Maidstone Grammar School
for Girls

Non sibi sed omnibus

Year 12 Curriculum Information 2023-24

A Reference Booklet
for Parents and Carers

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A forward-thinking community with a tradition of excellence

Introduction

We are delighted to welcome you to our sixth-form. Graded as 'Outstanding' in all areas in our most recent Ofsted inspection, we are immensely proud of both the academic achievements of our students and the community of the Sixth Form, working together to ensure all students achieve their full potential and are able to pursue their individual goals.

Maidstone Grammar School for Girls is a forward thinking community with a tradition of excellence, and we value academic rigour. As an Advanced Thinking School with a strong emphasis on developing a positive Mindset, we actively promote the resilient attitude and higher level thinking required for Sixth Form study, particularly relevant to the synoptic nature of the linear A level courses, and beyond. MGGS students are proud to continue the legacy of the many exceptional students who have gone before them. However, this tradition is complemented well by our modern approach to learning. We are a Google 'Leading Light' school and students and staff use the G Suite for Education to support and enhance learning.

As you'll see from the quotes in this booklet, our current students always comment on the community of the Sixth Form, which underpins all we do and reflects our firm belief in our school motto, non sibi sed omnibus, 'not for oneself but for all'. Never has this been more important than in this time of unexpected challenges, and we are very proud of the way in which our staff and students have supported one another throughout; we enjoy working together and recognise the contribution of each member of our community.

At MGGS, we strive to offer opportunities beyond study to develop skills, talents and interests that are individual to each student. Our bespoke Sixth Form Extra enrichment programme, Student Leadership structure, work experience, school service, trips, visits and extracurricular activities will all contribute to your experiences here. The pastoral care we offer is exceptional, with an extensive transition programme and highly personalised mentoring and support for all students during their time with us. Our vision is that each MGGS Sixth Form student is healthy and happy, and to that end, we seek to provide all that students need to achieve their potential and pursue their ambitions after leaving school.

This booklet introduces you to our Sixth Form and outlines the pathways and programmes available from September 2022. We are confident that you will find a route that well suits you as you embark on this exciting and important stage of your education with us. We are pleased that, at the time of writing, we will be able to meet in person at our Open Evening or one of our Open mornings, and we hope to offer a range of virtual materials and opportunities to interact with the school to determine whether MGGS is a place where you can flourish at Key Stage 5. In addition to a broad selection of A level courses, we are pleased to offer one equivalent Level 3 qualification in Health and Social Care, and students also have the opportunity to pursue additional courses, including the Extended Project Qualification in Year 13. Because we design our blocks around student choices, almost any combination of subjects is possible and we are able to offer most students their preferred programme of study. We very much hope that, having explored our Sixth Form, you will choose to apply and will join the next generation of students to study at Maidstone Grammar School for Girls. We look forward to working with you.

Why MGGS?

"After going to all of the sixth forms, MGGS was the one that felt right. The atmosphere was friendly and welcoming, and I could really

envision myself studying my A Levels at MGGS". Year 12 student

"I chose to stay at MGGS for Sixth Form because of its unique community spirit and its excellent teachers. House Arts, RAG Week and Sports Day are events that unite all students, and allow us to have fun and support one another. A Levels are a challenge, but the teachers are so supportive and will always give up their time to help us understand something and listen to us if there is a problem. There are many opportunities for student leadership as well which appealed to me, as I wanted to give something back to the school and help organise events such as RAG Week and House Arts that I had always enjoyed in lower years."
Year 13 student

We know that making a decision about Sixth Form is difficult; we are very proud of our school and hope that the following will help you to decide whether MGGS is the right place for you to study at Key Stage 5.

Our students enjoy outstanding teaching and achieve outstanding results.
Our subject practitioners are highly experienced and happy to invest time and energy in teaching, guiding and supporting students through their Key Stage 5 courses. We ensure that our students with SEND are supported both inside the classroom and out, in order to fully access and engage with our curriculum, working with external agencies as appropriate.

"MGGS has a great support system for our studies from lunchtime surgeries to having our own workspace. I can always find help and use the many resources we have." *Year 13 student*

We offer a broad and bespoke curriculum.

We review the subjects offered each year to ensure breadth of choice for our prospective students. We design our option blocks around student preferences allowing an exceptionally wide range of subject combinations. The Sixth Form Extra (6FX) programme enables students to pick up additional qualifications, or use the time for wellbeing and leisure, and this is entirely led by the student.

Our students receive outstanding pastoral care and have abundant opportunities to grow and develop.

We rate health and happiness highly in helping you to achieve your potential; as a school our core values state that we nurture Resilient, Inspirational and Supportive students who strive for Excellence (RISE). We are well aware of the challenges and pressures of school and actively promote a healthy lifestyle. We have a non-teaching Key Stage 5 Learning Mentor, a full time Careers Adviser and school counsellors. Our pastoral care is proactive as well as reactive, with opportunities to learn about key personal, social, health, economic, sex and relationships and citizenship issues through Focus Days, assemblies and 6FX. Students also complete up to 5 days of work experience, which forms part of their mandatory learning. We offer all students leadership opportunities, trips and visits, including to Italy, Spain, Vietnam and our sister schools in Nepal, and extracurricular activities, including Duke of Edinburgh and NCS. We are a community who want to live well and make a positive contribution.

"In Sixth Form there is a lot more independent learning time, which students benefit highly from as it gives the opportunity to focus on what we want to. In Sixth Form there are also many leadership opportunities... these roles are very fun and give you a sense of purpose within the school." Year 13 student

We have outstanding facilities.

These include the Sixth Form Café, group working and social space (Sixth Form Central) and our silent study room (the Engine Room). We also have a well-resourced library (The Mary Smith Library), which is another firm favourite for independent study.

Our Sixth Form is a friendly and supportive community.

We are a welcoming community, who will encourage and support you as you work for your final school qualifications. We work together for the benefit of everyone. You will contribute to our Sixth Form and help to shape it for the future. There are clear expectations related to attitude and attendance and we build a relationship of mutual respect. We will challenge you to achieve your potential, and support you unreservedly in its pursuit.

"Community is a word that keeps coming up when people think of the MGGS environment - there are always people who want to help you and make sure your experience at the school is the best it can be." Year 13 student
"The community at this school is very special, teachers and students alike are always welcoming and ready to help." Year 13 student

Our students pursue their individual goals.

We want our students to make informed choices about pathways, have high aspirations and a good understanding of the world of work. We have a full-time Careers and Higher Education Coordinator and the school is a holder of the nationally recognised Investors in Careers Award. Each student receives one-to-one advice and we work in close partnership with a range of businesses and higher education providers to offer tailored work experience and interview practice. The 2021 cohort are represented at universities across the country including Oxford, as well as other Russell Group universities such as Bristol, Exeter and York. Students are pursuing a range of subjects and disciplines including; medicine, law, archaeology and anthropology, nursing, graphic design, civil engineering and psychology. A significant number of students are also appointed to prestigious degree apprenticeships including with Macintyre Hudson, Jaguar Land Rover and Bentley, or to employment such as Diligent Law Solicitors and other local businesses. We support and celebrate all pathways.

"MGGS is very well organised and we receive lots of support for UCAS and Post-18 plans." Year 13 student
"Everyone supports one another - even if you've never spoken to someone in sixth form before, they are always friendly and supportive! SFMT are also supportive and provide guidance throughout your time in sixth form." Year 12 student

MGGS is MEGA

Mindset

Our MGGS Mindset programme is well established across the school, promoting that students need vision, significant effort, effective systems, varied practice and a good attitude in order to achieve their full potential. We firmly believe that these skills, traits and habits can be learned and developed, and have lots of activities designed to assist with this.

We look at different aspects in each Key Stage, focusing on attitude in Key Stage 3, adding vision and systems in Key Stage 4, before looking at the whole programme in the Sixth Form.

Students receive explicit teaching about MGGS Mindset during special year group sessions led by senior staff. This is supported by subject specific activities, as well as mentoring, form activities and assemblies.

Google

At MGGS we believe that technology should be embedded within teaching and learning throughout the school and that we should use both existing and emerging technologies as a means of preparing our students for the digital age. Learning to use digital resources appropriately and effectively is an essential part of education.

We teach, collaborate and communicate via Google throughout the school. New students often comment on how Google has transformed their learning. All our current Year 7s have their own chromebook and this is being further extended across the school. There are Google Classrooms and Drives for subjects, houses and many other groups, including Student Voice, Careers and the Aspire UCAS Early Entry group. Additionally, MGGS has been selected by the DfE to be a Computing Hub school, one of only 30 in the country.

Enquiry, Extension, Enrichment

We seek to develop curious learners and promote scholarship, including activities to extend students' understanding in all lessons. We want our students to be well rounded, and, as a result, we have designed a diverse and comprehensive Curriculum and Sixth Form Extra programme for all Key Stages.

In Key Stage 3, students attend timetabled Big Questions lessons, extending learning beyond the National Curriculum and applying their skills to new contexts. In Key Stage 4, students explore thinking and reasoning and practise being reflective learners, alongside a programme of Core PE that is designed to promote lifelong fitness and activity. In the Sixth Form, students are able to choose options to learn for leisure, as well as having the opportunity to undertake additional qualifications, including the LIBF Personal Finance course and the highly-regarded Extended Project Qualification.

Advanced Thinking

MGGS has been an Advanced Thinking School since May 2015. Our students are equipped with tools designed to reorganise, frame and extend their thinking, promoting deeper learning.

Students will be introduced to the Thinking Tools as part of their induction to the school and will then practise these in lessons across all subjects. Students also have an opportunity to attend training sessions to develop their use of these invaluable tools during the revision season.

Advanced thinking is embedded in all we do, and there are opportunities to celebrate this through outreach days, competitions and the Festival of Thinking in the Autumn term.

Art (Art, Craft and Design)

Examination Board: AQA

Intent	Implement	Impact
The aim of the A-Level course is to teach learners to become independent creative thinkers and artists who are able to use their own expertise in the media they choose to clearly and confidently communicate the concepts that they feel passionately about. We aim to support students to become self-reliant and reflective.	Students are taught through a series of specialist skills workshops at the start of year 12, and then given a practice examination project to complete to help them to understand the changes in their approach expected at A-Level over GCSE. The remainder of their course will be spent on their coursework and externally set assignments and teaching will be on a 1:1 basis for the duration of the course.	By the end of the course, students should be able to think conceptually and independently and confidently communicate their ideas visually. They should know where their specialist skills lay within Art and Design and be able to create visual work to a professional standard. They should also be able to articulate their thoughts and feelings to an exceptional level.

	Term 1	Term 2	Term 3
Skills	Photography, Digital Editing, Oil Painting, Etching, 3-Colour Monoprint, Reduction lino print	Ceramics and glazing Idea generation and development Skills delivered on a 1:1 basis for students	Project exploration and refinement Skills delivered on a 1:1 basis for students
Knowledge	How to use a DSLR camera Photography (Aperture, ISO, Shutter Speed) Oil Paint application Print-making processes	Ceramics processes Using a kiln Glazing How to generate more complex ideas and concepts How A-Level Art differs from GCSE Art	Idea development and refinement Concept development
Assessment	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each students 'Newsfeed' document.	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each students 'Newsfeed' document.	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each students 'Newsfeed' document.

	Term 4	Term 5	Term 6
Skills	Generating ideas for a Personal Investigation, research and analysis skills. Skills delivered on a 1:1 basis for students	Refining ideas and techniques to communicate a complex concept. Skills delivered on a 1:1 basis for students	Writing a Reflective Journal Refining ideas and techniques to communicate a complex concept. Skills delivered on a 1:1 basis for students
Knowledge	Idea generation Artist analysis and concept analysis skills	How to write a reflective journal Idea development and refinement	How to write a reflective journal Idea development and refinement

Assessment	Summative and written feedback on mini project Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each students 'Newsfeed' document.	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each students 'Newsfeed' document.	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each students 'Newsfeed' document.

Useful resources	**https://www.studentartguide.com/** **www.timeout.com/london/art/top-10-art-exhibitions-in-london** **https://www.tate.org.uk/kids**

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement, for example we encourage students to spend at least three independent study sessions per fortnight creating artwork in the art classroom.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example, we provide many extra curricular clubs for sixth form such as the escape room club and the yearbook team. We also promote internal and external competitions through our 'Art Vision Extra' Google classroom.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources. For example, it is used to store supportive resources (on the Art Students shared drive) to help students in a variety of ways throughout their creative journey. We also use Google routinely for student reflection and teacher feedback via the 'newsfeed'.	Advanced thinking and metacognition is integrated into students' learning throughout the A-Level Art course in order to help them to identify and address areas that they can refine and improve, which is intrinsic to their creative journey at this level. Students will utilise several key thinking skills in appropriate ways to support their project work, for example using the Q-Matrix to help them generate ideas and questions to address in their projects.

Art (Graphic Communication)

Examination Board: AQA

Intent	Implement	Impact
The aim of the A-Level course is to teach learners to become independent creative thinkers and designers who are able to use their own expertise in the area of Graphic Design that they choose to clearly and confidently respond to a client brief. We aim to support students to become self-reliant and reflective learners.	Students are taught through a series of specialist skills briefs at the start of year 12 in order to introduce them to various areas of Graphic Design, and then given a practice examination project to complete to help them to understand the changes in their approach expected at A-Level over GCSE. The remainder of their course will be spent on their coursework and externally set assignments and teaching will be on a 1:1 basis for the duration of the course.	By the end of the course, students should be able to identify and apply an eye for aesthetics to their own work and the work of others. They should know where their specialist skills lay within Graphic Design and be able to create visual design work to a professional standard. They should also be able to articulate their thoughts and feelings about their own work to an exceptional level.

	Term 1	Term 2	Term 3
Skills	Digital Editing,Typography, Illustration/drawing skills	Advertising and Branding Idea generation and development Skills delivered on a 1:1 basis for students	Project exploration and refinement Skills delivered on a 1:1 basis for students
Knowledge	Typography - the importance of typography within design Key Adobe Photoshop and Adobe Illustrator techniques How to generate ideas for illustration	Advertising and Branding - what is it and how to develop a client brief from initial concept to final outcome How to respond to a given brief How A-Level Graphics differs from GCSE Art/Graphics	Idea research and analysis How to develop and refine design work from initial ideas.
Assessment	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each students 'Newsfeed' document.	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each students 'Newsfeed' document.	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each students 'Newsfeed' document.

	Term 4	Term 5	Term 6
Skills	Generating ideas for a Personal Investigation, research and analysis skills. Skills delivered on a 1:1 basis for students	Writing a Reflective Journal Refining ideas and techniques thoroughly Skills delivered on a 1:1 basis for students	Writing a Reflective Journal Refining ideas and techniques thoroughly Skills delivered on a 1:1 basis for students Resolving an outcome in response to a brief
Knowledge	Idea generation Design analysis and initial design skills	How to write a reflective journal Idea development and refinement	How to write a reflective journal Idea development and refinement

Assessment	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each students 'Newsfeed' document. Summative assessment and feedback on the 'Mini Project'	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each students 'Newsfeed' document.	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each students 'Newsfeed' document.

Useful resources	**https://www.studentartguide.com/** **www.timeout.com/london/art/top-10-art-exhibitions-in-london** **https://www.tate.org.uk/kids**

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement, for example we encourage students to spend at least three independent study sessions per fortnight creating artwork in the art classroom.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example, we provide many extra curricular clubs for sixth form such as the escape room club and the yearbook team. We also promote internal and external competitions through our 'Art Vision Extra' Google classroom.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources. For example, it is used to store supportive resources (on the Art Students shared drive) to help students in a variety of ways throughout their creative journey. We also use Google routinely for student reflection and teacher feedback via the 'newsfeed'.	Advanced thinking and metacognition is integrated into students' learning throughout the A-Level Art course in order to help them to identify and address areas that they can refine and improve, which is intrinsic to their creative journey at this level. Students will utilise several key thinking skills in appropriate ways to support their project work, for example using the Q-Matrix to help them generate ideas and questions to address in their projects.

Biology

Examination Board: AQA

Intent	Implement	Impact
Year 12 explores the fundamental building blocks of organisms - the molecules of which their cells are composed; the cell as the fundamental unit of life - all organisms, whatever their type or size,are composed of cells.	In Biology students are taught by two teachers teaching 10 lessons per fortnight. Students will experience a mixture of practical and theory lessons. We follow the AQA A Level Biology course using the Oxford books as the basis for our SoW.	By the end of the year students should be able to apply the knowledge they have acquired to a wide range of real world applications. Their mathematical skills should enable them to solve numerical problems competently and they should feel confident in their use of algebra, logarithms and standard form. Students should have developed practical skills in planning, measurement, analysis and evaluation and should feel confident at using a wide range of equipment including light microscopes and dissection instruments.

	Term 1	Term 2
Skills	**Practical skills** - using appropriate instrumentation to record quantitative measurements, using laboratory glassware apparatus and qualitative reagents to identify biological molecules, identifying variables that must be controlled and calculating the uncertainty of the measurements you make, considering margins of error, accuracy, and precision of data. **Mathematical skills** - using a calculator's logarithmic functions, plotting two variables from experimental data and draw and use the slope of a tangent to a curve as a measure of rate of change, using percentages, making order of magnitude calculations, plotting two variables from experimental data and draw and draw and determine the intercept of a graph. **Thinking skills** - remembering, understanding, applying, analysing, and evaluating. Persistence, striving for accuracy, applying past knowledge to new situations, taking responsible risks, thinking independently, and questioning and problem posing.	
Knowledge	**Teacher 1** - Biological molecules Carbohydrates Lipids Proteins	**Teacher 1** - Biological molecules Enzymes Enzyme action Nucleic acids - DNA, RNA, and ATP Water and inorganic ions
	Teacher 2 - Cells Cell structure Studying cells - microscopes Specialisation and organisation Mitosis & the cell cycle	**Teacher 2** - Cells Structure of cell-surface membrane Diffusion, osmosis,active transport, and co-transport Defence mechanisms Cell mediated immunity Humoral immunity & antibodies Vaccination
Assessment	Required practical 1 - enzymes Mid topic test - molecules Required practical 2 - mitosis End of topic test - cell structure	End of topic test - molecules End of topic test - nucleic acids End of topic test - transport & immune response Required practical 3 - water potential

		Required practical 4 - cell-surface membrane

	Term 3	Term 4
Skills	**Practical skills** - dissection of an animal gas exchange system, use of aseptic techniques **Mathematical skills** - changing the subject of an equation, calculate the surface areas and volumes of various shapes, using power and logarithmic functions on a calculator, use a logarithmic scales, finding arithmetic means, understand measures of dispersion including standard deviation and substitute values in algebraic equations. **Thinking skills** - - remembering, understanding, applying, analysing, and evaluating. Persistence, striving for accuracy, applying past knowledge to new situations, taking responsible risks, thinking independently, and questioning and problem posing.	
Knowledge	**Teacher 1** - Genetic information, variation, and relationships. DNA, genes and protein synthesis Protein synthesis tRNA Transcription & splicing and translation	**Teacher 1** - Biodiversity Species and taxonomy Diversity & investigating diversity Human activities Quantitative investigations
	Teacher 2 - Exchange SA:V Gas exchange in single-celled organisms, insects, fish, plants Gas exchange humans - breathing, exchange in the lungs Enzymes and digestion Absorption in the ileum	**Teacher 2** - Mass transport Haemoglobin & oxygen transport Circulatory system of mammals Heart & cardiac cycle Blood vessels Xylem & phloem
Assessment	End of topic test - transport & immune response End of topic test - exchange Required practical 6 - aseptic technique & antimicrobial substances End of topic test - DNA & genetic diversity	Required practical 5 - exchange/mass transport system dissection End of topic test - mass transport End of topic test - biodiversity

	Term 5	Term 6
Skills	**Practical skills** - using appropriate apparatus to record a range of quantitative measurements, separating biological compounds using thin layer chromatography, using microbiological aseptic techniques. **Mathematical skills** - recognising and using appropriate units in calculations, use of fractions and percentages to solve algebraic equations **Thinking skills** - remembering, understanding, applying, analysing, and evaluating. Persistence, striving for accuracy, applying past knowledge to new situations, taking responsible risks, thinking independently, and questioning and problem posing	
Knowledge	**Teacher 1** - Photosynthesis Maths for Biologists	**Teacher 1** - Respiration Glycolysis

	The light dependent reaction The light-independent reaction	Link reaction and Krebs cycle Oxidative phosphorylation Anaerobic respiration
	Teacher 2 - Energy and ecosystems Food chains and energy transfer Energy transfer and productivity Nutrient cycles Use of natural and artificial fertilisers Environmental issues	**Teacher 2 -** Populations in ecosystems Variation in population size Competition Predation Investigation populations Succession Conservation of habitats
Assessment	Year 12 examination Required practical 7 - chromatography Required practical 8 - Photosynthesis End of topic test - Photosynthesis End of topic test - Energy and ecosystems	Required practical 9 - Respiration End of topic test - Respiration Required practical 12 - Ecosystems End of topic test - Populations in ecosystems

Useful resources	AQA Biology textbook by Glenn & Susan Toole (Oxford Publishing) AQA Revision guide for A Level Biology (Oxford Publishing) CGP A Level Biology revision guide CGP A Level Biology revision question cards

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement for example ??	We enrich students through the curriculum by including a variety of learning styles and activities in lessons and outside of the classroom through a variety of trips and visits as well as extra -curricular clubs.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

Business

Examination Board: AQA

Intent	Implement	Impact
To develop our students to have the transferable analytical, evaluative and entrepreneurial skills needed to thrive in the future employment market. We aim for our students to develop a passion for the world around them and become active citizens in political, cultural and environmental debates. The Year 12 curriculum is based around understanding the internal workings of a business whilst Year 13 the course focuses on external influences	The Business curriculum delivery is split between two teachers each taking responsibility for the delivery of whole units of work which are delivered in parallel. A-Level Business is taught with real world examples and case studies so students can appreciate the theory in action. Therefore we deliver our curriculum using as many practical exercises and examples from the real world as possible. There are 4 formal teacher assessed pieces of work per half term. These are almost always based on past exam questions.	Business related degree courses and apprenticeships are regularly the most common destination for students at MGGS. Many of our alumni have successful careers working with businesses of all sizes, from starting their own businesses to working for FTSE 100 companies.

	Term 1	Term 2	Term 3
Skills	Business Knowledge (AO1) Business Application (AO2) Business Analysis (AO3) Business Evaluation (AO4)	Business Knowledge (AO1) Business Application (AO2) Business Analysis (AO3) Business Evaluation (AO4)	Business Knowledge (AO1) Business Application (AO2) Business Analysis (AO3) Business Evaluation (AO4)
Knowledge	Introduction to Business (Chapter 1) Business Finance (Chapter 5)	Marketing (Chapter 3) Leadership & Management (Chapter 2)	Human Resources (Chapter 6) Operations (Chapter 4)
Assessment	Past exam question (essay style) at the mid point of the term and an end of unit assessment (for both Chapters)	Past exam question (essay style) at the mid point of the term and an end of unit assessment (for both Chapters)	Past exam question (essay style) at the mid point of the term and an end of unit assessment (for both Chapters)

	Term 4	Term 5	Term 6
Skills	Business Knowledge (AO1) Business Application (AO2) Business Analysis (AO3) Business Evaluation (AO4)	Business Knowledge (AO1) Business Application (AO2) Business Analysis (AO3) Business Evaluation (AO4)	Business Knowledge (AO1) Business Application (AO2) Business Analysis (AO3) Business Evaluation (AO4)
Knowledge	Revision of previous chapters and exam technique/practice, including the synoptic essay questions.	Preparation for the Year 12 Exam then the Start-up Business Project	Start of the A2 content. Chapter 7 - Financial Ratios and Investment Appraisals
Assessment	Past exam questions under timed conditions	Year 12 Examination & presentation of the start-up business plan	Past exam question (essay style) at the mid point of the term and an end of unit assessment (for both Chapters)

Useful resources	See Business Mindset Sheet: **MGGS A Level Mindset - Business**

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement for example - see our Mindset sheet for details: MGGS A Level Mindset - Bu…	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example our use of real world business case studies, ranging from small start-up businesses to multinational corporations to enrich students' understanding of key concepts from a variety of different viewpoints.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources for example, our use of the Business Team Drive which stores all the resources the department uses throughout the 2 year course. Also our Google Classroom provides a clear roadmap through the course.	Advanced thinking gives pupils the power to improve their outcomes by encouraging deeper thinking. It helps to develop and deepen students' subject knowledge. We use a variety of tools consistently across subjects and within lessons to promote advanced thinking, such as thinking maps to collate and organise information and thinking keys to regularly review and revise content from previous lessons.

Chemistry

Examination Board: AQA

Teacher A

Intent	Implement	Impact
A-level Chemistry allows students to develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of scientific methods. Students become more competent and confident in a variety of practical, mathematical and problem-solving skills. They understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. Students understand how to use theories, models and ideas to develop scientific explanations. By the end of the course they can use knowledge and understanding to pose scientific questions, define scientific problems, present scientific arguments and scientific ideas.	Year 12 complete the AQA A-level course in ten lessons per fortnightly cycle. We follow the Oxford AQA Chemistry course, using their textbooks, experiments and resources. Additional resources are used widely throughout the course to add depth and breath. A-level students are required as part of their course to complete the Science Practical Endorsement. This qualification will give students opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills. These skills must be assessed through a minimum of 12 identified practical activities within each qualification. To achieve a pass, students must demonstrate that they are competent in all the practical skills listed in the subject content requirements for chemistry. Regular independent work is set throughout the year via Google Classroom for students to complete and self assess to help with consolidation.	At Key Stage 5 we know our curriculum is effective and has a positive impact in Chemistry as many students choose to take A level Chemistry. Several students each year pursue Chemistry-related degrees at university. Many students use their Chemistry qualification to pursue a range of disciplines including medicine, dentistry and engineering. The department provides a range of opportunities for students to develop their interest in the subject outside lessons including being a Subject Ambassador for Chemistry. In this role Sixth Form students help Main School students with revision of topics of difficulty.

	Term 1	Term 2	Term 3
Skills	- Maths skills, including mass spectrometry calculations. - Application of knowledge - problem solving.	- CPAC Skills. - Application of knowledge - problem solving. - Evaluation and observation skills.	- Application of knowledge - problem solving. - Evaluation and observation skills.
Knowledge	C1 - Atomic Structure ● Fundamental Particles ● Mass Number, atomic number and isotopes ● The arrangement of electrons ● Mass Spectrometer - Introduction ● Mass Spectrometer Maths ● More about electron arrangements in atoms ● Electron arrangements and ionisation energy C3 - Bonding ● Bonding basics ● Bonding basics continued	C3 - Bonding ● Electronegativity ● Forces acting between molecules ● Additional Practical 8 - Deflecting jets ● The shapes of molecules and ions C7 - Oxidation, reduction and redox reactions ● Oxidation and reduction ● Oxidation states ● Redox equations C8 - Periodicity ● The periodic Table	C8 - Periodicity ● Trends in the properties of elements across period 3 ● More trends in the properties of elements across Period 3 ● A closer look at ionisation energies C9 - Group 2, the alkaline earth metals ● Group 2 ● Group 2 reactions and uses C10 - Group 7 (17), the halogens ● The Halogens

	• Bonding and physical properties		• The chemical reactions of the halogens • Reactions of the halide ions
Assessment	Assessed C1 open book PPQs. Assessed C1 PPQs.	Assessed C3 PPQs. Assessed C7 PPQs.	Assessed C1, C3 & C7 Summative PPQs. Assessed C8 PPQs.

	Term 4	**Term 5**	**Term 6**
Skills	- Maths skills, including drawing/sketching graphs. - Application of knowledge - problem solving. - CPAC Skills. - Evaluation and observation skills.	- Maths skills, including drawing graphs and calculating Kc and Kp. - Application of knowledge - problem solving. - CPAC Skills.	- Maths skills including calculating enthalpy and entropy. - Application of knowledge - problem solving. - CPAC Skills.
Knowledge	C10 - Group 7 (17), the halogens • Reactions of the halide ions continued • Uses of Chlorine • Additional Practical 14 - Investigating the chemistry of group 2 elements. • Additional Practical 15 - Reactions of halogens and halides. • Required practical - 4 - Test tube reactions. C5 - Kinetics • Collision Theory • The Maxwell-Boltzmann Distribution	C5 - Kinetics • Catalysts • Required practical 3 Planning Experiment - Kinetics; Planning an investigation of how the rate of a reaction changes with temperature. • Required practical 3 - Kinetics; Investigation of how the rate of a reaction changes with temperature. C6 - Equilibria • Equilibria • Changing the conditions of an equilibrium reaction • Equilibrium reactions in Industry • The equilibrium constant - Kc • Calculations with Kc • The effect of changing conditions on Kc C19 - The equilibrium constant Kp • Kp	C17 - Thermodynamics • Revision of Topic 4 - Energetics • Enthalpy change definitions • Born Haber Cycles • Solutions Enthalpy • Ionic Lattice Enthalpy • Entropy - Estimating Entropy • More Entropy • Gibbs Free Energy • Additional practical T01- Finding enthalpy change of solution.
Assessment	Required practicals will be assessed for CPAC competencies. Assessed C8, C9 & C10 Summative PPQs.	Mock Examination on all content from year 12 to date. Required practicals will be assessed for CPAC competencies.	Assessed C5, C6 & C19 Summative PPQs. Assessed C17 PPQs.

How parents can support:	**Encouraging students with regards to organisation skills as we start the A-Level course.** **Questioning - talking to their young person about the topics being learnt.**

	General knowledge sharing particularly when relevant to a topic. **Encouraging students to revise using the past paper questions available on google classroom and Physics and Maths Tutor Website.**
Useful links	**Link to MGGS Science Students drive for A-Level Resources, including lesson resources (powerpoints and booklets) and past paper questions:** **https://drive.google.com/drive/folders/0Bzc2YRZA7invaFpyRHBaQTBJRXM?resourcekey=0-NkZNlxJ9GdWEZE-k2XbE_Q** **Links to useful videos for supporting independent learning:** **Chem Revise Website : https://chemrevise.org/revision-guides/** **Machem Guy Videos : https://docs.google.com/document/d/1MFgkCts2xGSOx5f07v0K_ejKMpli04nNNsCq3jDDVwE/edit** **Inorganic and physical topics Revision Lessons byDr de Bruin : https://www.youtube.com/c/DrdeBruinsClassroom** **Free science lessons videos : https://www.youtube.com/c/Freesciencelessons/search?query=A%20Level%20Chemistry** **Practice Questions, Physics and Maths Tutor : https://www.physicsandmathstutor.com/chemistry-revision/a-level-aqa/**

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement for example ??	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example ??	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources for example??	Advanced thinking gives pupils the power to improve their outcomes by encouraging deeper thinking. It helps to develop and deepen students' subject knowledge. We use a variety of tools consistently across subjects and within lessons to promote advanced thinking.

Teacher B

Intent	Implement	Impact
A-level Chemistry allows students to develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of scientific methods. Students become more competent and confident in a variety of practical, mathematical and problem-solving skills. They understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. Students understand how to use theories, models and ideas to develop scientific explanations. By the end of the course they can use knowledge and understanding to pose scientific questions, define scientific problems, present scientific arguments and scientific ideas.	Year 12 complete the AQA A-level course in ten lessons per fortnightly cycle. We follow the Oxford AQA Chemistry course, using their textbooks, experiments and resources. Additional resources are used widely throughout the course to add depth and breath. A-level students are required as part of their course to complete the Science Practical Endorsement. This qualification will give students opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills. These skills must be assessed through a minimum of 12 identified practical activities within each qualification. To achieve a pass, students must demonstrate that they are competent in all the practical skills listed in the subject content requirements for chemistry. Regular independent work is set throughout the year via Google Classroom for students to complete and self assess to help with consolidation.	At Key Stage 5 we know our curriculum is effective and has a positive impact in Chemistry as many students choose to take A level Chemistry. Several students each year pursue Chemistry-related degrees at university. Many students use their Chemistry qualification to pursue a range of disciplines including medicine, dentistry and engineering. The department provides a range of opportunities for students to develop their interest in the subject outside lessons including being a Subject Ambassador for Chemistry. In this role Sixth Form students help Main School students with revision of topics of difficulty.

	Term 1	Term 2	Term 3
Skills	- Maths skills, including a variety of calculations and rearranging equations. - CPAC Skills. - Application of knowledge - problem solving.	- Maths skills, including a variety of calculations and rearranging equations. - CPAC Skills. - Application of knowledge - problem solving.	- CPAC Skills. - Application of knowledge - problem solving.
Knowledge	C2 - Amount of substance ● RAM, Mr, Moles & Avogadro's Constant. ● Moles in Solution. ● Additional practical 3 - Finding the Mr of a hydrated salt. ● Additional Practical 4 - Make up a volumetric solution and carry out a simple acid-base titration. ● Ideal Gas Equation. ● Empirical and Molecular Formula. ● Required Practical - RP1 Make up a volumetric solution and carry out a simple acid-base titration. ● Balancing Equations. ● Reacting Mass Calculations. ● Atom Economy and Percentage Yield.	C4 - Energetics ● Enthalpy Changes. ● Measuring Enthalpy Changes - Calorimetry. ● Bond Enthalpy Calculations. ● Hess' Law. ● Additional practical 9 - Measuring the enthalpy change of combustion of fuels. ● Additional practical 10 - Determining the enthalpy change of a reaction. ● Required Practical - RP2 Measurement of an enthalpy change. C11 - Introduction to organic chemistry ● Carbon Compounds. ● Nomenclature. ● Isomerism. C12 - Alkanes ● Properties of Alkanes and Fractional Distillation.	C12 - Alkanes ● Cracking of Alkanes. ● Combustion of Alkanes. ● Free Radical Substitution of Alkanes. ● Additional practical 18 - Making a Halogenoalkane. C13 - Halogenoalkanes ● Properties of Halogenoalkanes. ● Nucleophilic Substitution in Halogenoalkanes. ● Elimination Reactions in Halogenoalkanes.
Assessment	Required practicals will be assessed for CPAC competencies. Assessed C2 PPQs.	Assessed C4 PPQs. Required practicals will be assessed for CPAC competencies.	Required practicals will be assessed for CPAC competencies. Assessed C11, C12 and C13 PPQs.

	Term 4	Term 5	Term 6
Skills	- CPAC Skills. - Application of knowledge - problem solving.	- Application of knowledge - problem solving.	- Application of knowledge - problem solving.

Knowledge	C14 - Alkenes • Properties of Alkenes. • Reactions of Alkenes. • Addition Polymers. C15 - Alcohols • Properties of Alcohols. • Production of Ethanol. • Reactions of Alcohols. • Required Practical RP5 - Preparation and distillation of ethanal.	C16 - Organic Analysis • Required Practical RP6 - Organic Analysis. • Infrared Spectroscopy. • Mass Spectroscopy. C25 - Nomenclature and isomerism in organic chemistry • Naming Organic Compounds. • Optical Isomerism. • Synthesis of Optically Active Compounds.	C26 - Compounds containing the carbonyl group • Introduction to Aldehydes and Ketones. • Reactions of Carbonyl Group in Aldehydes and Ketones. • Carboxylic Acids and Esters. • Reactions of Carboxylic Acids and Esters. • Acylation. C27 - Aromatic Chemistry • Introduction to Arenes. • Reactions of Arenes.
Assessment	Required practicals will be assessed for CPAC competencies. Assessed C14 & C15 Summative PPQs.	Mock Examination on all content from year 12 to date. Assessed AS Level Organic Chemistry Summative PPQs.	Assessed C25, C26 & C27 Summative PPQs.

How parents can support:	**Encouraging students with regards to organisation skills as we start the A-Level course.** **Questioning - talking to their young person about the topics being learnt.** **General knowledge sharing particularly when relevant to a topic.** **Encouraging students to revise using the past paper questions available on google classroom and Physics and Maths Tutor Website.**
Useful links	**Link to MGGS Science Students drive for A-Level Resources, including lesson resources (powerpoints and booklets) and past paper questions:** **https://drive.google.com/drive/folders/0Bzc2YRZA7invaFpyRHBaQTBJRXM?resourcekey=0-NkZNlxJ9GdWEZE-k2XbE_Q** **Links to useful videos for supporting independent learning:** **Chem Revise Website : https://chemrevise.org/revision-guides/** **Machem Guy Videos : https://docs.google.com/document/d/1MFgkCts2xGSOx5f07v0K_ejKMpli04nNNsCq3jDDVwE/edit** **Inorganic and physical topics Revision Lessons byDr de Bruin : https://www.youtube.com/c/DrdeBruinsClassroom** **Free science lessons videos : https://www.youtube.com/c/Freesciencelessons/search?query=A%20Level%20Chemistry** **Practice Questions, Physics and Maths Tutor : https://www.physicsandmathstutor.com/chemistry-revision/a-level-aqa/**

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement for example ??	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example ??	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources for example??	Advanced thinking gives pupils the power to improve their outcomes by encouraging deeper thinking. It helps to develop and deepen students' subject knowledge. We use a variety of tools consistently across subjects and within lessons to promote advanced thinking.

Computer Science

Examination Board: AQA

Intent	Implementation	Impact
A-level Computer Science enables students to further develop their problem-solving and programming skills attained from the GCSE course and gain an in-depth understanding of the theoretical concepts to pave the path for a career in software engineering. The aims of the A-level qualification enable learners to develop: - an understanding of and ability to apply the fundamental principles and concepts of computer science including; abstraction, decomposition, logic, algorithms and data representation - the ability to analyse problems in computational terms through practical experience of designing solutions independently - the capacity for thinking creatively, innovatively, analytically, logically and critically. - the capacity to see relationships between different aspects of computer science and strengthen their mathematical skills The curriculum intends that students should adopt high aspirations and that most should aim to progress onto university or higher-level apprenticeships.	The A-level Computer Science course comprises two papers and a non examined project work (NEA) and is delivered by two teachers with *six hours* a fortnight allocated for problem solving and programming and *four hours* a fortnight for Computing theory. ***We follow the AQA exam board specification - 7517*** In the first year of the A-level course Our paper 1 section focuses on 4.1 Fundamentals of Programming (including getting familiar with the *Python programming language*) 4.2 Fundamentals of Data Structures 4.3 Fundamentals of Algorithms Our paper 2 section focuses on the following units 4.5 Fundamentals of Data Representation 4.6 Fundamentals of Computer Systems 4.9 Fundamentals of Communication & Networking 4.10 Fundamentals of Databases *Towards the last term of this year, students also begin exploring various problem statements to arrive at a programming project for their NEA component.*	Students should be able to ➔ develop their capability, creativity and knowledge in computer science and information technology ➔ develop and apply their analytic, problem-solving, design, and computational thinking skills to design solutions ➔ understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to transfer information safely on the network

	Term 1	Term 2	Term 3
Skills	➔ Literacy skills - Key Computer Science vocabulary ➔ Habits of mind - applying past knowledge to new situations	➔ Numeracy skills - Mental arithmetic skills - multiplication, addition and division, averages ➔ Literacy skills - Key Computer Science	➔ Literacy skills - Key Computer Science vocabulary. ➔ Habits of Mind - Persisting AO1 & AO2: Demonstrate & Apply knowledge and

		vocabulary AO1 & AO2: Demonstrate & Apply knowledge and understanding of the key concepts and principles of computer science. AO3: Analyse problems in computational terms: ➔ to make reasoned judgements ➔ to design, program, evaluate and refine solutions.	understanding of the key concepts and principles of computer science. AO3: Analyse problems in computational terms: ➔ to design, program, evaluate and refine solutions.
Knowledge	<u>Paper 1</u> **4.1 Fundamentals of Programming** *4.1.1 Programming Concepts* - 4.1.1.1 : Data types - 4.1.1.7 : Constants & Variables - 4.1.1.2 : Programming Concepts (Sequencing, Selection & Iteration) - 4.1.1.3 : Arithmetic Operations - 4.1.1.4 & 5 : Relational Operations & Boolean Operations - 4.1.1.8 : String Manipulation (Conversion from DateTime, Extraction of Date / Time etc.) <u>Paper 2</u> 4.9 Fundamentals of Communication & Networking - 4.9.1 Communication - 4.9.2 Networking 4.5 Fundamentals of Data Representation - 4.5.1 Number Systems - 4.5.2 Number Bases - 4.5.3 Units of Information - 4.5.4 Binary Number System - Signed & Unsigned Binary	<u>Paper 1</u> **4.1 Fundamentals of Programming** *4.1.1 Programming Concepts* - 4.1.1.1 : Data types - DateTime, Pointer and Arrays - 4.1.1.8 : Random Number generation - 4. 2.7 : Dictionaries - 4.1.1.9 : Exception Handling - 4.1.1.10-14: Subroutines (Local and Global Variables) - 4.1.1.16 : Recursive Techniques - 4.2.1.2 : 2 D and Multi-dimensional lists - 4.2.1.3 : Reading and Writing into files (text files and binary files) <u>Paper 2</u> 4.9 Fundamentals of Communication & Networking - 4.9.3 The Internet - 4.9.4 The TCP/IP Model	<u>Paper 1</u> **4.1 Fundamentals of Programming** *4.1.2 Programming Paradigms* - 4.1.2.3 : Object-oriented programming # Basic Concepts (Class, Objects, Encapsulation) # Be able to write object-oriented program # Draw and interpret class diagrams # Inheritance # Polymorphism # OOP Design Concepts - Aggregation and Composition <u>Paper 2</u> 4.5 Fundamentals of Data Representation - 4.5.4 Binary Number System - Numbers with a Fractional Part - Floating Point Normalisation - Rounding Errors, Under/Overflow - 4.5.5 Information Coding Systems - 4.5.6 Representing Images
Assessment	Paper 1 - Consolidated assessment on	Paper 1 - Interim assessment on Arrays,	Paper 1 - Assessed piece of homework using

	Fundamentals of programming and Computer Networks - GCSE level - Summative assessment on String Manipulation and Programming concepts. Paper 2 - Mini Test on Communication - Summative Assessment on Communication, Networking & Binary Numbers	Dictionaries and Exception Handling - A five hour project consolidating their learning on Unit 4.1.1 Paper 2 - Mini Test on The Internet - Summative Assessment on entire Communication / Networking / The Internet / TCP/IP Topic	object-oriented programming techniques - Summative assessment on Unit 4.1.2 Paper 2 - Mini Test on Binary Number System - Summative Assessment on Binary Numbers, Information Coding and Representing Images

	Term 4	**Term 5**	**Term 6**
Skills	➔ Numeracy skills - Mental arithmetic skills - addition, subtraction ➔ Literacy skills - Key Computer Science vocabulary. ➔ Habits of Mind ◆ Questioning and Posing problems (in Data structures) ◆ Taking responsible risks	➔ Literacy skills - Key Computer Science vocabulary. ➔ Habits of Mind ➔ Resilience and Practise ➔ Striving for accuracy	➔ Literacy skills - Key Computer Science vocabulary ➔ Habits of mind - applying past knowledge to new situations and Taking responsible risks
Knowledge	<u>Paper 1</u> **4.2 Fundamentals of Data Structures** - 4.2.1.3 : Fields & Records - 4.2.1.4 : Introduction to Abstract data types 4.2.3 Stacks 4.2.4 Queues 4.2.5 Graphs 4.3.1 Graph Traversal Algorithms # Depth First Search # Breadth First Search 4.3.6 : Dijkstra's shortest path algorithms <u>Paper 2</u>	<u>Paper 1</u> **4.2 Fundamentals of Data Structures & 4.3 Fundamentals of Algorithm** 4.2.5 Trees 4.3.2 Tree Traversal Algorithm # Inorder, Preorder, Postorder traversal 4.3.5 Sorting Algorithms 4.3.5.1 : Bubble Sort 4.3.5.2 : Merge Sort (Insertion Sort & Quick Sort for NEA) 4.3.4 : Searching Algorithms <u>Paper 2</u> 4.10 Fundamentals of Databases - SQL Scenarios Practice	<u>Paper 1</u> **4.2 Fundamentals of Data Structures & 4.3 Fundamentals of Algorithm** 4.2.6 Hash Tables 4.2.8 Vectors <u>Paper 2</u> 4.6 Fundamentals of Computer Systems - 4.6.4 Logic Gates - 4.6.5 Boolean Algebra <u>NEA</u> - Exploring problem statements from the past years / exemplar projects from AQA. - Producing a draft project proposal.

	4.5 Fundamentals of Data Representation - 4.5.6 Representing Sound & Data Compression 4.10 Fundamentals of Databases - 4.10.1 Conceptual Data Models - 4.10.2 Relational Databases - 4.10.3 Database Normalisation - 4.10.4 Structured Query Language - 4.10.5 Client Server Databases	4.6 Fundamentals of Computer Systems - 4.6.1 Hardware & Software - 4.6.2 Classification of Programming Languages - 4.6.3 Types of Programming Language Translator	
Assessment	Paper 1 - Interim assessment on Data structures - Stacks, Queues and Graphs Paper 2 - Mini Test on Databases + SQL *Revision for Exams at start of next term*	**Y12 Examinations** Paper 1 - Mini-assessment on Trees and tree-traversal techniques Paper 2 - Summative Assessment on Databases	Paper 1 - Summative assessment on Trees, Hash Tables and Vectors Paper 2 - Mini Test on Logic Gates & Boolean Algebra

How parents can support:	Homework is set 2 - 3 times a fortnight via the Google Classroom platform. Homework tasks are provided to reinforce and practise the key vocabulary and programming techniques learnt during the week. **Students are provided with Gold, Diamond and Platinum challenges at the start of Year 12. In order to attain a grade A or higher in the A-level course, students should invest a minimum of 2 hours working on these challenges independently each week in Year 12.** Pupils are encouraged to keep up to date with technology news that can be used in class discussions, gain relevant work experience over the term holidays and update their electronic portfolio with opinions on current technological news as well as classwork and homework. Parents are encouraged to support their children in these learning.
Useful Resources and links	AQA A-level Computer Science textbook from Hodder Publication / PGOnline AQA A-level workbooks from Hodder Publication and Raspberry Pi foundation. Isaac Computer Science Platform **Craig n Dave SmartRevise** Craig n Dave Videos and Student Revision Resources Latest technology news

MEGA

Mindset	Enrichment	Google	Advanced Thinking
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	Advanced thinking gives pupils the power to improve their outcomes by encouraging deeper thinking. It helps to develop and deepen students' subject knowledge. We use a variety of tools consistently across subjects and within lessons to promote advanced thinking

Design and Technology - Product Design

Examination Board: AQA

Intent	Implementation	Impact
A Level DT seeks to provide a deeper and broader understanding than the GCSE course. Topics are more focussed around industry practice and the application of design scenarios and solutions to the real world. Students develop a deeper understanding of the design process from the initial identification of a design related problem, through to the final manufactured outcome; putting learning into practice by producing prototypes of their own choosing. Students engage in a mixture of theory based lessons, practical experiments, focused practical tasks and project work for the duration of the course.	The course is structured to include a range of activities that will help to embed learning whether it is knowledge or skills based. There are focussed practical tasks covering a broad range of material areas along with theoretical research tasks to embed design related concepts. Students undertake a mock non examined assessment task to further develop their skills in this area encompassing research, design briefs and specification, design ideas, development of ideas, realising design intentions and testing and evaluating design proposals. Students work continuously to link theoretical concepts and practical applications together.	Students become more knowledgeable about a wide range of material categories including, but not limited to,: timbers; metals; polymers; composites; textiles; electronics; papers and boards. The breadth of transferable skills developed through studying DT allows students to problem solve in creative ways and seek future pathways in a range of creative industries. Through developing links with industry experts, students are able to see DT in practice in the real world. Students become more aware of the world around them and can link their knowledge of materials, processes and physiological/ psychological/social needs to those stemming from DT.

	Term 1	Term 2	Term 3
Skills	• Ability to recognise and differentiate materials according to their physical/working properties. • Practical application of wasting, forming and addition processes on papers and boards. • Practical application of wasting, forming and addition processes on biopolymers. • Practical application of wasting, forming and addition processes on metals.	• Design communication - general skills. • Design communication - 2 point perspective. • Design communication - isometric. • Design communication - orthographic. • Design communication - rendering. • Design communication - exploded drawings. • Design communication - CAD. • Practical application of wasting, forming and addition processes on metals. • Practical application of wasting, forming and addition processes on papers and boards.	• How to respond to a set design task. • How to investigate a context/theme. • How to identify a client. • How to write a design brief and specification. • How to generate design ideas. • Modelling techniques. • Selecting tools, techniques and processes.
Knowledge	• Principle of good design (Rams). • Performance characteristics of materials. • Properties of papers and boards. • Properties of polymers and biopolymers. • Properties of smart materials and composites. • Properties of meals. • Properties of timbers.	• The work of others - individual designers and brands/companies. • Design theory/history. • Wasting, forming and addition processes of metals. • CAD/CAM processes. • Technology and cultural changes. • Product evolution.	• Design methods and processes. • Design for manufacture and project management. • Responsible design. • Accuracy in design and manufacture. • Health and safety in design/industry. • Scales of production. • Non-examined assessment requirements and assessment criteria. • An iterative approach to a design task.
Assessment	Performance characteristics of materials assessment.	Metals unit practical assessment.	Designing and making principles mock NEA task.

	Term 4	Term 5	Term 6
Skills	• The use of finishes. • Practical application of the enhancement of materials. • Practical application of mock NEA manufacture.	• Practical application of forming, redistribution and addition processes on papers and boards. • Practical application of forming, redistribution and addition processes on polymers. • Practical application of forming, redistribution and addition processes on timbers. • Practical application of forming, redistribution and addition processes on metals.	• How to set an independent design task. • How to investigate a context/theme.
Knowledge	• Requirements for product design and development. • Critical analysis and evaluation. • Feasibility studies. • Enhancement of materials.	• Protecting designs and intellectual property. • Digital design and manufacture.	• Non-examined assessment requirements and assessment criteria. • An iterative approach to a design task.
Assessment	Mock examination.	Focused practical tasks.	NEA section A.

How parents can support:	The department aims to help parents/carers by supplying as much as we can to allow students to make a speedy start to units of work with appropriate high quality materials and resources specific to the topics. Most of the resources are single use, therefore we would be appreciative of ensuring that your daughter has access to these by completing the contributions letter sent home and returning it with payment as soon as possible. Costings are calculated to ensure that these are the absolute minimum for the provision of the materials. On occasions your daughter may be required to provide additional decorative or specialist materials to enhance her practical work.
Useful links	• All lessons/resources are posted onto Google Classroom • www.technologystudent.com

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

Design and Technology - Fashion Textiles

Intent	Implementation	Impact
A Level Fashion Textiles seeks to provide a deeper and broader understanding than the GCSE course. Topics are more focussed around industry practice and the application of design scenarios and solutions to the real world. Learners develop a deeper understanding of the design process from the initial identification of a design related problem, through to the final manufactured outcome; putting learning into practice by producing prototypes of their own choosing. Learners engage in a mixture of theory based lessons, practical experiments, focused practical tasks and project work for the duration of the course. Their end proficiency in the subject will enable learners to change their own futures and potentially those of many others around them.	The course is structured to include a range of activities that will help to embed learning whether it is knowledge or skills based. Learners will study Fashion design, textile techniques and processes, digital design, pattern cutting, draping and shaping on the mannequin and will learn some really exciting fashion illustration techniques. Learners' portfolios will be inspired by trend forecasts, which they will respond to through the workshops that are delivered. They will study haute couture and high street Fashion Design to inspire creations on the body and will develop an awareness and understanding of different cultures and design inspirations. Learners will also undertake a mock non examined assessment task to further develop their skills in this area encompassing research, design briefs and specification, design ideas, development of ideas, realising design intentions and testing and evaluating design proposals. Students work continuously to link theoretical concepts and practical applications together.	Students become more knowledgeable about a wide range of topics, including, but not limited to fibres and fabrics, design influences and theories, marketing, fashion cycles and market trends. The breadth of transferable skills developed through studying Fashion and Textiles allows students to problem solve in creative ways and seek future pathways in a range of creative industries. Through developing links with industry experts, students are able to see Fashion and Textiles in practice in the real world. Students become more aware of the world around them and can link their knowledge of materials, processes and physiological/ psychological/social needs to those stemming from Fashion and Textiles. Following this course, lots of students progress onto art foundation courses or fashion degrees, but many students have also progressed onto other related specialisms such as fashion journalism/photography/marketing and buying.

	Term 1	Term 2	Term 3
Skills	• Creation of basic pattern blocks to individualised measurements • Moving and manipulation of darts • Adding folds and pleats to create volume and structure • Altering typical pattern shapes • Creating pockets • Exploring seams for different purposes • Collar creation • Moulage	• Alteration of basic block patterns • Origami pattern creation • Creative pleating and folding • Understanding pattern labelling and marking • Exploring plackets and waistlines • Calico mannequins	Preparation for the NEA: Mock NEA project including the following workshops: • Design practice • Textiles processes • Garment making processes
Knowledge	• Design methods and process • Enterprise and marketing • Classification of materials - natural fibres, manufactured fibres, synthetic fibres, smart materials, modern materials, laminated materials	• Enterprise and marketing • Fashion cycles • Maths Content • Design influences • Technical textiles • Performance characteristics of fibres	• Design theory, linked with designers and their work • Non-woven fabrics • Woven fabrics • Knitted fabrics

		• Yarn production - basic yarns, fancy yarns, textured yarns, Mixtures and blends	
Assessment	Entry Exam Maths Assessment	Techniques and Processes - Practical Assessment End of unit assessment: Design Methods and Processes	Calico Garments - Practical Assessment End of unit assessment: Enterprise and Marketing Mid Topic Test - Fibres and Fabrics

	Term 4	**Term 5**	**Term 6**
Skills	Preparation for the NEA: Mock NEA project including the following workshops: • Design practice • Textiles processes • Garment making processes	• Start of NEA portfolio. Section A – Identifying and investigating design possibilities	• Continuation of NEA portfolio. Section B – Producing a design brief and specification
Knowledge	• Design theory, linked with designers and their work • Socio-economic influences on fashion and textiles • Performance characteristics of fabrics • Materials and applications	• Socio-economic influences on fashion and textile • Exam techniques/practice (Maths) • Methods for investigating and testing materials • Interfacings, underlinings, linings and interlinings • Fabric finishes - chemical • Fabric finishes - mechanical • Methods of joining and use of components - seams • The use of fastenings and trims	• Major Developments in Technology • CAD/CAM • Scales of Production • Electronic Communication
Assessment	Mock NEA - Section A Mock Exam End of unit assessment: Fashion Cycles	Mock NEA - Section B and C End of unit assessment: Fibres and Fabrics	NEA section A - General Feedback End of unit assessment: Design Influences and Theory

How parents can support:	The department aims to help parents/carers by supplying as much as we can to allow students to make a speedy start to units of work with appropriate high quality materials and resources specific to the topics. Most of the resources are single use, therefore we would be appreciative of ensuring that your daughter has access to these by completing the contributions letter sent home and returning it with payment as soon as possible. Costings are calculated to ensure that these are the absolute minimum for the provision of the materials. On occasions your daughter may be required to provide additional decorative or specialist materials to enhance her practical work.
Useful links	• All lessons/resources are posted onto Google Classroom • www.textileartist.org • www.vogue.co.uk/shows

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
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Drama and Theatre

Examination Board: AQA

Intent	Implement	Impact
Students explore the social, cultural and historical contexts of different texts in order to help them understand different time periods and cultures as well as expanding their vocabulary and analytical skills. Students study two contrasting set texts, review live and digital theatre, explore and workshop three extracts (one of these is examined) and devise their own piece of theatre taking influence from a prescribed theatre practitioner.	The AQA course as a whole is synoptic e.g. knowledge of design elements is covered in both set texts as well as live theatre. The order in which units are covered/taught has been chosen to help build on students' knowledge and understanding of theatre.	Groups are smaller at A level which means that students can get more one to one support. Our students are committed and motivated with a love of drama and theatre. Like the GCSE course this is an ambitious one. Mock examinations in yr 12 and 13 really help the department to hone their support and delivery of the curriculum overall. Every year we have a small number of A level students go on to study Drama/Theatre at university or drama school.

	Term 1	Term 2	Term 3
Skills (assessment objectives)	**AO1:** Create and develop ideas to communicate meaning for theatrical performance. **AO2:** Apply theatrical skills to realise artistic intentions in live performance. **AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed. **AO4:** Analyse and evaluate their own work and the work of others.	**AO1:** Create and develop ideas to communicate meaning for theatrical performance. **AO2:** Apply theatrical skills to realise artistic intentions in live performance. **AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed. **AO4:** Analyse and evaluate their own work and the work of others.	**AO1:** Create and develop ideas to communicate meaning for theatrical performance. **AO2:** Apply theatrical skills to realise artistic intentions in live performance. **AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed. **AO4:** Analyse and evaluate their own work and the work of others.
Knowledge	Component 1 Section A: Exploration of Hedda Gabler by Henrik Ibsen from a director, performer and designers perspective. Understand the social, cultural and historical context of Norway in the 1890s including: gender expectations and roles, the established social hierarchy and class system, Ibsen's own life history and influence on the text Component 1 Section B: Exploration of *Our Country's Good* by Timberlake Wertenbaker from a director, performer and designers perspective: 18th century crime and punishment, colonisation in Australia, Aboriginal culture.	Component 1 Section A: Exploration of Hedda Gabler by Henrik Ibsen from a director, performer and designers perspective. Understand the social, cultural and historical context of Norway in the 1890s including: gender expectations and roles, the established social hierarchy and class system, Ibsen's own life history and influence on the text Component 1 Section B: Exploration of *Our Country's Good* by Timberlake Wertenbaker from a director, performer and designers perspective: 18th century crime and punishment, colonisation in Australia, Aboriginal culture. Component 1 Section C: Analysis and evaluation of live theatre	Component 1 Section A: Exploration of Hedda Gabler by Henrik Ibsen from a director, performer and designers perspective. Understand the social, cultural and historical context of Norway in the 1890s including: gender expectations and roles, the established social hierarchy and class system, Ibsen's own life history and influence on the text Component 1 Section B: Exploration of *Our Country's Good* by Timberlake Wertenbaker from a director, performer and designers perspective: 18th century crime and punishment, colonisation in Australia, Aboriginal culture. Component 3 Making Theatre: page to stage, theatrical skills, social, cultural and historical context, study of

			prescribed practitioner.
Assessment	Essay practice using the AQA mark scheme.	Essay practice using the AQA mark scheme.	Essay practice using the AQA mark scheme. Internal practical assessment using AQA mark scheme.

	Term 4	**Term 5**	**Term 6**
Skills	**AO1:** Create and develop ideas to communicate meaning for theatrical performance. **AO2:** Apply theatrical skills to realise artistic intentions in live performance. **AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed. **AO4:** Analyse and evaluate their own work and the work of others.	**AO1:** Create and develop ideas to communicate meaning for theatrical performance. **AO2:** Apply theatrical skills to realise artistic intentions in live performance. **AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed. **AO4:** Analyse and evaluate their own work and the work of others.	**AO1:** Create and develop ideas to communicate meaning for theatrical performance. **AO2:** Apply theatrical skills to realise artistic intentions in live performance. **AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed. **AO4:** Analyse and evaluate their own work and the work of others.
Knowledge	<u>Component 3 Making Theatre:</u> Page to stage, theatrical skills, social, cultural and historical context, study of prescribed practitioner. <u>Component 1 Section C:</u> Analysis and evaluation of live theatre.	<u>Component 3 Making Theatre:</u> page to stage, theatrical skills, social, cultural and historical context, study of prescribed practitioner.	<u>Component 3 Making Theatre:</u> page to stage, theatrical skills, social, cultural and historical context, study of prescribed practitioner. <u>Component 2 Creating Original Drama:</u> devising, theatrical skills, structure, study of prescribed practitioner (begin NEA preparation).
Assessment	Internal practical assessment using AQA mark scheme. Preparation for Reflective Report. Essay practice using the AQA mark scheme.	Essay practice using the AQA mark scheme. Preparation for Reflective Report.	Internal practical assessment using AQA mark scheme. Preparation for Reflective Report. Preparation for NEA performance and Working Notebook).

Useful resources	**An Introduction to Our Country's Good** **An Introduction to Katie Mitchell** Drama Online Library website: Username: 2Sc$7Lm* Password: 3Gd"8Qe-

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement. For example students become theatre makers by planning, devising and staging their own performance pieces.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example students see live and recorded professional productions as well as taking part in workshops with industry professionals.	Google is a key part of our curriculum. It is used to enhance the structure of students' learning through use of online resources for example access to online interviews, videos and workshops.	In Drama students are continuously developing their Habits of Mind and rich questioning and retrieval practice is used to help develop their knowledge and understanding.

Economics

Examination Board: Pearson Edexcel

Intent	Implement	Impact
We would like our students to develop a passion for economics, and to appreciate the contribution of the subject to the understanding of the wider economic and social environment. Students are encouraged to use an enquiring, critical and thoughtful approach to the subject and develop an ability to think as an economist, developing analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life.	The course covers the A Level Edexcel Economics A specification covering both microeconomics and macroeconomics in each of years 12 and 13. We use the Edexcel A Level Economics course text together with a variety of additional resources and students are encouraged to read widely and enrich their learning beyond the specification.	A number of students go on to study Economics or a related subject, such as Business Studies or Accounting and Finance, at university or as an apprenticeship.

	Term 1	Term 2	Term 3
Skills	Knowledge, application, analysis, and evaluation	Knowledge, application, analysis, and evaluation	Knowledge, application, analysis, and evaluation
Knowledge	• The economic problem • Economics as a social science • Positive and normative economics • Economic resources • Production possibility frontiers • Specialisation and division of labour • Sectors of the economy • Money and exchange • Types of economies • Famous economists • Rational decision making • Price determination • Elasticity	• Indirect taxes and subsidies • Behavioural economics • Types of market failure • Government intervention in markets • Government failure • Economic data	• Measures of economic performance • Aggregate demand and supply analysis • National income • The multiplier • Economic growth
Assessment	• Introductory concepts end of unit assessment • Price determination end of unit assessment	• Elasticity, taxes and subsidies end of unit assessment • Market and government failure end of unit assessment	• Aggregate demand and supply end of unit assessment

	Term 4	Term 5	Term 6
Skills	Knowledge, application, analysis, and evaluation	Knowledge, application, analysis, and evaluation	Knowledge, application, analysis, and evaluation

Knowledge	• Inflation • Unemployment • Balance of payments • Macroeconomic objectives • Demand side policies	• Supply side policies • Conflicts and trade-offs • Public expenditure • Taxation • Public sector finances	• Financial markets • Labour markets • Business growth • Revenue • Production
Assessment	• Paper 1 mock exam	• Paper 1 end of year examination • Paper 2 mock assessment	• Paper 2 assessment

Useful resources	**Edexcel A Level specification** https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015.html **Totor2U** have a wealth of resources to support and enrich the A level Economics course **https://www.tutor2u.net/economics** **Bank of England** https://www.bankofengland.co.uk/ **Textbooks:** Anderton A - Economics – 6th edition (Pearson) Smith P - Edexcel A Level Economics A Book 1 (Hodder Education) Threadgould A and Meachen A -Microeconomics for A level year 1 and AS (Anforme) Threadgould A-Macroeconomics for A level Year 1 and AS (Anforme) Davis P and Joad T - Essential Maths Skills for AS/A-level Economics (Hodder Education) **Revision guides** Student Guide Theme 1 - Edexcel Economics A - Introduction to markets and market failure (Hodder Education) Student Guide Theme 2 - Edexcel Economics A - The UK economy, performance and policies (Hodder Education) Brewer Q and Cole R - My Revision notes Edexcel AS/A level year 1 Economics A (Hodder Education) Cramp P – Revision guide to Economics for AS level and A level year 1 (Anforme) **Periodicals:** Economist Economic Review

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement for example ??	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example ??	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources for example??	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

English Language and Literature

Examination Board: AQA

Intent	Implement	Impact
For English Language and Literature, the texts have been chosen in order for students to build upon prior analysis skills and develop cultural awareness as well as to challenge and promote deep discussion.	For English Language and Literature, the texts chosen are an anthology of texts with the common theme of Paris (immediately immersing students in the culture and context of Paris and helping students develop cultural awareness), 'The Lovely Bones' and the poetry of Carol Ann Duffy. The variety of texts on offer allows students to develop their understanding of how writers use narrative styles and language to shape meaning.	- Mock examinations in June (Y12), September (Y13) and January (Y13) enable the department to assess the impact of the curriculum. Regular essays and paragraph writing also enable us to check understanding, depth of knowledge and progress more generally in the subject. - Generally AQA Lang/Lit results have produced historically good results with decent ALPS scores. The teaching of the AQA Literature course, for the fifth year at MGGS, is continuing to go well.

Teacher 1

	Term 1 Imagined Worlds - The Lovely Bones	Term 2 The Lovely Bones	Term 3 Paris Anthology
Skills	Students explore the imagined world of 'The Lovely Bones', which is characterised by unusual narratives, narrators and events. Students also consider key aspects of the text which places them in particular contexts of production and reception. Students analyse the language choices made by writers in order to study the following: ● point of view ● characterisation ● presentation of time and space/place ● narrative structure.	Students explore the imagined world of 'The Lovely Bones', which is characterised by unusual narratives, narrators and events. Students also consider key aspects of the text which places them in particular contexts of production and reception. Students analyse the language choices made by writers in order to study the following: ● point of view ● characterisation ● presentation of time and space/place ● narrative structure.	Students consider: ● the ways in which writers and speakers present places, societies, people and events ● the metaphorical nature of representation: the ways that narrative itself can sometimes be seen as a personal journey for writers and speakers ● the influence of contextual factors such as time period, race, social class and gender on the content and focus of narratives ● the affordances and limitations of different media ● different generic conventions and different purposes for communicating ideas and viewpoints about travel, people and places ● how people and their relationships are realised through point of view, attitude, specific registers, physical descriptions, speech and thought.
Knowledge	**Vocabulary/ concepts:** ● Narrator	**Vocabulary/ concepts:** ● Narrator	**Vocabulary/ concepts:** ● Genres including: transcript of spontaneous

	• Storyworld • Characterisation • Point of view • Genre - fantasy, Bildungsroman, crime, romance, Gothic • Speech and thought presentation • linguistic theory including: cooperation, politeness • Representation of grief [Kubler Ross] / serial killer profiles	• Storyworld • Characterisation • Point of view • Genre - fantasy, Bildungsroman, crime, romance, Gothic • Speech and thought presentation • linguistic theory including: cooperation, politeness • Representation of grief [Kubler Ross] / serial killer profiles	speech, one-speaker narrative, multi-speaker conversation, advertisement, travel guide, graphic novels, online forum discussion, blog posts, memoir, information text, popular history • Representation • Point of view • Register • Literariness • Linguistic theory: cooperation, politeness, accommodation, hedging language, features of spontaneous speech, Grice's maxims, Labov's narrative structure, active and passive voice
Assessment	In-class teacher assessed essays.	In-class teacher assessed essays.	In-class teacher assessed essays.

Teacher 2

	Term 1 Paris Anthology	**Term 2 Paris Anthology**	**Term 3 Carol Ann Duffy poetry**
Skills	Students consider: • the ways in which writers and speakers present places, societies, people and events • the metaphorical nature of representation: the ways that narrative itself can sometimes be seen as a personal journey for writers and speakers • the influence of contextual factors such as time period, race, social class and gender on the content and focus of narratives • the affordances and limitations of different media • different generic conventions and different purposes for communicating ideas and viewpoints about travel, people and places • how people and their relationships are realised through point of view, attitude, specific registers, physical descriptions, speech and thought.	Students consider: • the ways in which writers and speakers present places, societies, people and events • the metaphorical nature of representation: the ways that narrative itself can sometimes be seen as a personal journey for writers and speakers • the influence of contextual factors such as time period, race, social class and gender on the content and focus of narratives • the affordances and limitations of different media • different generic conventions and different purposes for communicating ideas and viewpoints about travel, people and places • how people and their relationships are realised through point of view, attitude, specific registers, physical descriptions, speech and thought.	Students explore how writers create a speaker or poetic voice in their work and how they use form, structure and language to convey a particular perspective. Students: • consider the impact of various literary techniques, for example metaphor and symbolism • identify and evaluate the impact of patterns of language use throughout the text • apply various linguistic theories such as Grice's maxims and the representation of speech to evaluate the effect of language choices • develop their vocabulary and written expression.
Knowledge	**Vocabulary/ concepts:** • Genres including: transcript of spontaneous speech, one-speaker narrative, multi-speaker conversation, advertisement, travel guide,	**Vocabulary/ concepts:** • Genres including: transcript of spontaneous speech, one-speaker narrative, multi-speaker conversation, advertisement, travel guide,	**Vocabulary/ concepts:** • Narrative perspective - homodiegetic, autodiegetic, heterodiegetic • Form - dramatic monologue

	graphic novels, online forum discussion, blog posts, memoir, information text, popular history • Representation • Point of view • Register • Literariness • Linguistic theory: cooperation, politeness, accommodation, hedging language, features of spontaneous speech, Grice's maxims, Labov's narrative structure, active and passive voice	graphic novels, online forum discussion, blog posts, memoir, information text, popular history • Representation • Point of view • Register • Literariness • Linguistic theory: cooperation, politeness, accommodation, hedging language, features of spontaneous speech, Grice's maxims, Labov's narrative structure, active and passive voice	• Structure - rhyme, rhythm, assonance, inversion • Literary techniques - metaphor, simile, symbolism, verb phrase, noun phrase, adjective, adverb, conceit / extended metaphor, ellision
Assessment	Essays done at home and teacher assessed	Essays done at home and teacher assessed	Essays done at home and teacher assessed

Teacher 1

	Term 4 Paris Anthology	**Term 5 NEA/ Paris Anthology**	**Term 6 NEA/ Paris Anthology**
Skills	Students consider: • the ways in which writers and speakers present places, societies, people and events • the metaphorical nature of representation: the ways that narrative itself can sometimes be seen as a personal journey for writers and speakers • the influence of contextual factors such as time period, race, social class and gender on the content and focus of narratives • the affordances and limitations of different media • different generic conventions and different purposes for communicating ideas and viewpoints about travel, people and places • how people and their relationships are realised through point of view, attitude, specific registers, physical descriptions, speech and thought.	Students consider: • language use in different types of text. and to make active connections between a literary text and some non-literary material • the connections between the two texts based either on a chosen theme or a particular linguistic strategy or feature Students demonstrate their ability to initiate and sustain independent enquiry.	Students consider: • language use in different types of text. and to make active connections between a literary text and some non-literary material • the connections between the two texts based either on a chosen theme or a particular linguistic strategy or feature Students demonstrate their ability to initiate and sustain independent enquiry.
Knowledge	**Vocabulary/ concepts:** Broad concepts: Why do people tell stories? What ingredients do stories need to have? What makes a good story?	**Vocabulary/ concepts:** Key Vocabulary: • Genre • Narrative • Point of view	**Vocabulary/ concepts:** Key Vocabulary: • Genre • Narrative • Point of view

	How are stories told in different modes? Is there a special kind of story called 'literature'? ● Genre including: memoir, advertisement, travel guides, transcripts of spontaneous speech, graphic novels ● Representation ● Point of view ● Register ● Literariness ● Linguistic theory: cooperation, politeness, accommodation	● Register ● Representation ● Literariness	● Register ● Representation ● Literariness
Assessment	In-class teacher assessed essays.	Year 12 exam: Paris Anthology and Carol Ann Duffy poetry	In-class teacher assessed essays.

Teacher 2

	Term 4 Carol Ann Duffy poetry	**Term 5 Carol Ann Duffy poetry**	**Term 6 Paris / Poetry / Creative Writing**
Skills	Students explore how writers create a speaker or poetic voice in their work and how they use form, structure and language to convey a particular perspective. Students: ● consider the impact of various literary techniques, for example metaphor and symbolism ● identify and evaluate the impact of patterns of language use throughout the text ● apply various linguistic theories such as Grice's maxims and the representation of speech to evaluate the effect of language choices ● develop their vocabulary and written expression.	Students explore how writers create a speaker or poetic voice in their work and how they use form, structure and language to convey a particular perspective. Students: ● consider the impact of various literary techniques, for example metaphor and symbolism ● identify and evaluate the impact of patterns of language use throughout the text ● apply various linguistic theories such as Grice's maxims and the representation of speech to evaluate the effect of language choices ● develop their vocabulary and written expression.	Student explore 'Show, don't tell' features of effective creative writing, including: ● using body language (kinesics, haptics and proxemics) to show a character's feelings or state of mind ● using listing and specificity to show what a character or place is like ● using literary techniques like pathetic fallacy, personification, symbolism, repetition, contrast, imagery, sensory imagery, metaphor and simile to convey a character's feelings and state of mind ● using direct speech and free direct speech to evoke a sense of character ● using a montage to create a sense of the passage of time
Knowledge	**Vocabulary/ concepts:** ● Narrative perspective - homodiegetic, autodiegetic, heterodiegetic ● Form - dramatic monologue ● Structure - rhyme, rhythm, assonance, inversion	**Vocabulary/ concepts:** ● Narrative perspective - homodiegetic, autodiegetic, heterodiegetic ● Form - dramatic monologue ● Structure - rhyme, rhythm, assonance, inversion	**Vocabulary/ concepts:** ● Narrative perspective - homodiegetic, autodiegetic, heterodiegetic ● Structure - opening, development / complication, climax, falling action, resolution, protagonist, antagonist, circular

	• Literary techniques - metaphor, simile, symbolism, verb phrase, noun phrase, adjective, adverb, conceit / extended metaphor, ellision	• Literary techniques - metaphor, simile, symbolism, verb phrase, noun phrase, adjective, adverb, conceit / extended metaphor, ellision	structure • Literary techniques - pathetic fallacy, personification, symbolism, repetition, contrast, imagery, sensory imagery, metaphor and simile
Assessment	Essays done at home and teacher assessed	Year 12 exam: Paris Anthology and Carol Ann Duffy poetry	Creative writing pieces done at home and teacher assessed

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience. • Their folders are checked regularly to ensure they have good systems in place for storing and retrieving their work. • Students are encouraged to think about development points from previous essays to work on in their current essay. • Students are encouraged to make revision and self-study materials so that they are responsible for their own learning.	• Students have the opportunity to visit Paris as part of their study of the Paris anthology. • The texts themselves enrich students as they are from the points of view of people of various ages and life experience. • We enrich students by including a variety of learning activities such as pair and small group discussions, whole group discussions and class presentations.	Google is a key part of our curriculum. • It is used to do research for the Paris anthology. • Many students choose to use google slides, documents or spreadsheets to create revision materials for the Paris texts. • Students do chapter presentations for the class in their study of 'The Lovely Bones'. These student generated materials are shared as a resource for the whole class. • Students word process some of their essays so that they can work on their style and written expression. They can also get online support from the teacher. • Google is used in class to clarify the meanings of vocabulary and to research references in texts to aid student understanding.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity. Describing maps are used extensively in the Study Booklet for the Carol Ann Duffy poetry. They encourage students to generate high quality adjectives to describe the speaker's feelings, attitudes or state of mind and they are tied to evidence from the poem in the form of quotations. Students are encouraged to use the work from their describing maps in their essay writing.

Geography

Examination Board: Pearson Edexcel

Intent	Implement	Impact
At A level we follow the Pearson Geography specification. The topics that this exam board uses lend themselves to the strengths of the teachers delivering the course. Members of the department are also examiners for this exam board. The NEA is also set out in a way that allows for the best outcomes for our students as it allows them to be confident when making decisions about what they would like to research and we can match it to their previous fieldwork knowledge.	A level students are taught by Geography specialists and subject knowledge is strong to ensure effective delivery. The Head of Department teaches both Human and Physical Geography at A Level which allows for an overview of the whole course. Feedback comes in a variety of forms but follows the school's assessment policy. In Geography all students will have work marked with a 'what went well' and an 'even better if'. The EBI will be a question which students then have to respond to. At A level assessments will vary from low stakes tests to exam questions from past papers. They are marked using levels and exam grade descriptors. We also use peer and self assessment regularly with students where they access and use the exam board mark schemes. Grade boundaries are applied for mock examinations.	The Geography curriculum covers a range of current affairs, social and environmental issues as well as giving students the opportunity to take part in field trips locally and internationally. This enriches our students' experiences of the subject and their awareness of their place in the world. Pupil Premium students also have the same access to the curriculum and field trips. Current examination results at GCSE and A level suggest that our exam board choices are appropriate for our learners. The range of examination questions at KS4 and 5 develop numeracy skills and enhances and supports literacy skills especially through the longer examination answers. We always have a number of students that complete Geography A level and go on and study Geography at a range of Universities and many of whom then go into Geography related careers.

	Term 1 and 2 Physical Geography - Tectonic Processes and Hazards	Term 1 and 2 Human Geography - Globalisation	Term 3 and 4 Physical Geography - Coastal Landscapes and Change
Skills	• Using maps • Using data and carrying out statistical tests such as spearman's rank • Analysis • Evaluation	• Using maps • Using data and carrying out statistical tests such as spearman's rank • Analysis • Evaluation	• Using maps • Using data and carrying out statistical tests such as spearman's rank • Analysis • Evaluation • Field work skills through coastal field trip
Knowledge	• Why are some locations more at risk from tectonic hazards? • Why do some tectonic hazards develop into disasters? How successful is the management of tectonic hazards and disasters?	• 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 and the physical environment? • What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?	• Why are coastal la • ndscapes different and what processes cause these differences? • How do characteristic coastal landforms contribute to coastal landscapes? • How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? • How can coastlines be managed to meet the needs of all players?

Assessment	Exam style 12 mark questions throughout the topic and an end of unit assessment	Exam style 12 mark questions throughout the topic and an end of unit assessment	Exam style 12 and 20 mark questions throughout the topic and end of unit assessment

	Term 3 and 4 Human Geography - Regenerating places	**Term 5 and 6 Physical Geography - The Water Cycle and Water insecurity**	**Term 6 - Physical Geography - Carbon cycle and energy insecurity and NEA preparation**
Skills	• Using maps • Using data and carrying out statistical tests such as spearman's rank • Analysis • Evaluation • Field work skills through regeneration field trip	• Using maps • Using data and carrying out statistical tests such as spearman's rank • Analysis • Evaluation	• Using maps • Using Data • Research skills
Knowledge	• How and why do places vary? An in-depth study of the local place in which you live or study and one contrasting place • Why might regeneration be needed? • How is regeneration managed? • How successful is regeneration?	• What are the processes operating within the hydrological cycle from global to local scale? • What factors influence the hydrological system over short- and long-term timescales? • How does water insecurity occur and why is it becoming such a global issue for the 21st century?	Carbon cycle • How does the carbon cycle operate to maintain planetary health? NEA • Locational knowledge of Norfolk • Understanding how to complete a Geographical enquiry • Research on NEA topic
Assessment	Exam style 12 and 20 mark questions throughout the topic and end of unit assessment.	Exam style 12 and 20 mark questions throu topic and end of unit assessment	Exam style questions linked to the carbon cycle

Useful resources	https://qualifications.pearson.com/content/dam/pdf/A%20Level/Geography/2016/specification-and-sample-assessments/Pearson-Edexcel-GCE-A-level-Geography-specification-issue-2-FINAL.pdf - the examination board specification https://eternalexploration.wordpress.com/2016/01/04/top-10-podcasts-for-geography-students/ - useful geographical podcasts https://senecalearning.com/en-GB/ - seneca learning

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement for example ??	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example ??	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources for example??	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

Health and Social Care

(Level 3 Cambridge Technical Extended Certificate)
Examination Board: OCR

Intent	Implement	Impact
As a vocational course the aim is to prepare students for a possible future career in the Health and Social Care Sector. The course is important as it is unusual for a Grammar school to offer vocational courses, but the school recognises a market amongst our students for such a course. The school is also committed to offering as broad a curriculum as possible, especially in the Sixth Form. We choose to do the portfolio based element of the course in Y12 as it helps to develop the students as independent learners. The compulsory Unit 1 portfolio - Building Positive Relationships in Health and Social Care - helps to develop familiarity with the sector eg through the requirement to undertake some work experience and role play scenarios - which in turn supports learning in the compulsory examined Units 2 and 3 in Y13. Our optional topics cover Nutrition for Health and Sexual Health, Reproduction and Early Development Stages. These relate to popular career choices in the sector; and they address important and topical PSHE issues.	All portfolio based units are divided into discrete Learning Objectives, for each of which there are a range of tasks for students to demonstrate skills at Pass, Merit or Distinction level. Teaching of content is interleaved with students working independently on their portfolio. Feedback is given on an individual basis once only, according to JCQ and OCR rules. Work is internally assessed and moderated, before being subject to external verification.	So far results have been high in relation to targets, including for all relevant sub-groups (though we have limited experience of particular groups and none for SEN).

Please note: the exact timing of different Learning Objectives and assessment tasks may vary depending on hours allocated to different staff members.

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	Term 1	Term 2	Term 3
Skills	Working independently including on research based tasks. Presenting ideas in a cogent and coherent way, with regard to the nature of the audience. Applying theoretical ideas to health care scenarios and evaluating their usefulness.	Working independently including on research based tasks. Presenting ideas in a cogent and coherent way, with regard to the nature of the audience. Applying theoretical ideas to health care scenarios and evaluating their usefulness.	Working independently including on research based tasks Presenting ideas in a cogent and coherent way, with regard to the nature of the audience. Applying theoretical ideas to health care scenarios and evaluating their usefulness. Responding to feedback and assessing and improving own work against standards.
Knowledge	Teacher 1: Unit 1 LO1 Understand	Teacher 1: Unit 1 LO2 Understand the factors that	Teacher 1: Unit 1 LO3 Understand how a person centred approach

	relationships in health, social care or childcare environments. Teacher 2: Unit 10 LO1 and 2: Know nutritional and diet guidelines; and understand the function of nutrients.	influence the building of relationships Teacher 2: Unit 10 LO3 and 4 Understand factors which influence nutritional health; be able to make recommendations to improve nutritional health.	builds positive relationships in health, social care or child care environments Teacher 2: Unit 13 LO1 Understand sexual health and contraception
Assessment	Unit 1 P1 M1 Unit 10 P1-3; M1	Unit 1 P2 Unit 10 P4-6; M2; D1	Unit 1 P3, M2 Unit 13 P1-3; M1; D1

	Term 4	**Term 5**	**Term 6**
Skills	Verbal and non-verbal communication skills in a variety of professional roles. Working independently including on research based tasks. Presenting ideas in a cogent and coherent way, with regard to the nature of the audience. Applying theoretical ideas to health care scenarios and evaluating their usefulness.	Working independently including on research based tasks Presenting ideas in a cogent and coherent way, with regard to the nature of the audience Applying theoretical ideas to health care scenarios and evaluating their usefulness	Working independently including on research based tasks Presenting ideas in a cogent and coherent way, with regard to the nature of the audience Applying theoretical ideas to health care scenarios and evaluating their usefulness Responding to feedback and assessing and improving own work against standards.
Knowledge	Teacher 1: Unit 1 LO4 Be able to use communication skills effectively to build positive relationships in health, social care or child care environment. Teacher 2: Unit 13 LO2 and LO3 Understand the importance of prenatal health and the process of conception; and know the factors that could affect health in pregnancy and the success of the birth	Teacher 1: Unit 1 Consolidate portfolio, responding to feedback. Teacher 2 Unit 13 LO4 Understand the stages of pregnancy and birth and the post-natal care of the mother.	Teacher 1: Start Unit 2 (examined unit) LO1 Understand the concepts of equality, diversity and rights and how these are applied in the context of health, social care and childcare environments. Teacher 2: Unit 13 LO5 Understand the care and development of the baby in the first year of life.
Assessment	Unit 1 P4, P5, M3, D1 Unit 13 P4-6; M2	Unit 13 P7-9; M3	Unit 2 LO1 End of topic assessment Unit 13 P10; M4; D2

Useful resources	**Preparing for Health and Social Care L3 Cambridge Technical Extended Certificate** **HEALTH AND SOCIAL CARE FAQS**

	A Level Mindset Health and Social Care **Health and Social Care Reading List 2022-23**

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement for example through developing the skulls of independent learning in their portfolio work.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example through encouraging visiting speakers from the Health and Social Care sector.	Google is a key part of our curriculum, and is used by students to prepare their portfolios.	Some of the portfolio tasks require the use of higher order thinking such as analysis and evaluation.

History

Examination Board: OCR

Intent	Implement	Impact
• To develop your analytical skills • To discover history that is both common and unique • To be able to analyse,, support and challenge a range of historical material (both contemporary and secondary)	• You will be taught paper 1 and paper 3 in Year 12. These topics are being covered first as they include all the elements that you are required to demonstrate in your independent coursework (paper 4). • Unit 2 and Unit 4 (coursework) are taught in Y13. Unit 2 is the small unit allowing more time for you to work on your coursework. • You will be expected to complete learning outside the classroom (including exam questions task and independent study)	• You will be equipped to analyse a range of material and identify subjectivity • To will have knowledge on how to research and be able to construct a justified argument that will be applicable to a wide range of employments • You will be prepared for the independent aspects of further education

AO1	Demonstrate, organise and communicate knowledge and understanding; to analyse, evaluate and make judgements of the key features and second order concepts.
AO2	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.
AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

	Term 1		Term 2		Term 3	
Unit	Paper 1: The Early Tudors	Paper 3: Witchcraze in 16th and 17th centuries	Paper 1: The Early Tudors	Paper 3: Witchcraze in 16th and 17th centuries	Paper 1: The Early Tudors	Paper 3: Witchcraze in 16th and 17th centuries
Skills Focus	AO1	AO1	AO1	AO1	AO1	AO1, AO3
Knowledge	**Henry VII** • How did Henry come to the throne? • How did he deal with challenges to his position (rebellion, nobility, finance and government)	**Introduction** • The Salem Witch Trials • Matthew Hpokins:Witchfinder General • Witchcraft in southern Germany	**Henry VIII (pt.1)** • Foreign Policy 1509 - 1529 • Domestic Policy 1509 - 1529 • The rise and fall of Thomas Wolsey • Wolsey and the church • The Great Matter	**Growth and Decline in Persecution of Witchcraft** • Religious causes • Political causes • Economic causes • Social Causes • Cultural Causes • Environmental Causes • The role of war • Medicine and remedies • Growth and decline in each case study	**Henry VIII (pt.3)** • Foreign Policy in the 1540s • Religious changes in the 1530s and 40s (including the Dissolution of the monasteries • Rise and Fall of Thomas Cromwell • Faction in the 1540s-1529 • Religious Opposition, including the Pilgrimage of Grace	**Growth and Decline in Persecution of Witchcraft (continued)** • Religious causes • Political causes • Economic causes • Social Causes • Cultural Causes • Environmental Causes • The role of war • Medicine and remedies • Growth and decline in each case study **The Persecuted** • Geography • Towns vs. Countryside

						• Age • Gender • Social and Employment composition
Assessment	Essay Question (20 marks)	Essay Question (25 marks)	Essay Question (20 marks)	Essay Question (25 marks)	Essay Question (20 marks)	Interpretation Question (30 marks)

Please note that both topics in each term are taught simultaneously by 2 members of teaching staff

	Term 4		**Term 5**		**Term 6**	
Unit	Paper 1: The Early Tudors	Paper 3: Witchcraze in 16th and 17th centuries	Paper 1: The Early Tudors	Paper 3: Witchcraze in 16th and 17th centuries	Paper 4: Coursework	Paper 2: The USA in the 19th Century: Westward expansion and Civil War 1803–c.1890
Skills Focus	AO1, AO2	AO1, AO3	AO1, AO2	AO1, AO3	AO1, AO2, AO3	AO1
Knowledge	**<u>Edward VI: 1547 - 1553</u>** • The Stability of the Monarchy (including age and Lord Protectors) • Religious Changes • Rebellion of 1549: Western and Ketts	**<u>Response of the Authorities</u>** • Legal Systems • Courts • Methods of Torture • Impact of the Reformation	**<u>Mary I: 1553 - 1558</u>** • The Stability of the Monarchy (including age and Lord Protectors) • Religious Changes • Rebellion of 1549: Western and Ketts	**<u>Popular Culture</u>** • Urban and rural popular culture; elite culture: participation and withdrawal. • The significance of ritual • The role of pageants and the festivals of misrule • Public humiliation; moral regulation • The role of magic in society; challenges to popular culture:; religious change; political change; economic change; social control.	• How to make academic notes • How to analyse interpretations and sources? • How to research for academic material • How to reference primary and secondary material • Causes of the Pilgrimage of Grace	**<u>Causes and Consequences of Westward Expansion</u>** You will have 2 lessons a fortnight to start this module of study. In Year 13 you will have 4 lessons fortnight in this topic.
Assessment	Source Question (30 marks)	Interpretation Question (30 marks)	Source Question (30 marks)	Essay Question (25 marks)	Practice Coursework	None

Mathematics and Further Mathematics

Examination Board: Pearson Edexcel

Intent	Implement	Impact
The Edexcel A level Mathematics course is rigorous allowing students to understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study. They will extend their range of mathematical skills and techniques; understand how different areas of mathematics are connected; apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general; and construct reasoned and logical arguments communicating the mathematical rationale behind the decisions they have made.	Students complete the course in 10 taught lessons per fortnight in year 12 and 9 taught lessons and a group study lesson per fortnight in year 13. All lessons are taught by subject specialists. For each taught lesson students are expected to complete one hour of independent study time.Students complete frequent minitests as starters to recall previous topics, practise examination-style questions and receive feedback. Feedback is added to student Action logs so they can decide on what to practise in their independent study time Students are encouraged to be independent in their learning by completing the prior knowledge section for each successive unit before they reach it; to complete a programme of pre-set homework tasks and to reflect on the next steps they need to take to improve in order	Students achieve good grades at A level. Some go on to study Mathematics at university and many take courses that include significant maths content such as engineering or economics The department provides a range of opportunities for students to develop their interest in the subject outside lessons by promoting opportunities on Google Classroom. A group of students work with the department in the role of Mathematics Ambassadors.They run clubs, offer support to lower school students and help with both year 6 and year 11 open evenings.

Pure Maths **⅔ of the A level**	**Unit 1**	**Unit 2**	**Unit 3**
Skills	**Mathematical argument, language and proof** Construct and present mathematical arguments **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Use a mathematical model with suitable inputs to engage with and explore situations	**Mathematical argument, language and proof** Construct and present mathematical arguments	**Mathematical argument, language and proof** Construct and present mathematical arguments **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Use a mathematical model with suitable inputs to engage with and explore situations Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate.
Knowledge	Pascal's triangle Factorial notation Binomial expansion Estimation & problems	Indices Indices Surds simplify, rationalise	Simultaneous equations Quadratics Sketching Quadratics Discriminant Modelling with quadratics

Assessment	October Test, minitests	October Test, minitests	October Test, minitests

Pure Maths	**Unit 4**	**Unit 5**	**Unit 6**
Skills	**Mathematical argument, language and proof** Construct and present mathematical arguments **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Interpret the outputs of a mathematical model in the context of the original situation	**Mathematical argument, language and proof** Construct and present mathematical arguments **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Interpret the outputs of a mathematical model in the context of the original situation	**Mathematical argument, language and proof** Understand and use language and symbols associated with set theory. Apply to solutions of inequalities. **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Interpret the outputs of a mathematical model in the context of the original situation
Knowledge	2D vector geometry Vectors in terms of i & j Vector magnitude & direction, unit vectors Position vectors Geometric problems	Straight lines:- Equations $ax + by + c = 0$, $y-y_1=m(x-x_1)$ Midpoint & length of line Parallel & perpendicular Model with straight lines	Inequalities:- Set notation Quadratic inequalities Graphing inequalities says otherwise Regions
Assessment	Year 12 exams, minitests	October Test, minitests	February Test, minitests

Pure Maths	**Unit 7**	**Unit 8**	**Unit 9**
Skills	**Mathematical argument, language and proof** Construct and present mathematical arguments **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context	**Mathematical argument, language and proof** Understand and use the definition of a function **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Use a mathematical model with suitable inputs to engage with and explore situations	**Mathematical argument, language and proof** Construct and present mathematical arguments Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae
Knowledge	Circles:- Equation centre the origin, centre (a, b) Equation of tangents to a circle Circle intersections Use tangent & chord properties Circles and triangles	Graph sketching:- Sketch cubics Sketch quartics Sketch reciprocals Find points of intersection Use transformations	Simplify,mult,div by cancelling fractions Algebraic division Factor theorem Proof by deduction & exhaustion

		Trig transformations	
Assessment	February Test, Year 12 exams, minitests	Year 12 exams, minitests	Year 12 exams, minitests

Pure Maths	**Unit 10**	**Unit 11**	**Unit 12**
Skills	**Mathematical argument, language and proof** Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Use a mathematical model with suitable inputs to engage with and explore situations Interpret the outputs of a mathematical model in the context of the original situation	**Mathematical argument, language and proof** Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Use a mathematical model with suitable inputs to engage with and explore situations Interpret the outputs of a mathematical model in the context of the original situation	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Use a mathematical model with suitable inputs to engage with and explore situations Interpret the outputs of a mathematical model in the context of the original situation
Knowledge	Sin/cosine rule inc ambiguous case,1/2absinC Trigonometric equations:- Angles in all 4 quadrants Using exact values Solving equations Tan x & sin^2 x + cos^2 x =1	Differentiation:- From 1st principles Find tangents and normals Increasing & decreasing functions Second derivatives Stationary points Sketch gradient functions Application to real-life problems	Integration:- Find the constant of integration Evaluate definite integrals Find the area under a curve Find the area between a line & a curve
Assessment	Year 12 exams, minitests	Year 13 September Exam, minitests	Year 13 September Exam, minitests

Pure Maths	**Unit 13**	**Unit 14**	**Unit 15**
Skills	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling**	**Mathematical argument, language and proof** Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling**	**Mathematical argument, language and proof** Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae

	Translate a situation in context into a mathematical model, making simplifying assumptions. Interpret the outputs of a mathematical model in the context of the original situation	Translate a situation in context into a mathematical model, making simplifying assumptions. Interpret the outputs of a mathematical model in the context of the original situation	
Knowledge	Exponential graphs The exponential function Modelling with e Laws of logs Solving equations with logs Using natural logs Log graphs	Arithmetic sequences Geometric sequences Recurrence relations Modelling with sequences	Proof Algebraic fractions +/-/x/÷ Partial fractions
Assessment	Year 13 Mocks, minitests	Year 13 Mocks, minitests	Year 13 Mocks, minitests

Pure Maths	**Unit 16**	**Unit 17**	**Unit 18**
Skills	**Mathematical argument, language and proof** Understand and use the domain and range of functions	**Mathematical argument, language and proof** Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Interpret the outputs of a mathematical model in the context of the original situation
Knowledge	Modulus:- Concept Sketch graphs - linear & curves Solve equations Functions:- Solving function problems Composite Inverse Transformation of graphs	Radians:- Small angle approximation	Differentiation Chain Rule Trig differentiation Differentiation of ln, e, a^x Product rule Quotient Rule
Assessment	Year 13 Mocks, minitests	Year 13 Mocks, minitests	Year 13 September exam, minitests

Pure Maths	**Unit 19**	**Unit 20**	**Unit 21**

Skills	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions.	**Mathematical argument, language and proof** Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Use a mathematical model with suitable inputs to engage with and explore situations	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Interpret the outputs of a mathematical model in the context of the original situation
Knowledge	Radians:- Arc Length Area of sector Area of segment Solving equations	Reciprocal Trig Functions:- Equations & identities Sketch & use Trigonometry:- Compound angles Double angles Solving equations Wave equations	Differentiating trig functions:- Sin & cos including powers All 6 trig ratios Using identities
Assessment	Year 13 Mocks, minitests	Year 13 Mocks, minitests	Year 13 Mocks, minitests

Pure Maths	**Unit 22**	**Unit 23**	**Unit 24**
Skills	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Interpret the outputs of a mathematical model in the context of the original situation	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Interpret the outputs of a mathematical model in the context of the original situation	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Evaluate, including by making reasoned estimates, the accuracy or limitations of solutions
Knowledge	Parameters:- Changing from parametric to cartesian Points of intersection Real-life modelling	Diiferentiation:- Parameters Implicit Use of 2nd derivative Rates of change	Binomial Theorem:- Alternative formula Brackets with factors Use with partial fractions

Assessment	Year 13 Mocks, minitests	Year 13 Mocks, minitests	Year 13 Mocks, minitests

Pure Maths	**Unit 25**	**Unit 26**	**Unit 27**
Skills	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Interpret the outputs of a mathematical model in the context of the original situation	**Mathematical argument, language and proof** Construct and present mathematical arguments **Mathematical problem solving** Understand that many mathematical problems cannot be solved analytically, but numerical methods permit solution to a required level of accuracy. Evaluate, including by making reasoned estimates, the accuracy or limitations of solutions **Mathematical modelling** Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate.	**Mathematical argument, language and proof** Construct and present mathematical arguments **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions.
Knowledge	Integration:- As the limit of a sum Using standard trig results & identities by substitution by parts Using partial fractions Area between 2 curves Trapezium rule Parametric integration Solving differential equations Rates of change	Numerical Methods:- Showing a root exists Solution to a given accuracy Roots by iteration	Vectors:- Use for 3D coordinates Use in geometric problems
Assessment	Year 13 Mocks, minitests	Year 13 Mocks, minitests	Year 13 Mocks, minitests

Mechanics **⅛ of the A level**	**Unit 1**	**Unit 2**	**Unit 3**
Skills	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems	**Mathematical argument, language and proof** Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae **Mathematical problem solving** Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems Construct extended arguments to solve problems presented

	Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate.	Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate.	in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate.
Knowledge	Modelling Quantities Vectors	Displacement/time Velocity/time Constant acceleration Vertical motion under gravity	Forces:- Newton's 1st Law Forces as vectors
Assessment	February Test, minitests	February Test, minitests	Year 12 exams, minitests

Mechanics	**Unit 4**	**Unit 5**	**Unit 6**
Skills	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate.	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate.	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate.
Knowledge	Forces:- Newton's 2nd Law Newton's 3rd Law	Vectors:- Kinematics	:- Resolving vertically and horizontally Inclined planes

	Connected particles Pulleys		Friction
Assessment	Year 12 exams, minitests	Year 13 Mocks, minitests	Year 13 September Exam, minitests

Mechanics	**Unit 7**	**Unit 8**	**Unit 9**
Skills	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate.	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate.	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate.
Knowledge	Dynamics:- Inclined planes Connected particles Friction	Kinematics - variable acceleration Functions of time Solve kinematics problems Maxima and minima problems Solve kinematics problems Derive constant acceration formulae	Moments:- Resultant moments Equilibrium Centres of mass Tilting
Assessment	Year 13 September Exam, minitests	Year 13 Mocks, minitests	Year 13 Mocks, minitests

Mechanics	**Unit 10**	**Unit 11**	
Skills	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving**	**Mathematical argument, language and proof** Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae **Mathematical problem solving**	

	Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate.	Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate.	
Knowledge	Projection:- Horizontal projection Horizontal & vertical components Problem solving for any angle Deriving formulae	Vector methods Variable acceleration Differentiating vectors Integrating vectors	
Assessment	Year 13 Mocks, minitests	Year 13 Mocks, minitests	

Statistics **⅙ of the A level**	**Unit 1**	**Unit 2**	**Unit 3**
Skills	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Recognise the underlying mathematical structure in a situation and simplify and abstract appropriately to enable problems to be solved. **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Use a mathematical model with suitable inputs to engage with and explore situations Interpret the outputs of a mathematical model in the context of the original situation Understand that a mathematical model can be refined by considering its outputs and simplifying	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Recognise the underlying mathematical structure in a situation and simplify and abstract appropriately to enable problems to be solved. **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions.	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Recognise the underlying mathematical structure in a situation and simplify and abstract appropriately to enable problems to be solved.

	assumptions; evaluate whether the model is appropriate. Understand and use modelling assumptions		
Knowledge	Discrete random variables Binomial distribution	Central tendency:- Mean, median & mode from tables Estimating a median by interpolation Quartiles, deciles & percentiles Variance & standard deviation Coded data	Sampling:- Random - simple, systematic, stratified Random advantages & disadvantages Non-random - quota & opportunity Non-random advantages & disadvantages Using the large data set
Assessment	October Test,february test, minitests	Year 13 September Exam, minitests	Year 13 Mocks, minitests

Statistics	**Unit 4**	**Unit 5**	**Unit 6**
Skills	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Recognise the underlying mathematical structure in a situation and simplify and abstract appropriately to enable problems to be solved. **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Use a mathematical model with suitable inputs to engage with and explore situations Interpret the outputs of a mathematical model in the context of the original situation Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate. Understand and use modelling assumptions	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems Recognise the underlying mathematical structure in a situation and simplify and abstract appropriately to enable problems to be solved.	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Recognise the underlying mathematical structure in a situation and simplify and abstract appropriately to enable problems to be solved.
Knowledge	Hypothesis testing:- One-tailed hypothesis testing Null & alternative Critical values Two-tailed tests	Probability:- Calculating probabilities Probabilities from Venn diagrams Mutually exclusive events Independent events Tree diagrams	Representing data:- Outliers Box plots Comparing data Cumulative frequency Histograms

Assessment	Year 13 Mocks, minitests	Year 13 September Exam, minitests	Year 13 Mocks, minitests

Statistics	**Unit 7**	**Unit 8**	**Unit 9**
Skills	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Recognise the underlying mathematical structure in a situation and simplify and abstract appropriately to enable problems to be solved. **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Use a mathematical model with suitable inputs to engage with and explore situations Interpret the outputs of a mathematical model in the context of the original situation Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate. Understand and use modelling assumptions	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Recognise the underlying mathematical structure in a situation and simplify and abstract appropriately to enable problems to be solved. **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Use a mathematical model with suitable inputs to engage with and explore situations Interpret the outputs of a mathematical model in the context of the original situation Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate. Understand and use modelling assumptions	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Recognise the underlying mathematical structure in a situation and simplify and abstract appropriately to enable problems to be solved. **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Use a mathematical model with suitable inputs to engage with and explore situations Interpret the outputs of a mathematical model in the context of the original situation Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate. Understand and use modelling assumptions
Knowledge	Correlation & regression:- Scatter diagrams, Correlation & Outliers Linear regression Equation of regression line	Normal Distribution:- Characteristics & shape Finding probabilities Inverse Normal distribution function Standard Normal distribution Finding missing values Approximating a Binomial distribution Hypothesis testing with Normal distribution	Regression & Correlation:- Exponential models Measuring correlation Hypothesis testing for zero correlation
Assessment	Year 13 September Exam, minitests	Year 13 Mocks, minitests	Year 13 Mocks, minitests

Statistics	**Unit 10**		
Skills	**Mathematical argument, language and proof** Understand and use mathematical language and syntax		

	Mathematical problem solving Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems Recognise the underlying mathematical structure in a situation and simplify and abstract appropriately to enable problems to be solved. **Mathematical modelling** Use a mathematical model with suitable inputs to engage with and explore situations		
Knowledge	Probability:- Set notation Conditional probability Probability formulae Tree diagrams		
Assessment	Year 13 Mocks, minitests		

How parents can support:	Discussing what work their young person is completing in the hour of independent practice they do after each lesson. Encouraging them to write brief details of what they have done during each hour in their Action logs with a particular focus on what details they should pay attention to and what errors they should correct. Reminding them to work on the tasks on the homework record; they should never be working more than one unit behind where they are in lessons Encouraging them to do question practise from the end of each exercise in the textbook and from the end-of-chapter mixed exercises
Useful links	**Maths students Google Drive** A level resources including practice questions by unit ,resources for missed lessons and much more **Integral** Website with A level videos, walkthroughs,interactive book, skill packs etc **Dr Frost** Website with video explanations and practice questions - simple & exam-style **TLMaths** Website with excellent videos for every element of the course. **ElmwoodEducation** Online textbook in addition to the one ford the course - providing additional practice questions

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement for example the use of Homework Records and Action Logs to ensure students complete sufficient practice and think about steps to improve.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example using matching tasks and question grids to promote deep understanding as well as extension tasks to challenge the most able.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources for example Activelearn & Elmwood online textbooks and Dr Frost extension tasks.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analys, evaluation, and most importantly creativity.

Media Studies

Examination Board: Eduqas

Intent	Implement	Impact
Texts are chosen to ensure that students are exposed to a range of representations, social issues and promote in depth discussion. The structure of the course is organised to introduce students to media concepts initially and then to build on these by applying them to texts and exploring media theory.	We teach media language alongside industry and audience terminology first to ensure students feel confident in applying media concepts. The C1 set texts are introduced towards the end of term 1. The order of set texts is chosen to ensure students can access and understand historical contexts first before exploring contemporary issues. For example, a text from the 1950s is taught first (a Tide advertisement). The sequencing of the texts is built around student engagement - advertising and marketing is something that students are most familiar with and newspapers and radio are taught later once they are more confident with analysing media texts.	Mock examinations in June (Y12) and January (13) enable the department to assess the impact of the curriculum. Twice termly essays also enable us to check understanding, depth of knowledge and progress more generally in the subject. Media results are consistently good with strong ALPS scores. Many students choose to study Media-related courses post 18.

	Term 1: Introduction to media language and unseen texts (Section A)	**Term 2: Introduction to representation within the advertising, marketing, newspaper and music video set texts (Section A)**	**Term 3: Industry and audience in relation to film marketing, newspapers, video games and radio**
Skills	Ability to articulate informed, personal and creative responses to media texts, using associated concepts and terminology, and coherent, accurate written expression. • Analysing the ways in which meanings are shaped in media texts. • Understanding of the significance and influence of the contexts in which media texts are written and received. • Ability to make connections across media texts. • Exploration of theoretical approaches to media texts. Practical skills developed - print media	Ability to articulate informed, personal and creative responses to media texts, using associated concepts and terminology, and coherent, accurate written expression. • Analysing the ways in which meanings are shaped in media texts. • Understanding of the significance and influence of the contexts in which media texts are written and received. • Ability to make connections across media texts. • Exploration of theoretical approaches to media texts. Practical skills developed - broadcast media	Ability to articulate informed, personal and creative responses to media texts, using associated concepts and terminology, and coherent, accurate written expression. • Analysing the ways in which meanings are shaped in media texts. • Understanding of the significance and influence of the contexts in which media texts are written and received. • Ability to make connections across media texts. • Exploration of theoretical approaches to media texts. Practical skills developed - online media
Knowledge	**Vocabulary/ concepts** Media Language	**Vocabulary/ concepts: Development of:** Representation	**Vocabulary/ concepts: Development of:**

	Industry Audience **Theory** **B**arthes - Semiotics Steve Neale - genre theory Levi Strauss - Structuralism Todorov - Narratology **Contexts** Feminism	**Theory** bell hooks - feminist theory Paul Gilroy - post colonialism Stuart Hall - representation theory David Gauntlett - Identity theory **Contexts** Feminism Colonialism/ post colonialism Postmodernity	Industry Audience **Theory- reinforcement of previous theories +** David Hesmondhalgh - Cultural Industries Curran and Seaton - Power without Responsibility Livingstone and Lunt - Regulation theory Stuart Hall - Reception theory Henry Jenkins - Fandom Theory Clay Shirky - End of Audience Stuart Hall - Reception theory **Contexts** Feminism Colonialism/ post colonialism Civil rights/ black lives matter
Assessment	In-class teacher assessed essays + one practical assessment	In-class teacher assessed essays + one practical assessment	In-class teacher assessed essays + one practical assessment

	Term 4: Industry and audience in relation to film marketing, newspapers, video games and radio + revision	**Term 5: Magazines: Mainstream and Alternative**	**Term 6: Magazines: Mainstream and Alternative/ NEA - an introduction**
Skills	Ability to articulate informed, personal and creative responses to media texts, using associated concepts and terminology, and coherent, accurate written expression. • Analysing the ways in which meanings are shaped in media texts. • Understanding of the significance and influence of the contexts in which media texts are written and received. • Ability to make connections across media texts. • Exploration of theoretical approaches to media texts. Practical skills developed - broadcast media	Ability to articulate informed, personal and creative responses to media texts, using associated concepts and terminology, and coherent, accurate written expression. • Analysing the ways in which meanings are shaped in media texts. • Understanding of the significance and influence of the contexts in which media texts are written and received. • Ability to make connections across media texts. • Exploration of theoretical approaches to media texts. Evaluation of media theory	Ability to articulate informed, personal and creative responses to media texts, using associated concepts and terminology, and coherent, accurate written expression. • Analysing the ways in which meanings are shaped in media texts. • Understanding of the significance and influence of the contexts in which media texts are written and received. • Ability to make connections across media texts. • Exploration of theoretical approaches to media texts. Evaluation of media theory Practical skills and research skills developed
Knowledge	**Vocabulary/ concepts: Development of:** Media Language Representation Industry	**Vocabulary/ concepts: Development of:** Media Language Representation Industry	**Vocabulary/ concepts: Development of:** Media Language Representation Industry

	Audience **Theory- reinforcement of previous theories +** Bandura - Audience Effects **Contexts** Feminism Colonialism/ post colonialism Civil rights/ black lives matter Technological developments	Audience **Theory- reinforcement of previous theories +** Uses and Gratifications **Contexts** Feminism Globalisation	Audience **Theory- reinforcement of previous theories** **Contexts** Feminism Globalisation
Assessment	In-class teacher assessed essays + one practical assessment	In-class teacher assessed essays + one practical assessment	In-class teacher assessed essays + one practical assessment

Useful resources	**https://www.eduqas.co.uk/qualifications/media-studies-as-a-level/#tab_keydocuments** **https://www.essentialmediatheory.com/**

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement. For example, students complete a road map in preparation for exams to help them organise their time and learning.	We enrich students through the curriculum by including a variety of activities in lessons, for example discussion based tasks, presentations, group work and practical activities. We also invite in guest speakers.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources, for example all resources are posted on Google Classroom as well as homework and reminders/extension opportunities.	Advanced thinking promotes metacognition and self regulation. Students are encouraged to reflect and review their own learning.

Modern Foreign Languages - French

Examination Board: AQA

Intent	Implement	Impact
By the time students arrive in year 12 and wish to study MFL at A level, they have a solid foundation of understanding and knowledge of the language. They can already express themselves on the topics covered at GCSE and as the entry requirement is a grade 7, the students are mostly confident with complex grammar and vocabulary. Therefore our aim is to develop and encourage the use of complexity and more idiomatic expressions to expand their understanding of the cultural and political aspects of the countries where the language is spoken. By the end of their A level, we expect our students to be able to analyse written and audio texts and expand their opinions with evidence. Our intent is to expose the students to more authentic material to develop their fluency and their confidence. The teaching of grammar continues but is more discreet unless it is new. We intend to give guidance on becoming more independent learners and therefore encourage self study, which once again fits in with the examination criteria in the IRP.	At A level, the class is taught by two teachers who share the content of the course. This allows each teacher to have a more detailed and exhaustive knowledge of their own topics. In class, students are always encouraged to speak in the target language and the speaking and listening skills are at the forefront of each lesson to maximise immersion. Whilst a variety of texts (both spoken or written), each lesson promotes an analytical view from the students who are encouraged to voice their opinions and give evidence. Authentic material is used as much as possible to enhance a reaction from the students who can then endeavour to research further. Independent work is a major part of the course as it develops the students' ability to explore further by themselves and this shows them how to proceed in their Independent Research Project. Termly assessments give evidence of students' progress and achievements in all skills and inform the teachers how to proceed further in the course.	Within the two year course, students become independent learners and fluent speakers of French. They are confident in listening or reading and responding in the target language to express their understanding and their interpretation. Students are confident in using the target language not only for their examination but also and foremost for their own purposes, thus enjoying the language as a means of communication. Students have a broader cultural capital of French speaking countries and feel confident to talk and write about their findings. Students are keen to research further into the cultural aspects of French speaking countries and develop this through their IRP. Students achieve good grades in their A level examinations and seek to continue their studies of the language at university level.

TEACHER 1			
	Weeks 1 - 4	**Weeks 5 - 15**	**Weeks 16 - 26**
Skills	GRAMMAR TRANSITION: - Learn grammatical rules off by heart - Apply grammatical rules with confidence - Recognise difficult grammar in longer and more advanced texts - Recognise errors in writing pieces and correct independently - Launch Independent Research Project	- Listen for detail - Justify opinions - Express doubt and uncertainty	- Develop extended answers - Avoid repetition - Interpret pictures
		- Skim texts for gist - Translate into French - Use a bilingual dictionary	- Express opinions - Use strategies to broaden range of vocabulary - Answer questions in French
Knowledge	- Nouns and articles - Pronouns - Adjectives	LA MUSIQUE FRANCOPHONE CONTEMPORAINE:	UNE CULTURE FIÈRE DE SON PATRIMOINE: - understand the notion of heritage and heritage

	- Present tense (regular and irregular verbs) - Perfect tense (all verbs) - Imperfect tense - Future tenses (near and simple) - Conditional tense - Negation	- Consider the popularity of contemporary francophone music and its diversity of genre and style - Consider who listens to contemporary francophone music, how often and by what means - Consider and discuss the threats to contemporary francophone music and how it might be safeguarded	preservation on a regional and national scale - Consider the ways in which some of the country's most famous heritage sites market themselves - Comprehend how heritage impacts upon and is guided by culture in society
Assessment	Grammar test	1. paper 1 2. paper 2	1. paper 1 2. paper 2

	Weeks 27 - 38	**Week 5 - 32 (one lesson per week)**
Skills	- Summarise from listening - Use persuasive language - Write with a purpose	- Understand the gist of longer texts - Pick important information from a text written in the first person - Analyse writing style - Interpret language and mood
	- Interpret and explain figures and statistics - Summarise from reading and listening - Translate into English	- Interpret images and videos - Analyse themes - Present arguments - Give evidence to justify opinions - Recognise slang language
Knowledge	LE CINEMA, LE SEPTIEME ART: - Consider a variety of aspects of French cinema - Consider the major developments in the evolution of French cinema from its beginning until the present day - Consider the continuing popularity of French cinema and film festivals	NO ET MOI: - Have an excellent knowledge of the book and plot - consider the characters and their importance in the plot - study the socio-economic context - study the dysfunctional families - study the causes and consequences of homelessness and poverty - study family and friend relationships
Assessment	1. paper 1 2. paper 2	- paper 2

TEACHER 2			
	Weeks 1 - 4	**Weeks 5 - 14**	**Weeks 15 - 24**
Skills	GRAMMAR TRANSITION: - Learn grammatical rules off by heart - Apply grammatical rules with confidence - Recognise difficult grammar in longer and more	- Listen for detail - Justify opinions - Express doubt and uncertainty	- Develop extended answers - Avoid repetition - Interpret pictures

	advanced texts - Recognise errors in writing pieces and correct independently	- Skim texts for gist - Translate into French - Use a bilingual dictionary	- Express opinions - Use strategies to broaden range of vocabulary - Answer questions in French
Knowledge	- Nouns and articles - Pronouns - Adjectives - Present tense (regular and irregular verbs) - Perfect tense (all verbs) - Imperfect tense - Future tenses (near and simple) - Conditional tense - Negation	LA FAMILLE EN VOIE DE CHANGEMENT: - Describe and discuss trends in marriage and other forms of partnership - Consider and discuss the merits and problems of different family structures - Consider relationships between the generations and discuss the problems that can arise	LA CYBER-SOCIETE: - describe and discuss how technology has transformed our lives - Consider and discuss the dangers of digital technology - Consider the different users of digital technology and discuss possible future developments
Assessment	Grammar test	1. paper 1 2. paper 3	1. paper 1 2. paper 3

	Weeks 25 - 34	**Week 33 - 40**
Skills	- Summarise from listening - Use persuasive language - Write with a purpose	- Understand the gist of longer texts - Pick important information from a text written in the first person - Analyse writing style - Interpret language and mood
	- Interpret and explain figures and statistics - Summarise from reading and listening - Translate into English	- Interpret images and videos - Analyse themes - Present arguments - Give evidence to justify opinions - Recognise slang language
Knowledge	CHARITY WORK: - Examine the voluntary sector in France and the range of work volunteers provide - Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help - Look at the benefits of voluntary work for those that do it and for society as a whole	LA HAINE: - Have excellent knowledge of the film - Study the socio-economical and historical context - Study the characters - Study themes: - Parisian suburbs - delinquance - the police - violence - identity - youth
Assessment	1. paper 1	1. paper 2

	2. paper 3	

Useful resources	- Heinemann A level French Grammar Practice - AS and A level French Workbook 1, Hodder Education - https://conjugator.reverso.net/ - www.bescherelle.com - No et moi study guide - La Haine study guide

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement for example: - Students are encouraged to spend a minimum of 3 hours working independently to develop their understanding and knowledge of the language - Students are shown how to design revision maps to regularly revisit topics, which they have to evidence - Students are given practice papers through assessments, homework and unsupervised lessons	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example: - a film club runs twice a week to develop students' understanding and knowledge of the language as well as the culture - through our topics, students are immersed into a different culture within many French speaking countries - students are encouraged to take part in competitions within and outside of school - there is a residential trip to Paris	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources for example: - all resources are on google classroom - students have a broad range of past and practice papers via AQA and Exampro - our textbook is online and the subscription provides extra resources, from grammar to reading and listening material	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analyse, evaluation, and most importantly creativity.

Modern Foreign Languages - Spanish

Examination Board: AQA

Intent	Implement	Impact
By the time students arrive in year 12 and wish to study MFL at A level, they have a solid foundation of understanding and knowledge of the language. They can already express themselves on the topics covered at GCSE and as the entry requirement is a grade 7, the students are mostly confident with complex grammar and vocabulary. Therefore our aim is to develop and encourage the use of complexity and more idiomatic expressions to expand their understanding of the cultural and political aspects of the countries where the language is spoken. By the end of their A level, we expect our students to be able to analyse written and audio texts and	At A level, the class is taught by two teachers who share the content of the course. This allows each teacher to have a more detailed and exhaustive knowledge of their own topics. In class, students are always encouraged to speak in the target language and the speaking and listening skills are at the forefront of each lesson to maximise immersion. Whilst a variety of texts (both spoken or written), each lesson promotes an analytical view from the students who are encouraged to voice their opinions and give evidence.	Within the two year course, students become independent learners and fluent speakers of Spanish. They are confident in listening or reading and responding in the target language to express their understanding and their interpretation. Students are confident in using the target language not only for their examination but also and foremost for their own purposes, thus enjoying the language as a means of communication. Students have a broader cultural capital of French speaking countries and feel confident to talk and write about their findings.

expand their opinions with evidence. Our intent is to expose the students to more authentic material to develop their fluency and their confidence. The teaching of grammar continues but is more discreet unless it is new. We intend to give guidance on becoming more independent learners and therefore encourage self study, which once again fits in with the examination criteria in the IRP.	Authentic material is used as much as possible to enhance a reaction from the students who can then endeavour to research further. Independent work is a major part of the course as it develops the students' ability to explore further by themselves and this shows them how to proceed in their Independent Research Project. Termly assessments give evidence of students' progress and achievements in all skills and inform the teachers how to proceed further in the course.	Students are keen to research further into the cultural aspects of Spanish speaking countries and develop this through their IRP. Students achieve good grades in their A level examinations and seek to continue their studies of the language at university level.

TEACHER 1			
	Weeks 1 - 3	**Weeks 4 - 13**	**Weeks 14 - 23**
Skills	GRAMMAR TRANSITION: - manipulate grammatical rules for own purposes - become more confident and in the writing and speaking skill - use questions and texts to improve grammar in answers	- recognise cognates - know when to use accents - connect nouns with their corresponding verbs - use the imperfect and the imperfect continuous tenses - use the preterite tense - use the preterite and imperfect tenses together	- write a summary based on a listening extract - use expressions giving pros and cons - use idiomatic expressions with impersonal verbs - use the present and present continuous tenses - use comparatives and superlatives - *ser* and *estar* - use the future and conditional tenses
Knowledge	- adjectives (including position and apocopation) and comparative structures - interrogatives - *ser* and *estar* - perfect tense - pluperfect tense - nouns and articles - Present tense (regular, irregular and reflexive verbs) - Preterite tense - Imperfect tense - Future tense (immediate and simple) - conditional tense	THE INFLUENCE OF ROLE MODELS: - discuss the positive and/or negative influence singers and musicians have on people - discuss the positive and/or negative effect TV and cinema stars have on our society - consider the type of influence fashion models have on young people	REGIONAL IDENTITY IN SPAIN: - describe and discuss Spanish customs and traditions - discuss differences and similarities in the gastronomy of Spain - consider the languages that are spoken in Spain and the issues surrounding them
Assessment	Grammar test	1. paper 1 2. paper 3	1. paper 1 2. paper 3

	Weeks 24 - 33	Week 34 - 40
Skills	- improve translation skills - listen for gist and for details - recognise words ending in *ity* - use indefinite adjectives and pronouns - use the perfect tense - use the pluperfect tense - use the future perfect tense - use the conditional perfect tense	- to analyse themes and characters - to explain opinions with evidence from the work - to refer to specific parts to explain plots - to write convincingly - to structure essay coherently - to write an introduction and conclusion efficiently
Knowledge	CULTURAL HERITAGE: - understand civilisations that contributed to the cultural heritage of Spain; discuss the pre-Columbian heritage of Latin America - discuss Spanish and Latin American artists and the role of architecture in Spain - understand the diversity of Hispanic music and dance	WORK 1 - LAS BICICLETAS SON PARA EL VERANO: - to understand and analyse the socio-historical **context** in which the play is based - to understand and analyse the background of the playwright **Fernando Fernán-Gómoez** - to know the characters and themes
Assessment	1. paper 1 2. paper 3	paper 2

TEACHER 2			
	Weeks 1 - 3	**Weeks 4 - 13**	**Weeks 14 - 23**
Skills	GRAMMAR TRANSITION: - manipulate grammatical rules for own purposes - become more confident and in the writing and speaking skill - use questions and texts to improve grammar in answers	- use connectives to improve written work - improve translation into Spanish - use connectives and other expressions to improve conversation - use indirect object pronouns - practise the passive voice - use direct object pronouns	- write a summary based on a listening extract - use expressions giving pros and cons - use idiomatic expressions with impersonal verbs - use the present and present continuous tenses - use comparatives and superlatives - *ser* and *estar* - use the future and conditional tenses
Knowledge	- adjectives (including position and apocopation) and comparative structures - interrogatives - *ser* and *estar* - perfect tense - pluperfect tense - nouns and articles - Present tense (regular, irregular and reflexive	THE TRADITIONAL AND MODERN VALUES: - describe the various types of 21st century Spanish family and how these differ from the family model of the past - understand trends in marriage and how modern and traditional values differ; understand the situation regarding divorce - understand the religious history of Spain; discuss	CYBERSPACE: - discuss the positive and negative influence of the internet - discuss the positive and negative effects of smartphones - consider the type of influence social networks have on society

	verbs) - Preterite tense - Imperfect tense - Future tense (immediate and simple) - conditional tense	changes in the influence of the church	
Assessment	Grammar test	1. paper 1 2. paper 3	1. paper 1 2. paper 3

	Weeks 24 - 33	**Week 34 - 40**
Skills	- writing an essay - presenting ideas/opinions and show evidence	- use indefinite adjectives and pronouns - use the pluperfect and the perfect tenses together - use the future perfect and the conditional perfect - improve translation skills - listen for gist and detail - recognise words ending in “ity”
Knowledge	VOLVER: - know and understand the story and plot - understand context - analyse the importance and roles of main characters - analyse themes	GENDER EQUALITY: - discuss women in the world of work; study the role of women at home - discuss male chauvinism; look at the role of feminism - understand and talk about changes to LGBT rights; discuss gay marriage in Spain and the Hispanic world
Assessment	paper 2	- paper 1 - paper 3

Useful resources	- *Volver* study guide - *Las bicicletas son para el verano* study guide - AS and A level Spanish workbook 1 - https://conjugator.reverso.net/

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student’s mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement for example: - Students are encouraged to spend a minimum of 3 hours	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example: - a film club runs once a week to develop students’	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources for example:	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop

working independently to develop their understanding and knowledge of the language - Students are shown how to design revision maps to regularly revisit topics, which they have to evidence - Students are given practice papers through assessments, homework and unsupervised lessons	understanding and knowledge of the language as well as the culture - through our topics, students are immersed into a different culture within many Spanish speaking countries - students are encouraged to take part in competitions within and outside of school	- all resources are on google classroom - students have a broad range of past and practice papers via AQA and Exampro - our textbook is online and the subscription provides extra resources, from grammar to reading and listening material	habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

Philosophy

Examination Board: AQA

Intent	Implement	Impact
Philosophy A-level (offered by AQA) is a new course for MGGS, starting 21-22. Students will study 4 areas of Philosophy: epistemology, moral philosophy, metaphysics of mind and metaphysics of God. The God and moral philosophy topics provide students with the opportunity to build upon the subject knowledge they may have developed at KS4.	Philosophy A-Level is divided into four distinct parts: in Year 12, Moral Philosophy and Epistemology, In Year 13, Metaphysics of God and Metaphysics of Mind.	By the end of KS5 students will have developed an in-depth understanding of both religious, philosophical, theological and historical topics and the skills which not only underpin education but also the wider world. The development of these skills including independent research, presentations, written and textual analysis will help students be successful in their chosen career.

	Term 1	Term 2	Term 3
Skills	How to read and write philosophy	How to read and write philosophy	How to read and write philosophy
Knowledge	An introduction to philosophical arguments <u>Epistemology</u>: ● Perception as a source of knowledge ○ Direct realism ○ Indirect realism ○ Idealism <u>Moral philosophy</u> ● Introduction to normative ethical theories ● Utilitarianism ○ Bentam's utility calculus (act utilitarianism and rule utilitarianism [Mill] ○ John Stuart Mill's qualitative hedonistic utilitarianism	<u>Epistemology</u>: ● Reason as a source of knowledge ○ Innatism ○ Induction deduction thesis ○ Idealism <u>Moral philosophy</u> ● Issues with utilitarianism ● Application of utilitarianism do ethical problems	<u>Epistemology</u>: ● The limits of knowledge ○ Philosophical scepticism vs normal incredulity ○ Local and global scepticism ○ Descartes and three waves ○ Responses to scepticism <u>Moral philosophy</u> ● Kantian Ethics ● Application of Kantian Ethics
Assessment	A mixture of teacher assessed essays, knowledge quizzes and comparative assessment.	A mixture of teacher assessed essays, knowledge quizzes and comparative assessment.	A mixture of teacher assessed essays, knowledge quizzes and compar assessment.

	Term 4	Term 5	Term 6
Skills	How to read and write philosophy	How to read and write philosophy	How to read and write philosophy
Knowledge	<u>Epistemology</u>: ● The definition of knowledge ○ The tripartite definition of	<u>Moral philosophy</u> ● Metaethics and ethical language ● Consolidating applied ethics	<u>Metaphysics of mind</u> ● Introduction to MoM ● Substance Dualism

	knowledge ○ Alternative definitions of knowledge <u>Moral philosophy</u> ● Virtue Ethics ● Application of Virtue Ethics		<u>Metaphysics of God</u> ● Attributes of God
Assessment	A mixture of teacher assessed essays, knowledge quizzes and comparative assessment.	A mixture of teacher assessed essays, knowledge quizzes and comparative assessment.	A mixture of teacher assessed essays, knowledge quizzes and comparative assessment.

Useful resources	**https://plato.stanford.edu/ - Stanford encyclopaedia of philosophy** **https://www.youtube.com/watch?v=BNYJQaZUDrI&list=PL8dPuuaLjXtNgK6MZucdYldNkMybYIHKR Crash Course Philosophy** **https://www.massolit.io/subjects/philosophy Massolit Philosophy**

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement for example ??	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example ??	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources for example??	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

Physical Education

Examination Board: AQA

Intent	Implementation	Impact
Curriuciuilm has been designed around the AQA specification. It covers the theoretical content and NEA (both practical and coursework). It is split into three sections (lessons are split accordingly). Pupils develop in the content that they have previously covered in GCSE PE. The aim is to ensure pupils are able to make links to previously learnt topics and to be able to confidently apply their knowledge to the exam questions and NEA coursework.	A-Level students are taught by physical Education specialists and subject knowledge is strong to ensure effective delivery which has been seen through observations and outcomes. The A-Level theoretical content is split into three sections which enable teachers to develop strong expertise in each of the areas. The NEA is split amongst the department, pupils allocated to staff are based on their activity options and the teacher's strengths. Regular moderation is also completed throughout the year to ensure confidence and consistency within the department.	In ALevel, we have split the content into units for both paper 1 and paper 2. The student's progress and achievement are measured at the end of each unit (as well as throughout lessons/HW) etc. The results are recorded, monitored and tracked throughout the year. The impact is also assessed through students' voices, observations, CPD (expertise) and department reviews.Subgroups are monitored with relevant and appropriate interventions put into place when needed. The aim is for pupils to achieve the highest grade possible, whilst developing the following skills; analytical, observational, teamwork, perseverance, resilience, organisation, self-reflection, winning and losing, leading others, independent and self-reflection etc.

	Term 1&2			**Term 3&4**		
Big question	*Section 1*	*Section 2*	*Section 3*	*Section 1*	*Section 2*	*Section 3*
Skills	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics.	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons.	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons.	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons. Assess and evaluate their own performance. Be able to identify links and draw out key information.	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons. Assess and evaluate their own performance. Be able to identify links and draw out key information.	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons. Assess and evaluate their own performance. Be able to identify links and draw out key information.
Knowledge	**Cardiovascular System** Understanding of the impact of physical activity and sport on health and fitness. The hormonal, neural and chemical regulation of responses during physical activity and sport. Transportation of oxygen. Venous return, Starling's law of the heart, Cardiovascular drift and Arterio-venous oxygen difference (A-VO2 diff).	**Skill, skill continuums and transfer of skills** Impact of skill classification - the structure of practice for learning. Principles and theories of learning and performance Impact of skill classification on the structure of practice for learning.	**Emergence of globalisation of sport in the 21st century** **Pre-industrial (pre-1780)** **Industrial and post-industrial (1780–1900)** Characteristics and impact on sport (limited to development of association football, lawn tennis, rationalisation of track and field events and the role of the Wenlock Olympian Games).	**Neuromuscular system** Characteristics and functions of different muscle fibre types Nervous system. Role of proprioceptors in PNF The recruitment of muscle fibres. **The musculoskeletal system and analysis of movement** Joint actions in the sagittal plane/transverse axis, frontal plane/sagittal axis and in the	**Memory Models** Psychological influences on the individual Further psychological effects on the individual	**Sociological theory applied to equal opportunities** Understanding of the definitions of the following key terms in relation to the study of sport and their impact on equal opportunities in sport and society: -society -socialisation. (Primary and secondary) -Social control -Social change -Causes and consequences of

	Respiratory system Understanding of lung volumes. Internal and external gaseous exchange. The neural and chemical regulation of pulmonary ventilation Impact of poor lifestyle choices on the respiratory system.	Principles and theories of learning and performance Principles and theories of learning and performance	Three-tier class system (emphasis on the middle-class and working-class). The British Empire. Churches and local authorities. The status of amateur and professional performers. Factors affecting the emergence of elite female performers in football, tennis and athletics in the late 20th and early 21st century.	transverse plane/longitudinal axis. Types of joints, articulating bones, main agonists and antagonists, and types of muscle contraction.		inequality, eg schools/sports clubs. Understanding social action theory in relation to social issues in physical activity and sport. (Interactionist approach, the impact of sport on society and of society on sport).
Assessment	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher Peer Self Questioning Summative	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher Peer Self Questioning Summative	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative

Term 5&6		
Section 1	*Section 2*	*Section 3*
Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons. Assess and evaluate their own performance. Be able to identify links and draw out key information.	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons. Assess and evaluate their own performance. Be able to identify links and draw out key information.	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons. Assess and evaluate their own performance. Be able to identify links and draw out key
Energy systems Energy transfer in the body. Energy continuum of physical activity. Energy transfer during short-duration/high-intensity exercise. Energy transfer during long-duration/lower intensity exercise. Factors affecting VO2 max/aerobic power Measurements of energy expenditure	**Psychological** Further psychological effects on the individual Further psychological effects on the individual Psychological influences on the individual (Focus on: Aggression,	**Introduction to barriers in sport** Understanding the terms equal opportunities, discrimination, stereotyping and prejudice. The barriers to participation in sport and physical activity and possible solutions to overcome

Impact of specialist training methods on energy systems.	Motivation, Goal Setting, Anxiety)	them for under-represented groups in sport
Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher Peer Self Questioning Summative	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative

How parents can support:	**Encourage pupils to attend extracurricular sport outside of school** **Watch sport on television, watch live sporting events** **Discuss with students what is happening in the sports world.** **Encourage students to use the ALevel mindset sheet when planning/completing their independent study work.** **Ensure coursework and video footage are completed by the deadlines.**
Useful links	**https://theeverlearner.com/** **https://www.bbc.co.uk/sport** **https://www.aqa.org.uk/subjects/physical-education/a-level/physical-education-7582/changes-for-2022** **https://www.telegraph.co.uk/womens-sport/** **https://www.thisgirlcan.co.uk/** **https://www.sportengland.org/** **https://www.netflix.com/title/80244928**

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

Physics

Examination Board: AQA

Intent	Implement	Impact
Students will cover the basic topics of A Level Physics studying the fundamental principles of forces and motion, electric circuits, waves and optics, and fundamental particles and quantum physics	In Physics students are taught by two teachers each teaching 5 lessons per fortnight. Students will experience a mixture of practical and theory lessons. We follow the AQA A Level Physics course using the Oxford books as the basis for our SOW	By the end of the year students should be able to apply the knowledge they have acquired to a wide range of real world applications. Their mathematical skill should enable them to solve numerical problems competently and they should feel confident in their use of algebra, trigonometry and standard form. Students should have developed practical skills in planning, measurement, analysis and evaluation. Students will be able to highlight how Physics is used outside the classroom.

	Term 1	Term 2	Term 3
Skills	*Working Scientifically skills* Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature *Thinking Skills* Perseverance Logical thinking Clarity of expression *Mathematical skills* 1 Arithmetic and numerical computation 2 Handling data 3 Algebra 4 Graphs 5 Geometry and trigonometry	Working Scientifically skills Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Thinking Skills Perseverance Logical thinking Clarity of expression Mathematical skills 1 Arithmetic and numerical computation 2 Handling data 3 Algebra 4 Graphs 5 Geometry and trigonometry	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Thinking Skills Posing Questions Thinking flexibly Perseverance Logical thinking Clarity of expression Mathematical skills 1 Arithmetic and numerical computation 2 Handling data 3 Algebra 4 Graphs 5 Geometry and trigonometry
Knowledge	Teacher 1: Work energy and power Waves	Teacher 1: Waves Optics	Teacher 1: Matter and radiation Quarks and leptons

	Teacher 2: Materials	Force and momentum Teacher 2: Forces in equilibrium Motion	Teacher 2: Newton's laws of motion Force and momentum
Assessment	End of topic tests - **Work**, energy and power and **Materials** Required practical - Young's modulus	End of topic test -**Waves**, **Optics**, **Motion** and **Forces** in equilibrium Required practical - Stationary waves, Diffraction and Acceleration due to gravity	End of topic test - **Newton's** laws of motion, **Force** and momentum and **Matter** and radiation

	Term 4	**Term 5**	**Term 6**
Skills	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Thinking Skills Posing Questions Thinking flexibly Perseverance Visualisation Logical thinking Clarity of expression Mathematical skills Arithmetic and numerical computation Handling data Algebra Graphs Geometry and trigonometry 6 Radians	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Thinking Skills Posing Questions Thinking flexibly Perseverance Visualisation Logical thinking Clarity of expression Mathematical skills Arithmetic and numerical computation Handling data Algebra Graphs Geometry and trigonometry	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Thinking Skills Posing Questions Thinking flexibly Perseverance Visualisation Logical thinking Clarity of expression Mathematical skills Arithmetic and numerical computation Handling data Algebra Graphs Geometry and trigonometry 6 Radians
Knowledge	Teacher 1: Quarks and leptons Teacher 2: Electric current D.C circuit rules	Teacher 1: Quantum Physics Teacher 2 D.C circuits	Teacher 1: Thermal Physics and gas laws Simple harmonic motion Teacher 2: Circular motion SHM

Assessment	End of topic test - **Quarks** and leptons and **Electric** circuits Required practical - resistivity	Year 12 examination End of topic test - **Quantum** physics and **D.C** circuits Required practical - internal resistance	End of topic test - **Circular** motion, **Simple** harmonic motion Required practical - simple harmonic motion and gas laws

Useful resources	**AQA Physics textbook by Jim Breithaupt (Oxford Publishing)** **AQA Revision guide for AS Physics (Oxford)** **CGP A Level Physics revision guide** **CGP A Level Physics revision question cards**

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement for example attending physics surgery to help complete homework tasks and regular folder checks to help promote organisational skills	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example regular practical work and opportunities for individual research tasks on a range of current topics in physics	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources for example lesson slides are posted on google classroom and all hwk sheets are available on google drive. Regular use of google is made for deadlines and posting exam papers and mark schemes	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

Politics

Examination Board: Pearson Edexcel

Intent	Implement	Impact
• Students to develop a broad comparative understanding of political systems, practices and philosophy in the UK and US. • Students will develop their core knowledge, logical chains of reasoning, and philosophy skills for the examination. • Students will develop their understanding and implementation of assessment objectives 1, 2, and 3.	• Students study Components 1 and 2 in Year 12 focusing on UK Politics and UK Government. • Students will begin with the 'Democracy and Participation' and 'Constitution' topics in order to introduce a range of fundamental concepts that they will need to access the rest of the course. • In every topic you will be specifically taught how to approach the exam skills and have opportunities to practise for homework and receive detailed feedback (both individually and whole class) before attempting in exam conditions • Students will extend beyond the curriculum into debates of why people engage with political institutions and how this can be improved • Students will be taught with an appraoch on how to engage comparative politics unit 3 throughout course	• Students effectively embed AO1, 2, and 3 throughout their work • Students comfortably analyse the topic matter in both lessons and assessed materials • Students make progressive attainment • Students will have developed analytical skills which you will be able to use in their wider lives as active citizens in UK society.

AO1	Knowledge and Understanding. Using evidence throughout the answer to support the analysis and evaluation. Thorough and in-depth knowledge and understanding.
AO2	Analysis: Using a range of balanced points. Creating perceptive arguments with sustained and logical chains of reasoning, making excellent use of evidence.
AO3	Evaluation and Judgement. Constructing fully relevant evaluation with fully effective arguments and consistently substantiated judgements. Fully focused and justified conclusion.

	Term 1		Term 2		Term 3	
Unit	Paper 1: UK Politics and political ideas	Paper 2: UK Government	Paper 1: UK Politics and political ideas	Paper 2:	Paper 1: UK Politics and political ideas	Paper 2:
Skills Focus	A01, A02, AO3	A01, A02, AO3	A01, A02, AO3	A01, A02, AO3	A01, A02, AO3	A01, A02, AO3
Knowledge	• Analysis of the differing types of democracy • Analysis of what UK democracy looks like • Analysis of Athenian democracy	• Detailing the nature and sources of the UK constitution. • Analysing the strengths and weaknesses of the uncodified nature of the UK constitution. • Explaining and analysing the impact of devolution on the UK. • Evaluating constitutional reform since 1997. • Prospects for further reform.	• Analysis of what a political party is and their different types • Analysis of the stances of the major UK political parties, and minor parties • Analysis of the methodology of parties - funding, manifestoes, and party membership • Analysis of the routes to election	• The roles and structures of the House of Commons and the House of Lords. • Analysing the comparative powers of each chamber. • Describing and analysing the legislative process. • Analysing the ways in which Parliament interacts with the Executive.	• Electoral systems analysed for their different aspects • Geo-Political divides for the electoral systems analysed • Strengths and limitations of the systems, comparatively	• The structure, role and powers of the Executive branch of government. • The powers of the PM and Cabinet. • The concepts of Individual and Collective Ministerial Responsibility. • Analysing the ability of the Executive to dictate events and determine policy.

Assessment	Knowledge test and marked writing	30 mark essay question	30 marker knowledge question	30 mark source question	30 marker source question	30 mark essay question

Please note that both topics in each term are taught simultaneously by 2 members of teaching staff

	Term 4		**Term 5**		**Term 6**	
Unit	Paper 1: UK Politics and political ideas	Paper 2:	Paper 1: UK Politics and political ideas	Paper 2:	Paper 1: UK Politics and political ideas	Paper 2:
Skills Focus	A01, A02, AO3	A01, A02, AO3	A01, A02, AO3	A01, A02, AO3	A01, A02, AO3	A01, A02, AO3
Knowledge	• Analysis of the regency factors that affect voting behaviours • Analysis of the impact of media on voting behaviours • Case study analysis for how voting behaviours have functions in three key election periods	• The role and functions of the Supreme Court. • The relationship between the Supreme Court and the Executive and Legislative branches of government. • The aims, role and impact of UK membership of the EU and of Brexit. • The relationship between the Executive and Parliament. • Analysing the changing location of sovereignty in the UK political system.	• Analysis of the key rights of people in the UK • Analysis of the features of pressure groups • Analysis of the differentiating types of pressure groups - inside vs outside, and sectional vs single issue/causal	• Review of the constitution, Parliament, PM and Cabinet. • The ideas and concepts central to the conservative ideology. • Key conservative thinkers and their views. • Evaluating the extent to which conservatives agree or disagree.	• Analysis of the key feminist thinkers, and their comparative thoughts • Analysis of the key liberal thinkers and their comparative thoughts	• The ideas and concepts central to the socialist ideology. • Key socialist thinkers and their views. • Evaluating the extent to which socialists agree or disagree.
Assessment	Year 12 examinations	30 mark source question	30 marker knowledge question	Year 12 exam	24 marker question 3	24 mark question

Psychology

Examination Board: AQA

Intent	Implement	Impact
To introduce students to a range of topics within Psychology, including an understanding of how different psychological perspectives interpret human behaviour in different ways; To give students an understanding of how psychological research is conducted.	Students have two teachers who will cover different topics simultaneously. The precise order and timings of these topics will vary from class to class depending on the split in staff and teaching time. Introductory lessons in the Research Methods topic will be interleaved in other topics as well as being taught in its own right in Terms 4 and 5.	Students will have a detailed knowledge of key theories and research into the separate topic areas, and will be able to evaluate this, including with respect to methodology.

	Term 1	Term 2	Term 3
Skills	Analysis and evaluation of psychological theories and research	Analysis and evaluation of psychological theories and research	Analysis and evaluation of psychological theories and research
Knowledge	**Teacher 1: Approaches** The learning approach; The biological approach including evolutionary psychology **Teacher 2: Attachment** Caregiver-infant interactions Stages of attachment The role of the father Animal studies Explanations of attachment	**Teacher 1: Approaches/biopsychology** The nervous and endocrine systems; the fight or flight response); The cognitive approach **Teacher 2: Attachment** The 'Strange Situation' Cultural variations in attachment Maternal deprivation and institutionalisation The influence of attachment on childhood and adult relationships.	**Teacher 2: Memory:** The multistore model; types of long term memory; the working memory model T**eacher 2: Social Influence:** Types of conformity and conformity to social roles Explanations for obedience
Assessment	Practice essays and end of topic tests	Practice essays and end of topic tests	Practice essays and end of topic tests

	Term 4	Term 5	Term 6
Skills	Analysis and evaluation of psychological theories and research	Analysis and evaluation of psychological theories and research Planning and conducting a psychology experiment	Analysis and evaluation of psychological theories and research
Knowledge	**Teacher 1: Memory:** Factors affecting the accuracy of eyewitness testimony **Research methods:**	**Teacher 1: Research methods** including planning and conducting independent research	**Teacher 1: Biopsychology:** localisation and lateralisation of brain function including split brain patients; ways of studying the brain plasticity and functional recovery; biological rhythms.

	Teacher 2: Social Influence: Explanations for resistance to social influence Minority influence The role of social influence processes in social change.	**Teacher 2: Psychopathology** Definitions of abnormality Characteristics and treatment of phobias, depression and OCD	**Teacher 2:The psychodynamic and humanistic approaches** **Issues and debates** The Nature-Nurture debate in Psychology **Gender** Introduction to sex gender and measuring androgyny
Assessment	Practice essays and end of topic tests	Y12 examination Write-up of experiment	Practice essays and end of topic tests

Useful resources	**Spec revised.PDF** **https://www.simplypsychology.org/** **https://digest.bps.org.uk/** **Crash Course Psychology Preview**

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement, for example by providing students with practice activities to embed learning.	We enrich students through the curriculum by including a variety of super-curricular opportunities such as extended reading, lectures, documentaries and online courses.	Google is a key part of our curriculum. It is used to share resources with students; to set assessments; and for creative and project based work.	Advanced thinking skills are a core part of lessons, with students engaging in a range of activities - such as deep questioning and the use of thinking frames - to enhance their learning.

Sociology

Examination Board: AQA

Intent	Implement	Impact
The aim is for students to gain an understanding of how society operates in terms of its processes and structures, and be able to analyse and evaluate with respect to a range of sociological perspectives. Students will also gain a feeling for how sociological research is conducted. They will have the opportunity to address important RSE issues, including factors behind inequalities.	Students will be taught by two members of staff. On one side they will start with Education and on the other Families and Households. They will be introduced to key theoretical perspectives - functionalism; feminism; Marxism; post-modernism - and then apply these to a range of issues within each topic.	Students will have a detailed knowledge of key theories and research into the separate topic areas, and will be able to evaluate this, including with respect to methodology. Students will have an understanding of how sociological perspectives influence choice of design and will be able to evaluate the use of different research methods with respect to their research base.

	Term 1	Term 2	Term 3
Skills	Analysis and evaluation of sociological concepts and theory. Application of theory to contemporary UK society.	Analysis and evaluation of sociological concepts and theory. Application of theory to contemporary UK society.	Analysis and evaluation of sociological concepts and theory. Application of theory to contemporary UK society.
Knowledge	Teacher 1: Families and households Introduction and key theories Teacher 2: Education Introduction and key theories	Teacher 1: Families and households Trends and changes to family life. Social policy and the family. Teacher 2: Education Theories and factors affecting educational attainment	Teacher 1: Families and households Family diversity and gender roles. Teacher 2: Education Student subcultures and choice of subjects
Assessment	Essays and core assessments	Essays and core assessments	Essays and core assessments

	Term 4	Term 5	Term 6
Skills	Analysis and evaluation of sociological concepts and theory. Application of theory to contemporary UK society.	Analysis and evaluation of sociological concepts and theory. Application of theory to contemporary UK society.	Analysis and evaluation of sociological concepts and theory. Application of theory to contemporary UK society.
Knowledge	Teacher 1: Families and households Power and control in the family.	Teacher 1: Families and households Childhood.	**Teacher 1: Crime and Deviance**. Definition and measurement; Functional and subcultural theories.

	Teacher 2: Education: Educational Policy Methods and methods in context	Teacher 2: Methods and methods in context	**Teacher 2: Beliefs in Society.** Defining religion; functional, feminist and Marxist views of religion.
Assessment	Essays and core assessments	Year 12 examinations	Essays and core assessments

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement, for example by providing students with practice activities to embed learning.	We enrich students through the curriculum by including a variety of super-curricular opportunities such as extended reading, lectures, documentaries and online courses.	Google is a key part of our curriculum. It is used to share resources with students; to set assessments; and for creative and project based work.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.