



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

YEAR 12: IGS CURRICULUM OVERVIEW

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

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



PRIDE



RESPECT



COURAGE



RESPONSIBILITY



KINDNESS



RESILIENCE

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Year 12 Curriculum Overview: 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



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>COURSEWORK:</p> <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. 	<p>Awareness and development of the formal elements. Experimental group and individual responses. How to present ideas and developments in an A Level sketchbook.</p> <p>Introduction to "Concealed and Revealed". Initial ideas explored and researched. Continued technical and experimental workshops in response to given theme including paint, print, observation, photography and sculpture.</p>	<p>Observations Group work Art theory written analyses 3D work</p>	<ul style="list-style-type: none"> • 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	<p>COURSEWORK:</p> <ol style="list-style-type: none"> 1. London galleries visit 2. 6 stages of a project towards response 1. 3. Careers week 	<p>Inspirational London Galleries visit – to support ideas for response 1.</p> <p>The focus for response 1 is creative composition arrangement.</p> <p>6 Stages of an A Level project:</p> <p>Stage 1 – Initial ideas Stage 2 – Inspirational artists Stage 3 – Recording observations Stage 4 – Planning Stage 5 – Experimental trials Stage 6 – Response 1</p> <p>Art education beyond IGS, including Art Foundation and degree courses. How to apply. Art careers.</p>	<p>Coursework - grades and feedback are provided at each stage (pupils can revisit and make improvements based on feedback)</p> <p>Stage 1 – Initial ideas Stage 2 – Inspirational artists Stage 3 – Recording observations Stage 4 – Planning Stage 5 – Experimental trials Stage 6 – Response 1</p>	<p>As above.</p> <p>Encourage your child to draw, draw, draw. They can never have too many drawings and their confidence will grow as a result.</p>
Summer Term	<p>COURSEWORK:</p> <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. 	<p>The focus for response 2 is surface.</p> <p>6 Stages of an A Level project:</p> <p>Stage 1 – Initial ideas Stage 2 – Inspirational artists Stage 3 – Recording observations Stage 4 – Planning Stage 5 – Experimental trials Stage 6 – Response 1</p> <p>Year 12 mock exam: 90 minute written analysis 5 hour practical (response 2)</p>	<p>Coursework and mock exam work are assessed against Edexcel assessment objectives:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>As above.</p> <p>Art Colleges and Universities hold their end of year exhibitions and Open Days this half term – offering excellent opportunities to visit and be inspired. This will also help your child to decide what they may wish to apply for in the Autumn term of year 13.</p>



Year 12 Curriculum Overview: 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	Biological Molecules Biochemical Tests Enzymes Digestion + Absorption Eukaryotic Cell Structure Standard Deviation Studying Cells Plasma Membranes + Transport Across Membranes DNA Structure and Replication	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	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	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.
	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	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	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	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.
Summer Term	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	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	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)	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.



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 Computer Science



Autumn Term

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<ol style="list-style-type: none"> 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) 	<p>Define, explain and give examples of:</p> <ul style="list-style-type: none"> • 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. 	<p>All elements of Powerful knowledge Recall of facts Application of theory within a scenario</p> <p>Topics 1-9 (Autum Term) via practice exam questions Topic 10 (Autum Term) via practical exercises</p>	<p>Encourage your child to:</p> <p>Recall key concepts from lessons</p> <p>Work through practice papers from 2018-2022</p> <p>Engage with on-line learning material / videos</p> <p>Practice python programming every week (a minimum of 3 hours per week)</p> <p>Review and complete the revision Year 12 CS revision plan.</p>

Spring Term

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<ol style="list-style-type: none"> 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) 	<p>Define, explain and give examples of:</p> <ul style="list-style-type: none"> • 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. 	<p>All elements of Powerful knowledge Recall of facts Application of theory within a scenario</p> <p>Topics 1-9 (Autum Term) via practice exam questions Topics 1-7 (Spring Term) via practice exam questions</p> <p>Topic 10 (Autum Term) via practical exercises Topic 8 (Spring Term) via practical exercises</p>	<p>Encourage your child to:</p> <p>Recall key concepts from lessons</p> <p>Work through practice papers from 2018-2022</p> <p>Engage with on-line learning material / videos</p> <p>Practice python programming every week (a minimum of 4 hours per week)</p> <p>Review and complete the revision Year 12 CS revision plan.</p>

Summer Term

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<ol style="list-style-type: none"> 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. 	<p>Define, explain and give examples of:</p> <ul style="list-style-type: none"> • 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, • Privacy and offensive communications, • Layout, colour paradigms & character sets 	<p>All elements of Powerful knowledge Recall of facts Application of theory within a scenario</p> <p>Topics 1-9 (Autum Term) via exam questions Topics 1-7 (Spring Term) via exam questions Topics 1- 2 (Summer Term) via exam questions</p> <p>Topics 9- 10 (Autum Term) via practical exercises Topics 7- 10 (Spring Term) via practical exercises Topics 7 (Summer Term) via practical exercises</p> <p>All of H406 Exam 1 via the Year 12 Mock Exam</p>	<p>Encourage your child to:</p> <p>Recall key concepts from lessons</p> <p>Work through practice papers from 2018-2022</p> <p>Engage with on-line learning material / videos</p> <p>Practice python programming every week (a minimum of 4 hours per week)</p> <p>Review and complete the revision Year 12 CS revision plan.</p>



Year 12 Curriculum Overview: Design & Technology; Product Design



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?	
Autumn Term	<p>Project 1 = Lamp</p> <ol style="list-style-type: none">1. Marking up and routing2. Mitre joint and sanding3. Corel Draw and laser cutting4. Scroll saw5. Drilling- set up and change drill bits6. Vacuum forming7. OnShape CAD bracket/ 3D Print8. Line bend acrylic9. Assembly & 2D/3D sketching10. Plug & Yoke process11. Welding Steel &Standard Components12. Core Topics- Materials, Finishes & Digital Design Manufacture	<p>Project 1;</p> <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	<p>Core exam knowledge, 50% of grade;</p> <ul style="list-style-type: none">• 1.1 Material Properties• 1.2-1.5 Woods• 1.2-1.5 Polymers	<ul style="list-style-type: none">• Practical making skills• Core Examination topic practice questions, plus two mini core exams.• Dairy 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 Showbie.</p> <p>Encourage sketching practise 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	<p>Project 2 = One Sheet Challenge</p> <ol style="list-style-type: none">1. Brief and Project Plan2.Context Analysis & Situation3.Initial Concepts4. Ergonomics & Anthropometrics5. Product Disassembly & Ikea Trip6. Design Specification7. Product Models and prototypes8. Carey's visit & client feedback9. Computer Aided Design10. Presentation models & Costing11. Present to the Client12. Factory Visit13. 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	<p>Core exam knowledge, 50% of grade;</p> <ul style="list-style-type: none">• 1.2-1.5 Metals• 1.2-1.5 Papers& Boards• 1.-2-1.5 Composites• 1.2-1.5 Smart Materials and Modern Materials• 1.4 Adhesives	<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 Showbie.</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	<p>NEA and year 12 Mock Examinations</p> <ol style="list-style-type: none">1. Develop a unique project rationale2. Create a series of Initial Concepts3. Complete Client, Situation and associated research investigations4. Carry out client and user surveys5. Construct a project plan6. Work on original drawings, CAD and models7. Develop the Project Specification8. Mock examinations and feedback9. Core topics inc Health and Safety, Design Communication and Evaluation	<p>NEA coursework, 50% of grade;</p> <ul style="list-style-type: none">• Live <u>Non Examination Assessment A Level</u> 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	<p>Core exam knowledge, 50% of grade;</p> <ul style="list-style-type: none">• Paper 1 mock exam on 1.1 to 1.5, all areas.• Continues with 1.6 Scales of Practise• 1.7 Digital design & manufacture• 1.8 Design Development• 1.9 H&S• 1.10 Protecting designs• 1.11 Repair & Disassembly• Roll into year 13	<ul style="list-style-type: none">• NEA on going monitoring, peer and self-assessment of AO1• Year 12 Mock examination – 2 <u>1/5 hour</u> 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 Showbie.</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



	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. Writing detailed: 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. Writing detailed: 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. Writing detailed: 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.

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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	<p>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</p> <p>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</p>	<p>The economic problem; Normative and positive statements; The role of economic agents; 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.</p> <p>The circular flow of income; The methods of measuring national income, output and expenditure; Components of AD; The AD curve; AS & the AS curve – SRAS/LRAS; The multiplier and 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</p>	<p>End of unit tests – Microeconomics Common Assessment 1 Common Assessment 2</p> <p>End of unit Tests – Macroeconomics Common Assessment 1 Common Assessment 2</p>	<p>Encourage students to read and stay up to date with Economics in the real world.</p> <p>Help students revise for the end of unit assessments.</p> <p>Check Showbie to identify key resourcesthat can help to further understanding –such as knowledge checkers, revision strategies and sample questions.</p>
Spring Term	<p>Microeconomics 2.6 Elasticity; 2.7 The concept of the margin; 2.8 Market failure & externalities; 2.9 Information failure; 2.10 Public goods</p> <p>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</p>	<p>Price elasticity of demand; Income elasticity of demand; Cross elasticity of demand; Price elasticity of supply; Factors which determine the value of PED, YED, XED and PES; Total and marginal utility, diminishing marginal utility and the demand curve; Marginal costs and benefits; Externalities; Asymmetric information & moral hazard; Merit and demerit goods; Characteristics of a public good; The free rider problem.</p> <p>The components of the current account; Causes of imbalances on BoP; Trends in UK macroeconomics in the last 20 years; 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</p>	<p>End of unit tests – Microeconomics Common Assessment 3 Common Assessment 4</p> <p>End of unit Tests – Macroeconomics Common Assessment 3 Common Assessment 4</p>	<p>Encourage students to read and stay up to date with Economics in the real world.</p> <p>Help students revise for the end of unit assessments.</p> <p>Check Showbie to identify key resourcesthat can help to further understanding –such as knowledge checkers, revision strategies and sample questions.</p>
Summer Term	<p>Microeconomics 2.11 Government intervention</p> <p>Macroeconomics 4.1 International trade 4.2 Exchange rates</p>	<p>Taxation; Subsidies; Government expenditure; Price controls; Buffer stock systems; Public/private partnerships; Legislation; Regulation, Tradable pollution permits; Information provision; Competition policy; Government failure.</p> <p>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.</p>	<p>End of unit tests – Microeconomics Common Assessment 5</p> <p>End of unit Tests – Macroeconomics Common Assessment 5</p> <p>End of year 12 exam Paper 1 – All microeconomics content Paper 2 – All of macroeconomics content</p>	<p>Encourage students to read and stay up to date with Economic news in the real world.</p> <p>Help students revise for the end of unit assessments.</p> <p>Check Showbie to identify key resources thatcan help to further understanding – such as knowledge checkers, and revision strategies.</p> <p>Use Showbie to access past papers.</p>

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**



	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

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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, Realibilism, 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



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

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)

- Infinitive constructions
- Opinion phrases
- Object pronouns
- Present tense (reg and irreg)
- Perfect tense
- Imperfect tense
- Recognition of past historic
- Revision skills
- Summary skills

- ❑ Paper 1 (Listening, reading and writing)
- ❑ On-going vocabulary and grammar tests

- 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

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)

- Question forms
- Imperative verbs
- Subjunctive verbs
- Connectives followed by the subjunctive
- Conditional tense
- Si clauses
- Essay phrases and writing skills

- ❑ Paper 1 (Listening, reading and writing)
- ❑ Paper 3 Mock 1 (Speaking cards – Monday 2nd March)
- ❑ On-going vocabulary and grammar tests

- 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

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 (Paper1)
7. Preparation towards IRP project

- Adjectival agreement
- Comparatives and superlatives
- Future tense
- Translation skills
- Independent research skills
- Essay planning and writing in times conditions

- Y12 Mocks:**
- ❑ Paper 1 (Listening, reading and writing)
 - ❑ Paper 2 Mock – Essay paper
 - ❑ Paper 3 Mock – Full speaking mock (2 cards)
 - ❑ On-going vocabulary and grammar tests

- 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



	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 – Haldemes 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?scrlvbrkr=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 attempt 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.vocla.co.uk/our-facility/leeds-recycling-energy-recovery-facility-rerf-works Coastal environments – Halders to explore the use of coastal management. Visit Hedden 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 <p>Urban forms</p> <ul style="list-style-type: none"> World and Megacities and Post-modern - Western cities Spatial patterns of land use and land use modes 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>CBD, inner city, suburbs and urban-rural fringe</p> <p>Town centre mixed developments, fortress developments, edge cities, cultural and heritage quarters</p> <p>Post-modern western cities</p> <p>Social segregation and economic inequality</p> <p>Poverty cycle</p> <p>Urban Heat Island</p> <p>Albedo effect</p> <p>Evapotranspiration</p> <p>The Canyon effect and Venturi effect/ wind turbulence</p> <p>Thunderstorms</p> <p>Particulate pollution</p> <p>Photochemical smog</p> <p>Hydrographs</p> <p>Catchment management</p> <p>SUDS</p> <p>Restoration and conservation</p> <p>Infiltration</p> <p>Unregulated waste, recycling, incineration, recovery, burial (landfill), submergence and trade</p> <p>Urban dereliction</p> <p>Ecological footprint</p> <p>sustainability</p>	<p>Regular knowledge checks</p> <p>Practice exam questions within lessons</p> <p>Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.</p>	



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/1g-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



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



	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: 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



	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 	<ul style="list-style-type: none"> • Musical Eras (Features and development) of Baroque/Early Classical Music/Haydn Sturm and Drang period/patronage/commission • Aural Awareness • Harmony in composition- primary/secondary chords/secondary dominants/circle of fifths etc • Stamitz/Mannheim School 	<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>Listening Tasks on Musical Theatre</p>	<p>Attending concerts (in school and beyond) to widen listening skills.</p> <p>Ask your young musician to perform their repertoire to you to help them get used to an audience.</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. 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. 	<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>Exam-style questions.</p> <p>Listening Tasks on Musical Theatre</p>	<p>Encourage your young musician to perform in our concerts at IGS (formal and informal)- this will make the formal final examiner's visit less daunting.</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. 	<ol style="list-style-type: none"> 1. Revision and consolidation work on Haydn 104 (mvt 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. Mendelssohn and Berlioz as early Romantics. 	<p>Year 12 Mock Exam: Solo pieces X2; free composition checkpoint; reduced content A Level paper.</p> <p>Addressing Mock exam feedback and target setting for Year 13</p>	<p>Open Days; Next Steps at IGS; wider listening (1750-1830) on family playlist!</p>



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 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



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>1. Mini projects exploring different areas of traditional and digital Photography:-</p> <ul style="list-style-type: none"> • Cyanotypes • Photograms • Film Photography and dark room • Making connections • Light and shade • Creative lighting • Documentary and Leeds Market Visit <p>2. Begin Change and Stability project</p>	<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 digital/traditional</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	<p>1. Research and development of Change and Stability unit 2. Conclusion of the Change and Stability project.</p>	<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	<p>1. Change and stability essay. 2. Introduction to Edexcel A level Component 1 practical project: The Personal Investigation 3. Mock exam sessions</p>	<p>Academic essay writing 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>

RESPECT
COURAGE
RESPONSIBILITY
KINDNESS
RESILIENCE

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Year 12 Curriculum Overview: Psychology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Approaches in Psychology Research Methods Memory	The Story of Psychology Behaviourism: classical and Operant conditioning Social learning Theory Cognitive approach: Schema, Inference Biological approach: Genes, Neurochemistry, Brain structure, Evolution, Cognitive neuroscience Experimental method in Psychology Non-experimental methods: Self report, questionnaires, observations Memory - Multistore model, working memory	At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.
Spring Term	Memory Social Influence Attachment Psychopathology	Memory: Explanations for forgetting, Eyewitness testimony Attachment: Animal studies, Learning Theory, Bowlby's Monotropic theory. Attachment: the strange situation, cultural variations Social Influence: Conformity, Obedience, Resistance to social influence, minority influence Clinical Psychology and Mental Health: Definitions, Behavioural approach to explaining and treating phobias	At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 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	Attachment Psychopathology Mock/AS preparation Independent research investigation	Attachment: Bowlby's Maternal Deprivation Theory, Romanian Orphans, Early attachment and later development Clinical Psychology and Mental Health: Cognitive approach to explaining and treating depression, Biological approach to explaining and treating OCD Biopsychology: Nervous system and endocrine system Conventions for reporting on psychological investigations	At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.



Year 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 PSHE Curriculum Overview

Health and wellbeing: Making a GP appointment, cancer checks, stress mmt, sleep and diet to move to assembly/PBT programme



Subject – Personal development

Autumn
Term

Spring
Term

Summer
Term

Relationships

Living in the wider
world

Session Content

1. What is the culture of IGS
2. Forming friendships in new situations
3. Social currency and attitudes
4. Relationship values
5. Building a positive self-image
6. PSHE survey

1. Relationship Equality
2. Challenging violence in society
3. Sexual health
4. Analysing the impact of pornography
5. Substance abuse – drink spiking
6. Substance abuse in relationships

1. What is my role in society?
2. Challenging discrimination
3. De-escalation strategies
4. Critical thinking skills in the online world

Powerful Knowledge

1. Culture is a concept that encompasses the social behaviour, institutions, and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, attitudes, and habits of the individuals in these groups. Culture often originates from or is attributed to a specific region or location.
2. Friendships are important during teenage years. According to *Few Research*, about half teenagers (51%) believe they fit in with their friends "very readily," but a nearly comparable percentage (48%) believe they stick out. During this phase of life, teenagers face a lot of physical and emotional changes, and it is essential for them to have a strong support system. Friendships provide an opportunity to feel accepted and connected to others, to learn valuable life skills, and to develop healthy social habits. This can result in making sound decisions and having greater confidence in personal relationships.
3. Social attitudes significantly influence behaviour, shaping how individuals perceive and interact with the world. They are formed through social learning, direct experiences, and the influence of mass media and social norms. These attitudes can be explicit or implicit, affecting beliefs, feelings, and actions.
4. Relationships in all walks of life are important in forming support networks and creating groups of people who can help support positive wellbeing. Pausing and reassessing historic and current relationships is important in this transition phase to post-16 education. Assessing how our values and behaviours are interpreted and where the boundary lines lie in an array of relationships helps to ensure that positive behaviours are maximised, and conflicts are avoided.
5. Self-image is our internal mental picture of ourselves that includes characteristics of personality and appearance. Having a positive self-image is a key aspect of optimising positive wellbeing and resilience. Interactions with social media and other external sources can contribute both positively and negatively to self-image.

1. Certain behaviours in intimate relationships are always unacceptable. It is important to be able to recognise and analyse cultural and current influences on relationship values and be able to use the law as a factual basis to inform acceptable and unacceptable behaviours. Equality in relationships means that each person's views and desires are listened to a respected to a reasonable degree rather than one person's needs dominating the relationship.
2. Violence in any kind of relationship is always unacceptable. Consumption of alcohol and drugs can alter inhibitions influence individuals' behaviours in relationships. The law relating to violence in relationships including domestic violence and coercive control will be explored.
3. The triangle of safe sex includes: consent, prevention of STIs and prevention of pregnancy. Negotiating contraception and consent with a partner are important elements of a healthy relationship. Support can be accessed for sexual health via the GP or through a local sexual health clinic (local and MESMAC).
4. Research has shown that watching pornography can negatively impact relationships by creating unrealistic expectations of a partner amongst other issues. Recognising these negative impacts and considering strategies to minimise the impact that pornography can have is important.
5. To spike a drink means to put alcohol or drugs into someone's drink without their knowledge or permission. Drink spiking can occur anywhere drinks are served (such as at nightclubs, parties, pubs, restaurants and private homes). Drink spiking can be linked to crimes such as sexual assault and robbery.
6. Alcohol and drugs can alter a person's personality and self-control. Traits like aggression and feeling aroused can lead to involvement in risky situations.

1. As a Citizen as well as being aware of British Values, School Values and the values of your local community it is important to consider your strengths and areas for improvement in how you interact with and contribute to society. A society is a group of individuals involved in social interaction or a large social group sharing the same spatial or social territory, typically subject to the same political and legal authority and cultural expectations.
2. Discrimination is unjust or prejudicial treatment of individuals or groups based on inherent characteristics. The Equality Act lays out which characteristics are protected characteristics. Being an upstander rather than a bystander helps to promote a community where discrimination is always challenged, inclusion is treating everyone fairly and equally. Discrimination is intentionally excluding individuals from activities or social settings either online or offline.
3. De-escalation is using strategies to reduce the intensity of a conflict situation or to resolve a conflict. This is an important part of engaging positively in a community. Tips include giving space, validating feelings and experiences, listening and repeating to ensure understanding. In conflict scenarios using words and body language that is assertive rather than aggressive is an important skill to learn in both personal and work contexts.
4. Being a critical thinker of the media and online information is important so that you have an informed and balanced view of social, economic and political affairs. An echo chamber is a space online where a person encounters only beliefs or opinions that coincide with their own, so that their existing views are reinforced and alternative ideas are not considered. Misinformation is false information deliberately looked to deceive people.

How can you help at home?

- Use the resources on Showbie as a discussion point prompt for the lessons in the lesson series
- Discuss what your child is seeing on social media and in the media they read and watch. How may it be influencing their attitude about themselves and others?

Use the resources on Showbie as a discussion point prompt for the lessons in the relationships series
Use the resources on Showbie to support in where to get specialist support with sexual health concerns.

- Use the resources on Showbie as a discussion point prompt for the lessons in the lesson series
- Internet matters is a good source of information for parents on online safety matters:
https://www.internetmatters.org/?gad=1&gclid=EALiGQbChMigwRrHqGMVneIVChOpSwhtEAYTASAAeqKZ_D_8wE

RESPECT
COURAGE
RESPONSIBILITY
KINDNESS
RESILIENCE

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RESPECT
COURAGE
RESPONSIBILITY
KINDNESS
RESILIENCE

The exam will contain short and long answer questions that will assess learners' understanding of anatomy and physiology and how the different systems of the body can affect sports performance.

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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 		<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 (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) - Stand 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



	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 <ul style="list-style-type: none"> ✓ Use comparatives and superlatives ✓ Understanding further differences between 'ser' and 'estar' ✓ Use the imperfect and imperfect continuous <ul style="list-style-type: none"> ✓ 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) <ul style="list-style-type: none"> ✓ How to approach gap fill tasks ✓ Using indefinite adjectives and pronouns <ul style="list-style-type: none"> ✓ Using the perfect tense ✓ Using the pluperfect tense ✓ Using the future perfect and conditional perfect <ul style="list-style-type: none"> ✓ 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 1 (Speaking cards – Monday 2nd March)</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 <ul style="list-style-type: none"> ✓ Using the perfect tense in the subjunctive <ul style="list-style-type: none"> ✓ Using numerals ✓ Understanding and using demonstrative and possessive adjectives <ul style="list-style-type: none"> ✓ 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