

**Year 14**

**Curriculum Mapping**

**Subject: Art and Design**

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| **September- October** | **November- December**  |
| ***Personal Investigation (40%)******Essay (20%)****Students learn about: Examination the syllabus and breakdown of the A2 Course. Skills to develop their Personal Investigation and Artists who practice in their chosen media/theme.***Literacy**: Extended essay writing (2000 words) use of artistic vocabulary, researching and referencing work, writing a bibliography. **Numeracy**: Observation, scale and proportion relevant to their selected area. Mathematical skills associated with registration and measuring. **ICT**: Students will have opportunities to develop communication using written or visual language of art and design or making a personal response informed by contextual understanding;Using digital graphic design, website design, video art, animation, social media and experimenting with relevant software to help explore and realise creative intentions.**TS & PC**: record ideas, responses, intentions and outcomes in coherent forms such as sketchbooks, journals, photographs or blogs;•share resources and consider others; and•respond to the demands, constraints and parameters of set briefs, projects or commissions**RRSA**: Article 13**Careers**: Develop knowledge through contextual research**Tracking assessment**: Research and Initial studies | **Mid-** **Term**  | ***Personal Investigation (continued)*****Literacy**: Extended essay writing, use of artistic vocabulary, researching and referencing work, writing a bibliography. **Numeracy**: Observation, scale and proportion relevant to their selected area. Mathematical skills associated with registration and measuring.**ICT**: Students will have opportunities to develop communication using written or visual language of art and design or making a personal response informed by contextual understanding;Using digital graphic design, website design, video art, animation, social media and experimenting with relevant software to help explore and realise creative intentions.**TS & PC**: record ideas, responses, intentions and outcomes in coherent forms such as sketchbooks, journals, photographs or blogs;•share resources and consider others; and•respond to the demands, constraints and parameters of set briefs, projects or commissions**RRSA**: Article 13 - Seacourt Print Workshop in Bangor **Careers**: Develop knowledge through contextual research and local workshop/artists**Tracking assessment**: Unit 1 Component of the course  |

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| **Jan - May** |  |
| A2 2 Thematic Outcome (40% A2)Students present an outcome in response to the theme presented by CCEAStatement of Intentions – students to explain artistic intentions for final piece and influences February – Students to start final outcome culminating with 15 hour controlled exam |  |
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**Subject BTEC Level 3 National Extended Certificate in Business**

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| **September- October** | **November- December**  |
| *Theory:* Unit 3, topic A, B, C Importance of personal finance, Explore the personal finance sector, Purpose of accounting*Students learn about:* A - Functions & role of money, ways to pay, currant a/c, personal finances.B –Financial Institutions, cust. Interaction and protection, Information and adviceC – purpose of accounting, types of income & expenditure *Literacy:* Using key terminology appropriately, understanding command words, developing connectives and listening to instructions.  *Numeracy:* Debt, savings, investments and costs. *ICT:*Internet research to investigate different bank accounts and financial inst. Use of Teams and I pads to complete work. *TS & PC* PS, MI, WO*Careers*: Banking sector *Assessment* – end of October, Tracker 1 | **Mid-** **Term**  | *Theory:* Unit 3, topic D, E, F, Eval sources of finance, Break even & Cash flow, financial statements *Students learn about:* D – sources of financeE – Cash flow, break evenF – Income St. & Balance Sheets, ratio analysis & limitations *Literacy:* Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. Focus on Eval skills.  *Numeracy:* Understanding of financial services, interest rates, profit, assets, mortgages, debt factoring, capital, trade credit, ratios *ICT:*Internet research on costs of various sources of finance. Use of excel, Teams and I pads to complete work.*TS & PC*MI, DM, WO, SM*Careers:* financial services *Assessment*: Christmas Exam |
|  **January-Feb** |  **March** |
|  *Theory*: Unit 3 *Students learn about:* Revision of Unit 3, personal and business finance Start unit 8, Recruitment and selection (Course work) *Literacy:* Practice exam skills. Connectives, command words and written frameworks. Making a fully justified decision. *Numeracy:* Calculation exam skills and revision *ICT:*Review mark schemes and chief examiner reports  *TS & PC*SM, MI,WO *Assessment*: past paper questions**EXTERNAL EXAM**    | Mid- Term  |  *Theory*: Unit 8 Recruitment and selection process *Students learn about:* LA A - Examine how effective recruitment and selection contribute to business success *Literacy:* Using key terminology appropriately, understanding command words, developing connectives and listening to instructions. qualitative research information. Interpreting recruitment legislation. *Numeracy:* Wages, cost per hr, salary, fringe benefits *ICT:* Research vacancies in different sectors, produce recruitment documents, job spec, advert, application forms.  *TS & PC* PS, MI, DM, WO *Careers*: CV and identifying vacancies.*Assessment*: P1, P2 M1 D1 |
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|  | **April-May** | **June** |
|     Easter Holidays | *Theory*: Unit 8 Recruitment and selection process *Students learn about:* LA B - Undertake a recruitment activity to demonstrate the processes leading to a successful job offerLA C - Reflect on the recruitment and selection process and your individual performance *Literacy:* Role play interviewee and interviewer *Numeracy:* Wages, cost per hr, salary, fringe benefits *ICT:* Create vacancy documentation  *TS & PC* PS, MI, DM, wo *Careers*: interview technique and preparation*Assessment*: P3, P4 M2, D2, P5, P6, M3, D3  |  |  *Theory*: revision for any resits examination *Students learn about:* Unit 2 & 3, where appropriate   *Literacy:* Practice exam skills. Connectives, command words and written frameworks.  *Numeracy:* Practice exam skills and revision *ICT:*Review mark schemes and chief examiner reports  *TS & PC*SM, MI,WO *Assessment*: past paper questions**EXTERNAL EXAM**  |

**Subject ICT - OCR Cambridge Technicals**

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| **September- October** | **November- December**  |
| ***Unit 17: Internet of Everything*** ***Coursework*** Literacy: reading and analysing course materials ICT: using appropriate software. Completing reports. Providing and conducting research. | **Mid-** **Term**  | ***Unit 17: Internet of Everything*** ***Coursework*** Literacy: Reading coursework questions properly. Conducting research. Using sources of information ICT: using ICT to complete questions, conducting research and compiling information TS & PC: Problem Solving, Handling DataCareers:Information on UCAS courses available  |

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| **January- February**  | **March** |
| ***Unit 8: Product Management*** Literacy: Reading information correctly and transferring this to computerICT: using appropriate software. Developing knowledge of computer systemsTS & PC: Handling Data | **Mid- Term**  | ***Product 8: Product Management*** ICT: Using computer software to creatively complete courseworkPC: creativity through developing and manipulating images  |

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|  | **April-May** | **June** |
| **Easter holidays** | ***Unit 8: Product Management*** Literacy: Correctly transferring information from one source to anotherNumeracy: Handling Data, reading chartsICT: Using computer software to create and develop websites. | **Revision** | ***Unit 8: Product Management*** Literacy: Correctly transferring information from one source to anotherNumeracy: Handling DataTS & PC: Organisation Skills, Communication |

**Subject: Technology & Design**

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| **September- December** | **January - May** |
| **CCEA GCE Technology & Design** **Component 1: Theory: Option C – Product Design** 30% of total A-Level qualification. 2hr Exam **Product Design*** Content 1.49 to 1.57 from CCEA GCE TD Specification

 **Component 2: Coursework - Independent Design & Make Project**30% of total A-Level qualification. 20 Page A3 portfolio & Manufactured Prototype. Section1. Identifying a Problem, Client or User Needs and Design Specification
2. Initial Ideas, Selection of Ideas for Development

 **Literacy:** Subject specific terminology used and reinforced in all lessons. Extended writing required to produce folder and in the practice and development of sample exam style questions.**Numeracy:** Estimating sizes and links to anthropometric data. Accuracy required in measuring in cm and mm. **ICT:** Large proportion of coursework completed using ICT. Students have a design portfolio that is shared with staff in Microsoft One Drive. **TS & PC:** Managing Information, Being Creative, Thinking, Problem-Solving and Decision Making, Self-Management, Working with Others**RRSA:** Promoting and focusing on individual high-quality outcomes. Article 29 (1a). **Homework –** Topic relevant worksheets & Past Paper Questions practice.**Eco Schools:** Discussing the importance of sustainability when researching and designing our coursework projects. Reference to the 6R’s. **Tracker 1:** 100% based on theory test (past paper questions)**Tracker 2:** 50% based on coursework, 50% based on theory test (Mock – Exam)  | **Christmas Break**  | **Theory continued…** **Component 1: Theory: Option C – Product Design**30% of total A-Level qualification. 2hr Exam **Option C – Product Design continued*** Content 1.49 to 1.57 from CCEA GCE TD Specification continued.

 **Component 2: Coursework - Independent Design & Make Project****continued…** 20 Page A3 portfolio & Manufactured Prototype.Section 3. Development  4. Making, Testing and Evaluations **Literacy:** Subject specific terminology used and reinforced in all lessons and throughout the topic during speaking and listening activities. Extended writing required to produce folder and in the practice and development of sample exam style questions.**Numeracy:** Estimating sizes and links to anthropometric data. Accuracy required in measuring in cm and mm. **ICT:** Large proportion of coursework completed using ICT. Students have a design portfolio that is shared with staff in Microsoft One Drive. **TS & PC:** Managing Information, Being Creative, Thinking, Problem-Solving and Decision Making, Self-Management, Working with Others**RRSA:** Promoting and focusing on individual high-quality outcomes. Article 29 (1a) **CIEAG:** Investigating the work of Product Designers. **Homework –** Topic relevant worksheets & Past Paper Questions practice.**Eco Schools:** Ensuring pupils are aware of the importance of sustainability in product design.**Tracker 3**: 50% based on coursework, 50% based on theory test (past papers)**Tracker 4:** 50% based on coursework, 50% based on theory test (past papers) |

**Subject: Performing Arts**

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| **September- October** | **November- December**  |
| **Planning For Employment****Portfolio:** **Performance:**Skills + Training Select + research 2How to Gain Employment Monologues/songsEmployment Plan Rehearse monologues/songs**HOM: 8** Applying Past Knowledge to New Situations; **13** Taking Responsible Risks**Literacy:** Research; newspapers; published monologues – read a range of texts {Contemporary/Classical; Genre; Style etc.}; explore + understand ideas, events + features in texts; marks are awarded for the quality of written work; express opinions about their own work; present ideas in a variety of forms**Numeracy:** Salaries for Performing Arts Job – budgeting; scaled drawings/models/floor plans; record ideas though notes or notation, dynamics, phrasing, tempo and tone; use plots + cue sheets**ICT:**  Internet research; presentation of folio items; use software, systems and consoles**TS & PC:**  Managing information; Being creative; Self-management**Prior Learning:** Developing knowledge, understanding and skills from Year 13 and Key Stage 3 & 4**RRSA:**  Article 2 – pupils look at the role of the Unions so that they learn about, + how to deal with, discrimination in the workplace. Article 28 and Article 31**Careers:**  The whole focus of this unit is how students can gain Employment in the Performing Arts Industry. For example: students outline 3 possible current job opportunities in their chosen discipline including, for each job, information on: qualifications required; contractual obligations; and fees/salaries available. Students assess how their own skills + aptitudes could be best employed in further study and/or work within related sectors.**Cross Curricular Skills:** Research skills; Links to Careers + preparing for UCAS/College/Drama School/Employment**Assessment:** Folio | **Mid-** **Term**  | **Planning For Employment continued****Portfolio:** **Performance:**A CV Prepare for the audition + interviewA headshot Perform the audition + interviewA show reel, web link, promotional DVD or demo CD, designs or photographic evidence as appropriate to the chosen disciplineEvaluation**HOM: 11** Creating, Imagining + Innovating; **12** Responding with Wonderment + Awe**Literacy:**  Research; newspapers; published monologues; explore + understand ideas, events + features in texts; marks are awarded for the quality of written work; express opinions about their own work; present ideas in a variety of forms**Numeracy:**  Timing for cutting clips for promotional DVD; measurement for headshot; counting beats for musicians, timing for actors; measuring for designers; scaled drawings/models/floor plans; record ideas though notes or notation, dynamics, phrasing, tempo/tone; use plots + cue sheets**ICT:**  Research; presentation of folio items; IMovie Maker or similar film making programme; use software, systems + consoles**TS & PC:**  Managing information; Thinking, problem solving + decision making; Being creative; Self-management**Prior Learning;** Building on skills from A2 Unit 1; Continuing to develop performance skills for the monologues/**RRSA:**  Articles 12, 28 + Article 31**Careers:**  Students create their personal CV, showreel and headshot. They prepare 2 contrasting monologues + are interviewed as standard industry practice to secure employment. Students develop their skills, techniques and work attitudes to a standard that allows progression to further training and work.**Cross Curricular Skills:** Research skills; Links to Careers + preparing for UCAS/College/Drama School/Employment**Tracking Assessment:** Audition, Interview + folio |

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| **January- February**  | **March - June** |
| **Performing To A Commission Brief****Portfolio:**A research report – summary of individual research on the social, cultural + historical context of their chosen Commission Brief **Performance:**Research the pre-released Commission BriefWork in groups to make planning decisions and agree the type of event + performance concept for the eventWork to an agreed production schedule to meet deadlinesRehearsals of the performance event**HOM: 1** Persisting; **15** Thinking Interdependently**Literacy:**  Research; newspapers; writing their own material; explore + understand ideas, events + features in texts; marks are awarded for the quality of written work; express opinions about their own work; present ideas in a variety of forms**Numeracy:**  Research the financing + marketing of professional venues; scaled drawings/models/floor plans; record ideas though notes or notation, dynamics, phrasing, tempo and tone; use plots + cue sheets; work within financial restraints**ICT:**  Research; presentation of folio items; budget + financing reports; use software, systems and consoles**TS & PC:**  Managing Information; Thinking, Problem Solving + decision making; Being Creative; Self-Management; Working with others**Prior Learning:** Developing knowledge, understanding and skills from Year 13 and Key Stage 3 & 4; Builds from GCSE Drama Unit 1 – Devised Drama**RRSA:** Articles 28 + 31; Article 13 students learn to express their thoughts in different ways + in different contexts**Careers:**  Students research finance + marketing at 2 professional venues. They are encouraged to carry out face to face or telephone interviews. Students develop their skills, techniques and work attitudes to a standard that allows progression to further training and work.**Cross Curricular Skills:** Research skills; Links to Careers + preparing for UCAS/College/Drama School/Employment; could link to a topic studied in English or History depending on the theme selected**Assessment:** Folio | **Mid- Term**  | **Performing To A Commission Brief continued****Portfolio:**Students research the financing + marketing at 2 professional venuesTake account of production costs + budgetary constraints Students consider their target audience + how to market the eventStudents carry out an administrative role from the following:Front of house;Health + safety officer;Budget + finance Education officer orPublicity officerEach student must produce 6 pages of evidence for their chosen roleEvaluationAgree a contingency planControlled Assessment**Performance:**Work in groups to make planning decisions and agree the type of event + performance concept for the eventWork to an agreed production schedule to meet deadlinesRehearse + perform the event to a CCEA Examiner + to an invited audience**HOM: 9** Thinking + Communicating with clarity + precision; **7** Questioning + Problem solving**Literacy:**  Research; newspapers; writing their own material; using scripts/prose/existing materials as a source of inspiration; explore + understand ideas, events + features in texts; marks are awarded for the quality of written work; express opinions about their own work; present ideas in a variety of forms**Numeracy:**  Research the financing + marketing of professional venues; scaled drawings/models/floor plans; record ideas though notes or notation, dynamics, phrasing, tempo and tone; use plots + cue sheets**ICT:**  Research; presentation of folio items; budget + financing reports; work within financial restraints**TS & PC:**  Managing information; Thinking, problem solving + decision making; Being creative; Self-management; Working with others**Prior Learning:** Developing knowledge, understanding and skills from Year 13 and Key Stage 3 & 4; Builds from GCSE Drama Unit 1 – Devised Drama**RRSA:**  Article 28 + Article 31; Article 13 students learn to express their thoughts in different ways + in different contexts**Careers:**  Students research finance + marketing at 2 professional venues. Students take on a live project to research the skills required to carry out a chosen administrative role producing evidence to show that they have understood the requirements of the Performing Arts role. Students develop their skills, techniques and work attitudes to a standard that allows progression to further training and work.**Prior Learning:** Developing knowledge, understanding and skills from Year 13 and Key Stage 3 & 4; Builds from GCSE Drama Unit 1 – Devised Drama**Cross Curricular Skills:** Research skills; Links to Careers + preparing for UCAS/College/Drama School/Employment; could link to a topic studied in English or History depending on the theme selected **Tracking Assessment:**  Performing Arts Event + folio |

**Year 14 A2 French**

**September-October**

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| **KBR (3 periods a week)****Grammar****(VERBS SECTION)** | **Literature** | **NDR (5 periods a week)****Grammar** | **Context of Topic and skill focus** |
| Blast revision of all tensesPresent with venir dePerfect and pluperfectImperfect | Intro to Mauriac as a novelist  | Revision of direct and indirect pronounsMoi/moi-même etc… emphatic pronounsRelative pronouns- dont/qui/que/lequel/auquel | **Term one** – Skill focus on **Listening** and **Reading** practice from A2 type questions (Q1-3) with gap-fill in French/ answers in French to questions based on a comprehension text and question 3 practice of reading a text and summarising in English. **Young People in Society*** Part-time jobs
* Education and employment
* Career planning
* Young people and democracy
* European citizenship-advantages/disadvantages- maybe look at UK situation and Brexit
* Societal attitudes to young people

**Cultural focus**- **The Occupation of France during WW2** |
| Literacy: Reading, interpreting and analysing text and sources.Numeracy: ICT: Documentary clips, google classroom and Triptico.TS & PC: Managing information, working with others, making a decision based on evidence.Thinking frame- brainstorming frame on key themes from ‘Thérèse Desqueroux’RRSA: Equality, freedom to choose your religion, right to be protected from warCareers: Tracking assessment: Past paper |

**November-December**

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| **KBR** |  The intro to the novel | **NDR** |
| Future and conditionalFuture Perfect Conditional Perfect | Start reading novel and complete exercises as we go ALONG | Demonstrative pronouns- celui/celle/ceux/celles and celui-ci/celui-laPossessive – le mien/le tien etc  |
| Passive voice all tenses |  | As above |
| As above | Texts on marriage and female oppression- look at intro to the key protagonist  | Time expressions with depuis + present and depuis + imperfect and il y a + a time frame |
| Subjunctive present tense | Intro to book, key themes, characters etc  | Word order- inversion after speech |

**January-February**

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| **KBR** | **French Literature** | **NDR** |
| Passive voice all tenses | Texts on marriage and female oppression- look at intro to the key protagonist  | Time expressions with depuis + present and depuis + imperfect and il y a + a time frame |
| Subjunctive present tense | Intro to book, key themes, characters etc  | Word order- inversion after speech |
| Subjunctive perfect tense in full and recognise imperfect subjunctive | Watch movie | Direct speech |
|   | Read book | All prepositions such as sous/sur etc and more complex ones such as au delà de |
| Comparative and superlative | Read book | Inversion after adverbs- word order |
| Quantifiers and intensifiers including beaucoup/trop/assez de/plusieurs/tant/Presque/moins/plus | Read book | translation |
| Revision of present participle | Read book |   |
| Modal verbs and negatives   | Read book | emphatic pronouns p44-45 |
| Literacy: Reading, interpreting and analysing text and sources.Numeracy: ICT: Documentary clips, google classroom and Triptico.TS & PC: Managing information, working with others, making a decision based on evidence.RRSA: Equality, freedom to choose your religion, right to be protected from warCareers: Tracking assessment: Reading comprehension and listening tasks |

**March-May**

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| Verb + infinitive | Read book |  | **Term 2 Skills**- Continue with **Listening** and **Reading practice** as above with a particular focus on **translation skills from English to French** **Our Place in a changing World*** Equality and inequality/discrimination and prejudice
* World poverty/ causes/consequences/ how to combat it
* Environmental issues and sustainable living
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| Direct and indirect pronouns consolidation | Read book | comparative and superlative p49-51 |  |
|   | END book, definitions cards | y and en | Stress and young people**Topic work- Our Place in a Changing world*** Immigration and emigration- causes/benefits and related issues
* Benefits of a multicultural society
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|  | Lesson on essay writing and exemplar essay study | order of pronouns\*\* |   |
|   | Therese and marriageGuilty or innocent protagonist | possessive pronouns p 82-83 | Past papers and grammar revision |
| Indirect speech | Bernard Gender roles and power dynamic | demonstrative pronouns p 84-85 | past papers and revision |
| Dependent infinitives | Isolation and sanityThe theme of destiny | relative pronouns p 86-87 | past papers and revision |
| Present participle/perfect infinitive  | Anne- Bernard’s sister | revision | past papers and revision |
|  | Symbols and metaphorsThe theme of religion in the novel | revision | past papers |
|   | Irony and Imagery in the novel | revision | past papers/oral exam prep |
| End of course |  |   | past papers/oral exam prep KBR and assistant |
| revision | revision |   | past papers/oral exam prep |
| Literacy: Reading, interpreting and analysing text and sources.Numeracy: ICT: Documentary clips, google classroom and Triptico.TS & PC: Managing information, working with others, making a decision based on evidence.Thinking Frames:- Sequencing Frame for speaking presentation on the occupation of FranceRRSA: Equality, freedom to choose your religion, right to be protected from warCareers: Tracking assessment: Grammar lexical exercises |

**Subject: Health and Social Care**

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| **September- October** | **November- December**  |
| **Unit 2 Body systems and physiological disorders****Content to include :*** Circulatory and respiratory systems / control mechanisms
* Monitoring physiological status
* Diagnosis, treatment and care pathway of a chosen disorder
* Effects of a disorder or illness on individuals

Students will complete 6 pieces of coursework as this unit is assessed internally. The total word count for the completed unit coursework is 5000 words. Students should use private study at home and in school to research work so that teacher feedback can be provided in timetabled lessons.Literacy: Key terms in development/extended writing of courseworkNumeracy: monitoring of stats / displaying resultsICT: research stages of identified disorder /illnessTS & PC: Working with others (WWO), Self-Management (SM)RRSA: 24Careers: Care professionals involved in treatment and diagnosis of their chosen condition | **Mid-** **Term**  | **Completion of unit 2 coursework****Unit 4 – Public Health and Health Promotion** **Content to include:*** Concept of public health
* Public health issues in UK and how they are being addressed in NI
* Legislation and health promotion policies

Literacy: reading and research for understandingNumeracy: interpretation of dataICT: research public health campaignTS & PC: WWO, SMRRSA: 24Careers: The role of the Public Health AgencyTracking assessment: completed coursework tasks |

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| **January- February**  | **March** |
| **Unit 4 – Public Health and Health Promotion** **Content to include:*** Planning / preparing and evaluating a health promotion

Literacy: Extended writing / controlled assessmentNumeracy: Handling data - demographicsICT: Typing of coursework, secondary research for statistics and research on ways government priorities are achieved.TS & PC: SM /WWO/ MIRRSA:24Careers: health promotion / public health services and advice  | **Mid- Term**  | **Unit 3 – Providing Services (target groups to include)*** Children and families
* Older people
* People with physical disabilities /illnesses
* People with learning disabilities
* People with mental illnesses

Students will receive per-release materials from CCEA to research a range of issues in preparation for external exam.Literacy: extended writingNumeracy: comparison of dataICT: Research on policies, voluntary and statutory organisationsTS & PC: MI, SMRRSA: 16,18, 27,24,23Careers: Roles of health professionals linked with chosen target group |

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|  | **April-May** | **June** |
| **Easter holidays** | **Preparation for external exam – use of pre-release materials. CCEA will publish areas from across the specification on which the exam will focus. Students will consider the case study in relation to client needs.**Literacy: Extended writing taskNumeracy: Looking at demographic dataICT: Typing of courseworkTS & PC: MI, SM,WWO,RRSA: 16,18, 27,24,23Careers: Roles of health professionals linked with chosen target group Tracking assessment: Mock exam (written paper 1hr30mins) | **Revision** |  |

**Subject: History**

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| **September- October** | **November- December**  |
| Clash of IdeologiesRevision of 1900-1933 completed in JuneThe struggle for survival 1933-45* Main events in Soviet foreign policy 1933-45
* Motives, response and methods of western governments and degree of success 1933-45
* Impact of WW2 on USSR, Yalta and Potsdam agreements.

The Search for Security 1945-56* Main events in Soviet foreign policy 1945-56
* Motives, response and methods of western governments.

Co-operation and coexistence 1956-79* Main events in Soviet foreign policy 1956-64
* Role of western governments 1956-64
* Main events in Soviet foreign policy 1964-79
* Role of western governments 1964-79

Soviet aggression, decline and collapse 1979-91* Soviet foreign policy 1979-91
* Role of western governments 1979-91

Literacy: Reading, interpreting and analysing text.Numeracy: Timelines ICT: Documentary clips. google classroom and Triptico.TS & PC: Managing information, working with others, making a decision based on evidence.RRSA: Right to a nationality and self-determination, freedom of association, assembly and freedom from tyranny.Careers: Politician, Lawyer, Civil servantAssessment: Past paper essay question. | **Mid-** **Term**  | The crisis over the Home Rule Bill up to September 1914 First World War Literacy: Reading, interpreting and analysing text and sources.Numeracy: TImelinesICT: Documentary clips, google classroom and Triptico.TS & PC: Managing information, working with others, making a decision based on evidence.RRSA: Right to a nationality, freedom of association, freedom from tyranny. Right to self determination.Careers: Military, Politician. Writer.Tracking assessment: Mock exam |

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| **January- February**  | **March** |
| Political developments 1914-18* Easter Rising
* Decline of IPP / Rise of Sinn Fein

 Political developments 1919-1921.Literacy: Reading, interpreting and analysing text and sources.Numeracy: Timelines ICT: Documentary clips, google classroom and Triptico.TS & PC: Managing information, working with others, making a decision based on evidence.RRSA: Right to democratic freedoms, Equality, right to self-determination.Careers: Politician and civil servant.Assessment: Past paper source and essay question. | **Mid- Term**  | Anglo-Irish War 1919-21, Irish Civil War / Northern Ireland 1920 - 1925.Literacy: Reading, interpreting and analysing text and sources.Numeracy: Timelines ICT: Documentary clips, google classroom and Triptico.TS & PC: Managing information, working with others, making a decision based on evidence.RRSA: Equality, freedom to choose your religion, free and fair elections.Careers: Politician. Tracking assessment: Past paper source and essay question.  |

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|  | **April-May** |
| **Easter holidays** | Northern Ireland 1920 - 1925 / Irish Free State after Civil War / Revision Literacy: Reading, interpreting and analysing text and sources.Numeracy: TimelinesICT: Documentary clips, google classroom and Triptico.TS & PC: Managing information, working with others, making a decision based on evidence.RRSA: Equality, freedom to choose your religion, free and fair elections..Careers: Politician and civil servant.Tracking assessment: Past paper under timed conditions.  |

**Subject: ICT**

ICT uses Google Classroom to set tasks, place resources, and monitor student’s progress. Students receive detailed tasks, dates for submission, are able to hand in drafts for checking, and other homework, and receive feedback, suggestions and more. Parents can be invited to join and see the progress of their child.

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| **September- October** | **November- December**  |
| ***Unit 3: Computer Systems*****Literacy**: Reading websites, key terms, sending and receiving emailsRead technical data and articles.Write for different audiences and purposes. **Numeracy**: Technical understanding of components and systems. Programming and the background to hardware. **ICT**:Understand the components of computer systems. Be able to set up and maintain computer systems.Research, and understand internal systems, peripheral devices, operating systems, and software utilities. High level Use of Google Classroom for submission of work, monitoring, and receiving tasks.Use of social media for developing range of ideas for personal development plan and careers. **TS & PC:**Working with others.Being creativeManaging information**RRSA**: Right to education, safety online, appropriate use of language, Article 16: You should be able to keep things private, unless the law says a reason that you can’t.Article 12: You have a right to a say in decisions that impact you. [choice of coursework decisions, career decisions e.g. careers fair.] **Careers**: Research careers related to each topic. Careers Fair at Queens University.Careers talks from employers e.g. PWC Tracking assessment Coursework submission  | **Mid-** **Term**  | ***Unit 5: Organisational Systems Security*****Literacy**: Reading websites, key terms, sending and receiving emailsExplain the impact of different types of threat to an organisation. Describe how software and network security can keep systems and data secure. Read policies and guidelines, and understand contract of employment. Write for different audiences and purposes. **Numeracy**: Malicious codes, malware, spyware, hacking, and theft of data. **ICT**:Threats and impacts to IT systems. Physical and network and software protection Research, and understand internal systems, peripheral devices, operating systems, and software utilities. High level Use of Google Classroom for submission of work, monitoring, and receiving tasks.Use of social media for developing range of ideas for personal development plan and careers. **TS & PC:**Working with others.Being creativeManaging information**RRSA**: Right to education, safety online, appropriate use of language, Article 16: You should be able to keep things private, unless the law says a reason that you can’t.Article 12: You have a right to a say in decisions that impact you. [choice of coursework decisions, career decisions e.g. careers fair.] Legal issues around security, protection of data, and theft of data. **Careers**: Read policies and guidelines, and understand contract of employment. Research careers related to each topic. Tracking assessment Coursework submission  |

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| **January- February**  | **March** |
| ***Unit 29: The Business Environment*****Literacy**: Reading websites, key terms, sending and receiving emailsResearch business and the environment.Write for different audiences and purposes. Describe types of business, stakeholders, contrasting economic environments for a business. Research key areas of business: people, operations, finance, and ICT.Analysis and compare and contrast skills needed.**Numeracy**: Understand financial objectives of a business: sources of, profit, return, risks, and failure rate. Examining data for changing economic and environmental conditions. The impact of economic data.**ICT**:Analyse types of businesses High level Use of Google Classroom for submission of work, monitoring, and receiving tasks.Use of social media within the business environment. . **TS & PC:**Working with others.Being creativeManaging information**RRSA**: Right to education, safety online, appropriate use of language, Article 16: You should be able to keep things private, unless the law says a reason that you can’t.Article 12: You have a right to a say in decisions that impact you. [choice of coursework decisions, career decisions e.g. careers fair.] Ethical decisions and environmental considerations in the setup of a business. Legal, social and political factors in the setup of a business.**Careers**: Research careers related to each topic. e.g. Business Analyst. IT analyst. IT within business sector. Tracking assessment Coursework submission  | **Mid- Term**  | ***Unit 29: The Business Environment***Continued |

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|  | **April-May** | **June** |
| **Easter holidays** | ***Unit 30: Business Resources*****Literacy**: Reading websites, key terms, sending and receiving emailsResearch areas of a business including human, personnel, finance, and technology. Write for different audiences and purposes. Research mission objectives of a business Analysis and compare and contrast skills needed.**Numeracy**: Understand financial objectives of a business: sources of, profit, return, risks, and failure rate and loan, mortgage, factoring, leasing, hp, venture capital, and balance sheets.**ICT**:Understand the interactions of ICT within a business environment. Be able to set up and maintain computer systems.Research, and understand internal systems, peripheral devices, operating systems, and software utilities. High level Use of Google Classroom for submission of work, monitoring, and receiving tasks.Use of social media for developing range of ideas for personal development plan and careers. **TS & PC:**Working with others.Being creativeManaging information**RRSA**: Right to education, safety online, appropriate use of language, Article 16: You should be able to keep things private, unless the law says a reason that you can’t.Article 12: You have a right to a say in decisions that impact you. [choice of coursework decisions, career decisions e.g. careers fair.] Ethical decisions and environmental considerations in the set up of a business. Intellectual property. Software licences. **Careers**: Research careers related to each topic. Human Resources and personnel: relationships within departments.Monitoring and performance. Tracking assessment Coursework submission  | **Revision** | ***Unit 30: Business Resources***Continued |

**Subject: Biology**

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| **September- October** | **November- December**  |
|  ***Unit A2-1***Homeostasis and the KidneyImmunityCoordination and control in plants and animals Neurones and synapsisEye and muscleLiteracy: exam style questions / essay prep questions/ Numeracy: calculations in net filtration force interpretation of graphsICT: Research TS & PC: Give and respond to feedback, plan and set goals, record and present information.RRSA:Careers: medical research/ anatomy and physiology Tracking assessment ***Unit A2-2***Respiration PhotosynthesisDNA Literacy: exam style questions / essay prep questions/ Numeracy: calculations in net filtration force interpretation of graphsICT: Research TS & PC: Give and respond to feedback, plan and set goals, record and present information.RRSA:Careers: medical research/ anatomy and physiology Tracking assessment | **Mid-** **Term**  | ***Unit A2-1***Homeostasis and the KidneyImmunityCoordination and control in plants and animals Neurones and synapsisEye and muscleLiteracy: exam style questions / essay prep questions/ Numeracy: calculations in net filtration force interpretation of graphsICT: Research TS & PC: Give and respond to feedback, plan and set goals, record and present information.RRSA:Careers: medical research/ anatomy and physiology Tracking assessment ***Unit A2-2***Respiration PhotosynthesisDNA Literacy: exam style questions / essay prep questions/ Numeracy: calculations in net filtration force interpretation of graphsICT: Research TS & PC: Give and respond to feedback, plan and set goals, record and present information.RRSA:Careers: medical research/ anatomy and physiology Tracking assessment |

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| **January- February**  | **March- April**  |
| ***Unit A2-1***Populations and communitiesEcological energeticsNutrient cyclingLiteracy: exam style questions / essay prep questions/ Numeracy :interpretation of graphs ICT: Research TS & PC: Give and respond to feedback, plan and set goals, record and present information.RRSA:Careers: medical research/ anatomy and physiology Tracking assessment***Unit A2-2***Gene technologyPatterns of inheritancePopulation genetics Biology Plant and animal kingdoms and statistics Literacy: exam style questions / essay prep questions/ Numeracy: calculations in net filtration force interpretation of graphsICT: Research TS & PC: Give and respond to feedback, plan and set goals, record and present information.RRSA:Careers: medical research/ genetics / medicine/ ecological areaTracking assessment | **Mid- Term**  | ***Unit A2-1***Populations and communitiesEcological energeticsNutrient cyclingLiteracy: exam style questions / essay prep questions/ Numeracy :interpretation of graphs ICT: Research TS & PC: Give and respond to feedback, plan and set goals, record and present information.RRSA:Careers: medical research/ anatomy and physiology Tracking assessment***Unit A2-2***Gene technologyPatterns of inheritancePopulation genetics Biology Plant and animal kingdoms and statistics Literacy: exam style questions / essay prep questions/ Numeracy: calculations in net filtration force interpretation of graphsICT: Research TS & PC: Give and respond to feedback, plan and set goals, |

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|  | **April-May** | **June** |
| **Easter holidays** | Biology Plant and animal kingdoms and statistics Literacy: Exam preparation & techniqueNumeracy: Graph analysisICT: RevisionTS & PC: Manage time, ask focused questions, respond to feedback.RRSA:Careers:Tracking assessment: A level exam | **Revision** | Study leaveLiteracy:Numeracy:ICT: TS & PC:RRSA:Careers: |

**Subject Physics**

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| **September- October** | **November- December**  |
| Topics: A2 Unit 1- Deformation of solids, thermal physics, Circualr motion oscillations and atomic and nuclear physics and associated investigations and Data analysis Literacy: Vocab lists, definitions and exam style questionsNumeracy: Rearranging equations, standard form, prefixesICT: PhET simulationsTS & PC: Work with the class teacher to complete experiments.RRSA:Careers: Engineering, particularly civil with beam deflectionsTracking assessment: Topic Tests | **Mid-** **Term**  |  Topics: A2 Unit 1- Deformation of solids, thermal physics, Circualr motion oscillations and atomic and nuclear physics Literacy: Vocab lists, definitions and exam style questionsNumeracy: Equations of motion, newton’s laws, momentum and impulse equationsICT: PhET simulations and iPad appsTS& PC: Work with the class teacher to complete experiments. RRSA:Careers: Engineering, electrician.Tracking assessment: Topic tests |

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| **January- February**  | **March- April**  |
| Topics: A2 Unit 2- Fields, Capacitors, and Particle Physics and associated investigations and Data analysis Literacy: Vocab lists, definitions and exam style questionsNumeracy: Prefixes, standard form, wave equation, lens equations and young’s slits equations.ICT: PhET simulationsTS & PC: Group work for experiments and prescribed practicalsRRSA: Careers: Optometrist, health physicist, radiographer. Tracking assessment: Topic tests | **Mid- Term**  | Topics: A2 Unit 2- Fields, Capacitors, and Particle Physics and associated investigations and Data analysisLiteracy: Vocab lists, definitions and exam style questionsNumeracy: Converting units, prefixes, standard form and solving equationsICT: PhET simulationsTS & PC: Group work for experiments and prescribed practicalsRRSA: Careers: Quantum scientist, astronomer. Tracking assessment: Topic tests |

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|  | **April-May** | **June** |
| **Easter holidays** | Exam preparation and exam technique Literacy:Numeracy:ICT:TS & PC: Plan and set goals, ask focused questions.RRSA:Careers: Tracking assessment: | **Revision** | Study leave |

**Subject: Mathematics**

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| **September- October** | **November- December**  |
|  Unit 1: Pure Factorisation and Partial Fractions Radian Measure Functions (1) Differentiation Functions (2): Modulus, Transformations, Parametric Sequences and Series *Prior Knowledge: Basic Differentiation, Straight Line/Quadratic/Reciprocal Graphs*Literacy: Technical keywords highlighted and explainedNumeracy: ThroughoutICT: Use of graphing softwareTS & PC: Problem solving, Working with Others, Self-ManagementRRSA: Article 28Careers:  Tracking assessment: Past paper questions | **Mid-** **Term**  |   Binomial Expansion Trigonometry Integration  *Prior Knowledge: AS Binomial Expansion and Trigonometry*Literacy: Technical keywords highlighted and explainedNumeracy: ThroughoutICT: Use of graphing softwareTS & PC: Problem solving, Working with Others, Self-ManagementRRSA: Article 28Careers:  Tracking assessment: Past paper questions |

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| **January- February**  | **March** |
|  Differential Equations Numerical Methods  Unit 2: Mechanics Kinematics Moments Impulse and momentum *Prior Knowledge: Trial and Improvement* Literacy: Technical keywords highlighted and explainedNumeracy: ThroughoutICT: Use of graphing softwareTS & PC: Problem solving, Working with Others, Self-ManagementRRSA: Article 28Careers:   | **Mid- Term**  |  Unit 3: Statistics Probability Statistical Distributions  *Prior Knowledge: Venn Diagrams, Probability Trees*Literacy: Technical keywords highlighted and explainedNumeracy: ThroughoutICT: Use of graphing softwareTS & PC: Problem solving, Working with Others, Self-ManagementRRSA: Article 28Careers:  Tracking assessment: Past paper questions |

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|  | **April-May** | **June** |
| **Easter holidays** |  Hypothesis Testing Revision *Prior Knowledge: Statistical Distributions and Tables*Literacy: Technical keywords highlighted and explainedNumeracy: ThroughoutICT: Use of graphing softwareTS & PC: Problem solving, Working with Others, Self-ManagementRRSA: Article 28Careers:  Tracking assessment: Past paper questions | **Revision** | **External Assessment:** * **A2 Unit 1(Pure) – Thurs 30th May 2024**
* **A2 Unit 2 (Applied) – Wed 12th June 2024**
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 **Subject: A Level Media Studies**

 **Eduqas Specification**

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| **September- October** | **November- December**  |
| Re-cap of Media Language and Core Theorists  *INTRODUCTION to NEW THEORISTS for C2 examination: Baudrillard/ van Zoonen/ bell hooks/ Butler/ Gilroy/ Livingstone and Lunt/ Hesmondhalgh/ Jenkins/ Shirky* Component 2: Section B: Magazines* Vogue (July 1965)
* The Big Issue (October 2016)

**Students will study each text with focus upon: media language, representations, industry and audience.**Component 2: Section A: TV* Humans S1 E1

**Students will study each text with focus upon: media language, representations, industry and audience.** Component 3:Introduction to magazine brief Completion of research portfolioStatement of Aims and Intentions (500 words) TR1: A Level 2 x 15 marker on Vogue / The Big IssueLiteracy: Understanding how audio-visual communicates meaning, themes and emotions.Numeracy: Economic influences upon film.ICT: Use of software packages to collate research.TS & PC: SM: Set personal targets and fulfil deadlinesRRSA: Article 12 (Have a say in decisions that affect you)Careers: DirectorTracking assessment: A Level stepped question (30 mins) | **Mid-** **Term**  | Component 2: Section A: Television* The Returned/ ‘Les Revenants’ – S1 E1 ‘Camille’

  Component 2: Section C: Online Media * Zoella.com (vlogger/ internet personality

**Students will study each text with focus upon: media language, representations, industry and audience.**Component 3:Progression through production element (magazine cover/ advertorial) – use of iPad Apps to complete set products 1 and 2.  TR2: Component 2 examination (1h 40mins) – TV/ Mag  Literacy: Interpret, analyse and present information in extended written formats, with reference to critical perspectives (essays)Numeracy: Recognition of circulation figures in newspaper industries.ICT: Developing competency and expertise in the use of Photoshop.TS & PC: WWO: Learn with and from others through cooperation and paired learning with Photoshop.RRSA: Article 28 (You have a right to an education)Careers: EditingTracking assessment: Winter examination (Component 1 examination) |

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| **January- February**  | **March** |
| Completion of C2 SC: Online Media* Attitude.com (e magazine)

Return to C1: Component 1 Section B: Industry/ Audience – Radio* Late Night Woman’s Hour – 2 podcasts

 Component 3:Completion of print production: double paged feature spread.  Literacy: Understanding of non-English language texts and their ability to communicate meaning.Numeracy: Understanding of economic contexts globally and nationally. ICT: SM: Monitor, review and evaluate progress and improve their learning (identifying strengths and weakness)TS & PC: BC: Make ideas real by experimenting (C3)RRSA: Article 31 (you have the right to drama)Careers: ICT and Website Design | **Mid- Term**  | Component 1 Section B: Industry/ Audience – Video Gaming* Assassin’s Creed III: Liberation

 Component 1 Section A focus:* Section A: The Times – Brexit Edition
* Section A: Daily Mirror – Brexit Edition

Component 3: Complete cross-media design –webpage with audio – use of wix.comComponent 3: Completion of C3 production – end of March 2021 TR3: Predicted grade Literacy: Effectively manage time in examination context.Numeracy: Understanding of time and audience effects.ICT: Create, develop and publish ideas using website software packages.TS & PC: SM: Focus, sustain attention and persist with tasks.RRSA: Article 2 (You have the right to protection against discrimination)Careers: MarketingTracking assessment: Predicted grade |

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|  | **April-May** | **June** |
| **Easter holidays** | Completion of new C1 content:* Section B: The Times – Theresa May edition
* Section B:Daily Mirror – Trump & Theresa May edition

Components 1 and 2 combendium revision of C1 texts from Y13.Revision classes – text by text – focused lessons & key insights for C1 and C2 examinations  Literacy: Understanding of how meanings and emotions can be created on new digital platforms in the digital age.Numeracy: Time management in exam situations and revision.ICT: Continued use of website software packages.TS & PC: SM: Set personal learning goalsRRSA: Article 28 (You have the right to an education)Careers: Editing   | **Revision** | **STUDY LEAVE** |

**Subject: RE**

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| **September- October** | **November- December**  |
| **Galatians*** Knowledge, understanding and critical evaluation of:
* Explore the social and historical context of Galatians.
* Identify the reasons for Paul writing and the issues which developed in Galatia following the first Missionary Journey (1:1–2:21).
* Examine Paul’s main themes in the letter and how they relate to his audience.
* Consider Paul’s teaching on Justification by Faith and the purpose of the Law(3:1–5:6);
* Explore what life and Spirit and Christian Freedom meant to Paul (5:7–6:10);
* Evaluate the value of this text for the early Church.
* Explore the theological and ethical content and the importance of codes for living.

Literacy: Essay writing and exegesis, analysis of scholarly opinion.Numeracy:ICT: Google ClassroomTS & PC: WO, MIRRSA: Article 14Careers: Link to studying Theology/BEdTracking assessment: Essay on the ending of Acts. | **Mid-** **Term**  | **Paul’s first letter to the Corinthians.**Knowledge, understanding and critical evaluation of:Identify the **context** of the letter and the **problems** arising in the Corinthian Church following the Second Missionary Journey.Explore Paul’s teaching on unity (1:1–4:21) and its relevance to his audience;A consideration of Paul’s teachings on Christian moral living (5:1–13, 6:12–20,7:1–8:13 and 10:14–11:1)Literacy: Essay writing & exegesis of Stephen’s speech, analysis of scholarly opinion.Numeracy:ICT: Google ClassroomTS & PC:WO, MI, SMRRSA: Article 8, Article 12, Article 14, Article 19.Careers: Link to studying Theology/BEdTracking assessment: Mock exam on all content to date. |

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| **January- February**  | **March** |
| **Paul’s First Letter to the Corinthians*** A consideration of Paul’s guidance for Church life and worship (11:2–14:40 and 16:1–4).
* Evaluate the value of this text for the early Church and its relevance for today.

Literacy: Essay writing and exegesis, analysis of scholarly opinion.Numeracy:ICT: Google ClassroomTS & PC: WO, MI, SMRRSA: Article 8, Article 12, Article 14, Article 19.Careers: Link to studying Theology/BEd | **Mid- Term**  | **Paul’s Letter to the Ephesians*** Identify the historical context of the text, how the Church was established during the Third Missionary Journey.
* Consider the evidence that this letter was written while in prison in Rome.
* Explore the roles that it presents Paul in – teacher, pastor and theologian and practical and theological advice he gives.
* Explore the theological teaching on God’s plan for salvation through Christ (1:1–3:21).
* Consider the Christian life: in the local Church (4:1–16); The world today (4:17–5:20); and In the family and household (5:21–6:9).
* Evaluate Paul’s advice on spiritual warfare and the armour of God (6:10–18).
* Reflect on the value of this text for the early Church and its relevance for today.

Literacy: Essay writing and exegesis; analysis of scholarly opinion.Numeracy:ICT: Google ClassroomTS & PC: WO, MI, SMRRSA: Article 8, Article 12, Article 14, Article 19.Careers: Link to studying Theology/BEd.Tracking assessment 1hr 30 min exam on content covered so far. Answer 2 questions out of 4. |

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|  | **April-May** | **June** |
| **Easter holidays** | **Preparation for Synoptic Assessment Part A & B****Theme: Controversy, Division and Reconciliation.**Literacy: Essay writing and exegesis; analysis of scholarly opinion.Numeracy:ICT: Google classroomTS & PC: WO, MI, SMRRSA: Article 8, Article 12, Article 14, Article 19.Careers: Link to studying Theology/BEd. | **Revision** | RevisionLiteracy: Essay writing and exegesis; analysis of scholarly opinion.Numeracy:ICT: Google classroomTS & PC: WO, MI, SMRRSA: Article 8, Article 12, Article 14, Article 19.Careers: Link to studying Theology/BEd. |

**Subject- Religious Studies (Religious Ethics – unit 7)**

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| **September- October** | **November- December**  |
| ***Introduction to the course –***  Topic 5 - Moral Theory* What are virtues
* Where did virtues come from
* What are virtue ethics
* Examples in practice
* What is relativism
* How can a Christian adapt this approach to ethics?
* What is an absolutist approach?
* How does Free Will fit withing ethical frameworks?
* Christian and secular beliefs on Free Will
* What is determinism
* Scholar beliefs on determinism

Literacy: Reading and evaluating sourcesNumeracy: working out dates/years since the eventICT: Research opportunities using ICTTS & PC: working with others, independent learningRRSA: Appreciating alternative points of views and argumentsCareers: Teaching/Archaeology Tracking assessment : Past Paper written assessments  | **Mid-** **Term**  | Topic 6 – Global rights and the nature of rights * The nature of and evolution of Human Rights
* Christina and secular views on Human Rights
* UDHR – Universal Declaration of Human Rights
* Examples of violations of these rights
* Human rights in practice – differing views globally
* Animals rights
* Religion and animal rights

Literacy: Reading and evaluating sourcesNumeracy: working out dates/years since the eventICT: Research opportunities using ICTTS & PC: working with others, independent learningRRSA: Appreciating alternative points of views and argumentsCareers: Teaching/Archaeology Tracking assessment : Past Paper written assessments |

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| **January- February**  | **March** |
| Continuing and completing topic 6 – Global rights Topic 7 – Global rights and sexual identity and gender justice * The nature of sexual identity
* Religious and secular views and same-sex relationships
* Marriage and the origins and evolution of marriage
* Women's rights
* Feminism – origins and types
* Religious views on women’s rights
* Violation of women rights – FGM, honour killings etc.
* Birth control and contraception
* Religious and secular view on birth control and contraception

Literacy: Reading and evaluating sourcesNumeracy: working out dates/years since the eventICT: Research opportunities using ICTTS & PC: working with others, independent learningRRSA: Appreciating alternative points of views and argumentsCareers: Teaching/Archaeology Tracking assessment : Past Paper written assessments | **Mid- Term**  | Topic 8 - Global issues – War and Peace * Just War Theory
* Religious origins of JWT
* JWT and contemporary society
* Post-war justice
* War and human experience – impact of war
* WMD
* Pacifism

 Literacy: Reading and evaluating sourcesNumeracy: working out dates/years since the eventICT: Research opportunities using ICTTS & PC: working with others, independent learningRRSA: Appreciating alternative points of views and argumentsCareers: Teaching/Archaeology Tracking assessment : Past Paper written assessments |

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|  | **April-May** | **June** |
| **Easter holidays** | Topic 9 – Global issues – Justice, Law and Punishment * Concept and origins of justice
* Punishment – nature and types
* Religious and secular views on punishment
* Capital punishment
* Religious and secular views on capital punishment
* Ethical systems and capital punishment

Topic 10 – synoptic – Conscience, Freedom and Tolerance - interspersed and worked on throughout the year. Revision and exam prepLiteracy: Reading and evaluating sourcesNumeracy: working out dates/years since the eventICT: Research opportunities using ICTTS & PC: working with others, independent learningRRSA: Appreciating alternative points of views and argumentsCareers: Teaching/Archaeology Tracking assessment : Past Paper written assessments | **Revision** | Revision and exam prepLiteracy: Reading and evaluating sourcesNumeracy: working out dates/years since the eventICT: Research opportunities using ICTTS & PC: working with others, independent learningRRSA: Appreciating alternative points of views and argumentsCareers: Teaching/Archaeology Tracking assessment : Past Paper written assessments |

**Subject: English Language and Literature**

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| **September- October** | **November- December**  |
| Introduction to Non-Examination Assessment (NEA) with Miss Hatchell*A Streetcar Named Desire* by Tennessee Williams:Understand context, characters and events with Miss Hatchell*Into the Wild by John Krakaeur*:Understand context, characters and events.Literacy: Using a formal writing styleNumeracy: using spreadsheets and handling dataICT: Researching chosen textsTS & PC: MI, BCRRSA: Article 12Careers: Linking NEA with career choicesTracking assessment: Creative and comementary task based on Into the Wild. | **Mid-** **Term**  | Completion of NEA with Miss Hatchell*A Streetcar Named Desire* by Tennessee Williams Consolidate and analyse of context, characters and events in light of assessment theme: *Conflict with miss Hatchell*Into the Wild by John Karkaeur with Ms SwiftLiteracy: writing a formal research paperNumeracy: meeting word counts and deadlinesICT: Using internet to research material for NEA reviewTS & PC: MIRRSA: Article 12Tracking assessment: Recreative and commentary task. |

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| **January- February**  | **March** |
| *A Streetcar Named Desire* by Tennessee Williams Consolidate and analyse of context, characters and events in light of assessment theme: *Conflict*. This term: examination preparation and essay response/ writing techniques with Miss HatchellRevision of Duffy Poetry & The Lovely Bones with Ms SwiftLiteracy: Examination techniqueICT: Use of Google Classroom to research and complete revision tasksTS & PC: MIRRSA: Article 2Tracking assessment: NEA assessment | **Mid- Term**  | Revision of Duffy Poetry & *The Lovely Bones with Ms Swift**A Streetcar Named Desire* by Tennessee Williams Consolidate and analyse of context, characters and events in light of assessment theme: *Conflict*. This term: examination preparation and essay response/ writing techniques with Miss Hatchell*Into the Wild revision with Ms Swift.*Literacy: Examination techniqueNumeracy: Timed responses, managing and meeting time limitsTS & PC: MIRRSA: Article 2 |

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|  | **April-June** |
| **Easter holidays** | Revision of Paris Anthology*A Streetcar Named Desire* by Tennessee Williams: revision and final examination preparation.*Into the Wild by John Krakaeur*:Revision and final examination preparation.Revision of The Lovely BonesRevision of Meantime by Carol Ann Duffy. |

**Subject: Uniformed Protective Services: Single Award**

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| **September- February** | **March- June** |
| **Unit 15: Police Powers**It is important that, to understand the context in which they are working, those working in the protective services and other public services develop an awareness of the legal rules governing the criminal trial process and the personnel involved. In this unit, you will develop an understanding of the criminal justice system. You will look at the criminal trial process and examine the procedures that must be followed before the trial and during the trial itself. To understand why certain offenders receive specific sentences, you will explore thedifferent types of sentencing and what the aims of sentencing are. This unit will introduce you to the various personnel involved in the administration of justice and their respective roles in the criminal trial process. You will explore the legal framework within which the police must work when searching, arresting, detaining and interviewing individuals, including how the rights of the individual are safeguarded. You will investigate the procedure for making a complaint against the police when an individual feels that their rights have been infringed. This unit will help you to progress to higher education courses associated with the uniformed protective services and related disciplines, such as degrees in law, criminology and police andcriminal investigation. The knowledge and skills developed in this unit will help you to progress to a variety of employment or apprenticeship opportunities that focus on policing.Literacy: Acquisition of new vocabulary and coursework completion.  RRSA: Understand the issues that encompass policingICT: Google classroom and word used to create and submit courseworkTS & PC: Focus, sustain attention and persist with tasks.Seek advice when necessary. | **Unit 5: Teamwork, Leadership and Communication in the UPS**The ability to effectively lead and support is crucial in the uniformed protective services. When all members of a team understand their role, feel supported and know what is expected of them, an effective team can achieve its objectives. Teamwork and effective communication are embeddedin the uniformed protective services.In this unit, you will learn about leadership, investigating the different styles of leadership and how they are best used in the uniformed protective services. You will learn how to be an effective teammember while developing leadership skills and will have the opportunity to apply these skills in different situations. You will gain an understanding of the different types of communication systems used by the uniformed protective services, and the importance of clear communication, together with learning how these systems have enabled the services to become more efficient. In completing the assessment tasks for this unit, you can draw on your learning from across your programme.Completing the unit will help you to progress to degree or apprenticeship programmes that focus on work with external organisations and to employment.Literacy: Acquisition of new vocabulary and coursework completion.  RRSA: Understand the issues that encompass good team workICT: Google classroom and word used to create and submit courseworkTS & PC: Focus, sustain attention and persist with tasks.Seek advice when necessary. |

**Subject: Uniformed Protective Services: Double Award (also to complete Unit 5 As per SA, Sept - Feb.)**

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| **September- January** |  | **February- June** |
| . **Unit 6: Government and the Protective Services (Exam)**Protective services are an essential part of UK society. They perform a wide range of duties, both statutory and non-statutory, in the interests of the public. In this unit, you will develop your knowledge of the scope of current protective services, the meaning of statutory requirements at different levels of government and how these requirements impact on how protective services function. You will also examine the roles and responsibilities of the government at different levels, and the individual and collective roles and responsibilities of those working in the protective services. You will be introduced to how protective services work individually and collaboratively. You will understand the funding of protective services – where the money comes from, the importance of accountability for the use of these funds and the services delivered through this funding. You will develop your knowledge of key terminology used in the study of governmentand policies. You will also investigate policy development process and the impact that government policies can have on protective services, individuals and communities.The skills you gain in this unit will help you to progress to study in higher education in apublic-sector-related discipline. Also, the skills and knowledge you gain in this unit will support you in progressing to employment in public service organisations in a role such as management and government policy interpretation.Literacy: exam techniqueCareers: understand the requirements for a career in the public servicesICT: Google classroom and word used to create and submit courseworkTS & PC: Focus, sustain attention and persist with tasks.Seek advice when necessary. | **Unit 1: Citizenship and Diversity**To be able to support communities in the UK effectively, uniformed protective services employees must understand the rights and responsibilities of individuals and the diverse nature of these communities in society. For society to function fairly and effectively, it is essential that uniformedprotective services promote equality and diversity, ensuring that all members of society have parity.In this unit, you will explore the features of communities in the UK and investigate the role of citizenship in society. You will learn about the rights of individuals and explore ways in which both citizens and the uniformed protective services meet their responsibilities. Alongside this, you willinvestigate the different approaches and methods taken by the UK uniformed protective services to promote diversity and equality of service in a changing world. You will develop analytical and research skills, questioning and interpreting data to support decision making on aspects such as changes in service provision as a result of changing demographics and other factors.This unit will support progression to higher-education courses that focus on diversity and inclusive practice, equality and the community. An understanding of how society and the uniformed protective services work together is also relevant for progression to an Apprenticeship andemployment in a variety of roles in the uniformed protective services.Literacy: Acquisition of new vocabulary and coursework completion.  RRSA: Understand the issues that encompass good citizensICT: Google classroom and word used to create and submit courseworkTS & PC: Focus, sustain attention and persist with tasks.Seek advice when necessary. | **Unit 12: Developing Personal Fitness Programmes**This unit gives learners the opportunity to develop the skills needed to be able to create, adapt, implement and monitor a fitness training programme to improve their own personal fitness for a uniformed protective service role. Learners will follow the programme they have created and will complete a training diary to record results. They then need to review the success of their programme. Learners will need to apply knowledge of fitness training by putting it into practice. They will use a fitness training programme to prepare for the requirements of working in the uniformed protective services. They will review their own fitness and amend and expand on the fitness programme written in Physical Preparation, Health and Wellbeing. Learners will then follow the programme they have created to improve their fitness for employment in the uniformed protective services. This unit involves learners undertaking different methods of fitness training, including methods to improve flexibility, strength, muscular endurance, power, aerobic endurance and speed.Literacy: Acquisition of new vocabulary and coursework completion.  RRSA: Understand the issues that encompass policingICT: Google classroom and word used to create and submit courseworkTS & PC: Focus, sustain attention and persist with tasks.Seek advice when necessary. |

**Subject: Careers**

Careers uses Microsoft Teams to set tasks, place resources, and monitor student’s progress with the UCAS applications.

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| **September- December** | **January- March** | **April- May** |
| **CAREERS MANAGEMENT**Careers management is developing skills in career planning and employing effective career decision-making strategies to manage transition and make suitable career development choices, with the appropriate support, advice and guidance**Learners will be given the opportunity to:**Identify and prioritise their learning needs.Set and review appropriate targets to support progress and improvement post 16, based on their increased self awareness, knowledge of areas for development and their increased experiences from participation in career exploration opportunities.Record achievements in the self review form and personal statement.Demonstrate the work-related opportunities they have participated in.Negotiate and agree progressive Personal careers plans which identify career goals, using information about their self awareness and development, achievements and experience of career exploration activities, to support their progression to an appropriate post 16 pathway.Identify and have access to planned impartial career advice and guidance throughout post 16 pathway to support career planning.Demonstrate that they have used their work related learning opportunities and careers advice and guidance to inform their career plans.Students apply online to UCAS and CAO if desirable. They are made aware of the range of post 18 options and guided in their choices from teachers and external providers. We offer a range of talks and opportunities to engage with organisations.Literacy: personal statement.  Numeracy: calculating the costs associated with study at higher education.Careers: UCAS app form, attending university roadshow, PWC workshop and other talks.ICT: Google classroom and word used to create and submit UCAS form and personal statement.TS & PC: Focus, sustain attention and persist with tasks.Seek advice when necessary. | **CAREERS MANAGEMENT****Learners will be given the opportunity to:**Identify the decisions they need to make, using an appropriate timeframe to support their progression to an appropriate post 18 pathway.Identify and review the external influences which impact on their career decision making and the affect on opportunities available to them.Identify and review the factors which result in poor decision making which adversely affect the opportunities available.Review the transition to post-18 pathway and investigate the skills, qualities and attitudes needed to make a successful transition to the world of work, training, and higher education.Literacy: Acquisition of new vocabulary.Careers: application forms/CV to aid progression. Interview preparation. Searching for jobs/higher apprenticeships.ICT: Google classroom TS & PC: Focus, sustain attention and persist with tasks.Seek advice when necessary. | **CAREERS MANAGEMENT**Learners will be given the opportunity to:Identify their skills, qualities and competences for managing planned and unplanned changes effectively at post-18 and throughout their working life.Follow application procedures correctly and use a range of self presentation techniques.Demonstrate that they can select and provide appropriate evidence to promote a positive self image when making applications and attending interviews for employment, training and higher education.Demonstrate the skills required in making applications to employment, training or into HE.Update their CV. Make final decisions as regards firm and insurance UCAS choices. Literacy: Acquisition of new vocabulary UCAS application completion.Numeracy: costing and student finance applications.ICT: Google classroom TS & PC: Focus,sustain attention and persist with tasks.Seek advice when necessary. |

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| **Easter holidays** | Literacy: Extended writing taskNumeracy: ICT: Typing of courseworkTS & PC:RRSA:Careers: Role of Occupational therapist and Mental Health Nurse.Tracking assessment: Mock exam (written paper 1hr30mins) | **Revision** | Literacy: Past paper questionsNumeracy:ICT: Accessing and watching topical videos produced by NHS and BHF for revision purposes.TS & PC: MI, SMRRSA:Careers: |

**Subject: Geography (new specification)**

**Term 1: Physical Geography**

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| **September- October** | **November- December**  |
| Option A: Plate Tectonics – Theory and Outcomes* Plate Tectonics: Margins and Landforms
* Volcanic Activity and its Management
* Seismic Activity and its Management
 |  | Option C: Dynamic Coastal Environments* Coastal Processes and Features
* Regional Coastlines
* Coastal Management and Sustainability
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**Term 2: Human Geography and Decision-Making Exercise**

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| **January - Feburary** | **March - May**  |
| Option C: Ethnic Diversity* The Definition of Ethnicity
* The Processes that Create and Maintain Ethnic Diversity
* Ethnic Conflict
 | **Mid-** **Term**  | Option D: Tourism* The Changing Nature of Tourism
* Challenges and Management of Mass Tourism
* Ecotourism: Opportunities, Challenges and Regulation

Decision-Making Exercise Paper preparation |

**Subject: Pearson Level 3 BTEC Sport**

The Level 3 BTEC Sport Curriculum will run two units simultaneously throughout the academic year. Unit 2 Fitness Training and Programming for Health, Sport and Well-being is assessed through an external Pearson provided case study which students will have to create a fitness and exercise programme in response to. Unit 7: Practical Sports Performance is assessed through a range of practical demonstrations of students' knowledge and ability across four learning aims.

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| **September- May** | **September-May** |
| **Unit 2: Fitness Training and Programming for Health, Sport and Well-being.**Students studying this unit will explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client’s health and well-being.**On completion of the unit, the learner should:*** Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual’s health and well-being
* Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual’s needs and goals
* Analyse and interpret screening information relating to an individual’s lifestyle questionnaire and health monitoring tests
* Evaluate qualitative and quantitative evidence to make informed judgements about how an individual’s health and well-being could be improved
* Be able to develop a fitness training programme with appropriate justification

Literacy: Acquisition of new vocabulary and terminology, literacy progression through coursework completion – inclusion of course specific terminology.RRSA: ICT: Google classroom, Google Drive, iPads, Relevant apps, Clevertouch smart screens. TS & PC: Focus, sustain attention and persist with tasks.Seek advice when necessary. | **Unit 7: Practical Sports Performance**Students studying this unit will study the skills, techniques, tactics and rules of selected sports through active participation in individual/team sports.**On completion of the unit, the learner should:*** Examine National Governing Body rules/laws and regulations for selected sports competitions
* Examine the skills, techniques and tactics required to perform in selected sports
* Develop skills, techniques and tactics for sporting activity in order to meet sport aims
* Reflect on own practical performance using selected assessment methods.

Literacy: Acquisition of new vocabulary and terminology, literacy progression through coursework completion – inclusion of course specfic terminology. RRSA: ICT: Google classroom, Google Drive, iPads, Relevant apps, Clevertouch smart screens. TS & PC: Focus, sustain attention and persist with tasks.Seek advice when necessary. |