-type: none"> 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) 2. Harmony in composition-types of chords and effective sequences/ role of the dominant chord. 3. Richard Rogers (AoS C) 	<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>
Spring Term	<ol style="list-style-type: none"> 1. Haydn Symphony 104 movements 1 & 2 2. Mozart, early Beethoven and mature Haydn 3. Composing – year 12 composition task. 4. Musical Theatre (Area of Study C) 5. Performing- selecting and timing repertoire 	<ol style="list-style-type: none"> 1. Score reading/musical literacy/instruments of the Classical orchestra. 2. Comparing and contrasting classical symphonies using MAD TT SHIRT to organise thoughts. 3. Composition-structure and development 4. Leonard Bernstein (AoS C) 5. Preparation for solo performance in Spring Concert 	<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>https://www.youtube.com/watch?v=Q#PLowJ70&t=1003s</p>
Summer Term	<ol style="list-style-type: none"> 1. Haydn Symphony 104 movements 3 & 4 2. Mature Beethoven and the shift towards Romanticism. 3. Finalising Composition work 4. Finalising performance repertoire and submitting scores/piano parts. 5. Musical Theatre (AoS C) 	<ol style="list-style-type: none"> 1. Revision and consolidation work on Haydn 104 (mvts 1&2) and the development of the symphony so far to support year 12 Mock exam. 2. Analysis of Haydn 104 movements 3&4. 3. Addressing targets and working towards final deadline (Year 12 composition) 4. Exam performance of Year 13 repertoire as part of the Year 12 mock exam 5. Stephen Sondheim (AoS C) 	<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 Curriculum overview: AS PE Paper 1



Year 12 Curriculum Overview: AS PE Paper 1



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1.1.a. Skeletal And Muscular Systems.	1.Joints movements and muscles. 2.Functional roles of muscles and types of muscles. 3.Analysis of movement. 4.Skeletal muscle contraction. 5.Muscle contraction during exercise of differing intensities and during recovery.	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. Support students accessing resources on Showbie. 3. Check Classcharts. 4. Note questions – to consolidate knowledge (see resource file) 5. Recall and retention – Starter activities (see resource file) 6. Exam questions (see resource file) 7. Green pen answers using mark schemes on Showbie. 8. Support in completion of homework and revision
	1.1.b. Cardiovascular And Respiratory System.			
Spring Term	1.2.a. Diet and Nutrition And Their Effect On Physical Activity and Performance.	1.Cardiovascular system at rest. 2.Cardiovascular system during exercise of differing intensities and during recovery. 3.Respiratory system at rest. 4. Respiratory system during exercise of differing intensities and during recovery. 5.Diet and nutrition. 6.Erogenic aids. 7.Aerobic training. 8.Strength training. 9.Flexibility training.	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. Support students accessing resources on Showbie. 3. Check Classcharts. 4. Note questions – to consolidate knowledge (see resource file) 5. Recall and retention – Starter activities (see resource file) 6. Exam questions (see resource file) 7. Green pen answers using mark schemes on Showbie. 8. Support in completion of homework and revision
	1.2.b. Preparation and Training Methods In Relation To Improving And Maintaining Physical Activity And Performance.			
Summer Term	1.2.b. Preparation and Training Methods In Relation To Improving And Maintaining Physical Activity And Performance.	1.Periodisation of training. 2.Impact of training on lifestyle diseases. 3.Biomechanical principles. 4.Lever. 5.Analysing movement through the use of technologies. 6. Acute and chronic injuries. 7. Injury prevention. 8. Responding to injuries. 9.Rehabilitation of injury.	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. Support students accessing resources on Showbie. 3. Check Classcharts. 4. Note questions – to consolidate knowledge (see resource file) 5. Recall and retention – Starter activities (see resource file) 6. Exam questions (see resource file) 7. Green pen answers using mark schemes on Showbie. 8. Support in completion of homework and revision
	1.3 Biomechanics.			

Year 12 Curriculum overview: AS PE Paper 2



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?
Autumn Term	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.
Spring Term	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.
Summer Term	2.3 – Sport and society	7.2 – Post Industrial Britain 7.3 – Public Schools 7.4 – 20 th Century Britain 7.5 – 21 st 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



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?
Autumn Term	<ol style="list-style-type: none"> 1. Mini projects exploring different areas of traditional and digital Photography:- <ul style="list-style-type: none"> • Cyanotypes • Photograms • Film Photography • Form • Colour and conceptual • Product and fashion • Documentary and Leeds Market Visit 2. Begin Change and Stability project 	<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>
Spring Term	<ol style="list-style-type: none"> 1. Research and development of Change and Stability unit 2. Change and stability essay. 	<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>
Summer Term	<ol style="list-style-type: none"> 1. Conclusion of the Change and Stability project. 2. Introduction to Edexcel A level Component 1 practical project: The Personal Investigation 3. Mock exam sessions 	<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



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?
Autumn Term	<p>Unit 2 Parliament – The structure and role of the House of Commons - Role and structure of House of Lords Comparative powers of Commons and Lords</p> <p>Unit 1 -Representative Democracy and direct democracy Pressure Groups Rights Political Parties</p>	<p>Unit 1 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>Unit 2 Parliament Confidence and Supply Salisbury Convention Legislative Bills Public Bill Committees Backbenchers Select Committees Opposition</p>	<p>Unit 1 Common Assessment 1 – Democracy and Participation (1.1) Common Assessment 2 – Pressure Groups and Political parties (1.3 and 1.4)</p> <p>Unit 2 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>
Spring Term	<p>Unit 2 – The Prime Minister and Executive The concept of Ministerial responsibility The PM and Cabinet. Relations between branches</p> <p>Unit 1 – Established political parties emerging parties Different electoral systems Referendums Electoral systems analysis Factors influencing voting behaviour</p>	<p>Unit 1 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>Unit 2 Executive Cabinet Minister Secondary legislation Individual responsibility Collective responsibility Presidentialism</p>	<p>Unit 1 Common Assessment 3 Electoral Systems Common Assessment 4 Voting Behaviour</p> <p>Unit 2 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>
Summer Term	<p>Unit 1 Voting behaviour and the media Core Ideology (Liberalism and Conservatism)</p> <p>Unit 2 The Constitution and Constitutional Reform</p> <p>Non core ideology – Feminism</p>	<p>Unit 2 Constitution Uncodified Parliamentary sovereignty Rule of Law Statute and Common Law Conventions Devolution Feminism Public and private sphere Different types of feminism Otherness Intersectionality</p> <p>Unit 1 Class dealignment Manifesto Mandate Partisan dealignment Conservatism Noblesse oblige Liberalism Nightwatchman and enabling state</p>	<p>Year 12 Exams Unit 1 & 2 Ideology 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: Physics



Year 12 Curriculum Overview: Physics



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Mechanics (Statics & Dynamics)</p> <p>Bulk Properties of Solids</p> <p>Electricity</p>	<p>Newton's Laws of Motion. "suvat equations" (kinematic equations), vectors – resolving & combining. Projectiles. Momentum & impulse. Work done in dynamics situations. Moments.</p> <p>Density. Hooke's law. The Young modulus, strain & stress. Stiffness & ultimate tensile strength.</p> <p>Current as a flow of charge, work done by & on charge. Current-PD characteristics. Practical details/issues.</p>	<p>Mechanics</p> <p>Bulk Properties of Solids</p>	<ul style="list-style-type: none"> - Question students to test their recall of the topics - Encourage students to turn superglossaries into fact cards - Encourage students to use fact cards properly - Encourage students to use practice topic questions, or work on them together <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y12".</p>
Spring Term	<p>Progressive & Stationary Waves</p> <p>Refraction</p> <p>Electricity</p> <p>Interference & Diffraction</p> <p>Quantum Phenomena</p>	<p>Progressive waves. Stationary waves. Polarisation. Longitudinal & transverse waves. Harmonics on a string. Refractive index. Total internal reflection. Fibre optics, pulse broadening, material & modal dispersion. Resistivity. Superconductors. Potential dividers. Electromotive force & internal resistance. Diffraction. Superposition. Interference (single slit, double slit & diffraction gratings). The photoelectric effect. Emission & absorption spectra. Wave particle duality.</p>	<p>Progressive & Stationary Waves</p> <p>Refraction</p> <p>Electricity</p> <p>Interference & Diffraction</p> <p>Quantum Phenomena</p>	<ul style="list-style-type: none"> - Question students to test their recall of the topics - Encourage students to turn superglossaries into fact cards - Encourage students to use fact cards properly - Encourage students to use practice topic questions, or work on them together <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y12".</p>
Summer Term	<p>Particles</p> <p>Circular Motion (part of "Further Dynamics")</p> <p>Electric Fields</p>	<p>Nuclear model. Isotope notation. The strong nuclear force. Alpha, beta-, beta + (antimatter), and gamma decay. Neutrinos, antimatter, annihilation & pair production. Exchange particle model of forces.</p> <p>Circular Motion. Centripetal acceleration.</p> <p>Electrical fields and potential. Orbits of a "classical electrons" in an atom.</p>	<p>Particles</p>	<ul style="list-style-type: none"> - Question students to test their recall of the topics - Encourage students to turn superglossaries into fact cards - Encourage students to use fact cards properly - Encourage students to use practice topic questions, or work on them together <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y12".</p>

Year 12 Curriculum Overview: A Level Sociology



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?
Autumn Term	<ol style="list-style-type: none"> 1. Introduction to Sociology 2. Introduction to Sociological Theories and Research Methods 3. Introduction to Sociological Research Methods 4. Theory of Education – The Role of Education 5. Education Policy 6. Class and Education 7. Theories of the Family 8. Demography 	<ul style="list-style-type: none"> • What is Sociology and how is it applicable to our every day life? • How do Sociologists study society? • Marxist, Feminist, Functionalist, New Right, Post-modernism Theories. • The Practical, Ethical and Theoretical Factors of Questionnaires, Interviews, Observation, Experiments, Documents and Official Statistics. • Theoretical views on the role of education – Marxist, Functionalist, New Right. • Theoretical views on the role of the Family.. • What are the patterns and trends in UK – marriage, divorce, birth, death etc. 	<ul style="list-style-type: none"> • Short Questions – 4 and 6 mark exam questions. • Quick Cycle test • Google forms. • 10 mark longer exam questions. • 20 mark longer exam essay questions. • Analysing item Qs – finding the 'hooks' • Using PEEEL paragraphs 	<ul style="list-style-type: none"> • 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 file. • Use Revise Sociology https://revisesociology.com/ • Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/
Spring Term	<ol style="list-style-type: none"> 1. Ethnicity and Education 2. Gender and Education 3. Family Diversity 4. Childhood 5. Couples 6. Changing Family Patterns 7. Methods In Context 	<ul style="list-style-type: none"> • Internal and external factors which lead to educational differences due to ethnicity. • Internal and external factors which lead to educational differences due to gender. • Family diversity modernity vs post-modernity. • The social construction of childhood. • Domestic division of labour. • Changing gender roles within society. • Using the six research methods to investigate areas of education e.g. classrooms, parents, students, teachers, schools. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 file. • Use Revise Sociology https://revisesociology.com/ • Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/
Summer Term	<ol style="list-style-type: none"> 1. Family and Social Policy 2. Methods In Context continued 3. Consolidation of AS topics 4. Preparation for AS exam/Internal mock exam 5. Revise Sociological Theory (Year 13 content) 	<ul style="list-style-type: none"> • The role of the Government – family policies and their impact. • Using the six research methods to investigate areas of education e.g. classrooms, parents, students, teachers, schools. • Consolidation of AS topics (Term 1 and Term 2) • Exam practise – how to answer short and long essay Qs. • Year 13 – Theory and Methods. Revise the Sociological theories and methods. • Marxist, Feminist, Functionalist and Social Action Theories. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 file. • Use Revise Sociology https://revisesociology.com/ • Buy the red and blue Sociology textbooks by Napier Press https://napierpress.com/

Year 12 Curriculum Overview: BTEC Sport Unit 1 – Anatomy & Physiology



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

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



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

Year 12 Curriculum Overview: BTEC Sport Unit 2 – Fitness Training & Programming for Health, Sport & Wellbeing



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?
Autumn Term	<ul style="list-style-type: none"> Positive Lifestyle factors Negative lifestyle factors Lifestyle Modification techniques. Screening Processes Health Monitoring Tests Interpreting the results of Health Monitoring tests Revision Strategies Exam Technique 	<ul style="list-style-type: none"> Exercise and Physical Activity Healthy Balanced diet Positive risk-taking activities Government recommendations/guidelines The impact of smoking on a person's health and well-being The impact of alcohol on a person's health and well-being The impact of stress on a person's health and well-being The impact of sleep on a person's health and well-being Sedentary lifestyle and the health risks Modification techniques Common barriers Interpreting lifestyle and physical activity questionnaires Interpreting health screening information and linking to health 	<p>This unit will be assessed externally using an examination set by Pearson. The examination will contain two parts.</p> <p>Part A: Is supplied two weeks before your examination so that you can carry out independent research about a scenario based on an individual who requires guidance on training, lifestyle and nutrition.</p> <p>Part B: Is a written examination lasting two hours under controlled conditions in which you can use research notes to complete a task that builds on part A.</p>	<ul style="list-style-type: none"> Read around positive and negative lifestyle factors. Look at the materials on Showbie Access the past papers on Showbie Complete any homework set Revise for any assessments
Spring Term	<ul style="list-style-type: none"> Common nutritional terminologies Components of a balanced diet Nutritional Strategies Components of fitness Components of skill related fitness Aerobic endurance training methods Strength methods Training Muscular Endurance training methods 	<ul style="list-style-type: none"> Understand RDA, RNI and energy measures Understand energy balance and BMR Macro and Micronutrients Hydration and the effect on sporting performance Nutritional strategies to gain or lose weight Understand the use of ergogenic aids in sport Understand the use of sports drinks in sport Aerobic Training methods: Continuous, interval and fartlek training Muscular Strength: Pyramid sets, free weights and resistance machines Muscular Endurance: Circuit training, free weights, resistance machines 	<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"> Read around the topic of nutrition and components of physical and skill related fitness Look at the materials on Showbie Access the past papers on Showbie Complete any homework set Revise for any assessments
Summer Term	<ul style="list-style-type: none"> Core Stability Training methods Flexibility training methods Speed training methods Training methods for skill related fitness Principles of fitness training programme design 	<ul style="list-style-type: none"> Core stability: Yoga, Pilates and abdominal exercises Flexibility training: PNF, static and dynamic stretching, Speed training methods: Hollow sprints, acceleration sprints, interval training and resistance drills. Agility, balance, reaction time, power and coordination training methods. How to devise a training programme for an individual's goals. Smart Targets (Specific, measurable, achievable, recorded, time. Principles of training- FITT principle Additional principles- SPOVAIRR Periodisation 	<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"> Read around training methods and the principles of training. Look at the materials on Showbie Access the past papers on Showbie Complete any homework set Revise for any assessments

Year 12 Curriculum Overview: Sports Leaders (Year 1)



Year 12 Curriculum Overview: Sports leaders (Year1)



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Understand the basic expectations of IGS leadership, allocated IGS clubs 2. Understand the skills and behaviours needed for effective, inclusive leadership 3. Understand the importance of leadership skills and behaviours in a range of situations 4. Understand how effective, engaging warm ups can be led 	<p>The 5 main leaderships skills:</p> <ul style="list-style-type: none"> • Communication • Self-belief • Teamwork • Self-management • Problem solving <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>
Spring Term	<ol style="list-style-type: none"> 1. Understand how 'duty of care' effects the safeguarding of participants 2. Describe what is meant by 'safeguarding' 3. Be able to maximise safety when leading sport/physical activity 4. Describe the characteristics of progression in a series of sport/physical activity sessions 5. Plan, lead and evaluate a progressive series of inclusive sport/activity sessions at IGS clubs 	<p>Safeguarding: 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>Progression acronym for simple activity manipulations:</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>
Summer Term	<ol style="list-style-type: none"> 1. Know how to plan inclusive sport/physical activity sessions and events 2. Describe the physiological, psychological and social benefits for the community, of people taking part in sport/physical activity 3. Describe the financial, social and health benefits to society, of people taking part in sport/physical activity 4. Describe strategies which could increase the participation levels of sport/physical activity in the community 	<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"> - Stand 1: Primary (Helping at IGS Y6 transition day) - Strand 2: Children with a variety of learning needs (IGS SRP sports day) 	<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



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?
Autumn Term	<ol style="list-style-type: none"> 1. Influence of internet 2. Mobile phones in our society 3. Benefits and dangers of social media 4. Changes in the family 5. Attitudes towards marriage and divorce 6. Paper 1 skills (Reading, listening and writing) 7. Introduction to Photocard skills (Paper 3) 	<ul style="list-style-type: none"> ✓ Using the present and present continuous ✓ Use comparatives and superlatives ✓ Understanding further differences between 'ser' and 'estar' ✓ Use the imperfect and imperfect continuous ✓ Using the preterite tense ✓ Learning how to approach a listening summary and a reading summary ✓ Using idiomatic expressions with impersonal verbs 	<p>☐ Paper 1 (Listening, reading and writing)</p>	<ul style="list-style-type: none"> ➢ 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	<ol style="list-style-type: none"> 1. Singers and musicians 2. TV & cinema stars 3. Volver – A film by Pedro Almodóvar 4. Paper 2 skills 5. Women in the workplace 6. Chauvinism and feminism 7. LGBTQ+ rights in the Hispanic world 8. On-going Paper 1 and 3 Skills 9. How to approach Paper 2 (essays) 	<ul style="list-style-type: none"> ✓ Introduction to the subjunctive (Volver) ✓ How to approach gap fill tasks ✓ Using indefinite adjectives and pronouns ✓ Using the perfect tense ✓ Using the pluperfect tense ✓ Using the future perfect and conditional perfect ✓ Using indirect object pronouns ✓ Practise the passive voice ✓ Using direct object pronouns ✓ How to write an essay in Spanish 	<p>☐ Paper 1 (Listening, reading and writing)</p> <p>☐ Paper 3 Mock (Speaking cards)</p>	<ul style="list-style-type: none"> ➢ 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
Summer Term	<ol style="list-style-type: none"> 1. Traditions and customs in Spain 2. Gastronomy in Spain 3. Languages in Spain 4. Cultural heritage in Spain 5. Role of architecture and Spanish/Latin American artists 6. Diversity of Spanish music and dance 7. Preparation towards IRP project 	<ul style="list-style-type: none"> ✓ Translation skills (both ways) ✓ Re-visiting the present subjunctive ✓ Using the perfect tense in the subjunctive ✓ Using numerals ✓ Understanding and using demonstrative and possessive adjectives ✓ Using imperatives 	<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"> ➢ 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