



Key Stage 5 Art and design Learning Journey

Exam Unit – Component 2

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 in order to produce a portfolio for this unit.

YEAR

13

ASSESSMENTS

Personal Study - Essay

YR13 You will continue with your portfolio, identifying themes and artists that you will use as a basis for an 2 to 3.000 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

Coursework Unit - Component 1

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

The course builds on the skills learnt in GCSE Art and Design

You will be expected to produce a portfolio of work together with final pieces on a negotiated theme between you and your teachers. There is an initial 6 week introductory course that serves to embed new skills and to explore new media.

Why? 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.

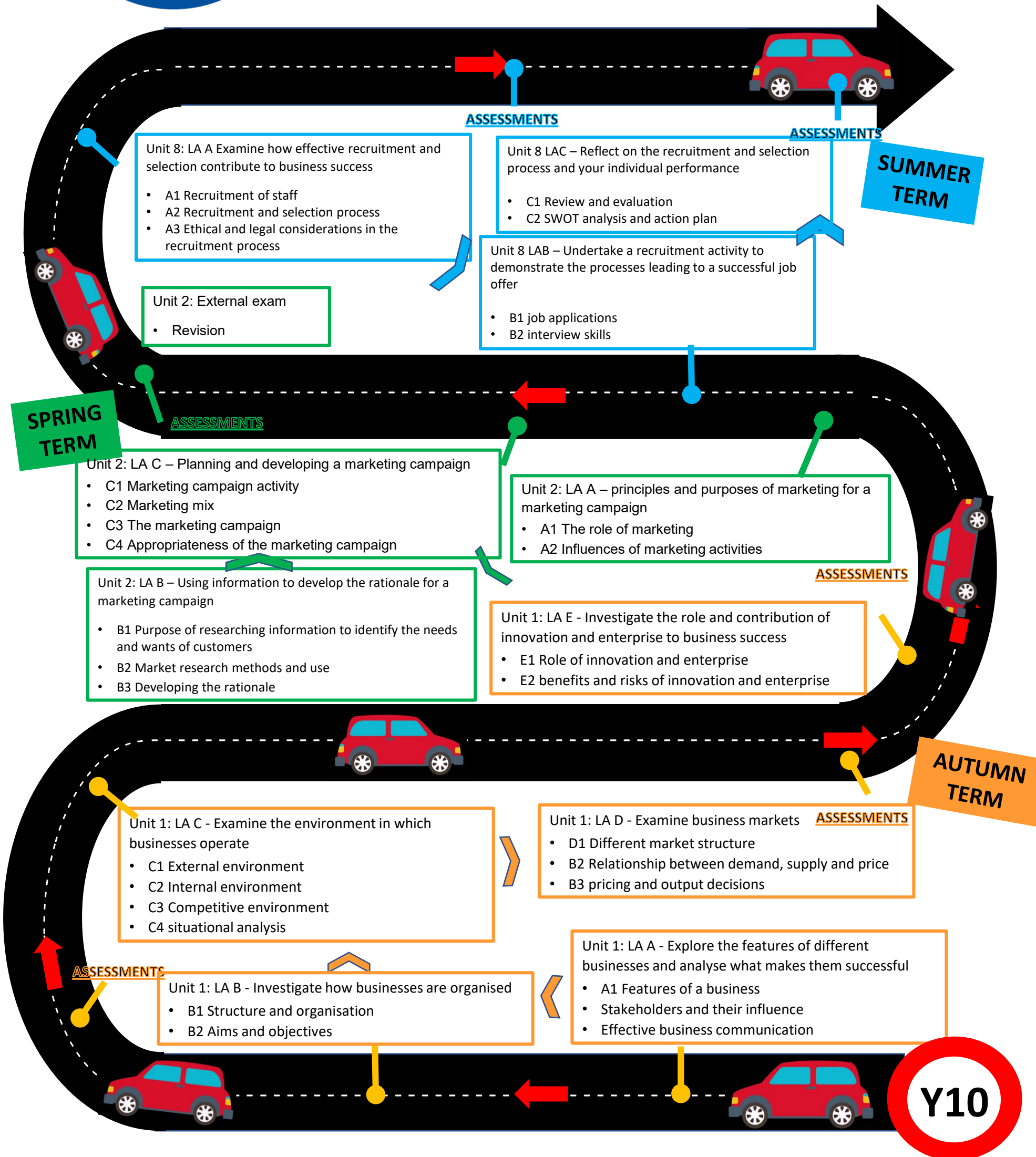
ASSESSMENTS

YEAR

12

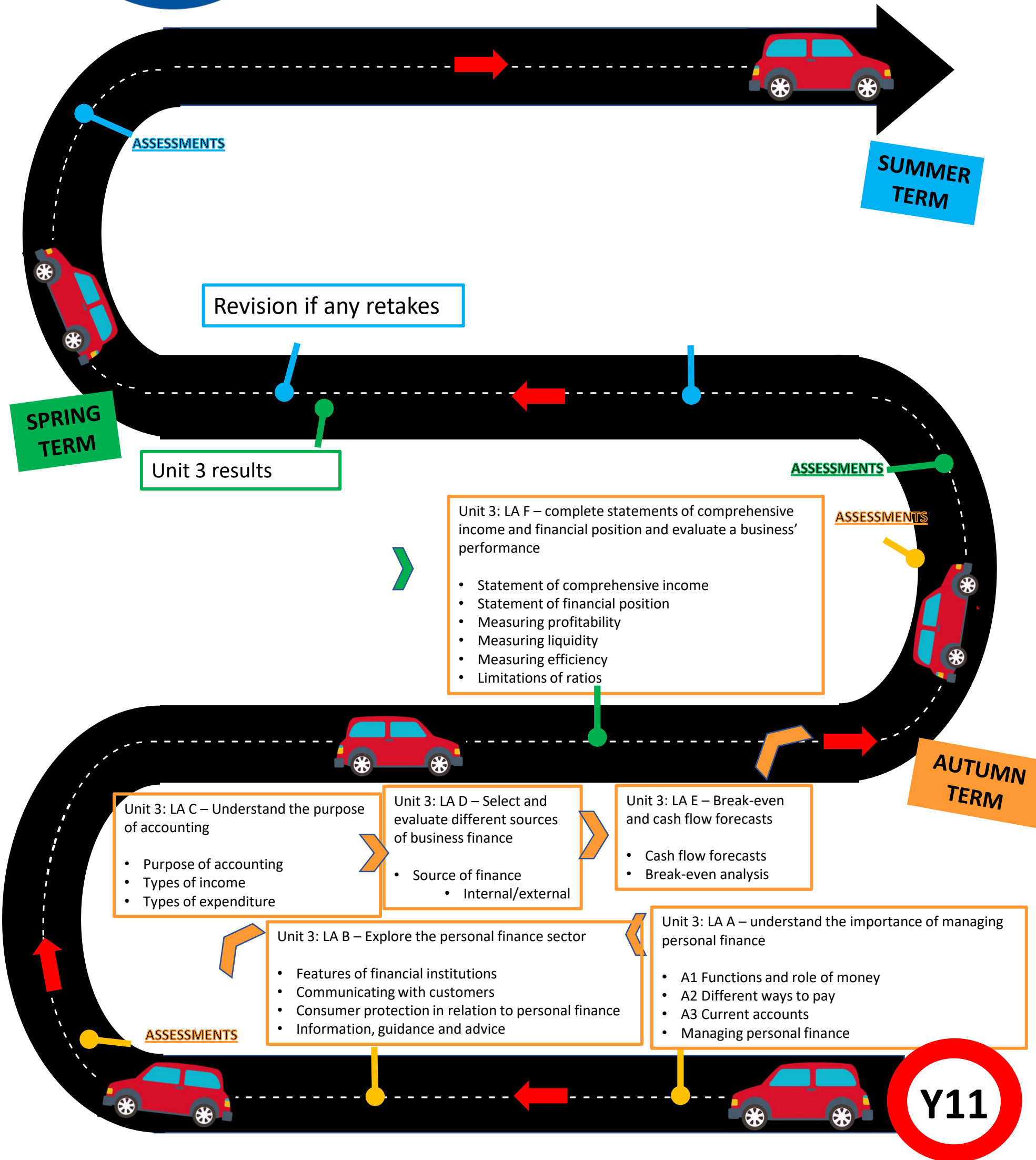


Year 12 BTEC Business Learning Journey



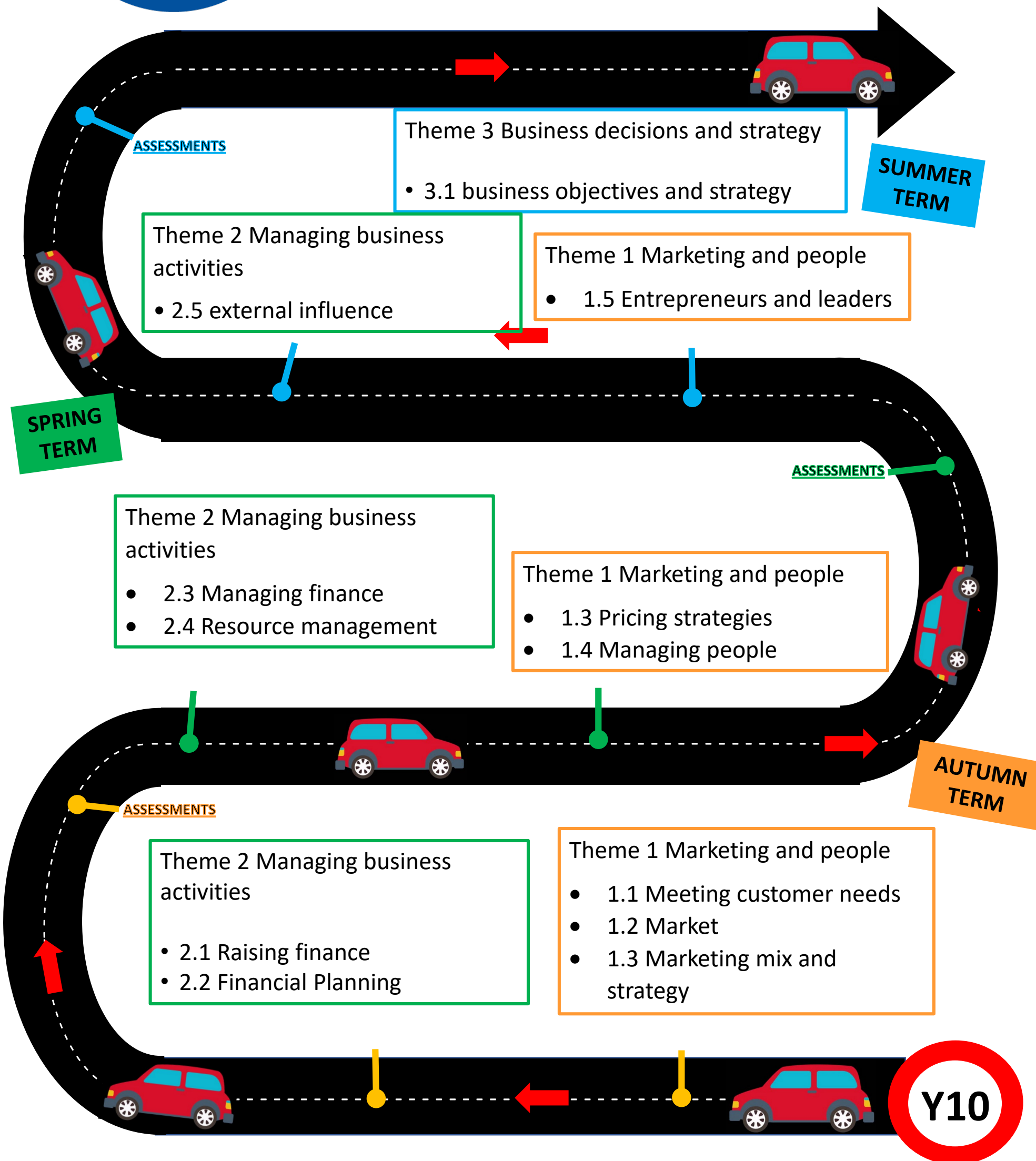


Year 13 BTEC Business Learning Journey



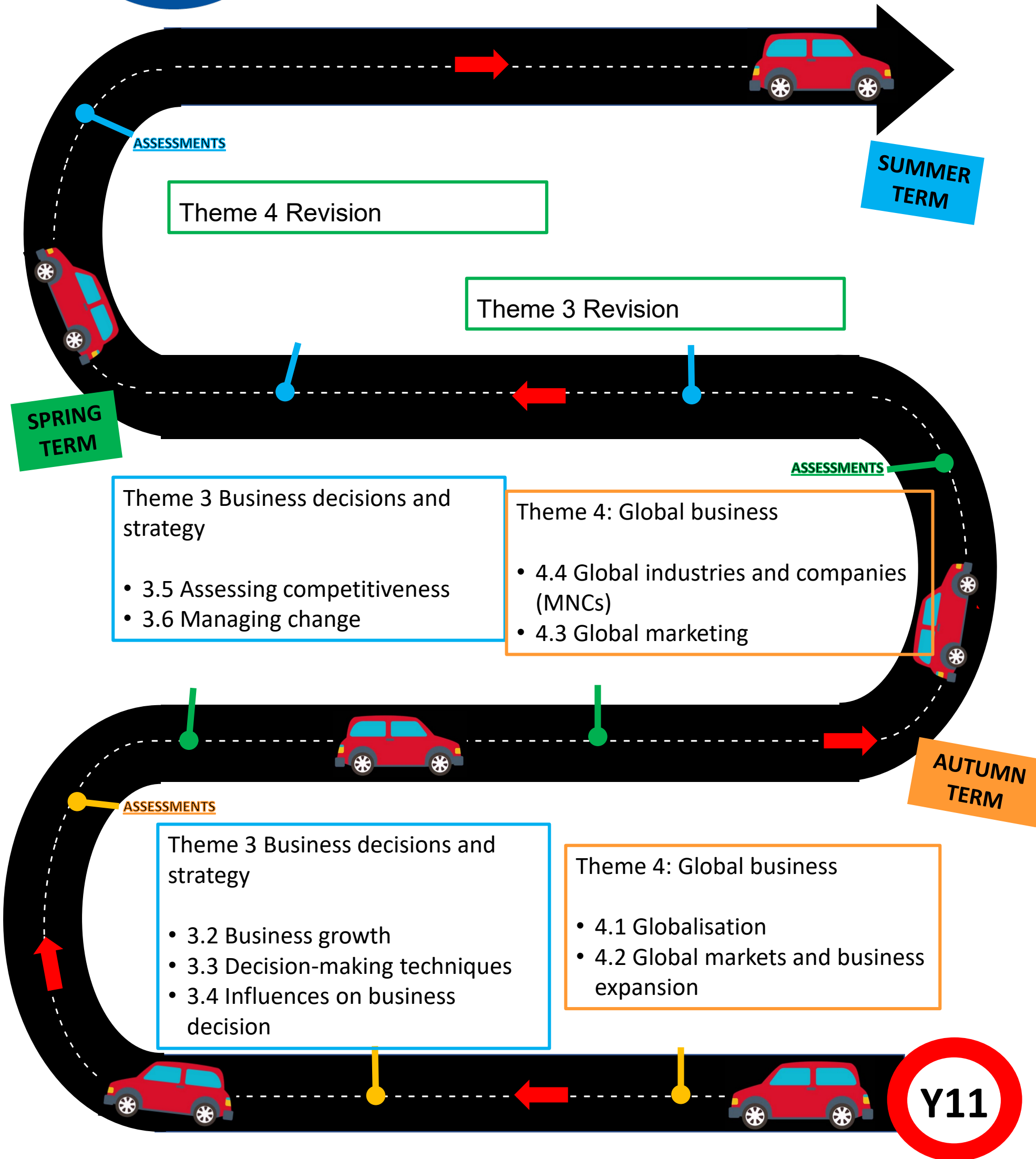


Year 12 A level Business Learning Journey










Year 13 A level Business Learning Journey



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

What **qualities** will I develop?

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



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

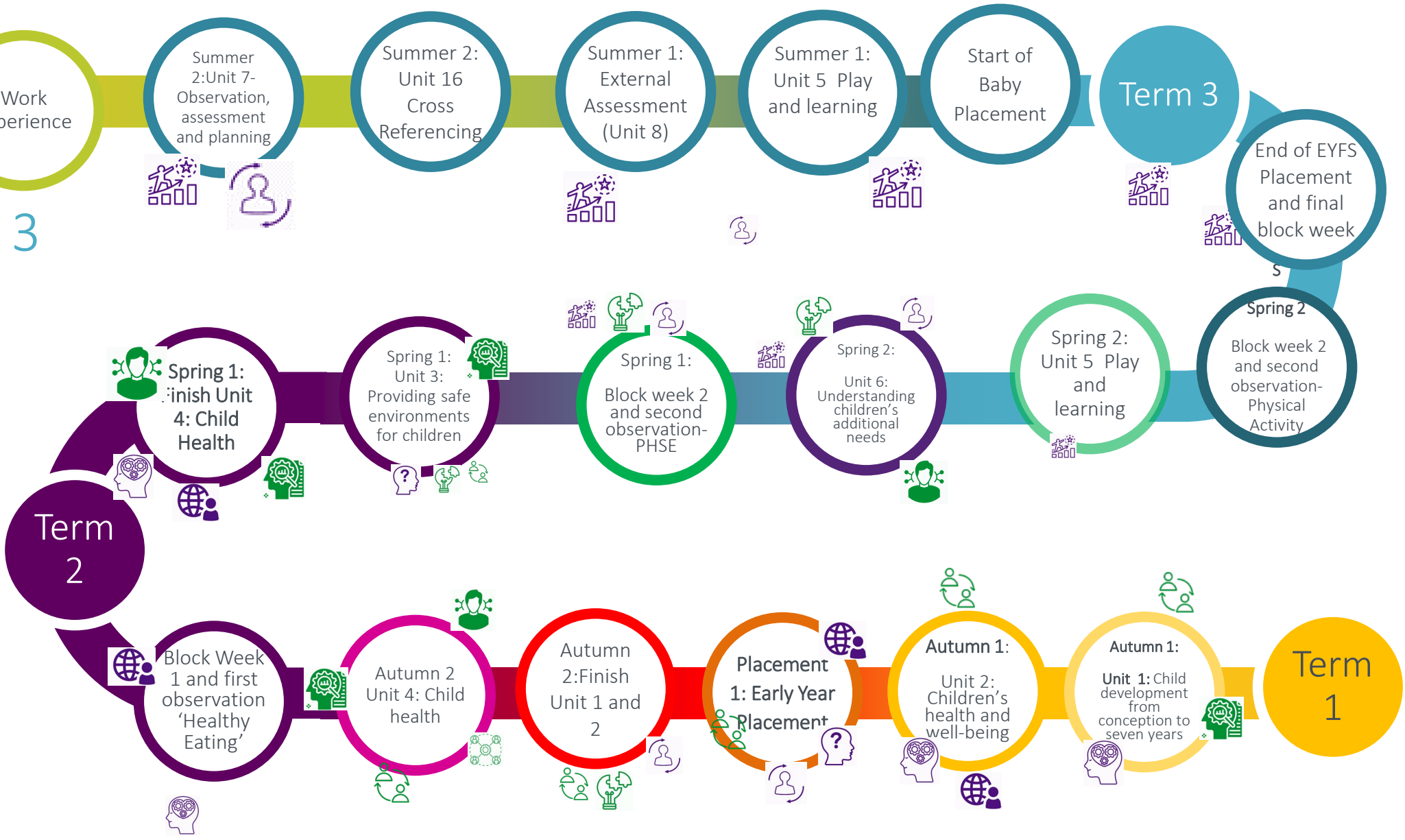
Start of Baby Placement

Term 3

End of EYFS Placement and final block week

CACHE Level 3 Childcare & Education

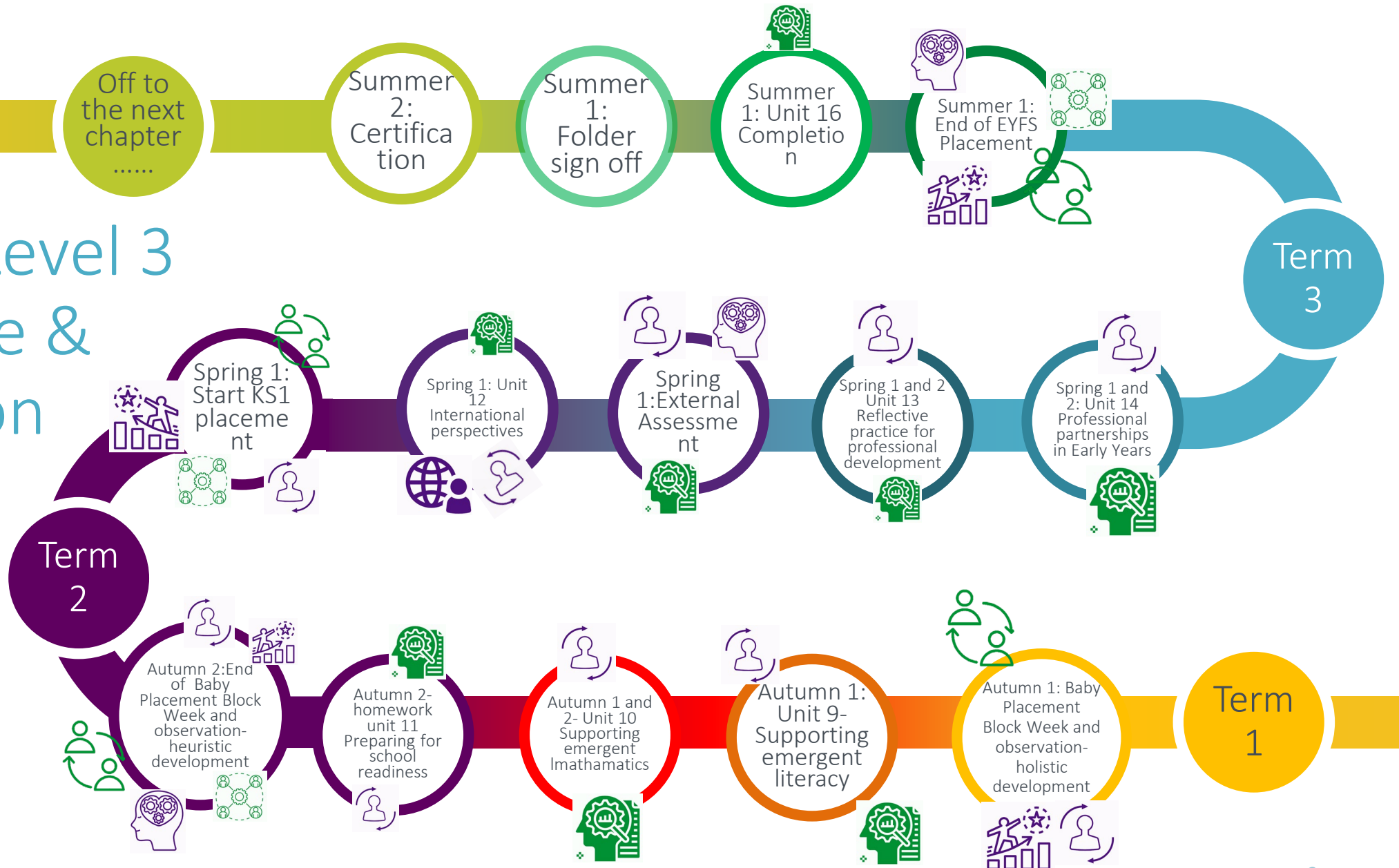
Learning Journey Year 12



CACHE Level 3 Childcare & Education

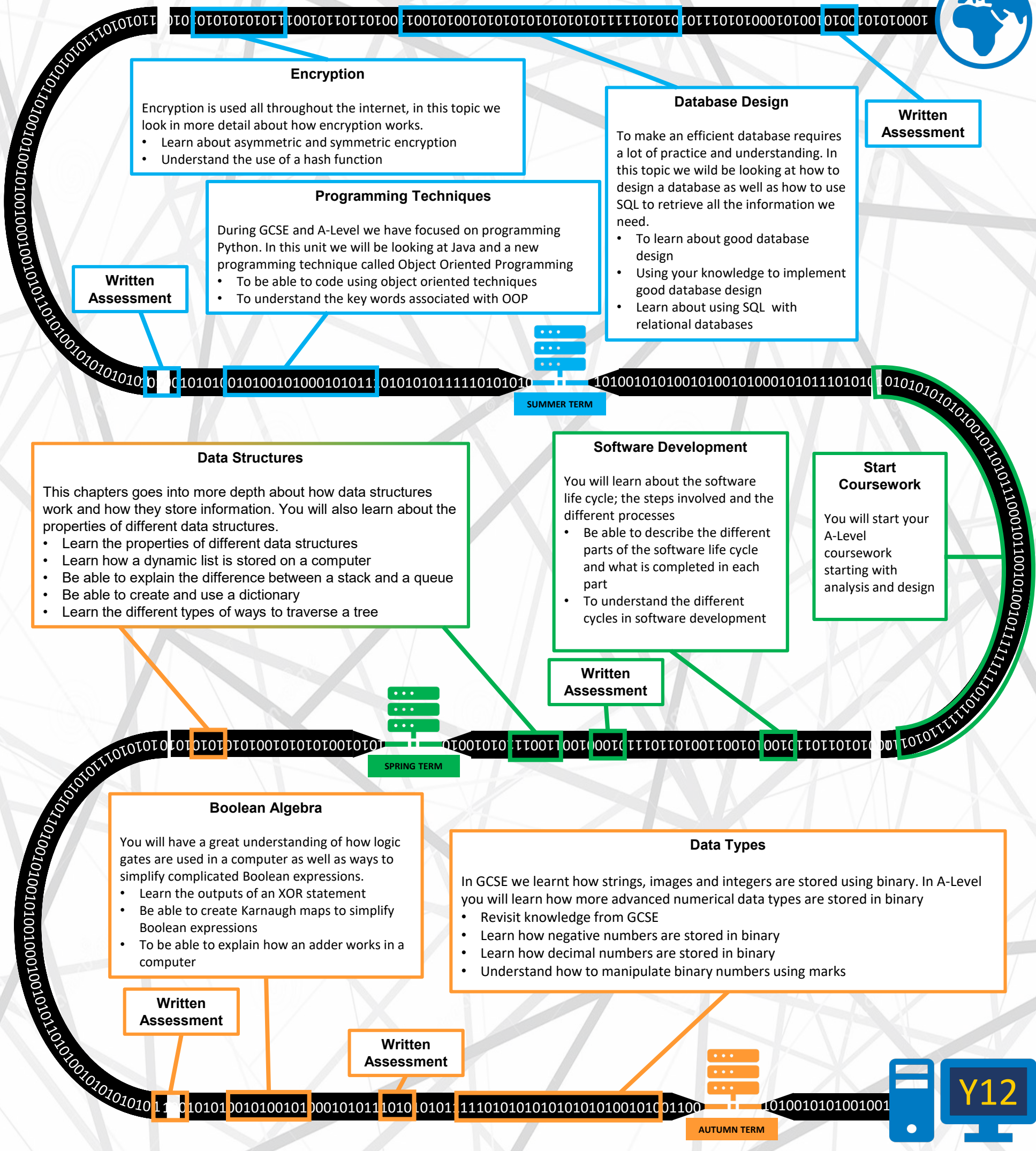
Learning Journey

Year 13





Year 12 Computer Science Coding Learning Journey





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

Start Coursework

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

Written Assessment

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

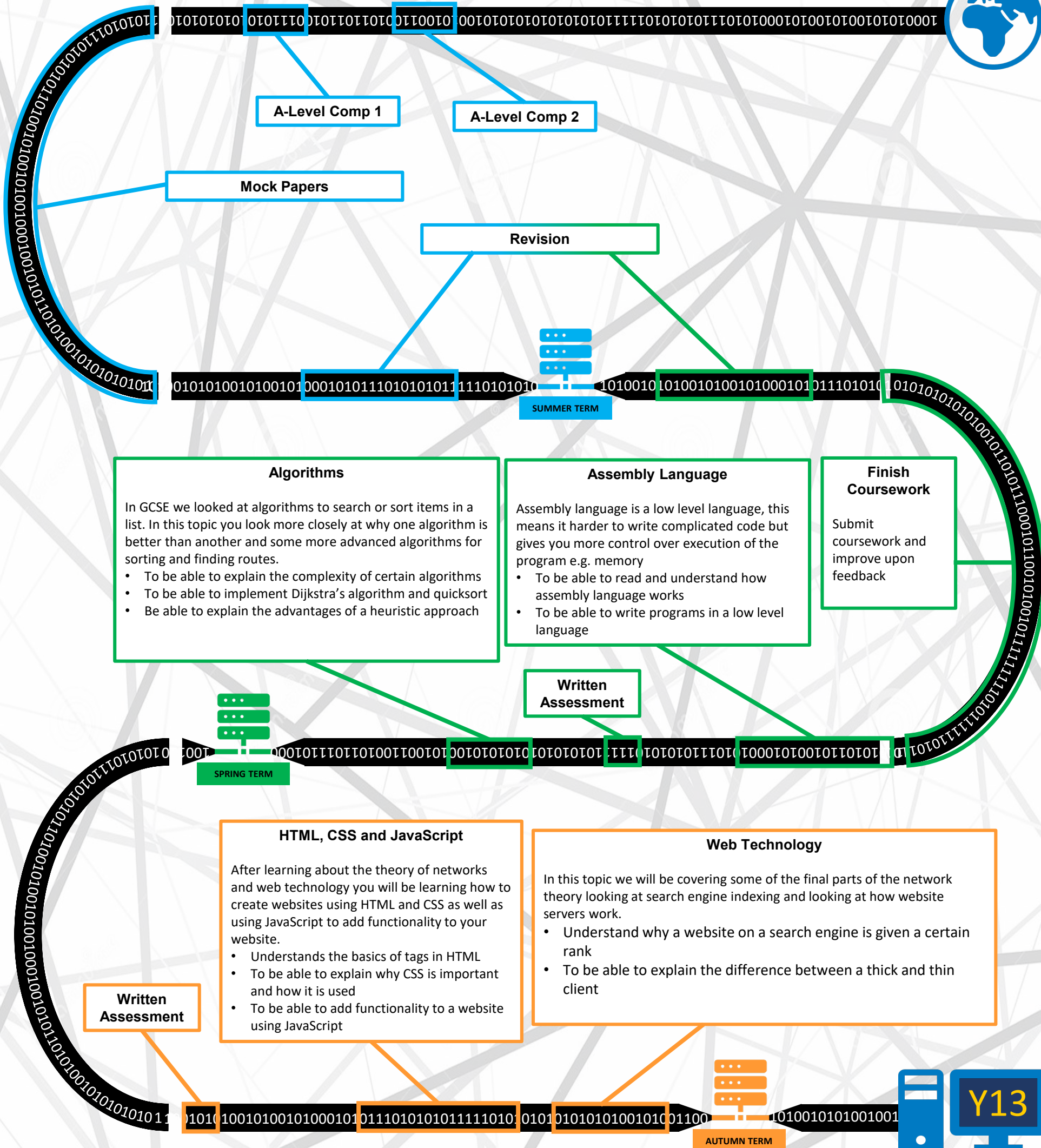
AUTUMN TERM

Y12



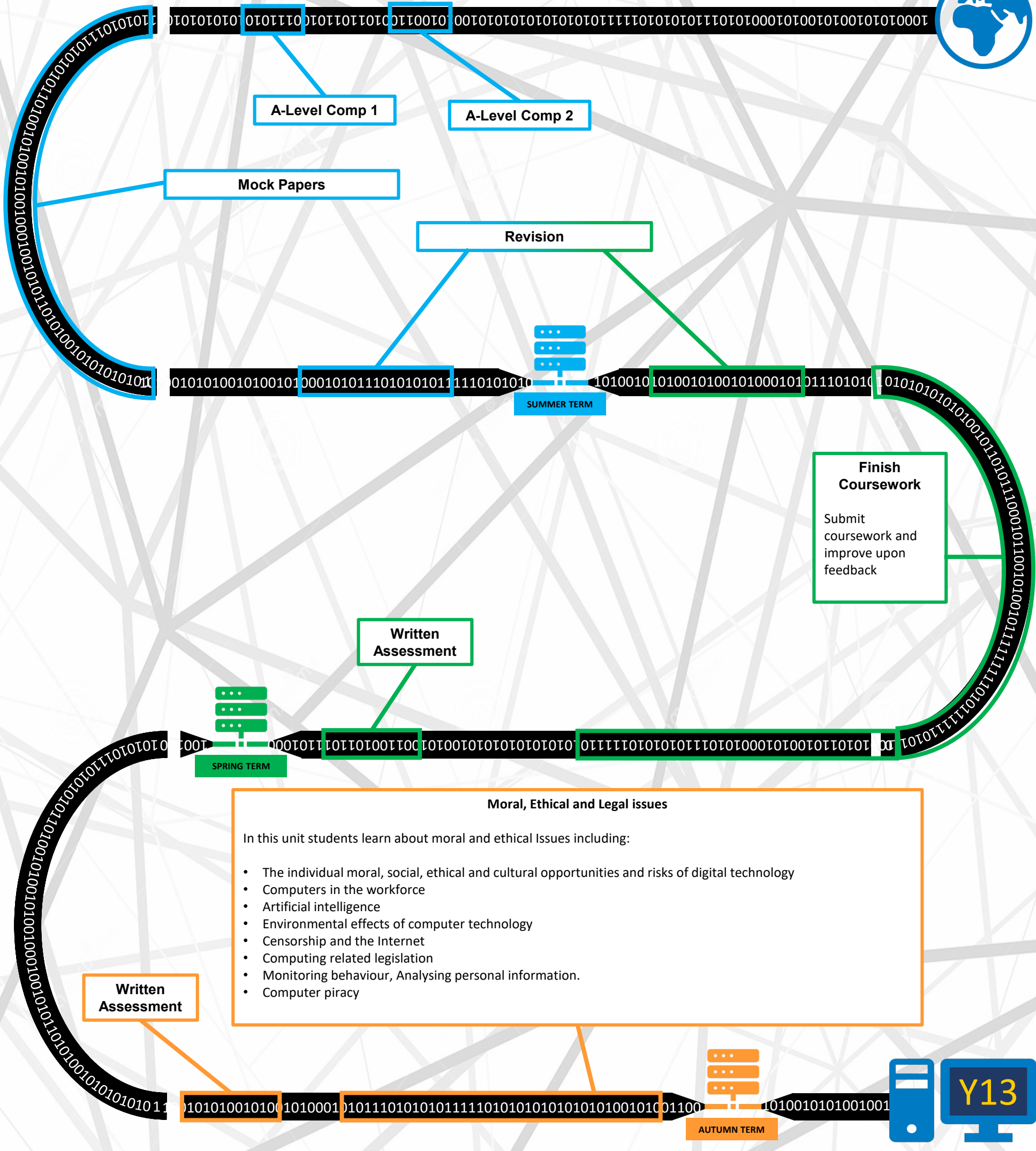


Year 13 Computer Science Coding Learning Journey





Year 13 Computer Science Theory Learning Journey





Year 12 Criminology Learning Journey

Finish

SUMMER TERM

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

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

May Exam

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

SUBJECT 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.
Start 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

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.

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.

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

Spring Term:

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:
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.

**Spring
Term**

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 a 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 stream and in notes for the RR. This will enable you to convert the notes in to a holistic evaluation and assessment of your practices and development in terms of performance and aims.

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.

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

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

Summer Term

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**





Ks5 Learning Journey: Level 3 Food Science and Nutrition

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



Progression onto relevant courses or careers

YEAR 14

A – Research **Solve food production problems**

B - Investigation

C – Analysis and evaluate

Denaturation

Caramelisation

Emulsification

Gelatinisation

Dextrinization

Internally Assessed

LOVE FOOD LOVE SCIENCE

Food poisoning, Allergens, Intolerances



Food Standard Agency



Externally Assessed

Micro-organisms

HACCP

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



Creativity

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

Protein

Fat

Carbs

Exam board sets task with three choices of Assessment Tasks

Unit 1: Meeting Nutritional Needs of Specific Groups

Preparation and cooking Techniques

Menu Planning

Food Safety

YEAR 12

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

Micro-organisms

SHERES (COCCI)

RODS (BACILLI)

SPIRALS

Analysing menu

Food Provenance

Service styles

Time plan and order of production

HACCP

Allergens

Advance Preparation, Cooking and Presentation Skills

CREATIVITY ARTS

Micro-organisms: Spheres (Cocci), Rods (Bacilli), Spirals



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.

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

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

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

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 one 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 use 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

NEA

For the investigation students pursue an area of personal interest and gather data related to this topic. Students are not obliged to restrict themselves to those areas that are formally taught, as the basis of the investigation is the value of student-led enquiry supported by open learning.

Assessment – 2000-word language investigation

ASSESSMENTS

Y13

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:

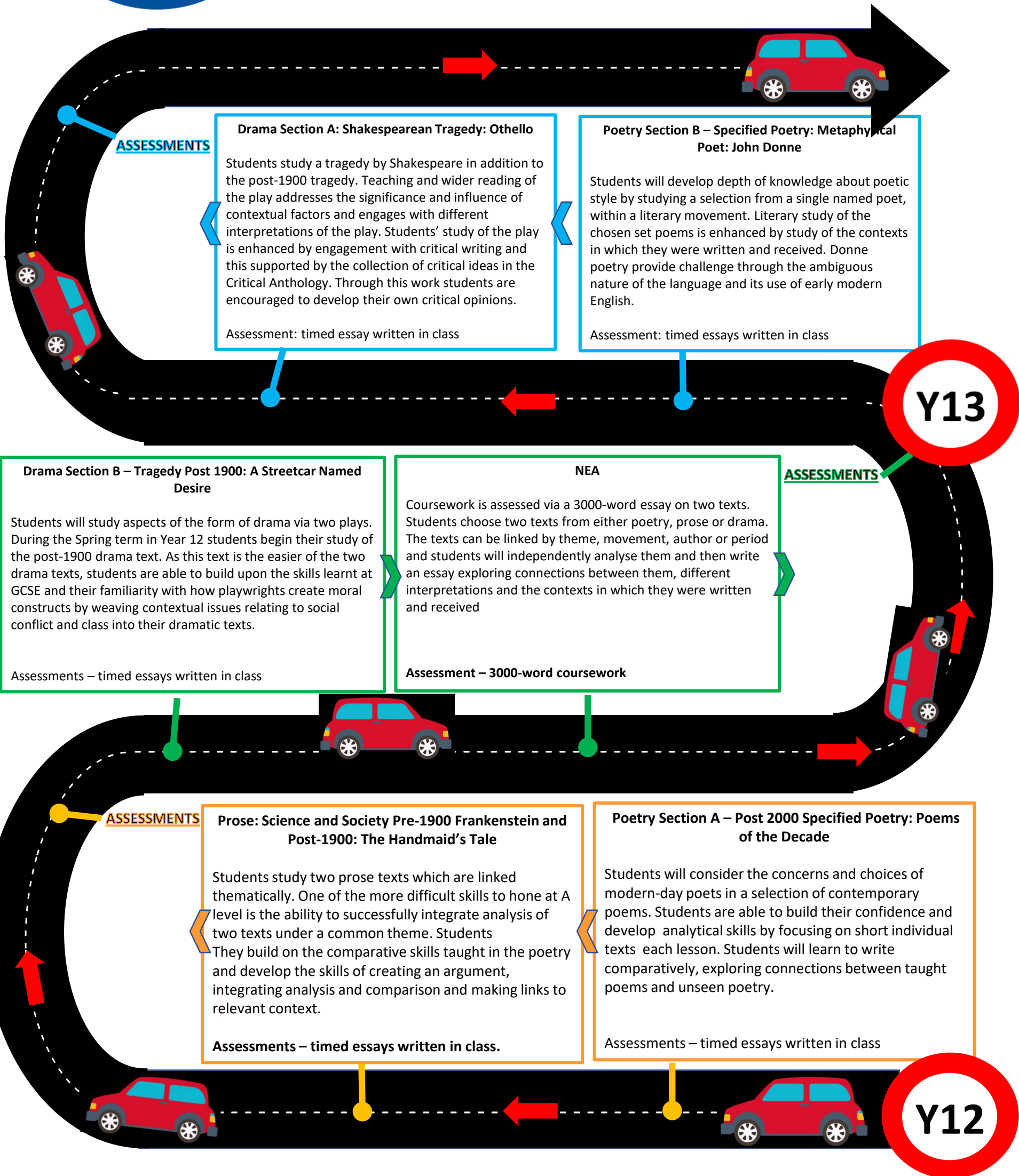
- about various subjects
- from various writers and speakers
- for various audiences
- for various purposes
- in a variety of genres
- using a variety of modes (written, spoken, electronic)
- from different times
- from different places (global, national, regional).

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



A Level Film Studies – Year 12 Learning Journey

End of topic essay

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.

SUMMER TERM

SPRING TERM

End of topic essay

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.

AUTUMN TERM

End of topic essay

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

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.

SUMMER TERM

SPRING TERM

End of topic essay

You will return to 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 *Memento (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.

AUTUMN TERM

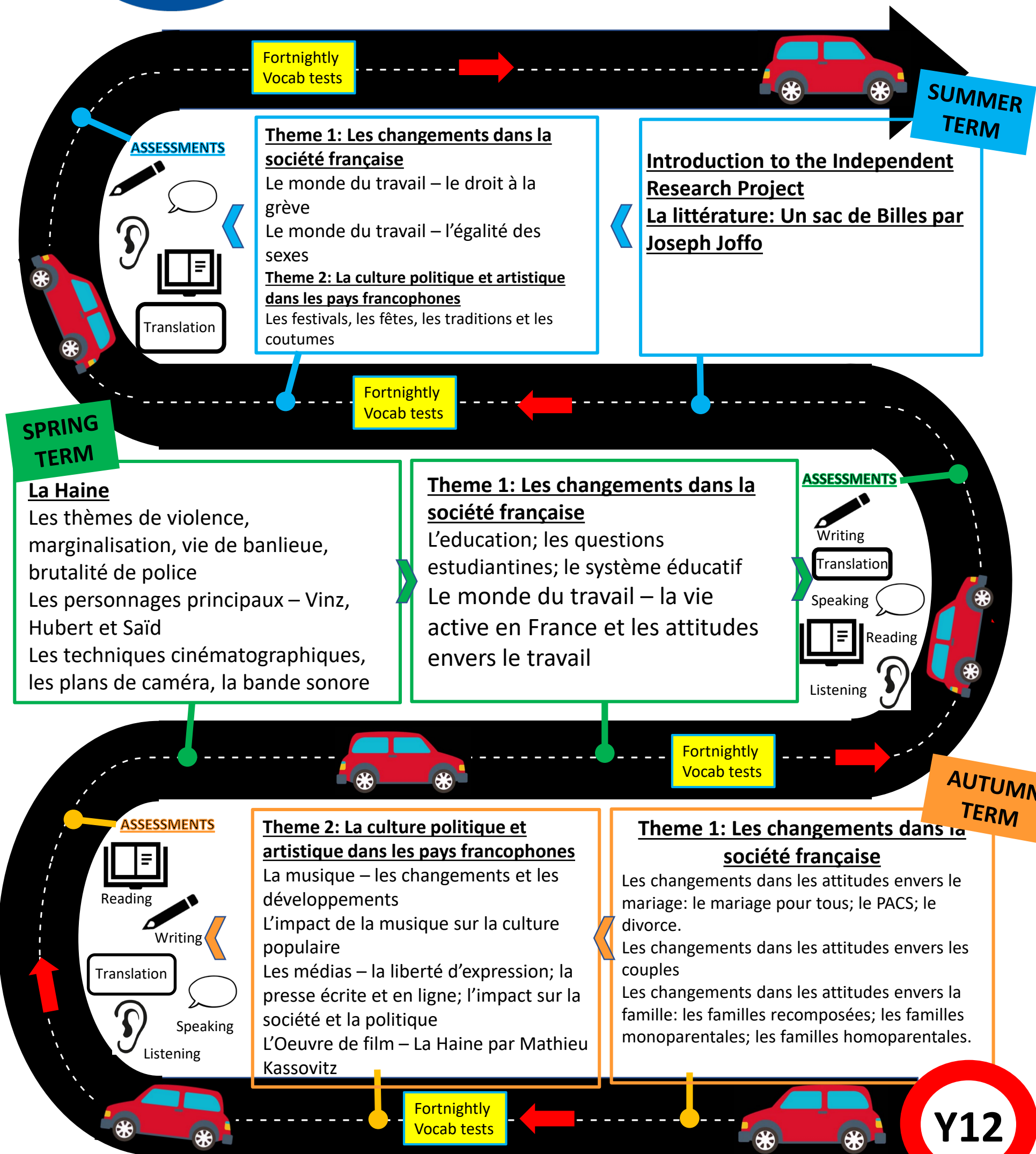
End of topic essay

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 *Train-spotting (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

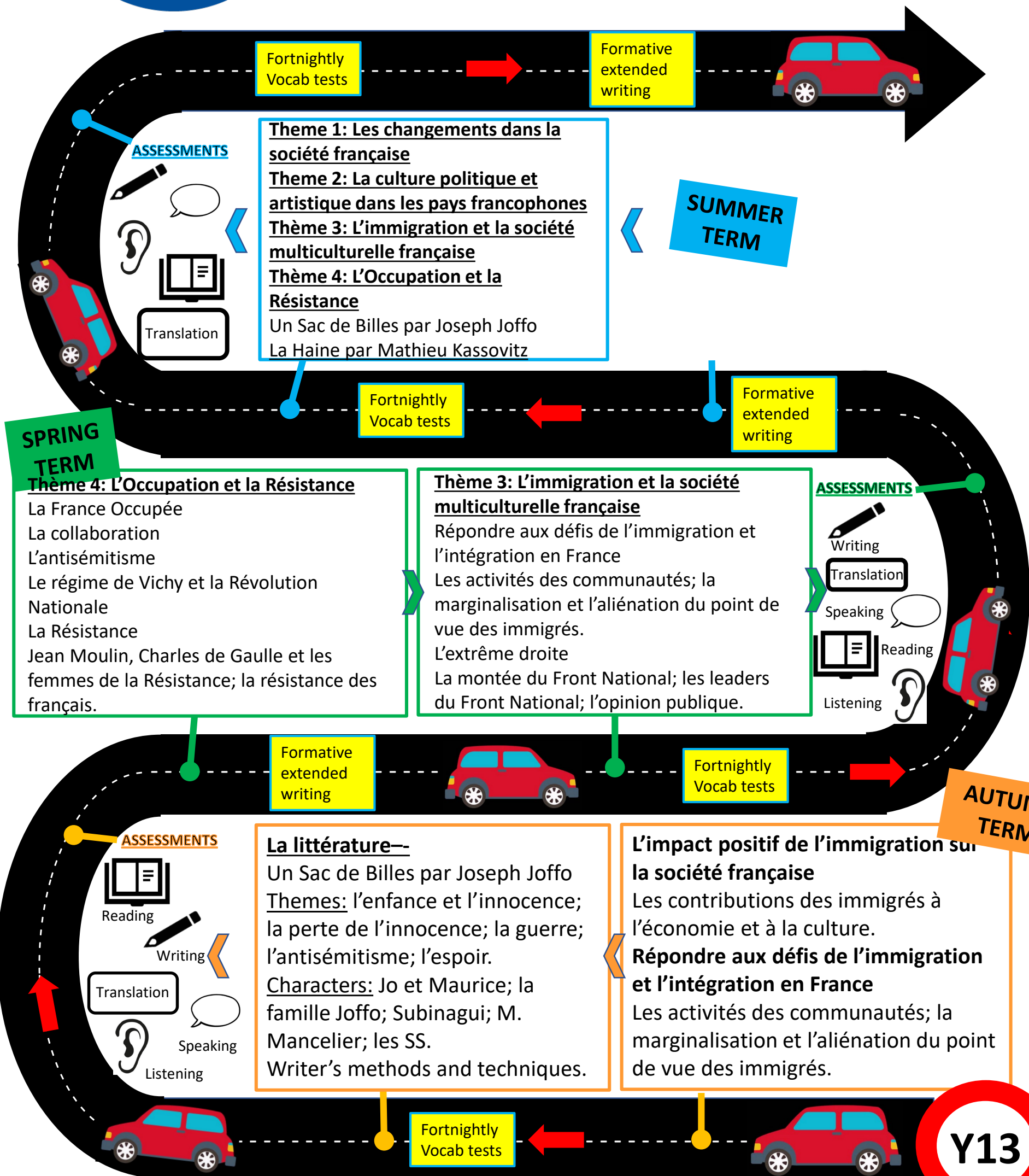


Year 12 French Learning Journey





Year 13 French Learning Journey



AUTUMN TERM

Paper 1 –

Topic:

Coastal Landscape and Change

Connections:

- < Y8 Coasts, Y10 Climate change, Y11 Coasts,
- > Y13 Energy/Climate change



- Content**
- Why are **coastal landscapes different** and what processes cause these differences?
 - The role of **coastal processes** – erosion, deposition and transportation.
 - How do **coastal erosion** and **sea level change** alter the physical characteristics of coastline and increase **risks**?
 - How can coastlines be **managed** to meet the needs of all players?
 - **Place Knowledge:** Jurassic Coast – Devon & Dorset, Croatia, Scotland, Pacific Islands SIDS (e.g. Kiribati, Tuvalu), Bangladesh, Banda Aceh (Indonesia), Maldives, Delta Works (The Netherlands), North Sea coastline (including Holderness Coast and Happisburgh), Fairbourne (Wales), Abbots Hall Farm (Essex), Odisha (India).

Assessment

- Monthly memorising quizzes
- Revision notes
- Exam practise in class 6,8 and 20 markers
- Summative 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**.

Paper 2 -

Topic:

Globalisation



Connections:

- < Y9 World Trade, Y8 Ghana, Population, Y10 Development, Y10 unit 3 environment issues
- > Y13 Superpowers, Y13 migration and sovereignty, Y13 Water, Y13 Energy.



- Content**
- What are the **causes** of globalisation and why has it accelerated in recent decades?
 - What are the **impacts** of globalisation for countries, different groups of people and cultures?
 - What are the consequences of globalisation for **global development** and the **physical environment** and how should different players respond to its challenges?

Place Knowledge: 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).

- Assessment**
- Monthly memorising quizzes
 - Revision notes
 - Exam practise in class – 4 & 12 markers
 - Summative assessments graded A*-U.

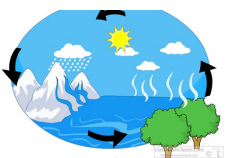
WTP: The world we live has been globalised, really since the era of **colonialization** of the 1500s+. In the 21st Century however we have seen the **rapid interconnection** of countries, namely through the **globalisation of the world trade system** facilitated by transport and technological innovations. 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.

SPRING TERM

Paper 1

Topic 5 :

Physical Systems and Sustainability - The Water Cycle and Water Insecurity



Connections:

- < Y7 Rivers, Y7 Climate Change, Y9 Awesome Ice, Y10 Climate change, Y10 Development, Y10 Biomes, Forests, Consuming Resources
- > Y12 Coasts, Y13 Energy/climate change, Y13 Superpower



- Content**
- What are the **processes** operating with the **hydrological cycle** from global to local scale?
 - What are the causes and impacts of **drought & Floods**?
 - How does **climate change** affect the hydrological cycle?
 - How does **water insecurity** occur and why is it becoming such a global issue for the 21st Century?
 - What are the **different approaches** to managing water supply, some more sustainable than others?

Place Knowledge: 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.

- Assessment**
- Monthly memorising quizzes
 - Revision notes
 - Exam practise in class – 4 & 12 markers
 - Summative assessments graded A*-U.

WTP: 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, human life 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). **Water insecurity** will be studied 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.

SPRING TERM

Paper 2 - Topic: Shaping Places – Regeneration.

Connections:

- < Y7 Urban/Sport, Y9 World Trade, Y11 UK Human Landscapes & London Globalisation
- > Y13 Migration & Sovereignty



- Local study: London – How does **economic activity vary** and how does this impact **QOL** and **inequality**?
- Local study: London - How do **past and present connections** shape the economic and social characteristics of your chosen area?
- Why might **regeneration** be needed?
- How is **regeneration managed**? And how **successful** is it?

Place Knowledge:

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).

Assessment

- Monthly memorising quizzes
- Revision notes
- Exam practise in class 6,8 and 20 markers
- 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'**. 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 - Topic: NEA (Non examined assessment): Field work and Enquiry.

Connections:

- < 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).
- > Undergraduate dissertations/professional report writing.



Non Examined Independent Investigation (NEA):

- NEA workshop lessons on skills - analysis, data presentation, methodology.
 - Time to complete NEA independent study. The NEA is to be handed in mid-autumn term in year 13.
- Planned field with in June & July TBC:
- Field trip to Abbots Hall Farm, Essex (coastal solutions – sustainable management and soft engineering)
 - 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).
 - Field trip to Mile End (gentrification, studentification, hipsterfication)
 - 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.
- Project handed in Feb Y13
- Formative final marking of NEA in Y13. Results given in March 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.

Paper 1
Topic 5 :
Physical Systems and Sustainability: The Carbon Cycle and Energy Security

Connections:

- < Y7 Climate Change, Y9 Resources, Y10 Climate change , Y10 Biomes, Forests and Consuming Resources, Y12 Y12 Coasts, Y12 Globalisation
- > Y13 Water, Y13 Migration & Sovereignty



- How does the **carbon cycle** operate to maintain planetary health?
- Understanding how relying on **fossil fuels is still the global norm** – contrasting energy mixes, global trade of energy pathways and unconventional fossil fuels.
- What are the **alternatives** to fossil fuels? What are **their costs and benefits**? Renewables, recyclables, decoupling fossil fuels from economic growth, biofuels, radical technologies
- How is **human activity threatening the carbon and water cycle**? Land conversion, ocean acidification and climate change.
- What is the **impact on degradation** of carbon and water cycle on **human wellbeing**? Water issues, food security, ocean health.
- Understanding how planetary warming risks large scale release of stored carbon **requiring a response from players at different scales.**

Place Knowledge: USA, Canada, Russia, Middle East & OPEC , Brazil, UK, Norway, Syria, Amazon, Arctic, Madagascar, Indonesia.

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.

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.

- Monthly memorising quizzes
- Revision notes
- Exam practice in class - 3M SAQs, 6&8 marker, 12 & 20 mark discussion essays.
- Termly summative assessments graded A*-U

Paper 2
Topic 7:
Human Systems and Geopolitics: Super Powers

Connections:

- < Y10 Development, Y11 UK human landscapes, Y12 Globalisation, Y12 Regeneration.
- > Y13 Water, Y13 Energy



- What are **superpowers** and how have they **changed over time**?
- What are the **impacts of super powers** on the global economy political systems and physical environment?
- What **spheres of influence** are **contested** by superpowers and what are the implications of this?

Place Knowledge:

British Empire, Cold War, China – neo-colonialism in Africa, BRICs, USA – hegemonic power, EU, Russia, South China Sea, Crimea (Russia), Arctic.

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 **global 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.

- Monthly memorising quizzes
- Revision notes
- Exam practice in class - 4M SAQs and 12 mark essays
- Termly summative assessments graded A*-U

	Content	Assessment
<p>Paper 2 Topic 8b: Global Development and Connections: Migration, Identity and Sovereignty</p> <p>Connections: < Y8 Population, Y10 development, Y11 UK human landscapes, Y10 Forests, Y12 Regeneration, Y12 Globalisation. > Y13 Superpowers, Y13 Water & Carbon.</p>  	<p>Enquiry Questions:</p> <ul style="list-style-type: none"> • What are the impacts of globalisation on international migration? • How are nation states defined and how have they evolved in a globalising world? • What are the impacts of global organisations on managing global issues and conflicts? • What are the threats to national sovereignty in a more globalised world? <p>Place Knowledge: 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.</p> <p>WTP: <i>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.</i></p>	<ul style="list-style-type: none"> • Monthly memorising • Revision notes • Exam practice in class - SAQs and 6 & 8 markers and 20 mark discussion essays) • Summative assessment graded A*-U
<p>Paper 1 – Topic: Tectonic Processes and Hazards</p>  <p>Connections: < Y7 Volcanoes & Earthquakes, Year 10 Hazards > Y13 Physical Systems & Sustainability</p>	<p>Enquiry Questions:</p> <ul style="list-style-type: none"> • Locations at risk – why are some areas more hazardous? Why do some tectonic hazards turn into disasters? • How does vulnerability and resilience to tectonic hazards vary around the world? The disaster development relationship • The role of good governance in managing hazards. <p>Place Knowledge: 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.</p> <p>WTP: <i>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.</i></p>	<ul style="list-style-type: none"> • Monthly memorising • Revision notes • Exam practice in class - 4 markers and 12 mark discussion essays) • Summative assessment graded A*-U



AUTUMN TERM

Paper 1 – Topic: Tectonic Processes and Hazards



Connections:

- < Y7 Volcanoes & Earthquakes, Year 10 Hazards
- > Y13 Physical Systems & Sustainability



Content

Assessment

- Locations at risk – why are some areas more hazardous? Why do some tectonic hazards turn into **disasters**?
- How does **vulnerability** and **resilience** to tectonic hazards vary around the world? The disaster development relationship
- The role of good **governance** in managing hazards.

Place Knowledge:

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
- Revision notes
- Exam practise in class – 4 & 12 markers
- 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: Globalisation



Connections:

- < Y9 World Trade, Y8 Ghana, Population, Y10 Development, Y10 unit 3 environment issues
- > Y13 Superpowers, Y13 migration and sovereignty, Y13 Water, Y13 Energy.



- What are the **causes** of globalisation and why has it accelerated in recent decades?
- What are the **impacts** of globalisation for countries, different groups of people and cultures?
- What are the consequences of globalisation for **global development** and the **physical environment** and how should different players respond to its challenges?

Place Knowledge:

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
- Revision notes
- Exam practise in class – 4 & 12 markers
- 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.

SPRING TERM

Paper 1 – Topic: Coastal Landscape and Change



Connections:

- < Y8 Coasts, Y10 Climate change, Y11 Coasts,
- > Y13 Energy/Climate change



- Why are **coastal landscapes different** and what processes cause these differences?
- The role of **coastal processes** – erosion, deposition and transportation.
- How do **coastal erosion** and **sea level change** alter the physical characteristics of coastline and increase **risks**?
- How can coastlines be **managed** to meet the needs of all players?

Place Knowledge:

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
- Revision notes
- Exam practise in class 6,8 and 20 markers
- 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**.

SPRING TERM

Paper 2 -

Topic:

Shaping Places – Regeneration.

Connections:

- < Y7 Urban/Sport, Y9 World Trade, Y11 UK Human Landscapes & London Globalisation



- > Y13 Migration & Sovereignty



- Local study: London – How does **economic activity vary** and how does this impact **QOL** and **inequality**?
- Local study: London - How do **past and present connections** shape the economic and social characteristics of your chosen area?
- Why might **regeneration** be needed?
- How is **regeneration managed**? And how **successful** is it?

Place Knowledge:

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
- Revision notes
- Exam practise in class 6,8 and 20 markers
- 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'**. 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 -

Topic:

NEA (Non examined assessment): Field work and Enquiry.

Connections:

- < 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).



- > Undergraduate dissertations/professional report writing.

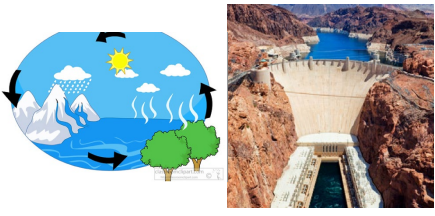



Non Examined Independent Investigation (NEA):

- NEA workshop lessons on skills - analysis, data presentation, methodology.
 - Time to complete NEA independent study. The NEA is to be handed in mid-autumn term in year 13.
- Planned field with in June & July TBC:
- Field trip to Abbots Hall Farm, Essex (coastal solutions – sustainable management and soft engineering)
 - 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).
 - Field trip to Mile End (gentrification, studentification, hipsterfication)
 - 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.
- Project handed in Feb Y13
- Formative final marking of NEA in Y13. Results given in March 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.

	Content	Assessment
<p>Paper 1 Topic 5 : Physical Systems and Sustainability - The Water Cycle and Water Insecurity</p> <p>Connections: < Y7 Rivers, Y7 Climate Change, Y9 Awesome Ice, Y10 Climate change , Y10 Development, Y10 Biomes, Forests, Consuming Resources > Y12 Coasts, Y13 Energy/climate change, Y13 Superpowers</p> 	<ul style="list-style-type: none"> What are the processes operating with the hydrological cycle from global to local scale? What are the causes and impacts of drought? What are the causes and impacts of floods? How does climate change affect the hydrological cycle? How does water insecurity occur and why is it becoming such a global issue for the 21st Century? What are the different approaches to managing water supply, some more sustainable than others? <p>Place Knowledge: 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.</p> <p>WTP: <i>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). 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.</i></p>	<ul style="list-style-type: none"> Monthly memorising quizzes Revision notes Exam practice in class -3M SAQs, 6&8 marker, 12 & 20 mark discussion essays) Summative assessments graded A*-U
<p>Paper 2 Topic 7: Human Systems and Geopolitics: Super Powers</p> <p>Connections: < Y10 Development, Y11 UK human landscapes, Y12 Globalisation, Y12 Regeneration. > Y13 Water, Y13 Energy</p> 	<ul style="list-style-type: none"> What are superpowers and how have they changed over time? What are the impacts of super powers on the global economy political systems and physical environment? What spheres of influence are contested by superpowers and what are the implications of this? <p>Place Knowledge: British Empire, Cold War, China – neo-colonialism in Africa, BRICs, USA – hegemonic power, EU, Russia, South China Sea, Crimea (Russia), Arctic.</p> <p>WTP: <i>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 global 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.</i></p>	<ul style="list-style-type: none"> Monthly memorising quizzes Revision notes Exam Practice - 4M SAQs and 12 mark essays Summative assessments graded A*-U

Paper 1
Topic 5 :
Physical Systems and Sustainability: The Carbon Cycle and Energy Security

Connections:

- < Y7 Climate Change, Y9 Resources, Y10 Climate change , Y10 Biomes, Forests and Consuming Resources, Y12 Y12 Coasts, Y12 Globalisation
- > Y13 Water, Y13 Migration & Sovereignty



- How does the **carbon cycle** operate to maintain planetary health?
- Understanding how relying on **fossil fuels is still the global norm** – contrasting energy mixes, global trade of energy pathways and unconventional fossil fuels.
- What are the **alternatives** to fossil fuels? What are **their costs and benefits**? Renewables, recyclables, decoupling fossil fuels from economic growth, biofuels, radical technologies
- How is **human activity threatening the carbon and water cycle**? Land conversion, ocean acidification and climate change.
- What is the **impact on degradation** of carbon and water cycle on **human wellbeing**? Water issues, food security, ocean health.
- Understanding how planetary warming risks large scale release of stored carbon **requiring a response from players at different scales.**

Place Knowledge:

USA, Canada, Russia, Middle East & OPEC , Brazil, UK, Norway, Syria, Amazon, Arctic, Madagascar, Indonesia.

- Monthly memorising quizzes
- Revision notes
- Exam practice in class 3M SAQs, 6&8 marker, 12 & 20 mark discussion essays)
- 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.

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
Topic 8b:
Global Development and Connections: Migration, Identity and Sovereignty

Connections:

- < Y8 Population, Y10 development, Y11 UK human landscapes, Y10 Forests, Y12 Regeneration, Y12 Globalisation.
- > Y13 Superpowers, Y13 Water & Carbon.



- Enquiry Questions:**
- What are the **impacts** of globalisation on international migration?
 - How are **nation states defined** and how have they **evolved** in a globalising world?
 - What are the **impacts of global organisations** on managing global issues and conflicts?
 - What are the **threats to national sovereignty** in a more globalised world?

Place Knowledge:

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.

- Monthly memorising quizzes
- Revision notes
- Exam practice in class SAQs and 6 & 8 markers and 20 mark discussion essays
- 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**.



Year 12 - A-Level - IVRIT 2024-2025 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:

"כתוב באבן" (Written in stone)

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

ASSESSMENTS

Reading

Writing



Translation
Iv → EN



Grammar

Literature and Films

Film - "הקיץ של אביה": 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

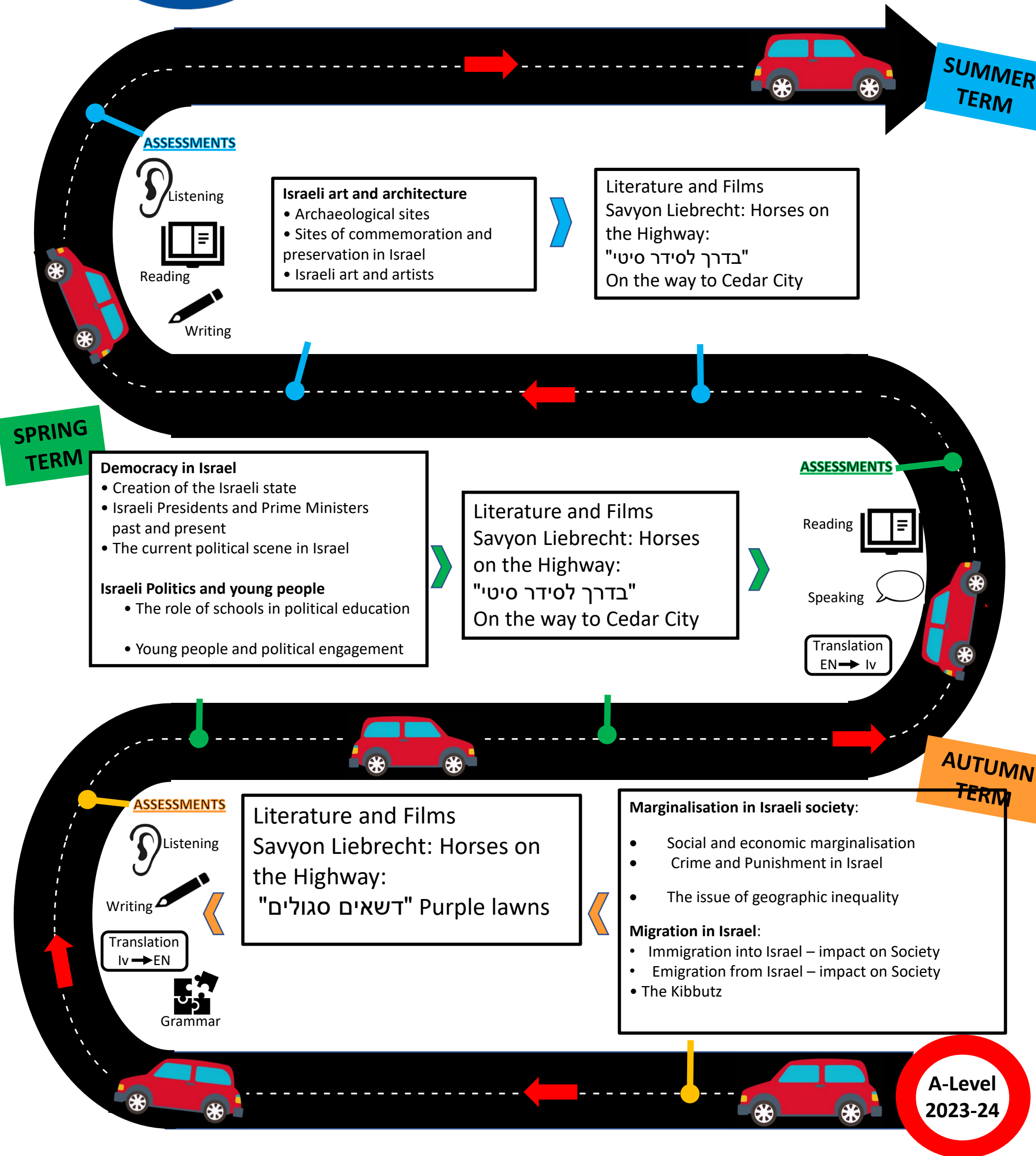
- The Internet in daily life
- Social media – benefits and dangers
- The digitalisation of Israeli society

AUTUMN TERM

**A-Level
2023-24**



Year 13 - A-Level - IVRIT 2024-2025 Learning Journey





Morasha Programme Learning Journey – Jewish Studies KS5

You will take part in several activities including classroom lessons and the track programme. Each scheduled activity is geared towards achieving one or more of the following five goals upon which all 6th Form Jewish education is based upon:

- 1) **To pass on our Jewish heritage to the next generation** - This comes in the form of Jewish Studies lessons that introduce Jewish ideas from the Torah and how they apply to modern scenarios.
- 2) **To encourage you to find your place within the Jewish Community** - Through exposing students to several Jewish institutions and charities and encouraging students to be involved in their initiatives.
- 3) **To demonstrate that there is no conflict between professional success and maintaining Jewish values** - Through our track programme you are exposed to people who are successful professionals that have a strong Jewish identity and involvement in the community.
- 4) **To give you an experiential Jewish education** - During the year, a number of lessons will be practical sessions that allow you to engage with the more physical elements of Judaism and Mitzvah practice.
- 5) **To allow your voice to be heard in the classroom** True to our heritage, education is done through debating Torah Laws and recognising their place in the modern world. This results in your voice being an integral part of this conversation.

The curriculum rotates through a number of topics with some being repeated for further depth in Year 13. Each topic contains lessons and activities that seek to reinforce the 5 principles outlined above.

Sixth Form

Jewish Festivals – This unit features throughout the entire calendar with lessons and activities in preparation for forthcoming festivals.

Holocaust Education / Poland Preparation – This unit helps you understand the background to the Holocaust as well as an understanding of Jewish life across Europe. While this is for everyone it is incredibly useful for those who will be attending the Poland heritage trip.

Social Media – This unit focuses on the moral issues surrounding social media and its use.

AI – This unit aims to introduce you to the concept of AI and how it might have practical ramifications within Jewish law.

Creation and Science – This unit gives a background to how science and Judaism can work together and what the two fields believe about the creation of the universe.

Biblical Israel– This unit looks at the history of Israel and the relationship it has had with the Jewish people.

Jews throughout the ages– This unit allows you to explore the rich history of the Jewish people.

Israel deep dive– This unit looks at the rich history of the State of Israel and the complicated issues arising through the various conflicts.

Inspirational Jewish women – This unit looks at Jewish women who are role models in society and are an inspiration to us all.

Chaplaincy – This session allows you to understand what it is like being a Jewish university student.

Mental health – This unit looks at how mental health connects with Judaism and some helpful tips for when you leave school.

Speakers and Activities

Throughout the year, you will hear from different speakers who embody some of the values and aspirations we want for you. Each speaker comes with their own story that we hope will assist you in their journey towards success. You will also participate in various activities that will usually give you a Jewish experience. The activities are most effective in helping you understand Jewish Festivals.



Term	Pure	Applied (Stats + Mech)	Careers	Assessments
Autumn Term 1	<p>Algebra and Functions: Quadratics; Inequalities; Graphs Consolidating and advancing the knowledge gained in GCSE. Includes transformations of graphs which is studied throughout the entire two year A Level course.</p> <p>Coordinate Geometry: Line Graphs; Circle Shows relationships between lines and curves. Models many real life situations and used to solve many such problems.</p> <p>Further Algebra: Algebraic Methods; Binomial Expansion Introduces the factor theorem and use it to advance knowledge of algebra to include polynomials of varying degrees. Links with Statistics.</p> <p>Calculus: Differentiation Used to model real-life situations and solve problems involving gradients, increasing and decreasing functions, stationary points and maximum and minimum values.</p> <p>Trigonometric Ratios 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.</p>		<ul style="list-style-type: none"> -Investment banking -Pharmacology -Medicine -Politics -Researchers -Pilot -Engineer 	End of Chapter Quizzes + Autumn Assessments
Spring Term 2	<p>Trigonometric Identities, Equations Sine, Cosine & tangent of angles in all 4 quadrants. Recognise, deduce and use the trig identities in complex situations. Solve trig equations.</p> <p>Calculus: Integration 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.</p> <p>Vectors 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.</p> <p>Exponential and Logs 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.</p>	<p>Statistics: Data Collection 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.</p> <p>Statistics: Measures of Location and Spread. Data Representation 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.</p> <p>Statistics: Correlation and Regression Used to determine the nature of linear relations between bivariate data. Constantly used across many disciplines to make judgements/decisions which lead to changes.</p> <p>Statistics: Probability Extends your knowledge gained in GCSE. Includes independent and conditional events.</p> <p>Statistics: Statistical Distributions Involves modelling a wide variety of real-life events with probability and also using the binomial distributions.</p> <p>Statistics: Hypothesis Testing Can be used to assess the accuracy of predictions and inferences made about any given population</p> <p>Mechanics: Forces and Newton's Law Solve problems with connected particles and resultant forces. Introduces new ideas in Vectors.</p> <p>Mechanics: Kinematics 2 Use displacement, velocity, acceleration as a function of time. Use calculus to solve kinematic problems and derive constant acceleration formulae.</p> <p>Mechanics: Quantities and units in mechanics You will learn how the concept of a mathematical model applies in mechanics – with SI units for quantities</p> <p>Mechanics: Kinematics Derive and use the SUVAT formulae for motion under gravity.</p>	<ul style="list-style-type: none"> -Data analyst -Statistician -Scientist -Weather analyst -Computer scientist -Medicine -Law 	End of Chapter Quizzes + Spring Assessments
Summer Term 3	<p>Binomial Expansion 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.</p> <p>Algebraic Methods 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.</p> <p>Radians Introduction to Radians, converting between radians and degrees, calculating arc lengths, Areas of Sectors and solving Trig equations. Introductions to small angle approximations.</p>	<p>Statistics: Regression, Correlation & Hypothesis Testing 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.</p>	<ul style="list-style-type: none"> -Economics -Psychologist, -Manufacturing -Scientists 	End of Chapter Quizzes + UCAS Examinations.





Term	Pure	Applied (Stats + Mech)	Careers	Assessments
Autumn Term 1	<p>Functions & Graphs 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.</p> <p>Proof by Contradiction 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.</p> <p>Trigonometry 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.</p> <p>Calculus - Differentiation 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.</p> <p>Parametric Equations 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.</p> <p>Vectors in 3D 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.</p>	<p>Mechanics: Moments 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.</p> <p>Statistics: Conditional Probability 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.</p> <p>Mechanics: Forces & Friction 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.</p> <p>Mechanics: Projectiles 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.</p>	<ul style="list-style-type: none"> -Biologist -Environmental planner -Code breaker -Physicist -Statistician -Engineer -Data analyst -Actuary 	<p>End of Chapter Quizzes + Autumn Assessments</p>
Spring Term 2	<p>Calculus - Integration 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.</p> <p>Numerical Methods 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.</p> <p>Sequences & Series 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.</p>	<p>Mechanics: Applications of Forces 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.</p> <p>Statistics: The Normal Distribution 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.</p> <p>Mechanics: Further Kinematics 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.</p>	<ul style="list-style-type: none"> -Investment banker -Stock broker -Games developer -Software engineer -Archaeologist -Astronomer -Statistician -Construction worker -Navigation officer 	<p>End of Chapter Quizzes + Spring Assessments</p>
Summer Term 3	<p>Revision & Consolidation 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.</p> <p>Examination Practice 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.</p>		<ul style="list-style-type: none"> -Examiner -Lecturer -Teacher -Tutor 	<p>End of Chapter Quizzes + Final A-Level Examinations</p>



Year 12FM A-Level Maths Learning Journey



Term	Pure	Applied (Stats + Mech)	Careers	Assessments
Autumn Term 1	<p style="text-align: center;"><u>Pure 1</u></p> <p>Algebra and Functions: Quadratics; Inequalities Consolidating and advancing the knowledge gained in GCSE. Includes transformations of graphs which is studied throughout the entire two year A Level course</p> <p>Coordinate Geometry: Line Graphs; Circle Shows relationships between lines and curves. Models many real life situations and used to solve many such problems.</p> <p>Vectors 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.</p> <p>Further Algebra: Algebraic Methods; Binomial Expansion Introduces the factor and remainder theorems and use them to advance knowledge of algebra to include polynomials of varying degrees. Links with Statistics.</p> <p>Trigonometric Ratios, Identities, Equations 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.</p> <p>Calculus: Differentiation Used to model real-life situations and solve problems involving gradients, increasing and decreasing functions, stationary points and maximum and minimum values</p> <p>Calculus: Integration 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.</p> <p>Exponential and Logs 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.</p>	<p style="text-align: center;"><u>Applied 1</u></p> <p>Statistics: Data Collection 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.</p> <p>Statistics: Measures of Location and Spread. Data Representation 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.</p> <p>Mechanics: Quantities and units in mechanics You will learn how the concept of a mathematical model applies in mechanics – with SI units for quantities</p> <p>Mechanics: Kinematics Derive and use the SUVAT formulae for motion under gravity.</p> <p>Statistics: Correlation and Regression Used to determine the nature of linear relations between bivariate data. Constantly used across many disciplines to make judgements/decisions which lead to changes</p> <p>Statistics: Probability Extends your knowledge gained in GCSE. Includes independent and conditional events</p> <p>Statistics: Statistical Distributions Involves modelling a wide variety of real-life events with probability and also using the binomial distributions.</p> <p>Mechanics: Forces and Newton's Law Solve problems with connected particles and resultant forces. Introduces new ideas in Vectors.</p> <p>Mechanics: Kinematics 2 Use displacement, velocity, acceleration as a function of time. Use calculus to solve kinematic problems and derive constant acceleration formulae.</p>	<p>Computer scientist, Investment banking Pharmacology, Medicine, Politics, Pilot, Engineer Data analyst Statistician Scientist Weather analyst Researchers.</p>	<p>End of Chapter Quizzes + Autumn Assessments</p>
Spring Term 2	<p style="text-align: center;"><u>Pure 2</u></p> <p>Proof by Contradiction 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.</p> <p>Functions & Graphs 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.</p>	<p style="text-align: center;"><u>Applied 1</u></p> <p>Statistics: Hypothesis Testing Can be used to assess the accuracy of predictions and inferences made about any given population.</p> <p style="text-align: center;"><u>Applied 2</u></p> <p>Statistics: Regression, Correlation & Hypothesis Testing 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.</p>	<p>Medicine, Law, Economics, Manufacturing, Engineer, Scientist, Biologist, Environmental planner, Code breaker, Physicist, Statistician, Data analyst, Actuary.</p>	<p>End of Chapter Quizzes + Spring Assessments</p>



Continued on next page...



Year 12FM A-Level Maths Learning Journey



Term	Pure	Applied (Stats + Mech)	Careers	Assessments
Spring Term 2 Continued.	<p>Pure 2</p> <p>Sequences & Series 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.</p> <p>Trigonometry 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.</p> <p>Calculus - Differentiation 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.</p> <p>Vectors in 3D 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.</p> <p>Calculus - Integration 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.</p> <p>Numerical Methods 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.</p>	<p>Applied 2</p> <p>Statistics: Conditional Probability 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.</p> <p>Statistics: The Normal Distribution 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.</p> <p>Statistics: The Large Data Set</p> <p>Mechanics: Moments 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.</p> <p>Mechanics: Forces & Friction 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.</p> <p>Mechanics: Projectiles 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.</p> <p>Mechanics: Applications of Forces 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.</p> <p>Mechanics: Problem Solving</p>	Stock broker, Games developer, Software engineer, Astronomer Statistician, Navigation officer.	End of Chapter Quizzes + Spring Assessments
Summer Term 3	<p>Revision & Consolidation 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.</p>	<p>Mechanics: Further Kinematics 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.</p> <p>Revision & Consolidation 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.</p>		End of Chapter Quizzes + UCAS Examinations





Term	Core Pure 1 and Core Pure 2	Applied (Further Statistics 1 + Further Mechanics 1)	Careers	Assessments
Autumn Term 1	<p>Complex Numbers 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.</p> <p>Argand Diagrams 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.</p> <p>Series Greek letter sigma is used to represent a sum. This notation was first introduced by Swiss mathematician Leonard Euler.</p> <p>Roots of Polynomials 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.</p> <p>Volumes of Revolution Woodworkers uses lathes to create solid objects that have circular cross-sections. These are volumes of revolution and can be analysed using calculus.</p> <p>Matrices 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.</p> <p>Linear Transformations Linear transformations are represented using matrices. Einstein's theory of relativity relies on matrices which describe the relationship between different frames of reference.</p> <p>Proof by Induction 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.</p> <p>Vectors 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.</p>	<p>Further Statistics 1 – Discrete Random Variables 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.</p> <p>Further Statistics 1 – Poisson Distribution Scientists use Poisson distributions to model the frequency of meteor strikes.</p> <p>Further Mechanics 1 – Momentum and Impulse 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.</p> <p>Further Mechanics 1 – Work, Energy and Power 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.</p> <p>Further Mechanics 1 – Elastic strings and springs 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.</p> <p>Further Mechanics 1 – Elastic Collision in One Dimension 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.</p> <p>Further Statistics 1 – Geometric & Negative Binomial Distributions The geometric distribution can be used to model the number of times a learner driver needs to take their test before passing.</p> <p>Further Statistics 1 – Hypothesis Testing A hypothesis test can help determine whether a new drug has made an improvement to peoples' illness.</p> <p>Further Statistics 1 – Central Limit Theorem Statisticians use central limit theorem to infer how likely the views of a sample are to be the representation of the population.</p>	Physicist/ Astrophysicist/ Scientist Mathematician Medicine Teacher/ Lecturer Engineer Analyst Computer graphics artist Data analyst Statistician Weather analyst Actuary.	End of Chapter Quizzes + Autumn Assessments





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	<p>Complex Numbers The relationships between complex numbers and trigonometric functions allow electrical engineers to analyse oscillations of voltage and current in electrical circuits.</p> <p>Series Physicists use Maclaurin series in special relativity to approximate the Lorentz factor. This relates time, length and relativistic mass change for a moving object.</p> <p>Methods in Calculus 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.</p> <p>Volumes of Revolution 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.</p> <p>Polar Coordinates 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.</p> <p>Hyperbolic Functions 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.</p> <p>Methods in Differential Equations 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.</p> <p>Modelling with Differential Equations Population levels of predators and their prey can be modelled using a pair of coupled first-order differential equations.</p>	<p>Further Mechanics 1 – Elastic Collision in Two Dimension A collision between a snooker ball and a cushion can be modelled as a collision between a smooth particle and a smooth vertical wall.</p> <p>Further Statistics 1 – Chi-squared Tests 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.</p> <p>Further Statistics 1 – Probability Generating Function These are used by actuaries to calculate risk in order to advise insurance companies what premiums to charge customers.</p> <p>Further Statistics 1 – Quality of Tests 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.</p>	<p>Rocket scientist Developer Architect Electrical engineer Mathematical modeller Civil engineer</p>	<p>End of Chapter Quizzes + Spring Assessments</p>
Summer Term 3	<p>Revision & Consolidation 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.</p> <p>Examination Practice 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.</p>		<p>Software engineer Programmer Examiner Exam boards</p>	<p>End of Chapter Quizzes + Final A-Level Examinations</p>



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!

COURSEWORK DEADLINE

SPRING TERM

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.

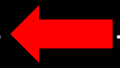


EXAM



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

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**.

SUMMER
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.

SPRING
TERM

COURSEWORK DEADLINE

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**.

AUTUMN
TERM

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

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 13

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.

Year 12

12

Paper 1

35%

Paper 2

35%

Practical

15%

AoP

15%

Topic 1

Anatomy & Physiology

Advanced
Mechanical
Concepts

Sports Injuries &
Recovery

Supplements &
Training

Factors Affecting
Performance

Energy Systems

Neuromuscular
Control

Analysis of
Movement

Cardiac Systems

Blood Function

Respiratory Systems

Nutritional Effects
on the Body

Health & Fitness

Topic 2

Sports Psychology

Leadership & Stress
Management

Self Efficacy

Attribution Theory

Social Facilitation

Achievement
Motivation

Arousal, Anxiety &
Aggression

Performance
Attitudes

Aspects of
Personality

Memory &
Information
Processing

Guidance & Feedback

Theories of Learning

Skill Classification

Continuums of Skill

Topic 3

Sport & Society

The Impact of
Commercialisation

Sport & the Law

Performance
Enhancing Drugs &
Sport

Violence in Sport

Ethics in Sport

Development of
Elite Performers

Concepts of Physical
Activity

The Role of
Technology in Sport

21st Century Sport
& Globalisation

Equal Opportunities

Y13
SPR

Y13
AUT

Y12
SUM

Y12
SPR

Y12
AUT

Component 1 50% Performance and Choreography

Component 2 50% Critical Engagement

Y13
SPR

Refining group choreography, solo performance and performance in a quartet.

Matthew Bourne- influences and background
Swan Lake
Nutcracker
(Car Man)

Y13
AUT

Group Choreography tasks released from AQA.
Researching, developing and experimenting with dance ideas through studio and non-studio investigation/ the rehearsal process.

Akram Khan
Rush
Desh
(Zero Degrees)

Y12
SUM

Performance in a Quartet
As below

Sidi Larbi
Zero Degrees
Babel
SUTRA

Y12
SPR

Solo Performance
Physical & technical skills/
spatial & dynamic elements/
interpretative skills

INDEPENDENT CONTEMPORARY DANCE SCENE IN BRITAIN

Robert North/ Glen Tetley

Richard Alston
Soda Lake
Overdrive
Christopher Bruce

Y12
AUT

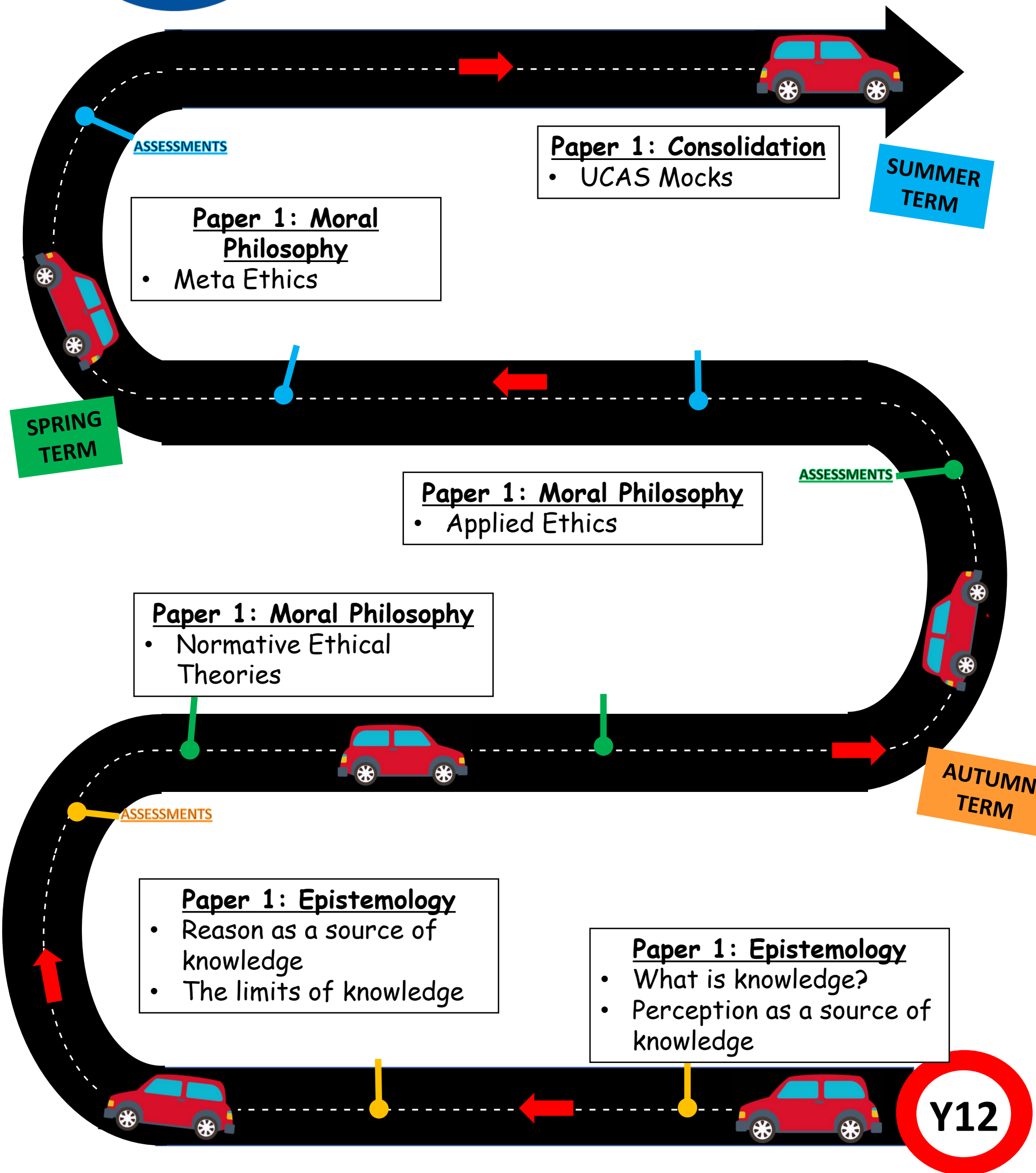
Dance fitness/ technique
Awareness of correct alignment/ technical accuracy /appropriate dancewear and presentation of self/ a healthy approach to training, including lifestyle of dancer.

ROOSTER
Swansong
Ghost Dances/ Silence is the End
of Our Song

RAMBERT

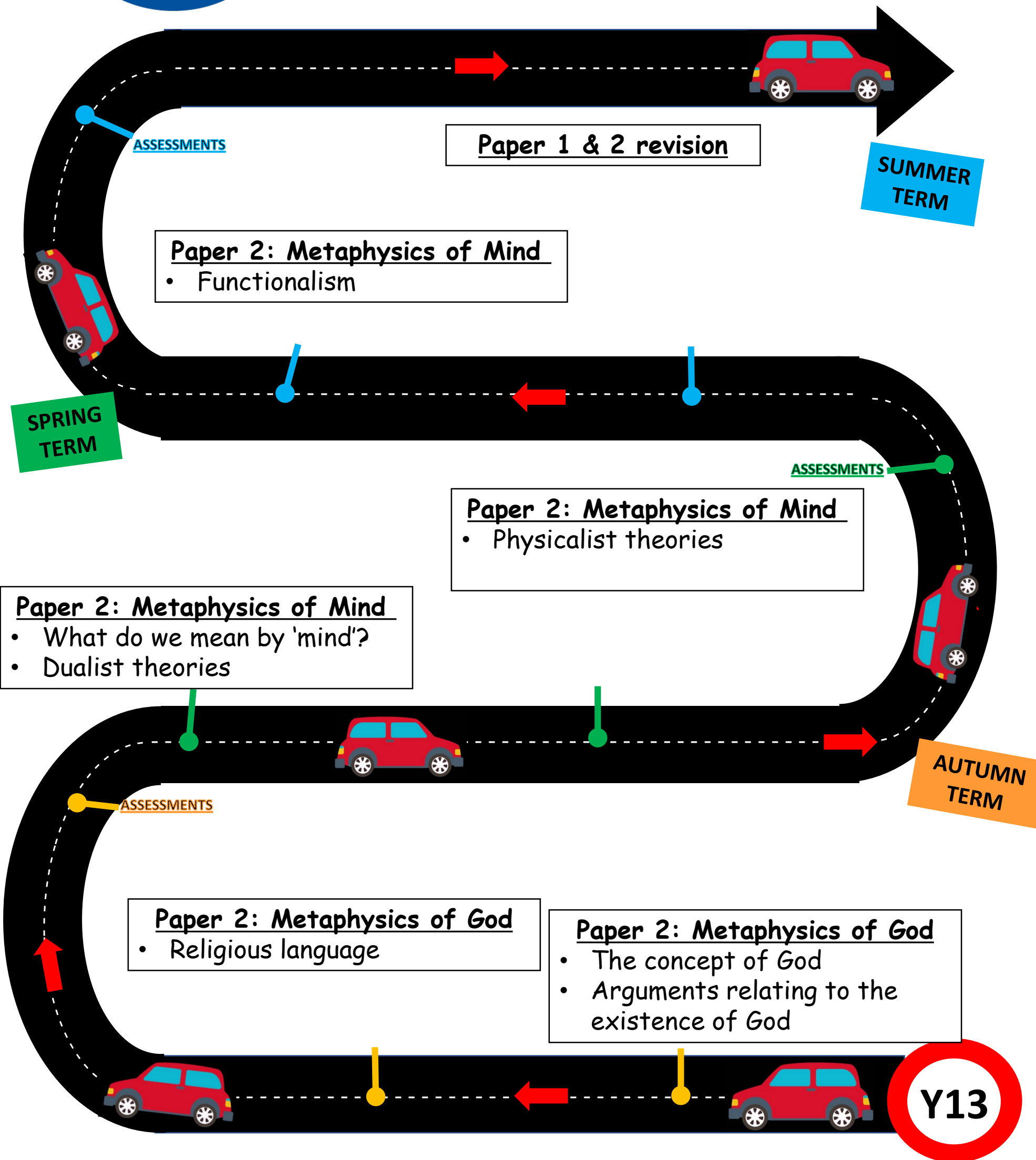


Year 12 A level Philosophy Learning Journey



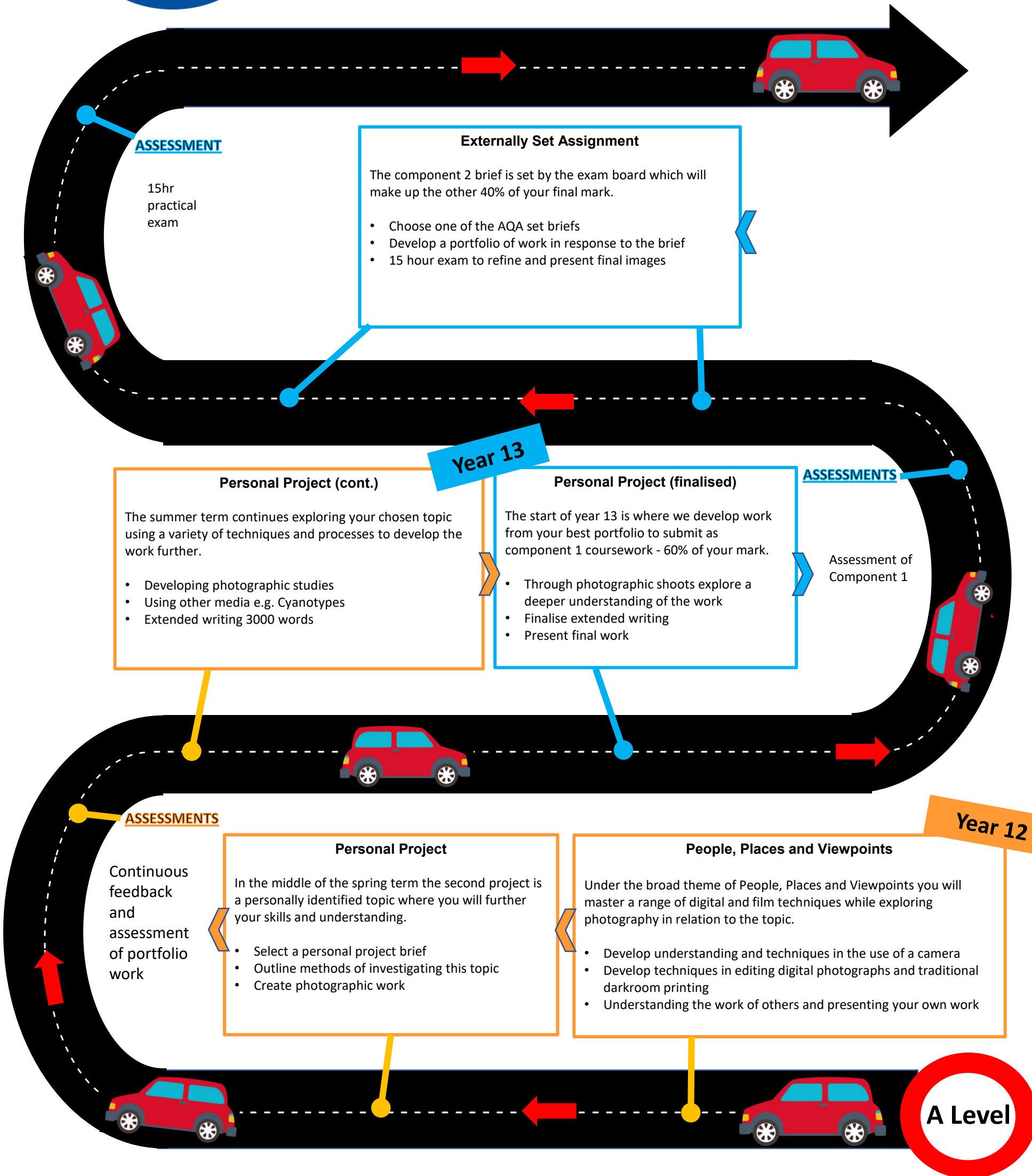


Year 13 A level Philosophy Learning Journey





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

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

Year 12

A Level



KS5 POLITICS LEARNING JOURNEY

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

Continue your lifelong love of learning and personal development

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

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

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

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

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

AUTUMN TERM

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

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.

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.

SUMMER TERM

AO1 knowledge
AO2 application
AO3 evaluation

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

YEAR
12

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'.

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.

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

Continue your lifelong love of learning and personal development

Go to University or start a degree level apprenticeship

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

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

SPRING TERM

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.

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

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.

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

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

AUTUMN TERM

YEAR 12

AO1 knowledge
AO2 application
AO3 evaluation

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.

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



JFS

Biology A Level

OCR

Biology is one of the group of highly-regarded A Level subjects preferred by top universities. An A Level qualification in Biology (often, but not always, in combination with other science subjects) opens up a wide range of exciting career possibilities.

Course Structure

Module 1: Development of Practical Skills in Biology Module 2: Foundations in Biology

Module 3: Exchange and Transport

Module 4: Biodiversity, Evolution and Disease

Module 5: Communication and Homeostasis

Module 6: Genetics, Evolution and Ecosystems

Skills & Knowledge

Biology embeds the transferable skills of curiosity, problem solving, critical analysis, maths, literacy and ICT skills that are needed for all degree choices, apprenticeships and employment. Practical work will be emphasised and you will be supported to complete the course with a practical endorsement alongside your A Level qualification. You will learn to answer questions by applying your knowledge to an unknown biological situation.

Assessment

This course is 100% exam based incorporating three papers. All exams take place at the end of the second year.

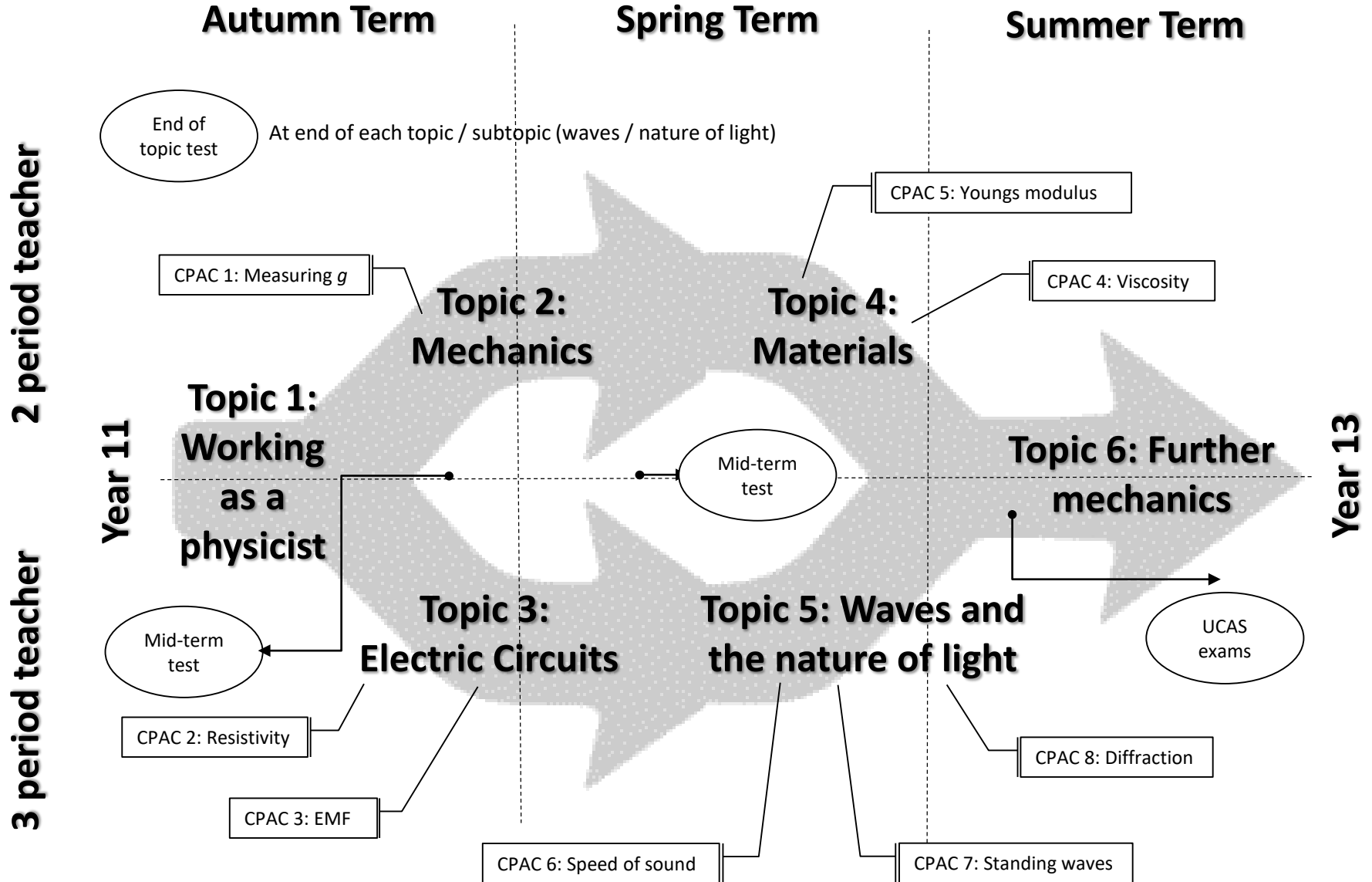
Opportunities & Enrichment

The sixth form encourages all students doing A Level Sciences to join the National Stem club (see current writings). Further reading, working with the LRC is an important part to enrich the curriculum and to reach higher grades. Finally, JFS offers a number of internal and external seminars, trips to enrich curriculum and assistance in applications to STEM HE courses.

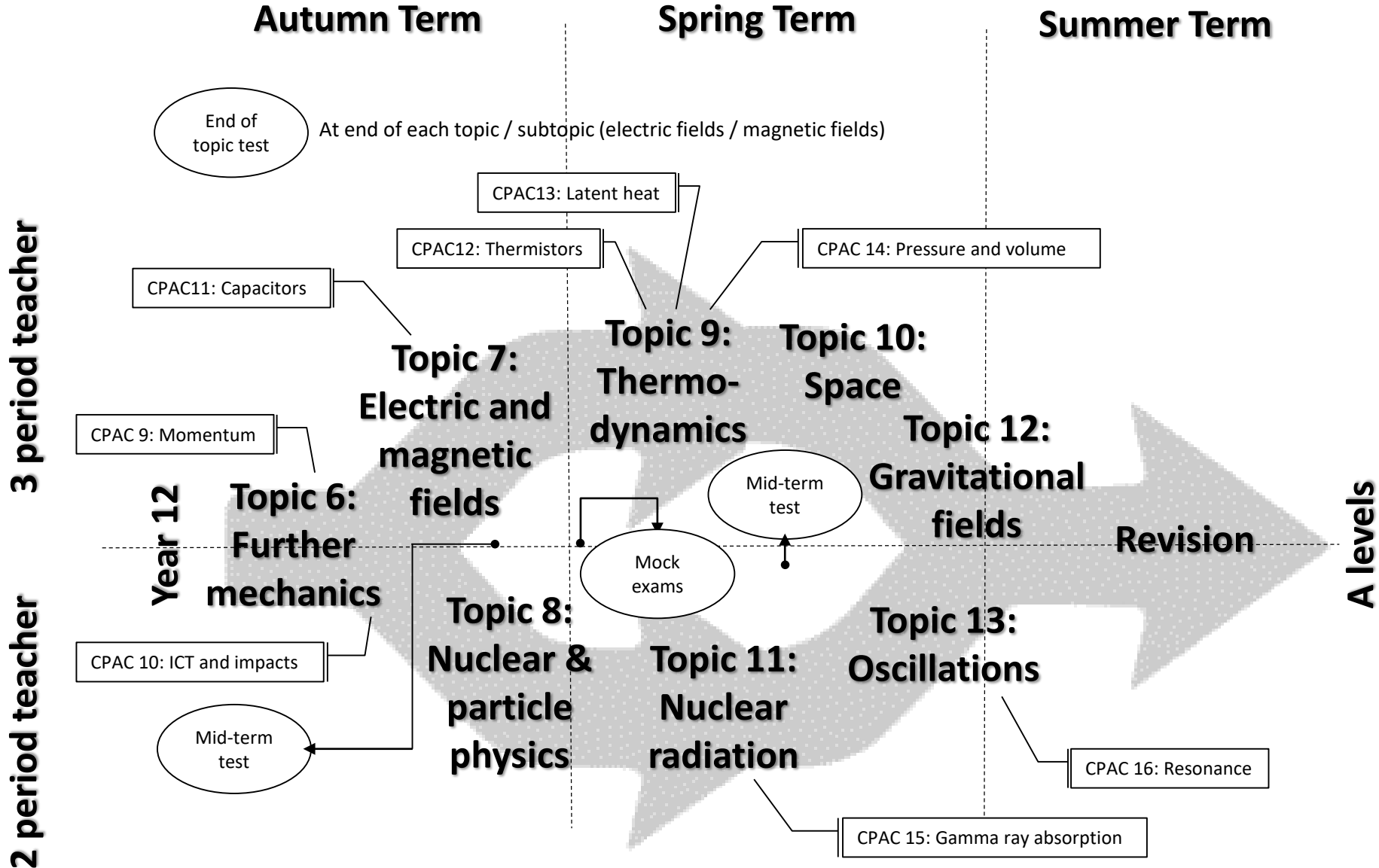
Future Careers & Pathways

Students use Biology A Level as a route into many career and higher education possibilities. These may include but are not limited to Medicine, Veterinary Science, Veterinary Nursing, Optometry, Dentistry, Medicinal Research, Pathology, Forensic Science, Physiotherapy, Nursing, Conservation, Marine Biology, Horticulture, Environmental Scientist, Genetic Counseling and Scientific Journalism.

YEAR 12 PHYSICS LEARNING JOURNEY



YEAR 13 PHYSICS LEARNING JOURNEY





Year 12 Sociology Learning Journey

Finish

SUMMER TERM

Summer term

Starting Stratification and Differentiation:

1. Theories of stratification
2. Problems of defining and measuring class
3. Dimensions of inequality

End of year 12 UCAS mock exams

SPRING TERM

Spring term

Education

1. Class – external factors
2. Class- internal factors
3. Ethnicity
4. Gender
5. Roles of education (theories)
6. Education policy

and then...

Methods in Context

Research methods in the context of education

1. Experiments
2. Questionnaires
3. Interviews
4. Observations
5. Secondary data- official statistics and documents

AUTUMN TERM

Autumn term:

Families and Households:

1. Couples
2. Childhood
3. Theories of the family
4. Demography
5. Changing family patterns
6. Family diversity
7. Family social policy

and then...

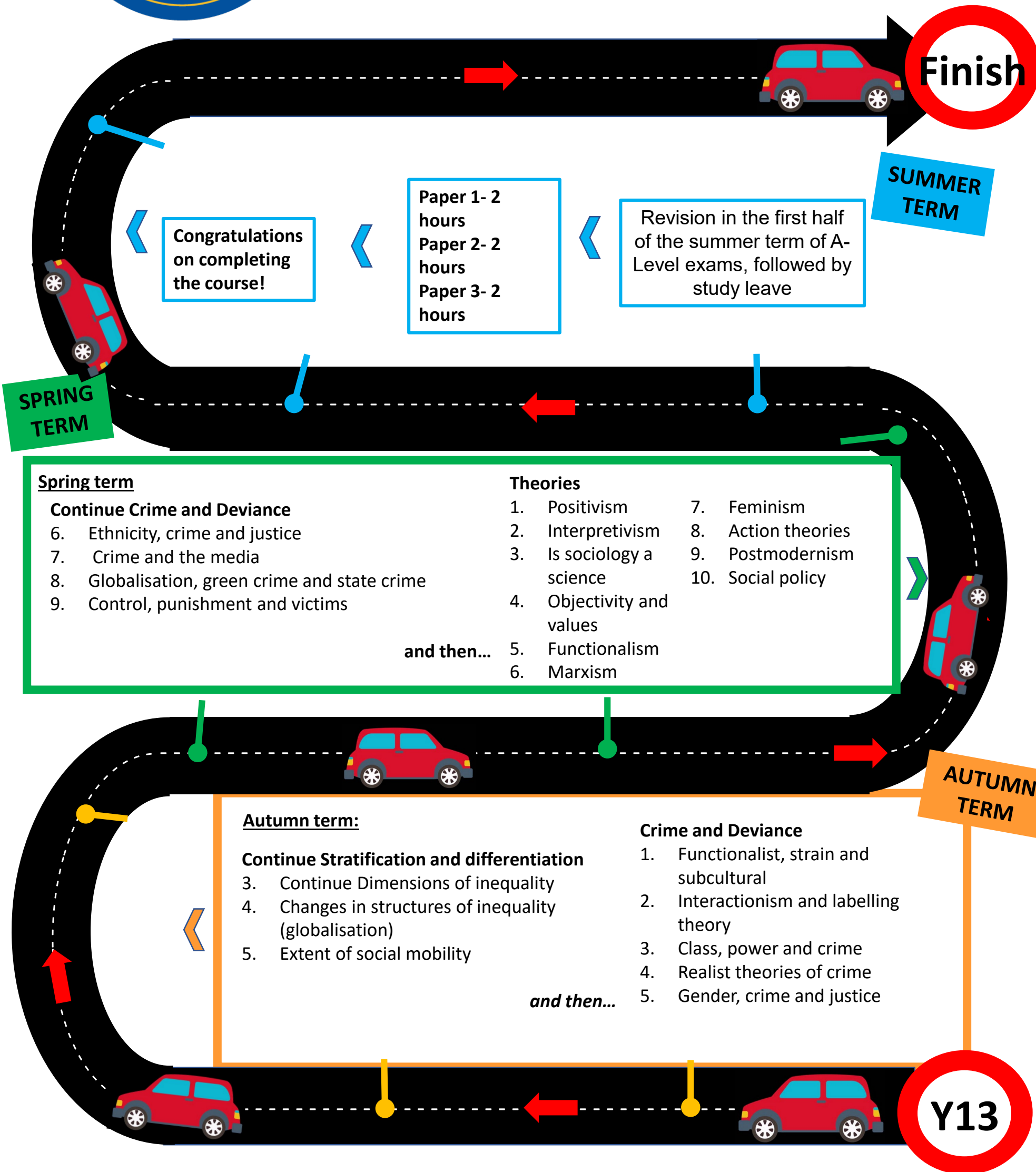
Research methods:

1. Introduction to research methods inc. PET
2. Experiments
3. Questionnaires
4. Interviews
5. Observations
6. Secondary data- official statistics and documents

Y12



Year 13 Sociology Learning Journey



Finish

SUMMER TERM

Congratulations on completing the course!

Paper 1- 2 hours
Paper 2- 2 hours
Paper 3- 2 hours

Revision in the first half of the summer term of A-Level exams, followed by study leave

SPRING TERM

Spring term

Continue Crime and Deviance

- 6. Ethnicity, crime and justice
- 7. Crime and the media
- 8. Globalisation, green crime and state crime
- 9. Control, punishment and victims

Theories

1. Positivism	7. Feminism
2. Interpretivism	8. Action theories
3. Is sociology a science	9. Postmodernism
4. Objectivity and values	10. Social policy
5. Functionalism	
6. Marxism	

and then...

AUTUMN TERM

Autumn term:

Continue Stratification and differentiation

- 3. Continue Dimensions of inequality
- 4. Changes in structures of inequality (globalisation)
- 5. Extent of social mobility

and then...

Crime and Deviance

- 1. Functionalist, strain and subcultural
- 2. Interactionism and labelling theory
- 3. Class, power and crime
- 4. Realist theories of crime
- 5. Gender, crime and justice

Y13



Year 12 Spanish Learning Journey

