# Key Stage 5 Art and design
## Learning Journey

ASSESSMENTS

**Exam Component**
In JAN you will start the Exam Theme as set by the board. You will need to develop a separate portfolio for this and complete a final piece over three days. This usually takes place in study leave.

*Why?* This unit gives you the opportunity to show the level of your skills, knowledge and understanding in exam conditions. You will need to work to deadlines to produce a portfolio for this unit.

YEAR 13

ASSESSMENTS

*Why?* Art and design tests your ability to develop ideas. The ability to develop and explore ideas using a range of techniques and media is essential for any career associated with Art and design. Architects, designers, artists all need to show how they can use their visual skills and knowledge to develop and respond to ideas. A portfolio is a requirement of submission to Art Foundation Courses.

**Personal Study**
YR13 You will continue with your portfolio, identifying themes and artists that you will use as a basis for an **2-3.OOO word essay** called the Personal Study. This will be related to your practical work.
*Dec* – You will complete the Component 1 coursework and essay

YEAR 12 INTO 13

ASSESSMENTS

**Component 1**
You will select a theme for your portfolio and work with your teachers to explore and develop ideas, skills and understanding. The theme is negotiated between you and your teachers.

*The course builds on the skills learnt in GCSE Art and Design.*
There is an initial 6 week introductory course that serves to embed new skills and to explore new media.
*Why?*
To introduce you to more advanced techniques and new media. This course will also develop your critical understanding in more depth so that you aware of how to evaluate and progress your ideas at this level.

Year 12

# ‘A’ Level Biology – Learning Journey 2023-2024

## Year 12

| Time | 3 Period Teacher | PAG | 2 Period Teacher | PAG |
|---|---|---|---|---|
| Term 1 | 2.1.1 Cell Structure<br>2.1.5 Biological Membranes<br>2.1.4 Enzymes | 1.1<br>5.1<br>4.1 | 2.1.2 Biological Molecules<br>2.1.3 Nucleotides & Nucleic Acids | 9.1,9.2,9.3 |
| Term 2 | 2.1.6 Cell Division, Cell Diversity and Cellular Organisation<br><br>3.1.3 Transport in Plants | 8.1<br><br>7.1 | 3.1.1 Exchange Surfaces (Might be swapped to other teacher if two periods proves not enough time.)<br>3.1.2 Transport in Animals | 2.1 |
| Term 3 | 4.1.1 Communicable diseases, disease prevention & the immune system<br><br>4.2.1 Biodiversity | 3.1 | 4.2.2 Classification & Evolution* | |
| | Summer Term after finishing the Year 1 Part of the Course | | | |
| | 5.1.2 Excretion as an example of homeostatic control | | 5.1.1 Communication and homeostasis<br>5.1.3 Neuronal communication | |

*Time constraints in year 12 mean that discussion is needed about which teacher teaches which topic. Recommendations are shown.

4.2.2 Classification (Usually done by 2 P teacher in past and/or as holiday work)

4.2.2 Evolution (Usually done by 2 P teacher in past and/or as holiday work)

# ‘A’ Level Biology – Learning Journey 2023-2024

## Year 13

| Time | 3 Period Teacher | PAG | 2 Period Teacher | PAG |
|---|---|---|---|---|
| Term 1 | Finish 5.1.2 Excretion as an example of homeostatic control<br><br>5.2.2 Respiration<br><br>5.2.1 Photosynthesis<br><br>6.1.1 Cellular Control | 6.3<br><br>10.3 | Finish 5.1.1 Communication and homeostasis & 5.1.3 Neuronal communication<br><br>5.1.4 Hormonal communication<br><br>5.1.5 Plant and animal responses | 12.1 |
| Term 2 | 6.1.2 Patterns of Inheritance<br><br>6.1.3 Manipulating Genomes<br><br>6.2.1 Cloning and biotechnology | 11.1 | 6.3.1 Ecosystems<br><br>6.3.2 Populations and Sustainability | |

# Year 12 A level Business Learning Journey

**SUMMER TERM**

ASSESSMENTS

Theme 3 Business decisions and strategy

- 3.1 business objectives and strategy

Theme 2 Managing business activities

- 2.5 external influence

Theme 1 Marketing and people

- 1.5 Entrepreneurs and leaders

**SPRING TERM**

ASSESSMENTS

Theme 2 Managing business activities

- 2.3 Managing finance
- 2.4 Resource management

Theme 1 Marketing and people

- 1.3 Pricing strategies
- 1.4 Managing people

**AUTUMN TERM**

ASSESSMENTS

Theme 2 Managing business activities

- 2.1 Raising finance
- 2.2 Financial Planning

Theme 1 Marketing and people

- 1.1 Meeting customer needs
- 1.2 Market
- 1.3 Marketing mix and strategy

**Y10**

# Year 13 A level Business Learning Journey

**SUMMER TERM**

ASSESSMENTS

Theme 4 Revision

Theme 3 Revision

**SPRING TERM**

ASSESSMENTS

Theme 3 Business decisions and strategy

- 3.5 Assessing competitiveness
- 3.6 Managing change

Theme 4: Global business

- 4.4 Global industries and companies (MNCs)
- 4.3 Global marketing

**AUTUMN TERM**

ASSESSMENTS

Theme 3 Business decisions and strategy

- 3.2 Business growth
- 3.3 Decision-making techniques
- 3.4 Influences on business decision

Theme 4: Global business

- 4.1 Globalisation
- 4.2 Global markets and business expansion

**Y11**

# Year 12 BTEC Business Learning Journey

## SUMMER TERM

ASSESSMENTS

Unit 8: LA A Examine how effective recruitment and selection contribute to business success

- A1 Recruitment of staff
- A2 Recruitment and selection process
- A3 Ethical and legal considerations in the recruitment process

ASSESSMENTS

Unit 8 LAC – Reflect on the recruitment and selection process and your individual performance

- C1 Review and evaluation
- C2 SWOT analysis and action plan

Unit 8 LAB – Undertake a recruitment activity to demonstrate the processes leading to a successful job offer

- B1 job applications
- B2 interview skills

## SPRING TERM

Unit 2: External exam

- Revision

ASSESSMENTS

Unit 2: LA C – Planning and developing a marketing campaign

- C1 Marketing campaign activity
- C2 Marketing mix
- C3 The marketing campaign
- C4 Appropriateness of the marketing campaign

Unit 2: LA B – Using information to develop the rationale for a marketing campaign

- B1 Purpose of researching information to identify the needs and wants of customers
- B2 Market research methods and use
- B3 Developing the rationale

Unit 2: LA A – principles and purposes of marketing for a marketing campaign

- A1 The role of marketing
- A2 Influences of marketing activities

ASSESSMENTS

Unit 1: LA E - Investigate the role and contribution of innovation and enterprise to business success

- E1 Role of innovation and enterprise
- E2 benefits and risks of innovation and enterprise

## AUTUMN TERM

Unit 1: LA C - Examine the environment in which businesses operate

- C1 External environment
- C2 Internal environment
- C3 Competitive environment
- C4 situational analysis

Unit 1: LA D - Examine business markets

ASSESSMENTS

- D1 Different market structure
- B2 Relationship between demand, supply and price
- B3 pricing and output decisions

ASSESSMENTS

Unit 1: LA B - Investigate how businesses are organised

- B1 Structure and organisation
- B2 Aims and objectives

Unit 1: LA A - Explore the features of different businesses and analyse what makes them successful

- A1 Features of a business
- Stakeholders and their influence
- Effective business communication

Y10

# Year 13 BTEC Business Learning Journey

**AUTUMN TERM**

Unit 3: LA A – understand the importance of managing personal finance

- A1 Functions and role of money
- A2 Different ways to pay
- A3 Current accounts
- Managing personal finance

Unit 3: LA B – Explore the personal finance sector

- Features of financial institutions
- Communicating with customers
- Consumer protection in relation to personal finance
- Information, guidance and advice

ASSESSMENTS

Unit 3: LA C – Understand the purpose of accounting

- Purpose of accounting
- Types of income
- Types of expenditure

Unit 3: LA D – Select and evaluate different sources of business finance

- Source of finance
  - Internal/external

Unit 3: LA E – Break-even and cash flow forecasts

- Cash flow forecasts
- Break-even analysis

Unit 3: LA F – complete statements of comprehensive income and financial position and evaluate a business' performance

- Statement of comprehensive income
- Statement of financial position
- Measuring profitability
- Measuring liquidity
- Measuring efficiency
- Limitations of ratios

ASSESSMENTS

**SPRING TERM**

Unit 3 results

Revision if any retakes

ASSESSMENTS

**SUMMER TERM**

ASSESSMENTS

**Y11**

# Why do I study CACHE Level 3 (Technical) Diploma in Childcare & Education?

*You will have the opportunity to hone a range of skills in every unit, but there will be a keen focus on a skill and/or quality in each unit. These are mapped using the symbols.*

## What transferrable skills will I gain?

| | |
|---|---|
|  | **Communication**<br>*Listening and responding to others* |
|  | **Team Working**<br>*Working with others to solve problems* |
|  | **Interpersonal Skills**<br>*Understanding social 'norms' e.g. turn-taking* |
|  | **Analytical Skills**<br>*Applying logic to unpick and evaluate* |
|  | **Problem Solving**<br>*Finding and implementing solutions* |

## What qualities will I develop?

| | |
|---|---|
|  | **Self-Reflective, Resilient and Adaptable**<br>*You will think about and change your own performance* |
|  | **Empathy and Compassion**<br>*Understand the feelings of others* |
|  | **Cultural Awareness**<br>*Values, beliefs and perceptions of our own and other cultures* |
|  | **Self Motivated**<br>*Understand the importance of working hard for your own gain* |
|  | **Curious and Inquisitive**<br>*Ask your own questions; find your own answers* |

# CACHE Level 3 Childcare & Education

***Learning Journey***

*Year 12*

End of Year 12

Work Experience

Summer 2:Unit 7- Observation, assessment and planning

Summer 2: Unit 16 Cross Referencing

Summer 1: External Assessment (Unit 8)

Summer 1: Unit 5 Play and learning

Start of Baby Placement

Term 3

End of EYFS Placement and final block week

Spring 2

Block week 2 and second observation- Physical Activity

Spring 2: Unit 5 Play and learning

Spring 2:

Unit 6: Understanding children's additional needs

Spring 1:

Block week 2 and second observation- PHSE

Spring 1: Unit 3: Providing safe environments for children

Spring 1: Finish Unit 4: Child Health

Term 2

Block Week 1 and first observation 'Healthy Eating'

Autumn 2 Unit 4: Child health

Autumn 2:Finish Unit 1 and 2

Placement 1: Early Year Placement

Autumn 1:

Unit 2: Children's health and well-being

Autumn 1:

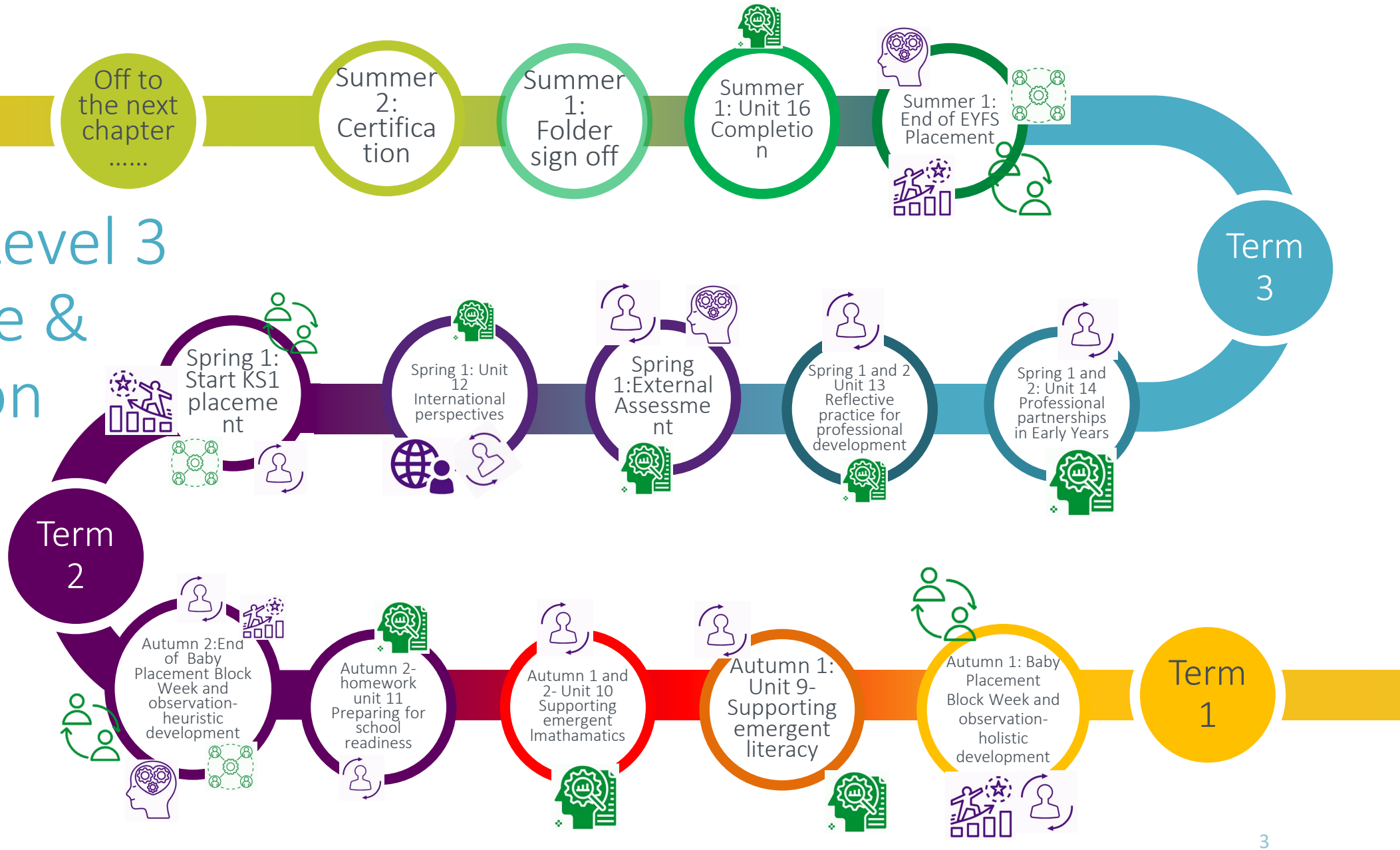
Unit 1: Child development from conception to seven years

Term 1

# CACHE Level 3 Childcare & Education

***Learning Journey***

*Year 13*



# Year 12 Chemistry 2023 – 2024

Edexcel Specification

At the end of each topic there is a common assessed homework and a test done under exam conditions.

Assessed homework to be handed in and marked by teachers. In addition, additional questions to be set by teachers, marked and fedback on

| | MONTHS | Teacher 1 (5 lesson / fortnight) | MONTHS | Teacher 2 (4 lessons /fortnight) |
|---|---|---|---|---|
| TERM 1 | | | | |
| | SEP | Topic 1 Atomic Structure | SEP - OCT | Topic 2 Bonding and Structure |
| | | | | |
| | OCT | Topic 5 Formula, Equations and Amount of Substance | NOV - DEC | Topic 6A: Introduction to Organic Chemistry |
| | | | | Topic 6B: Alkanes |
| | DEC | Topic 3 Redox | | Topic 6C Alkenes |
| | | | | |
| TERM 2 | JAN - FEB | Topic 4 Inorganic Chemistry and the Periodic Table | JAN - MAR | Topic 6D: Halogenoalkanes |
| | | | | Topic 6E: Alcohols |
| | **LATE FEB - EARLY MARCH SYNOPTIC ASSESSMENT TOPICS 1 - 6** | | | |
| | MAR - APR | Topic 8: Energetics I | MAR - APR | Topic 7: Modern Analytical Techniques I |
| | | | | |
| | APR - MAY | Topic 9: Kinetic I | APR - MAY | Topic 10: Equilibrium I |
| TERM 3 | **MAY MOCK EXAMS TOPICS 1 - 10** | | | |
| | JUN - JUL | Topic 13: Energetics II | JUN - JUL | Topic 10: Equilibrium II |

***Min June- Cambridge Chemistry Challenge (Optional)***

# Year 13 Chemistry 2023 - 2024

Edexcel Specification

At the end of each topic there is a common assessed homework and a test done under exam conditions.

Assessed homework to be marked and feedback given by teachers. Additional questions to be given and marked by teachers for each topic.

| | | Teacher 1 | | Teacher 2 |
|---|---|---|---|---|
| TERM 1 | | | | |
| | SEPT - OCT | Topic 16: Kinetic II | SEP - OCT | Topic 17 Organic Chemistry II |
| | | | | |
| | NOV - JAN | Topic 12 Acid Base Equilibria | NOV-DEC | Topic 14 Redox II |
| | | | | |
| | **JAN MOCK EXAMS** | | | |
| | | | | |
| | ***3rd & 4th week in January - Chemistry Olympiad (Optional)*** | | | |
| | | | | |
| TERM 2 | JAN - MAR | Topic 19 Modern Analytical Techniques II | JAN - MAR | Topic 15 Transition metals |
| | | | | |
| | MAR - APR | Topic 18C Organic Synthesis | MAR - APR | Topic 18A Arenes |
| | | | | Topic 18B Amines Amides Amino Acids and Proteins |
| TERM 3 | | | | |
| | **MAY STUDY LEAVE / JUNE EXTERNAL EXAMS** | | | |

# Year 12 Computer Science Coding Learning Journey

### Encryption

Encryption is used all throughout the internet, in this topic we look in more detail about how encryption works.

- Learn about asymmetric and symmetric encryption
- Understand the use of a hash function

### Programming Techniques

During GCSE and A-Level we have focused on programming Python. In this unit we will be looking at Java and a new programming technique called Object Oriented Programming

- To be able to code using object oriented techniques
- To understand the key words associated with OOP

**Written Assessment**

### Database Design

To make an efficient database requires a lot of practice and understanding. In this topic we wild be looking at how to design a database as well as how to use SQL to retrieve all the information we need.

- To learn about good database design
- Using your knowledge to implement good database design
- Learn about using SQL with relational databases

**Written Assessment**

**SUMMER TERM**

### Software Development

You will learn about the software life cycle; the steps involved and the different processes

- Be able to describe the different parts of the software life cycle and what is completed in each part
- To understand the different cycles in software development

### Start Coursework

You will start your A-Level coursework starting with analysis and design

**Written Assessment**

### Data Structures

This chapters goes into more depth about how data structures work and how they store information. You will also learn about the properties of different data structures.

- Learn the properties of different data structures
- Learn how a dynamic list is stored on a computer
- Be able to explain the difference between a stack and a queue
- Be able to create and use a dictionary
- Learn the different types of ways to traverse a tree

**SPRING TERM**

### Boolean Algebra

You will have a great understanding of how logic gates are used in a computer as well as ways to simplify complicated Boolean expressions.

- Learn the outputs of an XOR statement
- Be able to create Karnaugh maps to simplify Boolean expressions
- To be able to explain how an adder works in a computer

**Written Assessment**

### Data Types

In GCSE we learnt how strings, images and integers are stored using binary. In A-Level you will learn how more advanced numerical data types are stored in binary

- Revisit knowledge from GCSE
- Learn how negative numbers are stored in binary
- Learn how decimal numbers are stored in binary
- Understand how to manipulate binary numbers using marks

**Written Assessment**

**AUTUMN TERM**

Y12

# Year 12 Computer Science Theory Learning Journey

### Networks and web technologies

There are two parts to this chapter, one half being theory and the other part being programming websites. This will focus on the theory side of networks building upon knowledge from GCSE.
This chapter includes:
Structure of the internet
Internet communication
Network security and threats
Search Engine Indexing
Client-server and peer-to-peer

**Written Assessment**

### Python

Any time left at the end of the year will be dedicated to the coursework and improving programming knowledge

SUMMER TERM

### Systems Software

The operating system is the backbone of a computer. It controls all hardware and software components allowing them to communicate with one another.
In this topic you will cover:

- Functions of an operating system
- Types of operating systems
- The natures of applications
- Programming language translators

### Software Development

You will learn about the software life cycle; the steps involved and the different processes

- Be able to describe the different parts of the software life cycle and what is completed in each part
- To understand the different cycles in software development

**Written Assessment**

### Start Coursework

You will start your A-Level coursework starting with analysis and design

SPRING TERM

**Written Assessment**

### Components of a computer

The computer transfers thousands of bits every second. In this chapter you will learn about how information is passed between components in the computer as well as building upon knowledge gained from GCSE.
In this topic you will cover:

- Processor components
- Processor performance
- Types of processor
- Input and Output Devices
- Storage devices

AUTUMN TERM

Y12

# Year 13 Computer Science Coding Learning Journey

A-Level Comp 1

A-Level Comp 2

Mock Papers

Revision

SUMMER TERM

## Algorithms

In GCSE we looked at algorithms to search or sort items in a list. In this topic you look more closely at why one algorithm is better than another and some more advanced algorithms for sorting and finding routes.

- To be able to explain the complexity of certain algorithms
- To be able to implement Dijkstra's algorithm and quicksort
- Be able to explain the advantages of a heuristic approach

## Assembly Language

Assembly language is a low level language, this means it harder to write complicated code but gives you more control over execution of the program e.g. memory

- To be able to read and understand how assembly language works
- To be able to write programs in a low level language

## Finish Coursework

Submit coursework and improve upon feedback

Written Assessment

SPRING TERM

## HTML, CSS and JavaScript

After learning about the theory of networks and web technology you will be learning how to create websites using HTML and CSS as well as using JavaScript to add functionality to your website.

- Understands the basics of tags in HTML
- To be able to explain why CSS is important and how it is used
- To be able to add functionality to a website using JavaScript

## Web Technology

In this topic we will be covering some of the final parts of the network theory looking at search engine indexing and looking at how website servers work.

- Understand why a website on a search engine is given a certain rank
- To be able to explain the difference between a thick and thin client

Written Assessment

AUTUMN TERM

Y13

# Year 13 Computer Science Theory Learning Journey

A-Level Comp 1

A-Level Comp 2

Mock Papers

Revision

SUMMER TERM

**Finish Coursework**

Submit coursework and improve upon feedback

Written Assessment

SPRING TERM

**Moral, Ethical and Legal issues**

In this unit students learn about moral and ethical Issues including:

- The individual moral, social, ethical and cultural opportunities and risks of digital technology
- Computers in the workforce
- Artificial intelligence
- Environmental effects of computer technology
- Censorship and the Internet
- Computing related legislation
- Monitoring behaviour, Analysing personal information.
- Computer piracy

Written Assessment

AUTUMN TERM

Y13

# Year 12 Criminology Learning Journey

Finish

**SUMMER TERM**

Unit 2 revision and examination practice in first half of summer term

**May Exam**

**Topic: Unit 3 Crime Scene to Court Room**

AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations
AC1.2 Assess the usefulness of investigative techniques in criminal investigations
AC1.3 Explain how evidence is processed
AC1.4 Examine the rights of individuals in criminal investigations

**SPRING TERM**

**Topic: Unit 2 Criminological Theories**

- AC1.1 Compare criminal behaviour and deviance
- AC1.2 Explain the social construction of criminality
- AC2.1 Describe biological theories of criminality
- AC2.2 Describe individualistic theories of criminality
- AC2.3 Describe sociological theories of criminality
- AC3.1 Analyse situations of criminality
- AC3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality
- AC4.1 Assess the use of criminological theories in informing policy development
- AC4.2 Explain how social changes affect policy development
- AC4.3 Discuss how campaigns affect policy making

**AUTUMN TERM**

**Topic: Unit 1 Changing Awareness of Crime-**

- AC1.1 Analyse different types of crime
- AC1.2 Explain the reasons that certain crimes are unreported
- AC1.3 Explain the consequences of unreported crime
- AC1.4 Describe media representation of crime
- AC1.5 Explain the impact of media representations on the public perception of crime
- AC1.6 Evaluate methods of collecting statistics about crime
- AC2.1 Compare campaigns for change
- AC2.2 Evaluate the effectiveness of media used in campaigns for change
- AC3.1 Plan a campaign for change relating to crime
- AC3.2 Design materials for use in campaigning for change
- AC3.3 Justify a campaign for change

**Controlled assessment**

Y12

# Year 13 Criminology Learning Journey

Finish

SUMMER TERM

Unit 4 revision and examination practice in first half of summer term

June Exam

**Congratulations on completing the course!**

SPRING TERM

**Topic: Unit 4 Crime and Punishment**

- AC1.1 Describe processes used for law making
- AC1.2 Describe the organisation of the criminal justice system in England and Wales
- AC1.3 Describe models of criminal justice
- AC2.1 Explain forms of social control
- AC2.2 Discuss the aims of punishment
- AC2.3 Assess how forms of punishment meet the aims of punishment
- AC3.1 Explain the role of agencies in social control
- AC3.2 Describe the contribution of agencies to achieving social control
- AC3.3 Examine the limitations of agencies in achieving social control
- AC3.4 Evaluate the effectiveness of agencies in achieving social control

AUTUMN TERM

**Topic: Unit 3 Crime Scene to Court Room (Continued)-**

- AC2.1- Explain the requirements of the CPS for prosecuting suspects
- AC2.2- Describe trial processes
- AC2.3- Understand rules in relation to the use of evidence in criminal cases
- AC2.4- Assess key influences affecting the outcome of criminal cases
- AC2.5- Discuss the use of laypeople in criminal cases
- AC3.1- Examine information for validity
- AC3.2- Draw conclusions from information

**Controlled assessment**

Y13

# Ks5 Learning Journey: Level 3 Food Science and Nutrition

Progression onto relevant courses or careers

You will keep a 'Reflection Journal' in which all your assessment for learning will be documented throughout the two year course.

## YEAR 14

A – Research

B - Investigation

C – Analysis and evaluate

**Solve food production problems**

Denaturation

Caramelisation

Emulsification

Gelatinisation

Dextrinization

Internally Assessed

**Food poisoning, Allergens, Intolerances**

Food Standard Agency

HACCP

Micro-organisms

HACCP

Externally Assessed

## YEAR 13

**Scientific properties of food**

**Food Science Investigation**

**Unit 3: Experimenting to solve Food Production Issues**

**Unit 2: Ensuring Food is safe to Eat**

Unit 1 EXAM

REVISE

Demonstrate Practical skills

Research

Internally Assessed

**Diet**

Analyse Diet

Eating Patterns

**Nutritional Needs of Human**

Unsatisfactory nutritional intake

Nutrients and the human body

Nutritional needs of specific groups

**Properties of Nutrients**

Structure of a fat

Structure

Exam board sets task with three choices of Assessment Tasks

In most cases, learners will have completed GCSE Food Preparation and Nutrition or Science which develops the foundation of a range of relevant knowledge, skills and techniques

## YEAR 12

**Unit 1: Meeting Nutritional Needs of Specific Groups**

**Preparation and cooking Techniques**

**Menu Planning**

**Food Safety**

Creativity

Advance Preparation, Cooking and Presentation Skills

Analysing menu

Time plan and order of production

Food Provenance

Service styles

Allergens

Micro-organisms

SPHERES (COCCI) RODS (BACILLI) SPIRALS

wjec cbac

Level 3 Food Science and Nutrition

design * technology

# DRAMA KS5 LEARNING JOURNEY

## Autumn Term: Beginning the course!

**Destination One:**
You will start by broadening your understanding and knowledge on the History of Theatre, and how it formed over the last 2000 years.

**Destination Two –**
You will be discovering, exploring and learning about a range of Drama practitioners which will help in your practical decision making for practical pieces.

**Assessments:**
Choose your first extract in groups selected by us.
Rehearse and perform at the end of term 1.
Start compiling notes for the Reflective Report coursework.
Study of extract 1 marking criteria in class

**Destination Three:**
**Theatre visits and begin compiling notes which will go towards completing a live theatre essay.**
**Essay to written 2 weeks after theatre visit.**

## Spring Term:

**Destination One:**
Select and rehearse for Extract 2 / continue with the challenges and opportunities of this in note form and in discussion
Performance of extract 2.
Theatre visit and respond as in term 1. Retrieval of the criteria for the essay
Quiz on Terminology

All this will enrich your understanding of Drama both in practice and in response to the practice of others.
It will also help to broaden your understanding of how Drama can enlighten and challenge our views of the human condition.

**The red box:**
We will start to engage with the Set Texts: The Glass Menagerie and Hedda Gabler.
We will read the commentaries first in order to contextualise these superb plays. In order to have an informed insight in to the aims of the playwright and the reason for its creation on the page and on stage. We will then read them "cold reading" before starting to consider the performing demands of each text.

## Summer Term:

**Destination One, Devising:**
You will be given stimuli for you to base ideas on whilst also considering the practitioner you wish to adopt for the rehearsal and performance of the piece.
During the creation of the piece and the rehearsals bear in mind, at all times, how you wish to develop the performance demands of the practitioner chosen.
You must keep detailed note of this process from start to finish. To give you secure understanding of how Drama works and how you can open ideas for yourself and other during this.

**Performance exam:**
You will transfer these notes in to "The Working Notebook " which attracts two thirds of the marks for this component.
We mark. This is then sent to a moderator plus film of performance.

**Destination Two:**
Mocks will also occur on COMPONENT 1: Set Text and Live Theatre.
Why? To give you and us clear understanding of learning so far and what is needed in future.

**End of Year 12**

## Autumn Term: Start of Year 13:

**Destination One:**
How will it look?
More live Theatre and the study of the set texts
Why? To create a sense of confidence in your understanding of how Theatre works as well as why it does so. Audience becomes the centre of your thoughts!
Mock revision and completion to help analyse what you understand and what further is needed. This will be a team effort between you and us in consultation and verbal and written feedback.

**Destination Two:**
Now to start also on the extract 3 which will be examined by a visiting examiner early in the Spring term. How ? Rehearsal and continuing with the Reflective Report and this time with s further practitioner whom you will have researched and connected clearly to the excellence of the performance of this final examined extract. All three extracts will now be revisited on estream and in notes for the RR. This will enable you to convert the RR notes in to a holistic evaluation and assessment of your practices and development in terms of performance and aims.

## Spring Term

**Destination One:**
Final visit to Live Theatre performance Why? To support your own standard of performance of extract 3 To enable you to have a varied choice of Theatre performance to write about in Component 1 but also to broaden and deepen your focus on Drama and its purpose of raising thoughts about humanity.

**The red box:**
Examined Performance of Extract 3 and completion of the Reflective Report which will be taken by the examiner on the day.

## Summer Term

The rest of the Spring Term:
Perfect your Working Notebook
Revisit Set Texts and contribute ideas for the performance of these.
Practice exam questions both as homework and as presentations to peers in class. Why? To see if these actually work in context of the purpose of the play, its style and era. Timed essays

**Destination One:**
Revision and practice essays for Component 1 so you feel able to put on paper what has been learned

**End of Year 13**

The 'WOW' Factor!

# Economics Learning Journey: Year 12

The economics curriculum at A Level is designed to introduce you to the fundamentals of the study of economics, as well as develop an interest and enthusiasm for the subject. You will develop the quantitative and qualitative skills which will enable you to both analyse and evaluate information in order to develop a critical and thoughtful approach to the study of economics. The curriculum is designed to help you achieve the knowledge, skills and understanding that will be needed in order to progress to undergraduate study at a UK higher education establishment, particularly in economics-related degrees.

The concepts will be taught and assessed within the context of current and historical economic events, so the links between theory and the real world are reinforced consistently.

At JFS, we teach microeconomics and macroeconomics simultaneously so that you are able to understand the interconnectedness of these 2 perspectives right from the start.

| | | | |
|---|---|---|---|
| **Yr 12: Micro** | **Theme 1: Nature of markets/how markets work**<br><br>***We begin with the fundamentals of microeconomics:***<br><br>Economics as a social science<br><br>Positive & Normative economics<br><br>The economic problem & PPFs<br><br>Specialisation & Division of Labour<br><br>Economic systems | **Theme 1: How markets work/market failure**<br><br>Rational decision making; demand, supply, price mechanism<br><br>***Once you have a basic understanding of rational economic theory, we can introduce evaluative concepts such as :***<br><br>Alternative views of economic behaviour<br><br>Elasticities; incidence of tax & subsidies<br><br>***Now that you understand how markets work, we begin to consider:***<br><br>Market failure: causes and remedies | **Theme 1: Government intervention**<br><br>***Following on from market failure, you can now evaluate:***<br><br>Government intervention: Methods and government failure<br><br>***Once Theme 1 is completed, we will use the microeconomic principles you have learnt to understand the Labour Market.***<br><br>**Theme 3: Business Growth**<br><br>Firms: Size, types, growth, demergers |
| **Yr 12: Macro** | **Theme 2: Measures of macroeconomic performance/Macroeconomic equlibrium**<br><br>***We begin with the fundamentals of macroeconomics:***<br><br>Macroeconomic objectives & how to measure them<br><br>***Using your knowledge of demand and supply from microeconomics:***<br><br>AD & the multiplier<br><br>SRAS & LRAS: Keynesian & Classical views | **Theme 2: Macroeconomic objectives & Policy**<br><br>***We will revisit the macroeconomic objectives, now applying AD/AS analysis***.<br><br>Causes of macroeconomic problems<br><br>Demand-side & Supply-side policies<br><br>Conflicts<br><br>***You will now be able to understand the causes and different approaches to economic crises:***<br><br>The Great Depression vs The Great Recession | **Theme 4: Development Economics**<br><br>***In Theme 4, we will begin to look at global econommics. This will draw on previous knowledge such as GNI and ppp theory, as well as macroeconomic policies.***<br><br>Measures of growth & development<br><br>Factors affecting growth & development<br><br>Strategies to promote growth & development |

Each lesson will include Q & A which all students will be expected to engage with. Written work will include: quantitative exercises, short-answer questions, data response questions and essay practise. In March, you will be tested during in-class assessments and in May/June, you will complete mocks. You will receive regular and constant feedback on your answers/written work in a range of ways, including written feedback, verbal feedback during class, exemplar answers, guidance on self-assessment.

In the summer term of Year 12, students will begin an independent research project to collect economic facts and figures relating to a range of different economies.

# Economics Learning Journey: Year 13

| | | | |
|---|---|---|---|
| **Yr 13: Micro** | **Theme 3: Business behaviour**<br><br>Business Objectives (using diagrammatic analysis)<br><br>Market structures: types; impact on efficiency, price, quality<br><br>***We can now evaluate the importance of barriers to entry in determining firms' behaviour and impact, by contrasting neo-classial theory of the firm with:***<br><br>Contestable market theory | **Theme 3: Government Intervention / Labour Markets**<br><br>Government intervention to promote competition: types and impact<br><br>Gov intervention in Labour Market<br><br>***You will consider how to apply your knowedge of market failure to the labour market and ways to correct it.*** | **Theme 3: Competition Policy / Revision, Paper 3**<br><br>***Drawing on material from all 4 Themes:***<br><br>Paper 3: Synoptic techniques and practise<br><br>Revision: Theme 1 and Theme 3 |
| **Yr 13: Macro** | **Theme 4: Development/Globalisation**<br><br>Strategies to promote growth & development (cont.)<br><br>Globalisation, Patterns of Trade<br><br>Trading blocs, WTO, protectionism (including Brexit)<br><br>***Review knowledge of BoP (Theme 2):***<br><br>Trade imbalances: causes, measures, significance | **Theme 4: ER / International competitiveness/Poverty/ Financial sector**<br><br>***You will apply your understanding of markets and apply it to market for currencies:***<br><br>Exchange rates: types; terminology; influences; impacts<br><br>International competitiveness: measures, factors, significance<br><br>***NB: Circular links between the topics of trade imbalances, exchange rates and international competitiveness***<br><br>Poverty & Inequality: measures, causes, significance<br><br>***Use your understanding of markets and market failure to understand issues related to financial markets:***<br><br>Role of financial markets; market failure in financial sector | **Theme 4: Role of the state in the macro-economy/ Revision**<br><br>***The next topics develop on macroeconomic policy (Theme 2) and link with Development (Theme 4) as we consider macroec policy in a global context:***<br><br>Role of state: Public exp; tax; public sector finances<br><br>Macroeconomic policy in global context<br><br>Revision: Theme 2 and Theme 4 |

Each lesson will include Q & A which all students will be expected to engage with. Written work will include: quantitative exercises, short-answer questions, data response questions and essay practise. In the autumn term you will be tested during in-class assessments on Themes 1 and 2 as well as Theme 3 & 4 topics: in the Winter term, you will complete mocks on all material covered.

# AQA A Level Language Learning Journey

ASSESSMENTS

**Paper 1, Section B: Children's Language Development**

This unit introduces students to the study of children's language development, exploring how children learn language and how they are able to understand and express themselves through language. Students should study: • the functions of children's language • phonological, pragmatic, lexical, semantic and grammatical development • different genres of speech and writing • different modes of communication (spoken, written, multimodal) • theories and research about language development.

**Assessment: timed essays written in class**

**Paper 2, Sections A and B: Language Change and Discourse**

Students explore different aspects of how language has changed over time looking at texts from different periods, from 1600 to the present day. They will also explore why language varies and changes, developing critical knowledge and understanding of different views and explanations and attitudes to language variation and change. They will analyse texts, evaluate theories and produce their own opinion articles on questions related to these topics.

**Assessment: timed essays written in class**

**NEA**

Students will produce one piece of original writing based on one of the following three areas: • The Power of Persuasion • The Power of Storytelling • The Power of Information and o accompanying commentary. In preparation for the writing, students will study a range of style models before selecting and analysing one style model in detail.. Students will then us this research to inform their own piece of original writing. The commentary will allow the student to consider and evaluate the style model, the writing process and the effectiveness of the final piece of writing.

**Assessment – 1500-word original writing and commentary**

Y13

**NEA**

r the investigation students pursue an area of personal est and gather data related to this topic. Students are not d to restrict themselves to those areas that are formally t, as the basis of the investigation is the value of student-nquiry supported by open learning.

**Assessment – 2000-word language investigation**

ASSESSMENTS

ASSESSMENTS

**Paper 2, Section A and B: Language Diversity and Discourse**

Students will explore theories and case-studies in relation to gender, ethnicity, occupational groups, social groups and world Englishes and the attitudes that are prevalent in regards to these topics. They will analyse texts, evaluate theories and produce their own opinion articles on questions related to these topics.

**Assessments – timed essays written in class.**

**Paper 1, Section A: Textual Variations and representations**

This area of study introduces students to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation. Students should study a range of texts: • about various subjects • from various writers and speakers • for various audiences • for various purposes • in a variety of genres • using a variety of modes (written, spoken, electronic) • from different times • from different places (global, national, regional).

**Assessments – timed essays written in class**

Y12

# Edexcel A Level Literature Learning Journey

ASSESSMENTS

**Drama Section A: Shakespearean Tragedy: Othello**

Students study a tragedy by Shakespeare in addition to the post-1900 tragedy. Teaching and wider reading of the play addresses the significance and influence of contextual factors and engages with different interpretations of the play. Students' study of the play is enhanced by engagement with critical writing and this supported by the collection of critical ideas in the Critical Anthology. Through this work students are encouraged to develop their own critical opinions.

Assessment: timed essay written in class

**Poetry Section B – Specified Poetry: Metaphysical Poet: John Donne**

Students will develop depth of knowledge about poetic style by studying a selection from a single named poet, within a literary movement. Literary study of the chosen set poems is enhanced by study of the contexts in which they were written and received. Donne poetry provide challenge through the ambiguous nature of the language and its use of early modern English.

Assessment: timed essays written in class

Y13

**Drama Section B – Tragedy Post 1900: A Streetcar Named Desire**

Students will study aspects of the form of drama via two plays. During the Spring term in Year 12 students begin their study of the post-1900 drama text. As this text is the easier of the two drama texts, students are able to build upon the skills learnt at GCSE and their familiarity with how playwrights create moral constructs by weaving contextual issues relating to social conflict and class into their dramatic texts.

Assessments – timed essays written in class

**NEA**

Coursework is assessed via a 3000-word essay on two texts. Students choose two texts from either poetry, prose or drama. The texts can be linked by theme, movement, author or period and students will independently analyse them and then write an essay exploring connections between them, different interpretations and the contexts in which they were written and received

**Assessment – 3000-word coursework**

ASSESSMENTS

ASSESSMENTS

**Prose: Science and Society Pre-1900 Frankenstein and Post-1900: The Handmaid's Tale**

Students study two prose texts which are linked thematically. One of the more difficult skills to hone at A level is the ability to successfully integrate analysis of two texts under a common theme. Students
They build on the comparative skills taught in the poetry and develop the skills of creating an argument, integrating analysis and comparison and making links to relevant context.

**Assessments – timed essays written in class.**

**Poetry Section A – Post 2000 Specified Poetry: Poems of the Decade**

Students will consider the concerns and choices of modern-day poets in a selection of contemporary poems. Students are able to build their confidence and develop analytical skills by focusing on short individual texts each lesson. Students will learn to write comparatively, exploring connections between taught poems and unseen poetry.

Assessments – timed essays written in class

Y12

# Year 13 French Learning Journey

## SUMMER TERM

Fortnightly Vocab tests

Formative extended writing

**Theme 1: Les changements dans la société française**
**Theme 2: La culture politique et artistique dans les pays francophones**
**Thème 3: L'immigration et la société multiculturelle française**
**Thème 4: L'Occupation et la Résistance**
Un Sac de Billes par Joseph Joffo
La Haine par Mathieu Kassovitz

ASSESSMENTS
Translation

## SPRING TERM

Fortnightly Vocab tests

Formative extended writing

**Thème 4: L'Occupation et la Résistance**
La France Occupée
La collaboration
L'antisémitisme
Le régime de Vichy et la Révolution Nationale
La Résistance
Jean Moulin, Charles de Gaulle et les femmes de la Résistance; la résistance des français.

**Thème 3: L'immigration et la société multiculturelle française**
Répondre aux défis de l'immigration et l'intégration en France
Les activités des communautés; la marginalisation et l'aliénation du point de vue des immigrés.
L'extrême droite
La montée du Front National; les leaders du Front National; l'opinion publique.

ASSESSMENTS
Writing
Translation
Speaking
Reading
Listening

## AUTUMN TERM

Formative extended writing

Fortnightly Vocab tests

ASSESSMENTS
Reading
Writing
Translation
Speaking
Listening

**La littérature–-**
Un Sac de Billes par Joseph Joffo
Themes: l'enfance et l'innocence; la perte de l'innocence; la guerre; l'antisémitisme; l'espoir.
Characters: Jo et Maurice; la famille Joffo; Subinagui; M. Mancelier; les SS.
Writer's methods and techniques.

**L'impact positif de l'immigration sur la société française**
Les contributions des immigrés à l'économie et à la culture.
**Répondre aux défis de l'immigration et l'intégration en France**
Les activités des communautés; la marginalisation et l'aliénation du point de vue des immigrés.

Fortnightly Vocab tests

Y13

# A-Level Geography Learning Journey

Y12

| | Content | Assessment |
|---|---|---|
| **AUTUMN TERM**<br>**Paper 1 – Topic:**<br>**Tectonic Processes and Hazards**<br>  <br>**Connections:**<br>< Y7 Volcanoes & Earthquakes, Year 10 Hazards<br>> Y13 Physical Systems & Sustainability | • Locations at risk – why are some areas more hazardous? Why do some tectonic hazards turn into **disasters**?<br>• How does **vulnerability** and **resilience** to tectonic hazards vary around the world? The disaster development relationship<br>• The role of good **governance** in managing hazards.<br>**Place Knowledge:**<br>Himalayas, San Andreas Fault, Mid Atlantic Ridge, Pacific Ring of Fire, New Zealand, Loma Prieta, Mount St Helens, Hawaii, Iceland, Japan, Indonesia, California MHZ, Philippines MHZ, Seattle, Haiti, Pakistan, China. | • Monthly memorising quizzes<br>• Revision notes<br>• Exam practise in class – 4 & 12 markers<br>• End of term assessments graded A*-U. |
| | **WTP:** *To understand the global pattern and causes of the key **tectonic processes** that shape the world and create hazardous situations for people. **Physical processes** and the **impacts** that are created are studied so we understand past and potential disasters around the world. The study of **vulnerability** and **resilience** of different places around the world is important to understand how to improve the **management** of tectonic. Various models such as the PAR model and Park's model are studied to process current thinking on hazard management.* | |
| **Paper 2 - Topic:**<br>**Globalisation**<br>  <br>**Connections:**<br>< Y9 World Trade, Y8 Ghana, Population, Y10 Development, Y10 unit 3 environment issues<br>> Y13 Superpowers, Y13 migration and sovereignty, Y13 Water, Y13 Energy.<br>  <br>**SPRING TERM** | • What are the **causes** of globalisation and why has it accelerated in recent decades?<br>• What are the **impacts** of globalisation for countries, different groups of people and cultures?<br>• What are the consequences of globalisation for **global development** and the **physical environment** and how should difference players respond to its challenges?<br>**Place Knowledge:**<br>USA, North Korea, East London (Docklands and Tilbury), China, Taiwan, India, Glasgow, Wembley, Sahel, Malawi, UAE, Bangalore, France, Amazon, Mozambique, First Nations in the Americas, Totnes (Devon). | • Monthly memorising quizzes<br>• Revision notes<br>• Exam practise in class – 4 & 12 markers<br>• End of term assessments graded A*-U. |
| | **WTP:** *The world we live has been globalised, really since the era of **colonialization** of the 1500s+. In the 21st Century however we have seen the **rapid interconnection** of countries, namely through the **globalisation of the world trade system** facilitated by transport and technological innovations. Although this has brought many benefits for some, particularly **economic**, this globalisation of our world has built on **previous 20th century exploitations of the environment** and much longer exploitations of many **communities** – either those '**switched off**' yet disadvantaged by globalisation or those **working in poverty** in the global system. **Social, environmental and political advances** due to globalisation will also be studied including **ethical consumption** and the **awareness of disabilities**. It is vital to understand our part in this global system as UK citizens and geographers so we become informed consumers and workers in the global social, economic and political system.* | |
| **Paper 1 – Topic:**<br>**Coastal Landscape and Change**<br>**Connections:**<br>< Y8 Coasts, Y10 Climate change, Y11 Coasts,<br>> Y13 Energy/Climate change<br>  | • Why are **coastal landscapes different** and what processes cause these differences?<br>• The role of **coastal processes** – erosion, deposition and transportation.<br>• How do **coastal erosion** and **sea level change** alter the physical characteristics of coastline and increase **risks**?<br>• How can coastlines be **managed** to meet the needs of all players?<br>• **Place Knowledge:**<br>Glamorgan Heritage Coast, Wales, Jurassic Coast – Devon & Dorset, Croatia, Scotland, Pacific Islands SIDS (e.g. Kiribati, Tuvalu), Bangladesh, Banda Aceh (Indonesia), Maldives, North Sea coastline (including Holderness Coast and Happisburgh), Fairbourne (Wales), Abbots Hall Farm (Essex), Odisha (India), Chittagong (Bangladesh). | • Monthly memorising quizzes<br>• Revision notes<br>• Exam practise in class 6,8 and 20 markers<br>• End of term assessments graded A*-U. |
| | **WTP:** *The world's coastlines are **spectacular**, formed by layers of processes over geological and current time through geological, biological and marine processes. This unit builds on your GCSE coastal understanding, deepening your thinking how **physical landscapes are formed**. The second half of the unit examines the **challenges coastal environments** are facing from **sea level change** and other **human processes** occurring at our rapidly urbanising and developing coasts which introduces you to the challenging themes at A level of **local and global environmental impact**. Given 40% of the world's population live in coastal areas, it is vital to understand the **accelerating rate of change** there and what **management strategies** can be best employed to protect coastal communities and their livelihoods across the **development scale** in a way that is **sustainable**.* | |

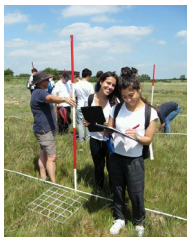
# A-Level Geography Learning Journey

Y12

SPRING TERM

| | Content | Assessment |
|---|---|---|
| **Paper 2 -**<br>**Topic:**<br>**Shaping Places – Regeneration.**<br><br>**Connections:**<br>< Y7 Urban/Sport, Y9 World Trade, Y11 UK Human Landscapes & London Globalisation<br>> Y13 Migration & Sovereignty<br><br>  <br><br>  | • Local study: London – How does **economic activity vary** and how does this impact **QOL** and **inequality**?<br>• Local study: London - How do **past and present connections** shape the economic and social characteristics of your chosen area?<br>• Why might **regeneration** be needed?<br>• How is **regeneration managed**? And how **successful** is it?<br>**Place Knowledge:**<br>Wembley, San Francisco Bay Area, Sydney (Australia), The Rust Belt Mid West (USA), London Docklands, Elephant and Castle (London), Cornwall, Westmoreland and Manchester, Tottenham (London riots), Northern Power house, UK financial deregulation, Hampshire and Shropshire (rural), Newham (London), Eden Project (Cornwall). | • Monthly memorising quizzes<br>• Revision notes<br>• Exam practise in class 6,8 and 20 markers<br>• End of term assessments graded A*-U. |
| | **WTP:** *This human geography unit that mainly focuses on geography stories in the developed world, helps us understand the **processes that are shaping places (urban and rural)**. We look at a range of OECD countries, although with focus on London and the UK. As UK citizens and geographers, it vital we understand why **inequality** has grown in the post war years. The UK is currently the **4th most unequal country in Europe** (when measured by income) and the 5th of the 19 OECD countries and we study how this manifests its self in place (with a focus on mainly urban) and people's '**lived experiences**'. We examine what it means to suffer income and health deprivation, high crime, live with abandoned and derelict land and with poor environmental quality. We study why communities in the UK feel switched off from wealth growth and how **tensions and conflicts** build. The reasons for inequality are complex and we build on GCSE ideas of **deindustrialisation**, **financial deregulation of banks and property**, **immigration**, the rise of the **tertiary sector** and introduces new ideas of the role of **local government,** the impact of '**gated communities'** and **'sink estates'.***<br>*It is important to understand how OECD countries, particularly the UK, have attempted to manage change namely through urban and rural **neoliberal regeneration and rebranding projects** with the aim of stimulating economic growth to create social change. It is vital we understand the **devastating impacts** these can some times have for local people (gentrification, being priced out the area) but also the **successes** such projects can bring.* | |

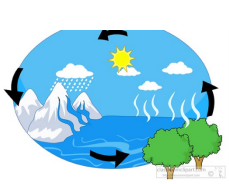
SUMMER TERM

| | | |
|---|---|---|
| **Paper 4 -**<br>**Topic:**<br>**NEA (Non examined assessment): Field work and Enquiry.**<br><br>**Connections:**<br>< Y7 climate field work, KS3 research skills e.g. Y9 GIS, Y10 rivers work, Y11 urban field work, NEA skills practiced in Y12 coasts and regeneration (Dorset, Wembley and Regeneration projects).<br>> Undergraduate dissertations/professional report writing.<br><br>  | **Non Examined Independent Investigation (NEA):**<br>• NEA workshop lessons on skills - analysis, data presentation, methodology.<br>• Time to complete NEA independent study. The NEA is to be handed in mid-autumn term in year 13.<br>Planned field with in June & July TBC:<br>• Field trip to Abbots Hall Farm, Essex (coastal solutions – sustainable management and soft engineering)<br>• Field trip to the London Kings Cross (regeneration projects and their local impacts). Old Street (the rise of the tertiary and quaternary sector – 'tech city' and gentrification).<br>• Field trip to Mile End (gentrification, studentification, hipsterfication)<br>• Field trip on chosen location of study – pilot trip and 1-2 days of field work collection. | • Edexcel proposal form discussed with students to ensure field work is safe and will be effective.<br>• Project handed in Feb Y13<br>• Formative final marking of NEA in Y13. Results given in April of Y13. |
| | **WTP:** *Your NEA coursework project is an **exciting opportunity** for you to investigate a geography topic you are interested in. Setting up **'enquiry questions' & 'hypothesis'** to then explore the answers to, through **primary field work and secondary research** is your first opportunities as geographers to uncover a **real life geography story**. The **geography skills** you practice through the execution of this project include handling 'Big Data' (ONS, CDRC websites), GIS, statistical techniques, OS mapping on digimaps, interviews & making connections, questionnaires & speaking to people, analysing and synthesising findings and presenting & report writing are all vital professional skills important at undergraduate dissertation level (across many subjects) and for the world of work.* | |

# A-Level Geography Learning Journey

**Y13**

**AUTUMN TERM**

| | Content | Assessment |
|---|---|---|
| **Paper 1**<br>**Topic 5 :**<br>**Physical Systems and Sustainability - The Water Cycle and Water Insecurity**<br><br>**Connections:**<br>< Y7 Rivers, Y7 Climate Change, Y9 Awesome Ice, Y10 Climate change , Y10 Development, Y10 Biomes, Forests, Consuming Resources<br>> Y12 Coasts, Y13 Energy/climate change, Y13 Superpowers<br>   | • What are the **processes** operating with the **hydrological cycle** from global to local scale?<br>• What are the causes and impacts of **drought**?<br>• What are the causes and impacts of **floods**?<br>• How does **climate change** affect the hydrological cycle?<br>• How does **water insecurity** occur and why is it becoming such a global issue for the 21st Century?<br>• What are the **different approaches** to managing water supply, some more sustainable than others?<br>**Place Knowledge:**<br>Amazon, Israel, Madagascar, Australia, Sahel, UK, Peru, France, River Yukon (Alaska), Pantanal wetlands (South America), River Tigris and Euphrates (Iraq), River Colorado, River Indus (Pakistan), River Ganges (Bangladesh), China, The Aral Sea, Bolivia, Nigeria, Saudi Arabia, USA.<br><br>**WTP:** *Water plays a key role in **supporting life on earth**. Water determines our **climate**, **hazards** of flood and drought, the **water we drink** to survive and our **food security**. The **physical processes** that control the circulation of water between stores on land, oceans, cryosphere and atmosphere are fascinating and determines ecosystem and human life at any given place on the planet. A range of locations are studied across latitudes to have a global understanding of RDBs, hydrological cycle and climate. The impact of **climate change** of the world's hydrological cycle is also studied, which builds on our understanding from year 10 climate change and year 12 coasts (sea level change).*<br>*In the last section of the unit we study human geography and look at **water insecurity** across the development spectrum from **water poverty** in the USA to Bolivia and where there is physical water insecurity such as Australia and The Sahel. The role of **human factors** in water insecurity such as over abstraction, pollution and deforestation is also studied. The growing **tensions and conflicts** over valuable water supplies are studied as well as the different approaches to **managing water issues** from hard engineering to sustainable approaches.* | • Core HW booklets (3M SAQs, 6&8 marker, 12 & 20 mark discussion essays)<br>• SMHW quizzes<br>• Revision notes graded EX-U<br>• End of topic assessments graded A*-U |
| **Paper 2**<br>**Topic 7:**<br>**Human Systems and Geopolitics: Super Powers**<br><br>**Connections:**<br>< Y10 Development, Y11 UK human landscapes, Y12 Globalisation, Y12 Regeneration.<br>> Y13 Water, Y13 Energy<br>  | • What are **superpowers** and how have they **changed over time**?<br>• What are the **impacts of super powers** on the global economy political systems and physical environment?<br>• What **spheres of influence** are **contested** by superpowers and what are the implications of this?<br>**Place Knowledge:**<br>British Empire, Cold War, China – neo-colonialism in Africa, BRICs, USA – hegemonic power, EU, Russia, South China Sea, Crimea (Russia), Arctic.<br><br>**WTP:** *Global politics influences our **world trade system**, our culture, environmental policy and global alliances. This builds on our world understanding in our Y12 Globalisation unit and focuses on the growth of BRIC countries and the challenges and decline of North American and EU countries (debt, economic restructuring and social costs). Understanding g**lobal tensions and conflict** also links to our units on water and energy. Different approaches to **environmental management** around the world are key to understanding the successful management of environmental issues across the development spectrum.* | • Core HW booklets (4M SAQs and 12 mark essays)<br>• SMHW quizzes<br>• Revision notes graded EX-U<br>• End of topic assessments graded A*-U |

# A-Level Geography Learning Journey

Y13

SPRING TERM

| | Content | Assessment |
|---|---|---|
| **Paper 1**<br>**Topic 5 :**<br>**Physical Systems and Sustainability: The Carbon Cycle and Energy Security**<br>**Connections:**<br>< Y7 Climate Change, Y9 Resources, Y10 Climate change , Y10 Biomes, Forests and Consuming Resources, Y12 Y12 Coasts, Y12 Globalisation<br>➢ Y13 Water, Y13 Migration & Sovereignty<br>  <br>  | • How does the **carbon cycle** operate to maintain planetary health?<br>• Understanding how relying on **fossil fuels is still the global norm** – contrasting energy mixes, global trade of energy pathways and unconventional fossil fuels.<br>• What are the **alternatives** to fossil fuels? What are **their costs and benefits**? Renewables, recyclables, decoupling fossil fuels from economic growth, biofuels, radical technologies<br>• How is **human activity threatening the carbon and water cycle**? Land conversion, ocean acidification and climate change.<br>• What is the **impact on degradation** of carbon and water cycle on **human wellbeing**? Water issues, food security, ocean health.<br>• Understanding how planetary warming risks large scale release of stored carbon **requiring a response from players at different scales**.<br>**Place Knowledge:**<br>USA, Canada, Russia, Middle East & OPEC , Brazil, UK, Norway, Syria, Amazon, Arctic, Madagascar, Indonesia. | • Core HW booklets (3M SAQs, 6&8 marker, 12 & 20 mark discussion essays)<br>• SMHW quizzes<br>• Revision notes graded EX-U<br>• End of topic assessments graded A*-U |
| | **WTP:** *This is a topic of crucial importance for us as geographers to understand the science and human geography behind the now termed '**climate emergency**' which draws synoptically on all topics studied at A level geography. The first part of the unit studies the fascinating and complex mechanisms of **natural climate cycling** over daily and geological scales involving biological, geological, hydrological, geomorphological, tectonic and atmospheric processes.*<br>*The human geography element of this topic investigates the current **energy mix of countries** in different regions of the world, where **fossil fuels are still the global norm**. The **challenges of fossil fuel reliance** due to large scale carbon release as well as the finality of fossil fuels and geopolitical tensions are studied which is crucial in understanding how the modern global trade system operates. The various strategies and exciting opportunities of **decarbonising** through renewables, recyclables and **decoupling fossil fuels from economic growth** will hopefully prepare us to understand the **future world economy**. However change here is slow and potential impacts are concerning. In addition other **human impacts** on **carbon and water degradation** are studied – ocean acidification, ice melt, other climatic impacts and the effects of all of this on human well being. These are important topics for us to understand as geographers, global citizens and as future participants in the global workforce.* | |
| **Paper 2**<br>**Topic 8b:**<br>**Global Development and Connections: Migration, Identity and Sovereignty**<br>**Connections:**<br>< Y8 Population, Y10 development, Y11 UK human landscapes, Y10 Forests, Y12 Regeneration, Y12 Globalisation.<br>> Y13 Superpowers, Y13 Water & Carbon.<br>  | **Enquiry Questions:**<br>• What are the **impacts** of globalisation on international migration?<br>• How are **nation states defined** and how have they **evolved** in a globalising world?<br>• What are the **impacts of global organisations** on managing global issues and conflicts?<br>• What are the **threats to national sovereignty** in a more globalised world?<br>**Place Knowledge:**<br>China, EU- Schengen, Singapore, Japan, Mexico-USA border, Iceland, Rwanda, Crimea, Taiwan, Britain Raj in India, Bolivia, Iran and UN trade embargo, CITES, MEA, Helsinki water treaties, English 'countryside', Jaguar Land Rover, Qatari and Russian owned property in London, Syria. | • Core HW booklets (SAQs and 6 & 8 markers and 20 mark discussion essays)<br>• SMHW quizzes<br>• Revision notes graded EX-U<br>• End of topic assessment graded A*-U |
| | **WTP:** *This topical unit builds on other A-level geography human topics of globalisation, super powers to investigate themes of migration, globalising nation states, global organisations and threats to national sovereignty in a globalised world. Important **historical themes** are studied from 19th Century Nationalism, empire, colonialism, 1960s 'winds of change' in Africa, Vietnam to more current issues of contest borders, current migration patterns, tax havens. These vital topics allow us as geographers to understand the **context of world issues** studied in geography from inequality, resource use to climate change. The **importance of IGOs** to resolving conflicts and issues around economics, geopolitics and the environmental are also studied. The final unit studies **nationalism** and how it is still a **powerful force** and that there are **challenges to national identity**.* | |

# JFS A Level History: Learning Journey

| | Curriculum Content | WTP | Curriculum Links | Assessment |
|---|---|---|---|---|
| **Year 12**<br><br>**Paper 1**<br><br>(Sept-May)<br>  | **Germany and West Germany, 1918-89**<br><br>The political, economic and social changes of Germany in the twentieth century divided into three periods:<br>1.The Weimar Republic,<br>2.Nazi Dictatorship<br>3.Federal Republic of Germany. | This is our breadth study.<br><br>To explore nationalism, dictatorship and democracy in twentieth century Europe. | Year 9 causes of WW2.<br><br>Links to Paper 2 – study of inter-war dictatorship & fascism.<br><br>Links to GCSE study of Cold War. | 3 questions<br>Two breadth essays and an interpretations essay question<br><br>AO1 & AO3<br><br>2hr 15 mins<br>30% weighting |
| **Year 12**<br><br>**Paper 2**<br><br>(Sept- May)<br>  | **The rise and fall of fascism in Italy, c1911-46**<br><br>The liberal state, c1911-18 - How secure was Liberal Italy?<br>The rise of Mussolini & the creation of a fascist dictatorship, 1919-26<br>The Fascist state, 1925-40<br>Challenges to, and the fall of, the Fascist state, c1935-46 | This is our depth study.<br><br>To explore nationalism, dictatorship and democracy in twentieth century Europe. | Links to Year 9 interwar period<br><br>Links to Paper 1 | One source-based essay question and one depth essay<br><br>AO1 & AO2<br><br>1hr 30 mins<br>20% weighting |
| **Year 13**<br><br>**Paper 3**<br><br>(June-April)<br>  | **Britain: Losing and Gaining an Empire, 1763-1914**<br><br>Trade: reasons for, changing nature, ports<br>Navy: changing role, strategic bases<br>The loss of the American Colonies, 1770-83<br>The Birth of British Australia, 1788-1829<br>Canada and the Durham Report, 1837-40<br>The British in India, 1829-58<br>The Nile Valley, 1882-98 | This is our breadth study with associated historical controversies. It is also our British history study.<br><br>To study Britain's influence on the development of the world. How a small island off the coast of Europe became the dominant world power. | Links to Year 8 study of Empire<br><br>Links to Paper 4 – causes of WW1 | 3 questions<br>1 breadth<br>1 depth<br>1 source-based<br><br>AO1 & AO2<br><br>2hrs 15 mins<br>30% weighting |
| **Year 13**<br><br>**Paper 4**<br><br>(June-March)<br>  | **Coursework**<br><br>Explore the different interpretations of the causes of WW1 in detail.<br>Short skills based course of lessons to develop skills in evaluating interpretations & communicating work. | To develop skills in analysis and evaluation of interpretations of history, as well as skills of independent enquiry. | Link to Year 9 study of the Great War<br><br>Links to Paper 3 – role of imperialism & naval expansion<br><br>Links to skills in paper 1, part c. | 1 essay, 4000 words.<br><br>AO1 & AO3<br><br>20% weighting<br><br>Internally assessed |

# Year 12 - A-Level - IVRIT 2023-2024 Learning Journey

## SUMMER TERM

ASSESSMENTS

Translation EN → Iv

Listening

Reading

Writing

Sub-theme: **Marginalisation in Israeli society**:

- Social and economic marginalisation
- Crime and Punishment in Israel
- The issue of geographic inequality

Research Project:
Students will choose one, out of two, research topics and must cover all the bullet points in their research.

Savyon Liebrecht:
Horses on the Highway:
**"דשאים סגולים" (Purple Lawns)**

## SPRING TERM

Sub-theme**: Israeli Festivals and Traditions**

- Cultural traditions in Jewish and non-Jewish communities
- The Kibbutz
- Regional and local heritage
  The issue of geographic inequality

Sub-theme: **Migration in Israel**:

- Israel and the Jewish Diaspora
- Immigration into Israel – impact on society
- Emigration from Israel – impact on society

Literature and Films
Savyon Liebrecht: Horses on the Highway:
**"כריתה"(Resection)**
On the way to Cedar City

ASSESSMENTS

Reading

Writing

Translation EN → Iv

## AUTUMN TERM

ASSESSMENTS

Reading

Writing

Translation Iv → EN

Grammar

Literature and Films
**Films- The Summer of Aviya**: Eli Cohen (1988)

Theme: Aspects of Modern Hebrew-speaking Society: past and current trends

**Sub-theme: The Israeli family**

- The traditional family unit
- The role of the religious establishment in the family
- The diversity of the modern family

**Sub-theme: The evolution of the digital world in Israel**

- The Internet in daily life
- Social media – benefits and dangers
- The digitalisation of Israeli society

**A-Level 2023-24**

# Year 13 - A-Level - IVRIT 2023-2024 Learning Journey

## SUMMER TERM

ASSESSMENTS

Listening

Reading

Writing

**Israeli art and architecture**
- Archaeological sites
- Sites of commemoration and preservation in Israel
- Israeli art and artists

Literature and Films
Savyon Liebrecht: Horses on the Highway:
"בדרך לסידר סיטי"
On the way to Cedar City

## SPRING TERM

**Democracy in Israel**
- Creation of the Israeli state
- Israeli Presidents and Prime Ministers past and present
- The current political scene in Israel

**Israeli Politics and young people**
- The role of schools in political education
- Young people and political engagement

Literature and Films
Savyon Liebrecht: Horses on the Highway:
"בדרך לסידר סיטי"
On the way to Cedar City

ASSESSMENTS

Reading

Speaking

Translation EN → Iv

## AUTUMN TERM

ASSESSMENTS

Listening

Writing

Translation Iv → EN

Grammar

Literature and Films
Savyon Liebrecht: Horses on the Highway:
"כתוב באבן"
Written in stone

**Marginalisation in Israeli society**:
- Social and economic marginalisation
- Crime and Punishment in Israel
- The issue of geographic inequality

**Migration in Israel**:
- Immigration into Israel – impact on Society
- Emigration from Israel – impact on Society
- The Kibbutz

A-Level 2023-24

# Year 12 A-Level Maths Learning Journey

| Term | Pure | Applied (Stats + Mech) | Careers | Assessments |
|---|---|---|---|---|
| Autumn Term 1 | **Algebra and Functions: Quadratics; Inequalities; Graphs**<br>Consolidating and advancing the knowledge gained in GCSE. Includes transformations of graphs which is studied throughout the entire two year A Level course.<br>**Coordinate Geometry: Line Graphs; Circle**<br>Shows relationships between lines and curves. Models many real life situations and used to solve many such problems.<br>**Further Algebra: Algebraic Methods; Binomial Expansion**<br>Introduces the factor theorem and use it to advance knowledge of algebra to include polynomials of varying degrees. Links with Statistics.<br>**Calculus: Differentiation**<br>Used to model real-life situations and solve problems involving gradients, increasing and decreasing functions, stationary points and maximum and minimum values.<br>**Trigonometric Ratios**<br>An extension of sine and cosine ratios and rules and more demanding applications and problem solving in real-life contexts. Making relevant connections with their respective graphs. | | -Investment banking<br>-Pharmacology<br>-Medicine<br>-Politics<br>-Researchers<br>-Pilot<br>-Engineer | End of Chapter Quizzes<br>+<br>Autumn Assessments |
| Spring Term 2 | **Trigonometric Identities, Equations**<br>Sine, Cosine & tangent of angles in all 4 quadrants. Recognise, deduce and use the trig identities in complex situations. Solve trig equations.<br><br>**Calculus: Integration**<br>Find a function, given $\frac{dy}{dx}$. Integrate polynomials. Evaluate a definite integral. Find areas bounded by a curve and the $x$-axis or other curves and lines.<br><br>**Vectors**<br>Understand vector magnitude and use vectors in speed and distance calculations and to solve geometric problems. Used by pilots and engineers to find resultant vector/forces for strong wind and for strength of structures in construction.<br><br>**Exponential and Logs**<br>Sketch and transform exponential graphs including **y = $e^x$**. Differentiate exponential functions. Recognise the relationship between exponents and logarithms including ***ln***. Use and interpret models that use exponential functions. | **Statistics: Data Collection**<br>A huge focus on various sampling techniques, their advantages and disadvantages and where in everyday life they are most suitable are the hallmark of this unit. You will be required to apply these to a given Large data set. Used extensively in research in nearly all careers.<br>**Statistics: Measures of Location and Spread. Data Representation**<br>Here you will be analysing data using, coding, percentiles, quartiles, standard deviation and other techniques which are used in a variety of careers and research.<br>**Statistics: Correlation and Regression**<br>Used to determine the nature of linear relations between bivariate data. Constantly used across many disciplines to make judgements/decisions which lead to changes.<br>**Statistics: Probability**<br>Extends your knowledge gained in GCSE. Includes independent and conditional events.<br>**Statistics: Statistical Distributions**<br>Involves modelling a wide variety of real-life events with probability and also using the binomial distributions.<br>**Statistics: Hypothesis Testing**<br>Can be used to assess the accuracy of predictions and inferences made about any given population<br><br>**Mechanics: Forces and Newton's Law**<br>Solve problems with connected particles and resultant forces. Introduces new ideas in Vectors.<br>**Mechanics: Kinematics 2**<br>Use displacement, velocity, acceleration as a function of time. Use calculus to solve kinematic problems and derive constant acceleration formulae.<br>**Mechanics: Quantities and units in mechanics**<br>You will learn how the concept of a mathematical model applies in mechanics – with SI units for quantities<br>**Mechanics: Kinematics**<br>Derive and use the SUVAT formulae for motion under gravity. | -Data analyst<br>-Statistician<br>-Scientist<br>-Weather analyst<br>-Computer scientist<br>-Medicine<br>-Law | End of Chapter Quizzes<br>+<br>Spring Assessments |
| Summer Term 3 | **Binomial Expansion**<br>Continuation from Year 1, expanding $(1+x)^n$ and $(a+bx)^n$ for any rational constant, $n$, and determining the range of values of $x$ for which the expansion is valid. The binomial expansion can be used to find polynomial approximations for expressions involving fractional and negative indices. Medical physicists use these approximations to analyse magnetic fields in an MRI scanner. | **Statistics: Regression, Correlation & Hypothesis Testing**<br>Continuation of looking at Exponential models and revisiting Hypothesis Testing, met in Year 1. Measure correlation using the product moment correlation coefficient (pmcc). Ice cream sellers will sell more ice cream on a hotter day; the strength of this correlation can be measured using the pmcc. | -Economics<br>-Psychologist,<br>-Manufacturing<br>-Scientists | End of Chapter Quizzes<br>+ UCAS Examinations. |

# Year 13 A-Level Maths Learning Journey

| Term | Pure | Applied (Stats + Mech) | Careers | Assessments |
|---|---|---|---|---|
| Autumn Term 1 | **Functions & Graphs**<br>Introduction to the modulus function and learning about the domain and range of a function. Revisit composite functions and inverse functions from GCSE. Learn how to apply combinations of transformations to graphs as an extension from Year 1. Code breakers at Bletchley Park used inverse functions to decode enemy messages during World War II.<br>**Algebraic Methods**<br>Carrying out addition, subtraction, multiplication and division with two or more algebraic fractions, as a continuation of GCSE content. Converting expressions with linear factors or repeated linear factors in the denominator into partial fractions, which is a prerequisite for later chapters (Integration and Binomial Expansion). Learning to divide algebraic fractions and convert improper fractions into partial fraction form.<br>**Proof by Contradiction**<br>A powerful technique in which we assume the negation of a statement in order to arrive at a contradiction, thus proving the original statement was true. Used to prove that $\sqrt{2}$ is irrational or that there is an infinite number of prime numbers. Very large prime numbers are used to encode chip and pin transactions.<br>**Trigonometry**<br>Introduction to 3 new trig. functions: secant, cosecant and cotangent, looking at their graphs, domains and ranges. Using identities and solving equations involving these functions. Application of the addition, double angle and Harmonic identities to solve trig. equations. Modelling real-life situations, e.g. oscillations and resonance in bridges and the strength of microwaves within a microwave oven can be modelled by trig.<br>**Calculus - Differentiation**<br>Continuation from Year 1, learning to differentiate trigonometric functions, exponentials and logarithms. Using the chain, product and quotient rules to differentiate more complex functions. Differentiating parametric equations and using implicit differentiation for functions defined implicitly. Using the second derivative to describe the behaviour of a function and the chain rule to connect rates of change, especially in exponential and trigonometric models, in situations involving more than two variables. Used to model many real-life situations, e.g. the velocity of a wrecking ball could be estimated by modelling its displacement and then differentiating.<br>**Parametric Equations**<br>Converting between parametric equations and Cartesian form. Sketching parametric curves and using parametric equations to solve and model problems, e.g. to describe the path of a ski jumper from leaving a ski ramp.<br>functions.<br>**Vectors in 3D**<br>Extension of 2D vectors, met in Year 1, understanding 3D Cartesian co-ordinates. 3D vectors can be used to describe relative positions in 3D space allowing us to solve geometric problems and determine properties of 3D solids. Used for modelling 3D motion in mechanics involving the **i**, **j** and **k** unit vectors. | **Mechanics: Moments**<br>Moments measure the turning effect of a force. Levers and gears use moments to provide an advantage. Moments are used by engineers, e.g. to calculate how much load can be safely applied to a crane.<br><br>**Statistics: Conditional Probability**<br>Understanding set notation along with using Venn diagrams, tree diagrams and two-way tables met at GCSE to solve conditional probability problems. This is when the outcome of an event affects the probability of another event, e.g. when a football team scores a goal this increases the chance that they will win.<br><br>**Mechanics: Forces & Friction**<br>Resolve forces into their components, solving problems involving smooth or rough inclined planes, as well as understanding friction and the coefficient of friction ($\mu$). A car's braking distance is determined by its speed and the frictional force between the car's wheels and the road. In wet or icy conditions $\mu$ decreases so the braking distance increases.<br><br>**Mechanics: Projectiles**<br>Particles moving in a vertical plane under gravity are known as projectiles. Projectile motion can be used to model the flight of a basketball or the path of a firework. | -Biologist<br>-Environmental planner<br>-Code breaker<br>-Physicist<br>-Statistician<br>-Engineer<br>-Data analyst<br>-Actuary | End of Chapter Quizzes<br>+<br>Autumn Assessments |
| Spring Term 2 | **Calculus - Integration**<br>Continuation from Year 1, learning to integrate trigonometric and exponential functions. Using the reverse chain rule, integration by parts, partial fractions (met at the end of Year 1) and integration by substitution to integrate more complex functions. Integration can be used to find the area under a curve, as seen in Year 1; using the trapezium rule to approximate the area under a curve. Solving simple differential equations and modelling real life situations, e.g. archaeologists use differential equations to estimate the age of fossilised plants and animals.<br><br>**Numerical Methods**<br>Using numerical methods to find solutions of equations which are difficult or impossible to solve exactly. Learn the Newton-Raphson method to find approximate solutions to equations of the form $f(x) = 0$. The Newton-Raphson method was developed 400 years ago to describe the positions of the planets as they orbit the sun.<br><br>**Sequences & Series**<br>Find the $n^{th}$ term of Arithmetic and Geometric Sequences and look at recurrence relations, as met at GCSE. Prove and use the formulae for summations. Introduction to the sigma ($\Sigma$) notation. Sequences and series are prevalent in nature and can be used to model population growth/decline or the spread of a virus. | **Mechanics: Applications of Forces**<br>Find unknown forces of a system in equilibrium and solve problems involving limiting equilibrium. Solve static problems involving weight, tension and pulleys. A continuation from Year 1, solving problems with connected particles involving resolving forces. Tightrope walkers use models to calculate the tension in their wires to ensure they are strong enough to hold their body weight.<br><br>**Statistics: The Normal Distribution**<br>Understand the normal distribution and the characteristics of its curve, involving finding percentage points and calculating values on a standard normal curve. Calculate unknown means and standard deviations. Approximate the binomial distribution, met in Year 1, using a normal distribution. Solve real-life problems and carry out hypothesis tests for the mean of a normal distribution. Biologists use the normal distribution to model physical characteristics, e.g. height and mass, in large populations.<br><br>**Mechanics: Further Kinematics**<br>Continuation from Year 1 working with displacement, velocity and acceleration vectors and using the equations of motion. Harder functions of time involving variable acceleration involve calculus. The surface of the ocean can be modelled as a 2D plane and the velocity of a ship as a vector. | -Investment banker<br>-Stock broker<br>-Games developer<br>-Software engineer<br>-Archaeologist<br>-Astronomer<br>-Statistician<br>-Construction worker<br>-Navigation officer | End of Chapter Quizzes<br>+<br>Spring Assessments |
| Summer Term 3 | **Revision & Consolidation**<br>Combining knowledge of all topics covered over the last 2 years, ensuring to focus on particular areas of weakness as highlighted from assessments. Make use of the resources made available to you and attend any sessions run by your specialist teachers who will be able to support you.<br>**Examination Practice**<br>Past paper practice is an excellent way to familiarise yourself with the style of questions you will meet in your examinations. Make sure you focus on all three strands of Mathematics: **Pure**, **Statistics** & **Mechanics**. Take time to look at the formula booklet and its contents, as well as the large data set before your examinations. These can be accessed using the list of websites made available to you. | | -Examiner<br>-Lecturer<br>-Teacher<br>-Tutor | End of Chapter Quizzes<br>+<br>Final A-Level Examinations |

13

Results day and beyond …drive safely!

# Year 12FM A-Level Maths Learning Journey

| Term | Pure | Applied (Stats + Mech) | Careers | Assessments |
|---|---|---|---|---|
| Autumn Term 1 | **Pure 1**<br><br>**Algebra and Functions: Quadratics; Inequalities**<br>Consolidating and advancing the knowledge gained in GCSE. Includes transformations of graphs which is studied throughout the entire two year A Level course<br><br>**Coordinate Geometry: Line Graphs; Circle**<br>Shows relationships between lines and curves. Models many real life situations and used to solve many such problems.<br><br>**Vectors**<br>Understand vector magnitude and use vectors in speed and distance calculations and to solve geometric problems. Used by pilots and engineers to find resultant vector/forces for strong wind and for strength of structures in construction.<br><br>**Further Algebra: Algebraic Methods; Binomial Expansion**<br>Introduces the factor and remainder theorems and use them to advance knowledge of algebra to include polynomials of varying degrees. Links with Statistics.<br><br>**Trigonometric Ratios, Identities, Equations**<br>An extension of sine and cosine ratios and rules and more demanding applications and problem solving in real-life contexts. Making relevant connections with their respective graphs. Sine, Cosine & tangent of angles in all 4 quadrants. Recognise, deduce and use the trig identities in complex situations. Solve trig equations.<br><br>**Calculus: Differentiation**<br>Used to model real-life situations and solve problems involving gradients, increasing and decreasing functions, stationary points and maximum and minimum values<br><br>**Calculus: Integration**<br>Find a function, given $\frac{dy}{dx}$. Integrate polynomials. Evaluate a definite integral. Find areas bounded by a curve and the x-axis or other curves and lines.<br><br>**Exponential and Logs**<br>Sketch and transform exponential graphs including **y = $e^x$**. Differentiate exponential functions. Recognise the relationship between exponents and logarithms including ***ln***. Use and interpret models that use exponential functions. | **Applied 1**<br><br>**Statistics: Data Collection**<br>A huge focus on various sampling techniques, their advantages and disadvantages and where in everyday life they are most suitable are the hallmark of this unit. You will be required to apply these to a given Large data set. Used extensively in research in nearly all careers.<br><br>**Statistics: Measures of Location and Spread. Data Representation**<br>Here you will be analysing data using, coding, percentiles, quartiles, standard deviation and other techniques which are used in a variety of careers and research.<br><br>**Mechanics: Quantities and units in mechanics**<br>You will learn how the concept of a mathematical model applies in mechanics – with SI units for quantities<br><br>**Mechanics: Kinematics**<br>Derive and use the SUVAT formulae for motion under gravity.<br><br>**Statistics: Correlation and Regression**<br>Used to determine the nature of linear relations between bivariate data. Constantly used across many disciplines to make judgements/decisions which lead to changes<br><br>**Statistics: Probability**<br>Extends your knowledge gained in GCSE. Includes independent and conditional events<br><br>**Statistics: Statistical Distributions**<br>Involves modelling a wide variety of real-life events with probability and also using the binomial distributions.<br><br>**Mechanics: Forces and Newton's Law**<br>Solve problems with connected particles and resultant forces. Introduces new ideas in Vectors.<br><br>**Mechanics: Kinematics 2**<br>Use displacement, velocity, acceleration as a function of time. Use calculus to solve kinematic problems and derive constant acceleration formulae. | Computer scientist, Investment banking Pharmacology, Medicine, Politics, Pilot, Engineer Data analyst Statistician Scientist Weather analyst Researchers. | End of Chapter Quizzes + Autumn Assessments |
| Spring Term 2 | **Pure 2**<br><br>**Proof by Contradiction**<br>A powerful technique in which we assume the negation of a statement in order to arrive at a contradiction, thus proving the original statement was true. Used to prove that $\sqrt{2}$ is irrational or that there is an infinite number of prime numbers. Very large prime numbers are used to encode chip and pin transactions.<br><br>**Functions & Graphs**<br>Introduction to the modulus function and learning about the domain and range of a function. Revisit composite functions and inverse functions from GCSE. Learn how to apply combinations of transformations to graphs as an extension from Year 1. Code breakers at Bletchley Park used inverse functions to decode enemy messages during World War II. | **Applied 1**<br><br>**Statistics: Hypothesis Testing**<br>Can be used to assess the accuracy of predictions and inferences made about any given population.<br><br>**Applied 2**<br><br>**Statistics: Regression, Correlation & Hypothesis Testing**<br>Continuation of looking at Exponential models and revisiting Hypothesis Testing, met in Year 1. Measure correlation using the product moment correlation coefficient (pmcc). Ice cream sellers will sell more ice cream on a hotter day; the strength of this correlation can be measured using the pmcc. | Medicine, Law, Economics, Manufacturing, Engineer, Scientist, Biologist, Environmental planner, Code breaker, Physicist, Statistician, Data analyst, Actuary. | End of Chapter Quizzes + Spring Assessments |

12FM

Continued on next page...

# Year 12FM A-Level Maths Learning Journey

| Term | Pure | Applied (Stats + Mech) | Careers | Assessments |
|---|---|---|---|---|
| Spring Term 2 Continued. | **Pure 2**<br><br>**Sequences & Series**<br>Find the $n^{th}$ term of Arithmetic and Geometric Sequences and look at recurrence relations, as met at GCSE. Prove and use the formulae for summations. Introduction to the sigma (Σ) notation. Sequences and series are prevalent in nature and can be used to model population .growth/decline or the spread of a virus.<br><br>**Trigonometry**<br>Introduction to 3 new trig. functions: secant, cosecant and cotangent, looking at their graphs, domains and ranges. Using identities and solving equations involving these functions. Application of the addition, double angle and Harmonic identities to solve trig. equations. Modelling real-life situations, e.g. oscillations and resonance in bridges and the strength of microwaves within a microwave oven can be modelled by trig. functions.<br><br>**Calculus - Differentiation**<br>Continuation from Year 1, learning to differentiate trigonometric functions, exponentials and logarithms. Using the chain, product and quotient rules to differentiate more complex functions. Differentiating parametric equations and using implicit differentiation for functions defined implicitly. Using the second derivative to describe the behaviour of a function and the chain rule to connect rates of change, especially in exponential and trigonometric models, in situations involving more than two variables. Used to model many real-life situations, e.g. the velocity of a wrecking ball could be estimated by modelling its displacement and then differentiating.<br><br>**Vectors in 3D**<br>Extension of 2D vectors, met in Year 1, understanding 3D Cartesian co-ordinates. 3D vectors can be used to describe relative positions in 3D space allowing us to solve geometric problems and determine properties of 3D solids. Used for modelling 3D motion in mechanics involving the **i**, **j** and **k** unit vectors.<br><br>**Calculus - Integration**<br>Continuation from Year 1, learning to integrate trigonometric and exponential functions. Using the reverse chain rule, integration by parts, partial fractions (met at the end of Year 1) and integration by substitution to integrate more complex functions. Integration can be used to find the area under a curve, as seen in Year 1; using the trapezium rule to approximate the area under a curve. Solving simple differential equations and modelling real life situations, e.g. archaeologists use differential equations to estimate the age of fossilised plants and animals.<br><br>**Numerical Methods**<br>Using numerical methods to find solutions of equations which are difficult or impossible to solve exactly. Learn the Newton-Raphson method to find approximate solutions to equations of the form $f(x) = 0$. The Newton-Raphson method was developed 400 years ago to describe the positions of the planets as they orbit the sun. | **Applied 2**<br>**Statistics: Conditional Probability**<br>Understanding set notation along with using Venn diagrams, tree diagrams and two-way tables met at GCSE to solve conditional probability problems. This is when the outcome of an event affects the probability of another event, e.g. when a football team scores a goal this increases the chance that they will win.<br><br>**Statistics: The Normal Distribution**<br>Understand the normal distribution and the characteristics of its curve, involving finding percentage points and calculating values on a standard normal curve. Calculate unknown means and standard deviations. Approximate the binomial distribution, met in Year 1, using a normal distribution. Solve real-life problems and carry out hypothesis tests for the mean of a normal distribution. Biologists use the normal distribution to model physical characteristics, e.g. height and mass, in large populations.<br><br>**Statistics: The Large Data Set**<br><br>**Mechanics: Moments**<br>Moments measure the turning effect of a force. Levers and gears use moments to provide an advantage. Moments are used by engineers, e.g. to calculate how much load can be safely applied to a crane.<br><br>**Mechanics: Forces & Friction**<br>Resolve forces into their components, solving problems involving smooth or rough inclined planes, as well as understanding friction and the coefficient of friction (μ). A car's braking distance is determined by its speed and the frictional force between the car's wheels and the road. In wet or icy conditions μ decreases so the braking distance increases.<br><br>**Mechanics: Projectiles**<br>Particles moving in a vertical plane under gravity are known as projectiles. Projectile motion can be used to model the flight of a basketball or the path of a firework.<br><br>**Mechanics: Applications of Forces**<br>Find unknown forces of a system in equilibrium and solve problems involving limiting equilibrium. Solve static problems involving weight, tension and pulleys. A continuation from Year 1, solving problems with connected particles involving resolving forces. Tightrope walkers use models to calculate the tension in their wires to ensure they are strong enough to hold their body weight.<br><br>**Mechanics: Further Kinematics**<br>Continuation from Year 1 working with displacement, velocity and acceleration vectors and using the equations of motion. Harder functions of time involving variable acceleration involve calculus. The surface of the ocean can be modelled as a 2D plane and the velocity of a ship as a vector.<br><br>**Mechanics: Problem Solving** | Stock broker, Games developer, Software engineer, Astronomer Statistician, Navigation officer. | End of Chapter Quizzes<br>+<br>Spring Assessments |
| Summer Term 3 | **Revision & Consolidation**<br>Combining knowledge of all topics covered over the year, ensuring to focus on particular areas of weakness as highlighted from assessments. Make use of the resources made available to you and attend any sessions run by your specialist teachers who will be able to support you. | **Revision & Consolidation**<br>Combining knowledge of all topics covered over the year, ensuring to focus on particular areas of weakness as highlighted from assessments. Make use of the resources made available to you and attend any sessions run by your specialist teachers who will be able to support you. | | End of Chapter Quizzes<br>+<br>UCAS Examinations |

12FM

YEAR 13

# Year 13FM A-Level Maths Learning Journey

| Term | Core Pure 1 and Core Pure 2 | Applied (Further Statistics 1 + Further Mechanics 1) | Careers | Assessments |
|---|---|---|---|---|
| Autumn Term 1 | **Complex Numbers**<br>Engineers and physicists often describe quantities with two components using a single complex number. This allows them to model complicated situations such as air flow over a cyclist.<br><br>**Argand Diagrams**<br>Argand diagrams can be used to model electromagnetic waves. Rosalind Franklin helped discover DNA by using complex numbers to analyse the diffraction patterns of X-rays passing through crystals of DNA.<br><br>**Series**<br>Greek letter sigma is used to represent a sum. This notation was first introduced by Swiss mathematician Leonard Euler.<br><br>**Roots of Polynomials**<br>The roots of complex-valued polynomials can be plotted on an Argand diagram. By plotting the roots of all possible polynomials with degree 18 fascinating fractal-like patterns are created.<br><br>**Volumes of Revolution**<br>Woodworkers uses lathes to create solid objects that have circular cross-sections. These are volumes of revolution and can be analysed using calculus.<br><br>**Matrices**<br>Computer graphics artists use matrices to control the motion of characters in video games and CGI films. Matrices are used to describe transformations in two and their dimensions.<br><br>**Linear Transformations**<br>Linear transformations are represented using matrices. Einstein's theory of relativity relies on matrices which describe the relationship between different frames of reference.<br><br>**Proof by Induction**<br>Just as a suitable arranged line of dominoes will fall if the first domino is pushed over, mathematical statements can be proved in a similar way using mathematical induction.<br><br>**Vectors**<br>Computer graphics artists use 3D vectors to define shapes based on polygons. By creating a shape from thousands of polygons the illusion of a smoothly curved surface can be created. | **Further Statistics 1 – Discrete Random Variables**<br>Banks and stockmarket traders use random variables to model their risks on investments that have an element of randomness. By calculating the expected value of their profits, they can be confident of making money in the long term.<br><br>**Further Statistics 1 – Poisson Distribution**<br>Scientists use Poisson distributions to model the frequency of meteor strikes.<br><br>**Further Mechanics 1 – Momentum and Impulse**<br>Newton's cradle shows the principle of conservation of momentum. When the first ball collides with the second, the first ball stops, but it's momentum is transferred to the second ball, then the third, until it reaches the very last ball.<br><br>**Further Mechanics 1 – Work, Energy and Power**<br>When a rock climber increases in height, their gravitational potential energy is increasing. When abseiling back down to the rock face, the gravitations potential energy with be converted into kinetic energy.<br><br>**Further Mechanics 1 – Elastic strings and springs**<br>Bungee jumping is an activity that involves jumping from a high point whilst tethered to a long elastic cord. When the person jumps, their gravitational potential energy is converted to kinetic energy. As a bungee cord extends, kinetic energy is converted into elastic potential energy.<br><br>**Further Mechanics 1 – Elastic Collision in One Dimension**<br>When a ball bounces, the speed with which it leaves the ground cannot be greater than the speed with which it approaches the ground. You can use Newton's law of restitution to model the ratio between these two speeds.<br><br>**Further Statistics 1 – Geometric & Negative Binomial Distributions**<br>The geometric distribution can be used to model the number of times a learner driver needs to take their test before passing.<br><br>**Further Statistics 1 – Hypothesis Testing**<br>A hypothesis test can help determine whether a new drug has made an improvement to peoples' illness.<br><br>**Further Statistics 1 – Central Limit Theorem**<br>Statisticians use central limit theorem to infer how likely the views of a sample are to be the representation of the population. | Physicist/ Astrophysicist/ Scientist<br>Mathematician<br>Medicine<br>Teacher/ Lecturer<br>Engineer<br>Analyst<br>Computer graphics artist<br>Data analyst<br>Statistician<br>Weather analyst<br>Actuary. | End of Chapter Quizzes<br>+<br>Autumn Assessments |

13FM

Continued on next page…

# Year 13FM A-Level Maths Learning Journey

| Term | Core Pure 1 and Core Pure 2 | Applied (Further Statistics 1 + Further Mechanics 1) | Careers | Assessments |
|---|---|---|---|---|
| Spring Term 2 | **Complex Numbers**<br>The relationships between complex numbers and trigonometric functions allow electrical engineers to analyse oscillations of voltage and current in electrical circuits.<br><br>**Series**<br>Physicists use Maclaurin series in special relativity to approximate the Lorentz factor. This relates time, length and relativistic mass change for a moving object.<br><br>**Methods in Calculus**<br>The lowest speed necessary for an object to escape from a gravitational field is its escape velocity. Improper integrals can be used to calculate escape velocities.<br><br>**Volumes of Revolution**<br>Volumes of revolution can be used to model objects with circular cross-sections. By defining curves parametrically, volumes of a wider range of objects can be found.<br><br>**Polar Coordinates**<br>Polar coordinates describe positions in terms of angles and distances. GPS navigation systems use polar coordinates to triangulate the position of a ship or an aircraft.<br><br>**Hyperbolic Functions**<br>Hyperbolic curves feature often in architectural modelling. A hanging chain might look like a parabola but it is actually a curve called a catenary - this is a hyperbolic function.<br><br>**Methods in Differential Equations**<br>Population growth can be modelled by a differential equation. An example is the rate of change of the population of bacteria in a petri dish.<br><br>**Modelling with Differential Equations**<br>Population levels of predators and their prey can be modelled using a pair of coupled first-order differential equations. | **Further Mechanics 1 – Elastic Collision in Two Dimension**<br>A collision between a snooker ball and a cushion can be modelled as a collision between a smooth particle and a smooth vertical wall.<br><br>**Further Statistics 1 – Chi-squared Tests**<br>This test is used in genetics to help determine whether an experiment was fair and unbiased, and to provide a level of confidence for whether the results were obtained by chance.<br><br>**Further Statistics 1 – Probability Generating Function**<br>These are used by actuaries to calculate risk in order to advise insurance companies what premiums to charge customers.<br><br>**Further Statistics 1 – Quality of Tests**<br>Here you analyse hypothesis tests to work out how reliable they are. This is especially important when using hypothesis testing to determine the efficacy of new drugs and medical procedures. | Rocket scientist<br>Developer<br>Architect<br>Electrical engineer<br>Mathematical modeller<br>Civil engineer | End of Chapter Quizzes<br>+<br>Spring Assessments |
| Summer Term 3 | **Revision & Consolidation**<br>Combining knowledge of all topics covered over the last 2 years, ensuring to focus on particular areas of weakness as highlighted from assessments. Make use of the resources made available to you and attend any sessions run by your specialist teachers who will be able to support you.<br><br>**Examination Practice**<br>Past paper practice is an excellent way to familiarise yourself with the style of questions you will meet in your examinations. Make sure you focus on all three strands of Mathematics: **Core Pure**, **Further Statistics** & **Further Mechanics**. Take time to look at the formula booklet and its contents, as well as the large data set before your examinations. These can be accessed using the list of websites made available to you. | | Software engineer<br>Programmer<br>Examiner<br>Exam boards | End of Chapter Quizzes<br>+<br>Final A-Level Examinations |

13FM

Results day and beyond drive safely!

# BTEC Creative Digital Media Production Level 3 Learning Journey

## COURSEWORK DEADLINE

SUMMER TERM

***Unit 4A: The Pre-Production Process***

This is **a research report** which is submitted as a piece of coursework. Films require a great deal of planning and you will research the key elements of ***film pre-production***. You will research what kind of financing, logistical planning and creative development go into making a film. Finally, you will choose professional examples as case studies to look at the consequences of what can go wrong if a production is not planned properly!

SPRING TERM

## COURSEWORK DEADLINE

***Unit 10A: Genre Analysis***

This is a **piece of coursework** which is designed to get you thinking analytically about ***genre***. You will choose two films to study in-depth and you will create a presentation on the genre that your films represent. You will use the knowledge gained from the study of media in Unit 1 to help you write in an analytical way about films.


## EXAM

AUTUMN TERM

***Unit 1: Media Representations***

This is a unit which is **assessed via a 2 hour exam** on a variety of media types. You will study advertising, film, television, games, music videos and magazines in relation to the topic of ***representation.*** This means how different issues in society appear in the media. You will also have the chance to study how production techniques such as camerawork or design can change the way we interpret the messages in the media.

Y12

# BTEC Creative Digital Media Production Level 3 Learning Journey

## COURSEWORK DEADLINE

SUMMER TERM

***Unit 10BC: Film Production***

You will **make the film** you have planned in your pre-production portfolio. You will need to use professional equipment to shoot and edit your film. Team work is essential and you shall need to delegate tasks relating to camera, sound and editing. This work is coursework and **submitted as a group project.**

SPRING TERM

## CONTROLLED ASSESSMENT

***Unit 8: Responding to a Commission***

This is the last stage of the course in which you will use all of your skills and knowledge gained over the last two years to ***produce your own creative idea*** which responds to a mock commission (a request for a creative product to be made). This element of the course is a **controlled assessment**—this means that it is a piece of work created under exam conditions over an extended period of time.

## COURSEWORK DEADLINE

AUTUMN TERM

***Unit 4BCD: Pre-Production Portfolio***

Having studied the elements which are required to successfully plan a film production, you will put your knowledge into action and ***produce your own creative portfolio*** for a film that you will make. You will need to work as a team in order to plan locations, budget, script and many more elements of your film. This work is submitted as a **coursework portfolio.**

Y13

# A Level Film Studies – Year 12 Learning Journey

## End of topic essay

**SUMMER TERM**

The last term will be dedicated the study of **American Film since 2005.** The films in this section are La La Land *(Chazelle 2016)* and *Get Out (Peele 2017).* You will examine how ideology is represented in these films and how each filmmaker generates a response in the spectator through a variety of filmic techniques. This section will be assessed as a 40 mark question in the Component 1 exam.

## End of topic essay

**SPRING TERM**

You will study Amy *(Kapadia 2015)* as part of the **Documentary Film** section. This will involve the evaluation of a range of filmmakers' theories as well as the impact of technology on this style of film—it will be assessed as a 20 mark question in the Component 2 exam. The term will also include the study of **Hollywood** cinema. You will study Vertigo *(Hitchcock 1958)* and Bonnie & Clyde *(Penn 1967).* These films will be studied in terms of production contexts and auteur signatures and will be assessed via a 40 mark question in the Component 1 Exam.

## End of topic essay

**AUTUMN TERM**

Studying **Global Film** gives a window into cultures which are seldom represented in mainstream cinema. In this section you will study two films: City of God *(Mereilles 2002)* and *Portrait of a Lady on Fire (Sciamma 2020).* These films will be studied in relation to the Core Study Areas: Contexts, Aes-thetics / Representation, and Film Form and will be the subject of a 40 mark question in the Component 2 exam.

**Y12**

# A Level Film Studies – Year 13 Learning Journey

**SUMMER TERM**

The last term will be dedicated to the completion of **coursework.** Throughout this course you will be working on either a short film or screenplay which fits the requirements of a brief set by the examinations board. You will also need to write a 1600—1800 word **evaluative analysis** as a 'commentary' to go alongside your coursework. This term will also be used to revise all of the films studied in preparation for the final exams.

**SPRING TERM**

## End of topic essay

You will return the start of cinematic history in your study of **Silent Film.** Sunrise *(Murnau 1927)* will form the subject of study in a section which involves the examination of critical debates in film studies as well as production contexts. This film will be assessed as one 20 mark question in the Component 2 exam. Finally, you will study *Momento (Nolan 2000)* as the **Experimental Film** section of the course. This film will be studied in relation to narrative and auteur signatures and will be assessed as one 20 mark question in the Component 2 exam.

## End of topic essay

**AUTUMN TERM**

The first term of the second year will be based on the study of **British Film.** You will analyse This is England *(Meadows 2006)* and Trainspotting *(Boyle 1996)* in terms of theories of narrative as well as examining them from an ideological-critical perspective. The study of these films will be assessed as part of a 40 mark question in the Component 1 exam.

**Y13**

# KS5: A Level Music Learning Journey

ASSESSMENT OBJECTIVES:
**AO1** Perform with technical control, expression and interpretation / **AO2** Compose and develop musical ideas with technical control and coherence / **AO3** Demonstrate and apply musical knowledge / **AO4** Use appraising skills to make evaluative and critical judgements about music.

APPRAISING (continued):
Demonstrate application of knowledge to unfamiliar works / Demonstrate knowledge of how to relate their learning to other pieces in a similar style or genre / Formulate critical judgements on both familiar and unfamiliar music, showing an understanding of the complexity of the interdependence of musical elements.
*Links to previous learning: builds upon the GCSE by requiring students to study music across a variety of styles and genres whilst engaging critically, developing an understanding of the place of music in different cultures and contexts.*

13

Year 13

COMPOSING:
Compose two compositions, one to a brief and one either free composition or also to a brief / Demonstrate knowledge of the processes involved in creating music through developing the technical and expressive skills needed as a composer / Demonstrate understanding of a range of compositional starting points and a range of techniques for developing and manipulating ideas that will be developed into completed pieces of music.
*Links to previous learning: builds upon the GCSE Composing topic by requiring students to make compositional demands in terms of the treatment of ideas, techniques and structures.*

APPRAISING:
Demonstrate knowledge and understanding of musical elements, contexts and language to make critical judgements about familiar and related repertoire and context of music within the areas of study / Demonstrate application of knowledge through the context of six areas of study, each with three set works:
1-Vocal Music / 2-Instrumental Music / 3-Music for Film / 4-Popular Music and Jazz / 5-Fusions / 6-New Directions.

Year 12

PERFORMING:
Perform a final recital of 8 minutes on their chosen instrument / Demonstrate critical understanding of the overall shape, direction and style of the music chosen / Demonstrate accuracy, technical control, expression and interpretation through their performance / Demonstrate understanding of the effect of the purpose and intention of their pieces when performing.
*Links to previous learning: builds upon the GCSE Performance topic by requiring students to perform for a longer amount of time and at a higher level.*

AIMS:
To follow the sequence of the SoW as set by the exam board guidance as this builds and develops students' existing skills from the familiar to the unfamiliar / To develop students as confident and informed performers, creative and skilled composers and critical appraisers / To provide the key context of musical elements, musical contexts and musical language through AoS and set works / To link different aspects of skills, knowledge and understanding throughout the course to create depth and breadth of musical understanding.
*Link to previous learning: develop K/S/U at KS4.*

12

# A Level Physical Education

| Paper 1 | Paper 2 | Practical | AoP |
|---|---|---|---|
| 35% | 35% | 15% | 15% |

| Topic 1 Anatomy & Physiology | Topic 2 Sports Psychology | Topic 3 Sport & Society | |
|---|---|---|---|
| Advanced Mechanical Concepts | Leadership & Stress Management | The Impact of Commercialisation | Y13 SPR |
| Sports Injuries & Recovery | Self Efficacy | Sport & the Law | |
| Supplements & Training | Attribution Theory | Performance Enhancing Drugs & Sport | Y13 AUT |
| Factors Affecting Performance | Social Facilitation | Violence in Sport | |
| Energy Systems | Achievement Motivation | Ethics in Sport | Y12 SUM |
| Neuromuscular Control | Arousal, Anxiety & Aggression | Development of Elite Performers | |
| Analysis of Movement | Performance Attitudes | Concepts of Physical Activity | Y12 SPR |
| Cardiac Systems | Aspects of Personality | The Role of Technology in Sport | |
| Blood Function | Memory & Information Processing | 21st Century Sport & Globalisation | Y12 AUT |
| Respiratory Systems | Guidance & Feedback | Equal Opportunities | |
| Nutritional Effects on the Body | Theories of Learning | | |
| Health & Fitness | Skill Classification | | |
| | Continuums of Skill | | |

# A Level Dance

| Component 1 50% Performance and Choreography | Component 2 50% Critical Engagement | |
|---|---|---|
| **Refining group choreography, solo performance and performance in a quartet.** | Matthew Bourne- influences and background<br>Swan Lake<br>Nutcracker<br>(Car Man) | **Y13 SPR** |
| **Group Choreography tasks released from AQA.**<br>Researching, developing and experimenting with dance ideas through studio and non-studio investigation/ the rehearsal process. | Akram Khan<br>Rush<br>Desh<br>(Zero Degrees)<br><br>Sidi Larbi<br>Zero Degrees<br>Babel<br>**SUTRA** | **Y13 AUT** |
| **Performance in a Quartet**<br>As below | **INDEPENDENT CONTEMPORARY DANCE SCENE IN BRITAIN** | **Y12 SUM** |
| **Solo Performance**<br>Physical & technical skills/ spatial & dynamic elements/ interpretative skills | Robert North/ Glen Tetley<br><br>Richard Alston<br>Soda Lake<br>Overdrive | **Y12 SPR** |
| **Dance fitness/ technique**<br>Awareness of correct alignment/ technical accuracy /appropriate dancewear and presentation of self/ a healthy approach to training, including lifestyle of dancer. | Christopher Bruce<br>**ROOSTER**<br>Swansong<br>Ghost Dances/ Silence is the End of Our Song<br><br>**RAMBERT** | **Y12 AUT** |

# BTEC First Award in Sport

| Coursework | Exam |
|---|---|
| 75% | 25% |

**Y11 Coursework**

**Applying the Principles of Personal Training**

Design a personal fitness training programme.
Know the musculoskeletal and cardiorespiratory system and the effects on the body during fitness training
Implement a self-designed personal fitness training session to achieve own goals and objectives
Review a personal fitness training programme

**Y11 Exam**

**Fitness for Sport & Exercise**

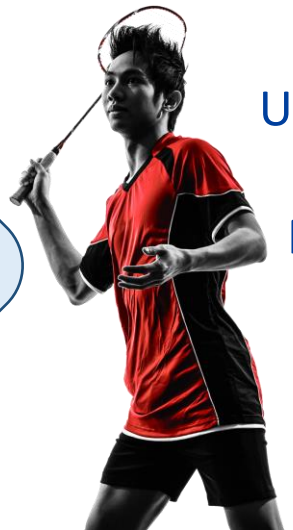
Learn the components of fitness and principles of training.
Explore different fitness training methods.
Investigate fitness testing to determine fitness levels

**Y10 Coursework**

**Leading Sports Activities**

Know the attributes associated with successful sports leaders
Undertake the planning and leading of sports activities
Review and analyse the planning and leading of sports activities

**Y10 Coursework**



**Practical Performance in Sport**

Understand the rules, regulations and scoring systems for your selected sport.
Practically demonstrate skills, techniques and tactics in selected sport.
Be able to review your own and others' sporting performance

# A Level Photography Learning Journey

**ASSESSMENT**

15hr practical exam

### Externally Set Assignment

The component 2 brief is set by the exam board which will make up the other 40% of your final mark.

- Choose one of the AQA set briefs
- Develop a portfolio of work in response to the brief
- 15 hour exam to refine and present final images

## Year 13

### Personal Project (cont.)

The summer term continues exploring your chosen topic using a variety of techniques and processes to develop the work further.

- Developing photographic studies
- Using other media e.g. Cyanotypes
- Extended writing 3000 words

### Personal Project (finalised)

The start of year 13 is where we develop work from your best portfolio to submit as component 1 coursework - 60% of your mark.

- Through photographic shoots explore a deeper understanding of the work
- Finalise extended writing
- Present final work

**ASSESSMENTS**

Assessment of Component 1

**ASSESSMENTS**

Continuous feedback and assessment of portfolio work

## Year 12

### Personal Project

In the middle of the spring term the second project is a personally identified topic where you will further your skills and understanding.

- Select a personal project brief
- Outline methods of investigating this topic
- Create photographic work

### People, Places and Viewpoints

Under the broad theme of People, Places and Viewpoints you will master a range of digital and film techniques while exploring photography in relation to the topic.

- Develop understanding and techniques in the use of a camera
- Develop techniques in editing digital photographs and traditional darkroom printing
- Understanding the work of others and presenting your own work

**A Level**

LEARNING JOURNEY 2023 - 2024

| Y12 Physics | Autumn Term | | Spring Term | | Summer Term | |
|---|---|---|---|---|---|---|
| | Teacher 1 (2 period/week) | Teacher 2 (3 period/week) | Teacher 1 (2 period/week) | Teacher 2 (3 period/week) | Teacher 1 (2 period/week) | Teacher 2 (3 period/week) |
| Taught topics | 2. Mechanics | 3. Electric circuits | 4. Materials | 5. Waves and the nature of light | 4. Materials (complete)<br>6. Further mechanics | 5. Waves and the nature of light (complete)<br>6. Further mechanics |
| Core Practicals | 1. Acceleration of a falling object | 2. Resistivity of a wire<br>3. EMF and internal resistance of a cell | 4. Viscosity of a liquid<br>5. Young's modulus | 6. Speed of sound in air<br>7. Standing waves on string<br>8. Diffraction grating | 9. Relationship between force and change in momentum | 10. Using ICT to investigate collisions |
| Assessment | Skills tests, end of topic tests, mid-term test | | Skills tests, end of topic tests, mid-term test | | Skills tests, end of topic tests, UCAS examination | |

LEARNING JOURNEY 2023 - 2024

| Y13 Physics | Autumn Term | | Spring Term | | Summer Term | |
|---|---|---|---|---|---|---|
| | Teacher 1 (3 period/week) | Teacher 2 (2 period/week) | Teacher 2 (2 periods/week) | Teacher 1 (3 periods/week) | Teacher 2 (2 periods/week) | Teacher 1 (3 periods/week) |
| Taught topics | 6. Further mechanics (complete)<br>7. E&M fields | 8. Nuclear and particle physics | 9. Thermodynamics<br>10. Space | 11. Nuclear Radiation<br>12. Gravitational Fields<br>13. Oscillations | 10. Space (complete)<br>Revision | 13. Oscillations (complete)<br>Revision |
| Core Practicals | 11. Discharging capacitors | | 12. Calibrating a thermistor<br>13.Latent heat<br>14. Pressure and volume relationship | 15. Gamma ray absorption<br>16. Resonance | | |
| Assessment | Skills tests, end of topic tests, mid-term test | | Skills tests, end of topic tests, mid-term test | | End of topic tests | |

# KS5 POLITICS LEARNING JOURNEY

Take a gap year, travel the world and embrace new cultures.

Continue your lifelong love of learning and personal development

Go to University. possible degrees: Politics, Law, International Relations

**SUMMATIVE ASSESSMENT**
Paper 1 Paper 2 Paper 3

**C3:Comparative Approaches:** requires pupils to compare and contrast every aspect of two political systems, making synoptic links as well as evaluating their merits and drawbacks. The areas of comparison are Constitutions, Legislatures, Executives, Judiciary and Civil Rights, and Democracy and Participation. Pupils will not only be able to make factual comparisons, but will learn how to analyse and evaluate these systems through the lens of three comparative theories: Structural theory, Rational theory and Cultural theory

**SUMMATIVE ASSESSMENT**
Paper 2 Jan mocks

## SPRING TERM

**C3:US Democracy and Participation:** US elections, pressure groups, political parties and campaign finance.

**C3:The Supreme Court and Civil Rights:** the nature of SCOTUS and the role of Supreme Court justices, including their appointment process, rights of citizens, racial equality and theories of constitution

**C3:US Constitution and Federalism:** The first chapter we cover in Component 3 as we are introducing the political system of a foreign country, based on concepts and ideology very different to that of the UK

## AUTUMN TERM

**C3:Presidency**: The structure of Presidency, powers, role and limits to power and making comparison with UK Prime Ministerial role

**C3:Congress**: The structure of congress; its functions, including the legislative process, and to compare and contrast the two chambers; the House and the Senate. Pupils will evaluate how effective congress is at fulfilling its functions.

**YEAR 13**

**C2:Relations between Institutions:** sums up many elements of Component 2; It focusses on how the Executive and legislative branches of the UK political system interact with each other.

**FORMATIVE ASSESSMENT**
Y12 UCAS exams

**AO1** knowledge
**AO2** application
**AO3** evaluation

## SUMMER TERM

**C2:Anarchism:** the 'non-core' political ideology, it offers pupils a chance to challenge the core belief of the other three ideologies (i.e that there must be a political state of some form)

**C2:Parliament:** Pupils will be able to explain the various functions of parliament and will ultimately evaluate to what extent a fusion of powers allows parliament to fulfil these functions; particularly that of scrutiny.

**C2: PM and Executive:** role of the PM, and the nature of cabinet government. Political factors which affect the power of the PM are compared and contrasted. Can the PM be considered 'presidential'?

**C1:Socialism**: The final 'core' political ideology taught. Links with the current Labour party (UK Political Parties)

## SPRING TERM

**C1:Liberalism.** Our first political ideology, Liberalism underpins UK democracy and participation.
It justifies the nation state and democracy

**C1:Voting Behaviour and the Media:** Several social and non-social factors are explained and then contrasted. Pupils will explore how the media has evolved in the UK, and assess the impact it has on UK Democracy and Participation

**C1:Conservatism.** An ideology which developed as a reaction to Liberalism (but has ideas in its own right, such as Paternalism)

**C2: UK Constitution:** the first C2 topic we cover, as the uncodified nature of the UK ; pupils learn the various sources of the UK constitution, consider constitutional reforms from 1997-present, devolution and further reforms to the UK constitution. Links: 'electoral systems' & UK Democracy

## AUTUMN TERM

**C1:Electoral Systems and referendums** How different systems affect wider UK politics.

**C1:UK Politics Parties**: an integral part of representative democracy and pupils will learn the history of each main political party, and make links to their core ideology

**C1:UK Democracy and Participation:** The first chapter of the course, key concepts are covered which will form the basis of pupils knowledge of politics such as 'representative democracy' and 'legitimacy'.

**YEAR 12**

Welcome

**KS4 SKILLS: Writing balanced arguments, working with sources,**

# KS5 PSYCHOLOGY LEARNING JOURNEY

## Describe Explain Predict Change

Take a gap year, travel the world and embrace new cultures.

Continue your lifelong love of learning and personal development

Go to University or start a degree level apprenticeship

**SUMMATIVE ASSESSMENT**
Paper 1 Paper 2 Paper 3

**RELATIONSHIPS:** Evolutionary explanations for partner preference; factors affecting attraction; theories of romantic relationships; virtual relationships in social media; para-social relationships. LINK: RM, Issues and Debates, Attachment

### SPRING TERM

**SCHIZOPHRENIA:** classification and diagnosis, positive & negative symptoms; biological & psychological explanations, and therapies, interactionist approach. LINK: RM, Issues and Debates

**ISSUES AND DEBATES:** gender and culture in psychology, universality and bias, freewill/determinism, reductionism/holism, nature/nurture, idiographic/nomothetic approaches to investigations, ethical implications of research & theory, comparison of the approaches. LINK: all topics

### AUTUMN TERM

**BIOPSYCHOLOGY:** nervous system and neurons, endocrine system, fight or flight response, localisation and lateralisation of brain function, split brain patients, ways of studying the brain, biological rhythms. LINK: RM, Issues and Debates

**AGGRESSION:** neural & hormonal mechanisms, ethological & social psychological explanations, institutional aggression, media influences, the role of desensitisation, disinhibitions and cognitive priming. LINK: RM, Issues and Debates

## YEAR 13

### SUMMER TERM

**PSYCHOPATHOLOGY:** definitions of abnormality, explanations and treatment for phobias, depression and OCD. LINK: RM, Issues and Debates.

**AO1** knowledge
**AO2** application
**AO3** evaluation

**MEMORY:** models of memory, long term memory, explanations for forgetting, the effects of post event discussion & anxiety on EWT, improving accuracy of EWT. LINK: RM, Issues and Debates

**RESEARCH METHODS:** the features of science, report writing and peer review, designing psychological research, inferential testing, psychology and the economy. LINK: every topic

### SPRING TERM

**RESEARCH METHODS:** the scientific method → hypotheses, data collection methods, data interpretation. LINK: every topic.

**ATTACHMENT:** caregiver-infant interactions, animal studies, explanations and types of attachment, maternal deprivation and institutionalisation, the effects of early attachment on childhood and adult relationships. LINK: RM, Issues and Debates

**APPROACHES:** the history of psychology; different perspectives in explaining behaviour. LINK: RM, Issues and Debates; psychology as a science; psychopathology.

### AUTUMN TERM

## YEAR 12

**SOCIAL INFLUENCE:** types of conformity, why we obey and conform; minority influence, how to resist social influence and bring about social change. LINK: RM, Issues and Debates

**RESEARCH METHODS:** ways of assessing and improving validity and reliability. LINK: every topic.

Welcome

**KS4 SKILLS: The Scientific Process, working with numbers and algebra, statistics, writing effective PEEL paragraphs.**

# A-Level Sociology Learning Journey

| | Curriculum Content | Sociology Links | Subject Links | Assessment |
|---|---|---|---|---|
| **Year 12**<br><br>**Paper 2**<br><br>(Sept-Dec) | **Families & Households**<br><br>To explore the role of the families, continuities and changes regarding family structure and how policy shapes the family.<br>Central to this, how women's role in society is linked to the family. | This is linked to a core themes within sociology related to the socialisation process and learning about culture and identity. | Year 10/11 Child Development course<br>Links to Paper 2 topic on Social Stratification (women's inequality) and Crime & Deviance (poor socialisation)<br>. | 2 10 mark questions and 1 20 mark essay question<br><br>AO1, A02 & AO3<br><br>1 hour within a 2 hour exam<br>16.5% weighting |
| **Year 12**<br><br>**Paper 1/Paper 3**<br><br>**(Dec-May)** | **Education & Research Methods**<br>To explore the role of education and explain differences in educational attainment across social groups.<br>Students also learn how sociologists undertake research and apply this to researching education. | This is linked to the core themes within sociology related to socialisation, culture and identity.<br>Methods is linked to the core topics of Theories & Methods | Links to back to Families topic (question of poor socialisation) and forward on social stratification (question of upward mobility).<br>There are some links to crime. | 2 SAQ questions (total of 10 marks)<br>1 10 mark education question, 30 mark education essay, 20 mark 'methods in context' question and 1 10 mark methods or theories question.<br>AO1, A02 & AO3<br><br>2 hour exam<br><br>33.3% weighting o |
| **Year 13**<br><br>**Paper 2**<br><br>**(May-October)** | **Social Stratification**<br><br>To explore different explanations for social inequalities and how different social groups are affected by social differentiation.<br><br>The topic also explores changes to class structure and the problems with measuring class structure. There is also material on the extent of social mobility. | This is linked to a core theme of sociology related to social class and how it impacts on behaviour, life destinations and outcomes.<br>It also has links to sociological theories on the nature of society. | Links to the previous education topic on the extent of social mobility/life chances. Links to Families regarding how childcare prevents women's full equality. Further links to crime topic on 'routes' to achieve society's goals. | 2 10 mark questions and 1 20 mark essay question<br><br>AO1, A02 & AO3<br><br>1 hour within a 2 hour exam<br><br>16.5% weighting |
| **Year 13**<br><br>**Paper 3 & Paper 1**<br><br>**(November-April)** | **Crime & Deviance with Theories & Methods**<br><br>To explore different theories on why criminal behaviour exists and the relationship between social groups and the extent of criminal behaviour. To examine how globalisation impacts on new forms of crime.<br>Sociological theories examine classical sociological ideas on the nature/form of society. | This is linked to the core themes within sociology related to socialisation, culture and identity.<br>Theories is linked to the core topics of Theories & Methods, with an emphasis on understanding society. | Link to Education topic on labelling, the family on inadequate socialisation and Social Stratification when social goals are not met.<br><br>Links to the GCSE History curriculum on Crime & Punishment | 2 SAQ questions (total of 10 marks)<br>1 10 mark crime question, 30 mark crime essay, 20 mark 'methods or theories' question and 1 10 mark 'methods or theories' question.<br><br>AO1, A02 & AO3<br><br>2 hour exam<br><br>33.3% weighting |

# Year 12 Spanish Learning Journey

Vocab test + writing task every 3 weeks

**SUMMER TERM**

**Theme 1**
**THE EVOLUTION OF SPANISH SOCIETY**
**Impact of tourism in Spain**
Analyse the changes in the impact of tourism on Spanish society over the last 50 years; analyse the relationship between tourism and the environment; examine the impact and economic benefits of tourism for Spain

**Theme 2**
**CULTURE IN THE SPANISH-SPEAKING WORLD**
**The role of festival and traditions**
Investigate aspects of customs relating to food; study some non-religious festivals that are celebrated in Spain and in Latin America; study some aspects of Latin American gastronomy and one traditional fiesta in Latin America

ASSESSMENTS
Translation

Vocab test + writing task every 3 weeks

**SPRING TERM**

**Literature**
**La Casa de Bernarda Alba**
Understand the social context, social class, role of women in Spain at the time LCBDA was written; understand the concept of courtship, the importance of marriage, the role of religion in rural Andalucia; analyse all scenes in detail to understand the plot thoroughly; analyse the various themes in LCDBA: reputation, love and desire, authority, tradition, freedom

**Theme 2**
**CULTURE IN THE SPANISH-SPEAKING WORLD**
**Media**
Study the impact of TV in general, including soaps; study the present and future situation of the Spanish press and its impact in the digital age; examine the impact of social networks on the life of Spaniards
;

ASSESSMENTS
Writing
Translation SP → EN
Speaking
Listening

Vocab test + writing task every 3 weeks

**AUTUMN TERM**

**Theme 1**
**THE EVOLUTION OF SPANISH SOCIETY**
**Changes in family structure**
Study and compare the different types of family that exist in modern-day Spain; understand the historical reasons for recent changes in family life; understand the recent changes in legislation regarding same-sex marriage

**The world of work**
Examine the current situation of young people in Spain in relation to work; examine the positive and negative aspects of jobs in Spain; gender (in)equality

**Theme 2**
**CULTURE IN THE SPANISH-SPEAKING WORLD**
**Music**
Study the influence of singers, musicians and changes in music styles; study some aspects of Spanish guitar music; examine the impact of the tango on popular culture; study some Spanish and Latin American dances and their impact on popular culture

ASSESSMENTS
Reading
Translation SP → EN
Speaking
Listening

Vocab test + writing task every 3 weeks

**Y12**

# Year 13 Spanish Learning Journey

Fortnightly Vocab tests

## SUMMER TERM

### Film
**EL LABERINTO DEL FAUNO**

- Analyse in detail all the characters and what they each represent: Carmen – women of the past/Mercedes – women of the present/ Ofelia – women of the future/
- Analyse the various symbols: Tree – feminism/ Rebirth/ Blood in book/ Toad – greed / Dictatorship/ Catholic church/ Time, watch/ Knife/ Right eye/ Goya/ Saturn/ Holocaust
- Analyse the various techniques used by the director: Light/ Sound/ Camera angles/ Use of various colours (blue = real world, red = fantasy world, green = crossover between the two)

### EXAM PRACTICE

- Revision of themes 1 and 2
- Revision of La Casa de Bernarda Alba
- Oral practice
- Essay writing practice
- Listening, Reading and Translation past papers

Vocab test + writing task every 3 weeks

## SPRING TERM

### Film
**EL LABERINTO DEL FAUNO**

- Understand the historical and social context in which the film is set
- Learn about the director Guillermo del Toro
- Analyse all scenes in detail to understand the plot thoroughly
- Analyse the various themes in El Laberinto del Fauno: Obedience vs disobedience/ Time/ Violence/ Fantasy vs reality/ Fantasy to escape brutal reality of outside world/ Good vs evil vs innocence

### Theme 4
**TRANSITION TO DEMOCRACY**

- Learn about the key moments of the transition to democracy
- Explain the role of Adolfo Suárez in creating a liberal democracy in Spain
- Understand the circumstances surrounding the Spanish transition and evaluate the role of King Juan Carlos I
- Understand the impact of the transition on Spanish society and the evolution of democracy.

Vocab test + writing task every 3 weeks

## AUTUMN TERM

### Theme 3
**IMMIGRATION**

- Learn about immigration in Spain, from its origins to the present day
- Analyse the needs of the job market in Spain and the importance of immigration
- Examine the Moorish influence on Spain, particularly on its cuisine and the arts
- Consider the impact of immigration on schools in local communities
- Consider the housing conditions of immigrants in Spain
- Consider the marginalisation and alienation that immigrants suffer

### Theme 4
**FRANCO'S DICTATORSHIP**

- Understand the reasons for Franco's rise to power
- Explain Franco's victory in the Civil War
- Explain how the Civil War caused social division
- Study the living conditions of different groups during the Franco regime and analyse of how they affected the Spanish people
- The impact of restrictions and censorship during Franco's dictatorship
- Emphasise the divisions in Spanish society during Franco's dictatorship

Vocab test + writing task every 3 weeks

Y13