



Maidstone Grammar School
for Girls

Non sibi sed omnibus

Year 12 Curriculum 2026-27



A Reference Booklet *for* Parents and Carers

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Dear Year 12 Students, Parents and Carers,

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. 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, trips, visits and extracurricular activities will all contribute to the experiences here.

This booklet contains a lot of valuable information and provides an overview of our Year 12 curriculum. You will find a summary about each course; what work will be covered, how you will be assessed, what progress is expected, the types of independent study likely to be set, useful websites and how parents and carers can help. It would be very helpful if you could spend some time with your daughter/son going through this booklet together as it will 'map out' the year ahead. In addition to a broad selection of A level courses, we are pleased to offer students the opportunity to pursue additional courses, including the Extended Project Qualification, Core Maths and English Speaking Board. 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.

The Year 12 Curriculum at MGGS

There are five lessons a day, each one hour long. We operate a two week timetable (Weeks 1 and 2) and therefore the timetable for Week 1 will be different to Week 2.

Subject	Number of lessons per fortnight
A-Level Course 1	10
A-Level Course 2	10
A-Level Course 3	10
A-Level Course 4 (if chosen)	10
6th Form Enrichment	2
Timetables Silent Study	4
Library Session	2
Home Study	up to a maximum of 4

Careers Education, Information, Advice & Guidance (CEIAG)

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. 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. Recent MGGS Alumni are represented at universities across the country including Cambridge and 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,

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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. CEIAG is delivered throughout the school across all year groups, often as all or part of a PSHE Day. Other information is disseminated in a variety of ways, including careers' Google Classrooms, assemblies, school trips, lunchtime talks and form time activities. The aim is to develop a variety of skills and assist with career decisions and future plans. Students are strongly recommended to investigate a wide variety of careers using the materials available in the Careers Library on the top floor of Buckland House, which includes university and college prospectuses, careers event notices, books and job profile information sheets. Students will take part in PSHE Days which involve careers related activities such as interview skills workshops, career quizzes and enterprise tasks.

Pastoral Support & Personal, Social & Health Education & Citizenship (PSHE)

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 (PSHE). 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 PSHE Days, assemblies and 6th Form Extra. 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 France, Germany, Spain and our sister schools in Nepal, and extracurricular activities, including Duke of Edinburgh.

The aim of our PSHE programme is to support the development of the skills, attitudes and values to enable students to develop good relationships and value and respect themselves and others, to develop a healthy and safe lifestyle, become better informed citizens and make and act on informed decisions and have a sense of purpose. The PSHE programme has three areas of focus:

- Relationships and Sex Education (RSE)
- Health and Wellbeing Education
- Living in the Wider World (citizenship and careers education)

Our PSHE curriculum is delivered during our termly PSHE days where the standard school timetable is replaced with bespoke PSHE lessons, as well as assemblies and form times. By using a variety of resources and approaches students will be able to identify their own strengths, draw up plans to support those areas that need more development and become increasingly prepared for the opportunities, responsibilities and experiences of adult life.



MGGS is MEGA

What makes the MGGS curriculum unique is our commitment within every subject to incorporate the wider skills and characteristics that will ensure all our students become well rounded, successful learners. Every lesson contains opportunities for students to develop their core skills which will equip them for all their possible future adventures! At MGGS we call this our MEGA programme.

M is for Mindset  Students need vision, significant effort, effective systems, varied practice and a good attitude/growth mindset (open, taking risks, resilient) in order to achieve their full potential. We firmly believe that these skills, traits/attributes and habits can be developed and have lots of activities designed to assist with this.	E is for Enrichment  We seek to develop curious learners and promote scholarship, including activities /opportunities to extend students' understanding beyond the NC. We want our learners to be well rounded, and, as a result, we have designed a diverse and comprehensive range of enrichment opportunities for students to enjoy.
G is for Google  Digital skills are essential in our modern world. 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. We teach, collaborate and communicate via Google throughout the school.	A is for Advanced Thinking  Our students are equipped with tools designed to reorganise, frame, extend and challenge their thinking, promoting deeper learning. Advanced thinking is embedded in all we do and is often used to create links between subjects and topics. They are also an invaluable set of tools for recap and revision as students prepare for assessments.

Literacy, Numeracy and Oracy

Alongside the MEGA skills, our curriculum is designed to give students as many opportunities as possible to regularly develop their literacy, numeracy and oracy skills. Our lessons will integrate reading, writing, problem-solving and structured speaking activities across all subjects and in real-world learning contexts.

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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, Printmaking skills Analysis Skills taught on a 1:1 basis.	Ceramics and glazing Idea Development and refinement Exploring new media and perfecting their practice.	Idea generation and development based on a past paper. Skills delivered on a 1:1 basis for students
Knowledge	How to use a DSLR camera Photography (Aperture, ISO, Shutter Speed) How to create an etching, lino and 3-colour monoprint safely and effectively	Ceramics processes Glazing How to generate more complex ideas and concepts How A-Level Art differs from GCSE Art	How to generate more complex ideas and concepts How A-Level Art differs from GCSE Art
Assessment	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each student's 'Newsfeed' document.	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each student's 'Newsfeed' document.	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each student's 'Newsfeed' document.

	Term 4	Term 5	Term 6
Skills	Project exploration and refinement Skills delivered on a 1:1 basis for students	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 to communicate a complex concept. Skills delivered on a 1:1 basis for students
Knowledge	Idea development and refinement Concept development Understanding what can be achieved in a 15hour exam	Idea generation Artist analysis and concept analysis skills	How to write a reflective journal Idea development and refinement

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	outcome.		
Assessment	Summative and written feedback on mini project Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each student's 'Newsfeed' document.	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each student's 'Newsfeed' document.	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each student's '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
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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 four hours per week on their projects outside of lessons.	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 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.



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 Skills delivered on a 1:1 basis for students	Idea generation and development 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	Idea research and analysis. How to respond to a given brief
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 'Newsfeed' document.

	Term 4	Term 5	Term 6
Skills	How to develop and refine design work from initial ideas Skills delivered on a 1:1 basis for students	Generating ideas for a Personal Investigation, research and analysis skills. 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	How A-Level Graphics differs from GCSE Art/Graphics	Idea generation Design analysis and initial design skills Idea development and refinement	How to write a reflective journal Idea development and refinement

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

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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 - 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 The light dependent reaction The light-independent reaction	Teacher 1 - Energy and ecosystems Food chains and energy transfer Energy transfer and productivity Nutrient cycles Use of natural and artificial fertilisers Environmental issues
	Teacher 2 - Respiration Glycolysis Link reaction and Krebs cycle Oxidative phosphorylation Anaerobic respiration	Teacher 2 - Inheritance Monohybrid and dihybrid inheritance Linkage
Assessment	Year 12 examination Required practical 7 - chromatography Required practical 8 - Photosynthesis Required practical 9 - Respiration	End of topic test - Respiration End of topic test - Photosynthesis End of topic test - Inheritance End of topic test - Energy and 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 & revision question cards
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Business

Examination Board: Edexcel

Intent	Implement	Impact
To develop 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.	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.	Business related degree courses and apprenticeships are the most common destination for MGGS students. 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
Unit	Theme 1: Marketing and people	Theme 1: Marketing and people	Theme 1: Marketing and people
Knowledge	1.1 Meeting customer needs	1.2 Market (complete)	1.3 Marketing mix and strategy
Assessment	Theme 1 Exam Questions	Theme 1 Exam Questions	Theme 1 Exam Questions
Unit	Theme 2: Managing business activities	Theme 2: Managing business activities	Theme 2: Managing business activities
Knowledge	2.1 Raising Finance	2.2 Financial Planning	2.3 Managing Finance
Assessment	Theme 2.1 Exam Questions	Theme 2.2 Exam Questions	Theme 2.3 Exam Questions

	Term 4	Term 5	Term 6
Unit	Theme 1: Marketing and people	Theme 1: Marketing and people	Theme 4: Global business
Knowledge	1.4 Managing people	1.5 Entrepreneurs and leaders (start)	1.5 Entrepreneurs and leaders (complete) 4.1 Globalisation (start)
Assessment	Theme 1.4 Exam Questions	Year 12 Exams - Paper 1	Theme 1.5 Exam Questions
Unit	Theme 2: Managing business activities	Theme 2: Managing business activities	Theme 3: Business decisions and strategy
Knowledge	2.4 Resource Management	2.5 External influences (start)	2.5 External influences (complete) 3.1 Business objectives (start)
Assessment	Theme 2.4 Exam Questions	Year 12 Exams - Paper 2	Theme 2.5 Exam Questions

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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 Min...	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.

How parents can support:	Encouraging students with organisation skills as they begin the A-Level Business course, including keeping notes organised and managing independent study effectively. Talking to students about businesses, entrepreneurship, leadership, marketing, and current business stories in the news. Encouraging students to apply classroom theory to real companies and real-world business situations. Supporting students in practising exam questions, calculations, and case study analysis using past papers and revision resources. Encouraging wider reading and engagement with business-related documentaries, podcasts, and articles.
Useful links	Pearson Edexcel A-Level Business Specification: https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html Tutor2u Business: https://www.tutor2u.net/business Physics & Maths Tutor – Edexcel Business: https://www.physicsandmathstutor.com/business-studies-revision/a-level-edexcel/ Seneca Learning – A-Level Business: https://senecalearning.com/en-GB/ TakingTheBiz Revision Videos: https://www.youtube.com/@TakingTheBiz Bizconsesh Revision Videos: https://www.youtube.com/@Bizconsesh BBC Business News: https://www.bbc.co.uk/news/business



Chemistry

Examination Board: AQA

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.	Year 12 completes the AQA A-level course in ten lessons per fortnightly cycle. We follow the Oxford AQA Chemistry course, using their textbooks and resources. Additional resources are used widely throughout the course to add depth and breadth. 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.	The department provides a range of opportunities for students to develop their interest in the subject outside lessons including being a Subject Prefect 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 Evaluation and observation skills.	Application of knowledge - problem solving. Evaluation and observation skills.
Knowledge Teacher A	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 and physical properties	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 - The chemical reactions of the halogens - Reactions of the halide ions
Knowledge Teacher B	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	C4 - Energetics - Enthalpy Changes. - Measuring Enthalpy Changes - Calorimetry. - Bond Enthalpy Calculations. - Hess' Law. - Additional practical 9 - Measuring the enthalpy change of combustion of fuels.	C12 - Alkanes - Cracking of Alkanes. - Combustion of Alkanes. - Free Radical Substitution of Alkanes. - Additional practical 18 - Making a Halogenoalkane.

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	solution and carry out a simple acid-base titration. • Ideal Gas Equation. • Empirical and Molecular Formula. • Required Practical - RP1 • Balancing Equations. • Reacting Mass Calculations. • Atom Economy and Percentage Yield.	• 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	C13 - Halogenoalkanes • Properties of Halogenoalkanes. • Nucleophilic Substitution in Halogenoalkanes. • Elimination Reactions in Halogenoalkanes.
Assessment Teacher A	End of Topic Google Test Assessments	End of Topic Google Test Assessments	End of Topic Google Test Assessments Required practicals will be assessed for CPAC competencies.
Assessment Teacher B	End of Topic Google Test Assessments Required practicals will be assessed for CPAC competencies.	End of Topic Google Test Assessments Required practicals will be assessed for CPAC competencies.	End of Topic Google Test Assessments Required practicals will be assessed for CPAC competencies.

	Term 4	Term 5	Term 6
Skills	- Maths skills, including drawing/sketching graphs. - Application of knowledge - problem solving. - CPAC Skills. Evaluation & observation skills.	- Maths skills, including drawing graphs and calculating K _c and K _p . - Application of knowledge - problem solving. - CPAC Skills.	- Maths skills including calculating enthalpy and entropy. - Application of knowledge - problem solving. - CPAC Skills.
Knowledge Teacher A	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 - K_c	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.





		- Calculations with K_c - The effect of changing conditions on K_c C19 - The equilibrium constant K_p K_p	
Knowledge Teacher B	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.
Assessment Teacher A	End of Topic Google Test Assessments Required practicals will be assessed for CPAC competencies.	Mock Examination on all content from year 12 to date. Required practicals will be assessed for CPAC competencies.	End of Topic Google Test Assessments
Assessment Teacher B	End of Topic Google Test Assessments Required practicals will be assessed for CPAC competencies.	Mock Examination on all content from year 12 to date. Assessed AS Level Organic Chemistry Summative PPQs.	End of Topic Google Test Assessments

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-NkZNIxJ9GdWEZE-k2XbE_Q Links to useful videos for supporting independent learning: Chem Revise Website : https://chemrevise.org/revision-guides/ Machem Guy Videos : (Note different Exam board but most of the Chemistry is the same - ask your teacher if unsure) https://docs.google.com/document/d/1MFgkCts2xGSOx5f07v0K_ejKMpli04nNNsCq3jDDVwE/edit Inorganic and physical topics Revision Lessons by Dr 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/AQA-Specification





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 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 <i>six hours</i> a fortnight allocated for problem solving and programming and <i>four hours</i> a fortnight for Computing theory. We follow the AQA exam board specification - 7517 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
Knowledge	<u>Paper 1</u> 4.1.1.1 : Data types 4.1.1.7 : Constants & Variables 4.1.1.2 : Programming Concepts 4.1.1.3 : Arithmetic Operations 4.1.1.4 & 5 : Relational Operations & Boolean Operations 4.1.1.8 : String Manipulation <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	<u>Paper 1</u> 4.1.1.1 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 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> 4.1.2.3 : Object-oriented programming # Basic Concepts (Class, Objects, Encapsulation) # 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 4.5.5 Information Coding Systems 4.5.6 Representing Images
Assessment	Paper 1 - assessment on Fundamentals of programming and Computer Networks & Summative assessment on String Manipulation and Programming concepts. Paper 2 -Mini Test on Communication & Summative Assessment on Communication, Networking & Binary Numbers	Paper 1 - Interim assessment on Arrays, Dictionaries and Exception Handling & a five hour project consolidating Unit 4.1.1 Paper 2 - Mini Test on The Internet & Summative Assessment on entire Communication / Networking / The Internet / TCP/IP Topic	Paper 1- Assessed piece of homework using OOP 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

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	Term 4	Term 5	Term 6
Knowledge	<u>Paper 1</u> 4.2.1.3 : Fields & Records 4.2.1.4 : Abstract data types 4.2.3 Stacks 4.2.4 Queues 4.2.5 Graphs 4.3.1 Graph Traversal Algorithms 4.3.6 : Dijkstra's shortest path <u>Paper 2</u> 4.5 Data Representation 4.5.6 Representing Sound & Data Compression 4.10 Databases 4.10.1 Conceptual Data Models 4.10.2 Relational Databases 4.10.3 Database Normalisation 4.10.4 SQL 4.10.5 Client Server Database	<u>Paper 1</u> 4.2.5 Trees 4.3.2 Tree Traversal Algorithm 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 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	<u>Paper 1</u> 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.
Assessment	Paper 1 Interim assessment on Data structures - Stacks, Queues and Graphs Paper 2 - Mini Test on Databases + SQL	Y12 Examinations	Paper 1- Summative assessment on Trees, Hash Tables and Vectors Paper 2- Mini Test on Logic Gates & Boolean Algebra

How parents can support:	Students are provided with Gold, Diamond and Platinum challenges at the start of Year 12. Students should invest a minimum of 2 hours working on these challenges independently each week. 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.
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 , FutureLearn courses , Latest technology news





Dance

Intent	Implementation	Impact
The curriculum has been designed around the AQA specification. It covers the theoretical content and NEA. We run the practical and theoretical elements alongside each other to further embed the theoretical content and expectations. The aim is to ensure pupils are able to make links between topics and content.	The AQA course as a whole is synoptic e.g. knowledge of theoretical elements are covered in both practical and theory lessons. The order in which units are covered/taught has been chosen to help build on students' knowledge and understanding of dance.	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 dance. Like the GCSE course this is an ambitious one. Mock examinations in Year 12 and 13 really help the department to hone their support and delivery of the curriculum overall.

	Term 1		Term 2	
Skills	AO1: Perform dance through the application of physical, technical, interpretative and performance skills. AO2: Create dance applying choreographic skills to communicate artistic intention.	AO3: Demonstrate knowledge and understanding of performance and choreography from different periods and genres AO4: Critically appreciate and assess performance and choreography through making analytical, interpretative and evaluative judgements.	AO1: Perform dance through the application of physical, technical, interpretative and performance skills. AO2: Create dance applying choreographic skills to communicate artistic intention.	AO3: Demonstrate knowledge and understanding of performance and choreography from different periods and genres AO4: Critically appreciate and assess performance and choreography
Knowledge	3.2 Choreography: Students will be able to demonstrate their understanding of the choreographic process; including researching, developing and experimenting with ideas.	3.3 Critical Engagement: Students will be able to understand the significance of the subject matter, origins and constituent features of 'Rooster', with clear examples from all eight dances given to support discussion.	3.1 Performance: Students will be able to use their physical, technical, interpretative and performance skills to perform a group dance in the style of Christopher Bruce.	3.3 Critical Engagement: Provide detailed descriptions from all eight dances from 'Rooster' to demonstrate how the individual themes are shown, and can refer to Bruces' other works to discuss his style.
Assessment	Assessment of choreography task, using an adapted version of AQA's <i>solo in relation to a specified practitioner</i>	Short Section A style questions based on 'Rooster' by Christopher Bruce.	Assessment of Rooster performance piece, using AQA's <i>performance as a quartet</i> assessment grid	Full Section A, including a 6 mark question about Bruces' other works.

	Term 3		Term 4	
Skills	AO1: Perform dance through the application of physical, technical, interpretative and performance skills. AO2: Create dance applying choreographic	AO3: Demonstrate knowledge and understanding of performance and choreography from different periods and genres	AO1: Perform dance through the application of physical, technical, interpretative and performance skills. AO2: Create dance applying choreographic	AO3: Demonstrate knowledge and understanding of performance and choreography from different periods and genres





	skills to communicate artistic intention.	AO4: Critically appreciate and assess performance and choreography through making analytical and evaluative judgements.	skills to communicate artistic intention.	AO4: Critically appreciate and assess performance and choreography
Knowledge	3.1 Performance: Students will be able to demonstrate their ability to perform as a solo in the style of a practitioner. 3.2 Choreography: Students will be able to demonstrate their ability to choreograph movement based on <i>'The Museum of Tomorrow'</i>	3.3 Critical Engagement: Students will be able to understand the stylistic features of Rambert Dance Company and how these were influenced by the different Artistic Directors and the policies put in place during their Directorship.	3.1 Performance: Students will be able to demonstrate their ability to perform as a solo in the style of a practitioner. 3.2 Choreography: Students will be able to demonstrate their ability to choreograph movement based on <i>'The Museum of Tomorrow'</i>	3.3 Critical Engagement: Students will be able to understand the importance of Alston and Davies' work in the development of Rambert, alongside the contribution of Rambert to the dance scene in Britain from 1966 - 2002.
Assessment	Assessment of solo and choreography, using AQA's <i>solo in relation to a specified practitioner</i> and <i>choreography task</i> grids.	25 mark essay question, based on the development of Ballet Rambert between Morrice and Cheshworth's directorships.	Assessment of solo and choreography, using AQA's <i>solo in relation to a specified practitioner</i> and <i>choreography task</i>	25 mark essay question, based on the development of Ballet Rambert from the 2018 written paper.

	Term 5		Term 6	
Skills	AO1: Perform dance through the application of physical, technical, interpretative and performance skills. AO2: Create dance applying choreographic skills to communicate artistic intention.	AO3: Demonstrate knowledge and understanding of performance and choreography from different periods and genres AO4: Critically assess performance and choreography making analytical, interpretative and evaluative judgements.	AO1: Perform dance through the application of physical, technical, interpretative and performance skills. AO2: Create dance applying choreographic skills to communicate artistic intention.	AO3: Demonstrate knowledge and understanding of performance and choreography from different periods and genres AO4: Critically assess performance and choreography
Knowledge	3.1 Performance: Demonstrate their ability to perform as part of a contemporary quartet 3.2 Choreography: Students will be able to demonstrate their ability to choreograph movement based on <i>'Echo and Reverberation'</i>	3.3 Critical Engagement: Students will be able to understand the origin of 'Sutra' and the subject matter, using examples of movement and constituent features to support discussions.	3.1 Performance: Demonstrate ability to perform as part of a contemporary quartet 3.2 Choreography: Demonstrate their ability to choreograph movement based on <i>'Echo and Reverberation'</i>	3.3 Critical Engagement: Students will be able to revisit the work covered over the year, and be able to apply their knowledge to a range of exam style questions effectively.
Assessment	Assessment of quartet and choreography, using AQA's <i>performance within a quartet</i> and <i>choreography task</i> grids.	25 mark essay question based on the origins of 'Sutra' by Sidi Larbi Cherkaoui from the 2023 exam paper.	Assessment of quartet and choreography, using AQA's <i>performance within a quartet</i> and <i>choreography task</i>	Short Section A style questions on 'Rooster' and two 25 mark essays - one on Rambert and one on 'Sutra'





How parents can support:	Encourage pupils to attend extracurricular dance inside and outside of school. Encourage pupils to watch dance at home, in cinemas and in theatres. Watch practical video footage and discuss their performance.
Useful links	Rambert Timeline , Rooster by Christopher Bruce Rambert Voices Interviews: Christopher Bruce , Richard Alston and Siobhan Davies . Siobhan Davies Set Works: Embarque (password SDDResources2021) and Plain Song (password SDDCNYC), Sutra Revision Guide



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 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. 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 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. 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	Enhancement of materials Exploring seams and darts Adding folds/pleats for volume and structure Creation of basic pattern blocks to individualised measurements Understanding pattern labelling and marking Drafting and sample creation of pockets, collars, plackets, sleeves and waistbands.	Heat setting; creative pleating, folding and origami Alteration of basic block patterns Altering typical pattern shapes Origami pattern creation Calico pattern construction Mannequin Drape techniques Mannequin Moulage techniques	Preparation for the NEA: including the following workshops: Product analysis Product disassembly Recycled garment creation using the product disassembly fabric. Mock NEA: Section A; research design practice including mood board creation, theme research, target market research, client profiles and concept sketches
Knowledge	Enhancement of materials in industry Classification of materials overview Methods of joining and use of components; seams, fastenings and trims. Interfacings, underlinings, linings and interlinings Design methods and process	Design methods and process Enterprise and marketing Fashion cycles Classification of materials and their application; natural fibres, manufactured fibres and synthetic fibres. Manufacture, properties and performance characteristics of fibres, mixtures, blends, yarns and materials. Non-woven, woven and knitted fabrics Technical, modern and smart textiles The use of finishes; mechanical and chemical.	Design influences, styles and movements Design theory, linked with designers and their work Feasibility studies Accuracy in design and manufacture The requirements for textile, and fashion design and development. Selecting appropriate tools, equipment and processes.
Assessment	Techniques and Processes; practical sample book	Techniques and Processes; Practical Assessment	Recycled Garments - Practical Assessment





		End of unit assessment; knowledge from Term 1	End of unit assessment; knowledge from Term 2
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	Term 4	Term 5	Term 6
Skills	Mock NEA: Design practice Manufacture design brief and specification Textiles processes Methods for investigating and testing materials Garment making processes Calico Prototype creation Evaluation techniques	Year 12 Mock exam Research and presentation CAD/CAM	Practical workshop; pattern creation NEA portfolio section A; • Design Title • Target market • Primary and Secondary research • Client Profile • Product Analysis • Product disassembly • Time management record • Concept sketches
Knowledge	Design methods and processes • Methods for investigating and testing materials • Design for manufacture design and disposal	• How technology and cultural changes can impact the work of others. • Major developments in technology • CAD/CAM • Modern commercial and industrial practice; scales of Production • Global production • Health and safety	• Socio-economic influences on fashion and textile • Social, moral and ethical issues • Responsible design • Protecting design and intellectual property • National and international Standards in product design • Critical analysis • Design methods/processes
Assessment	End of unit assessment; knowledge from term 3 Mock NEA; section A	Mock NEA - section B and C End of unit assessment; knowledge from term 4/5	End of unit assessment; knowledge from term 5/6 NEA section A - general feedback

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



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. Mock examinations in yr 12 and 13 really help the department to hone their support and delivery of the curriculum overall.

	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 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 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 1 Section A:</u> 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 <u>Component 1 Section B:</u> Exploration of <i>Our Country's Good</i> by Timberlake Wertenbaker from a director, performer and designers perspective: 18th century crime and punishment, colonisation in Australia, Aboriginal culture.	<u>Component 1 Section A:</u> 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 <u>Component 1 Section B:</u> Exploration of <i>Our Country's Good</i> by Timberlake Wertenbaker from a director, performer and designers perspective: 18th century crime and punishment, colonisation in Australia, Aboriginal culture.	<u>Component 1 Section A:</u> 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 <u>Component 1 Section B:</u> Exploration of <i>Our Country's Good</i> by Timberlake Wertenbaker from a director, performer and designers perspective: 18th century crime and punishment, colonisation in Australia, Aboriginal culture. <u>Component 3 Making Theatre:</u> 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.
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	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 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 2 Creating Original Drama:</u> devising, theatrical skills, structure, study of prescribed practitioner
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	Drama Online Library website : Username: 2Sc\$7Lm* Password: 3Gd"8Qe-
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MEGA			
Mindset	Enrichment	Google	Advanced Thinking
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience. For example students become theatre makers by planning, devising and staging their own performance pieces.	We enrich students through the curriculum, for example students see live and recorded professional productions as well as taking part in workshops with industry professionals.	Google is used to enhance the structure of students' learning through use of online resources for example online interviews, videos and workshops.	Students are developing their Habits of Mind and rich questioning and retrieval practice is used to help develop their knowledge & understanding.

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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
Unit	Unit 1: Introduction to Markets and Market Failure	Unit 1: Introduction to Markets and Market Failure	Unit 1: Introduction to Markets and Market Failure
Knowledge /Activity	1.1 Nature of Economics - Economics as a social science - Positive and normative economic statements - The economic problem - Production possibility frontiers - Specialisation and the division of labour 1.2 How markets work - Rational decision making - Alternative views of consumer behaviours	1.2 How markets work - Demand - supply - Price Determination - Price Mechanism - Price, income and cross elasticities of demand - Price, income and cross elasticities of demand - Elasticity of supply - Consumer and Producer Surplus	1.2 How markets work - Indirect taxes and subsidies - Price, income and cross elasticities of demand 1.3 Market Failure - Types of Market Failure - Externalities - Public Goods - Information Gaps - Price, income and cross elasticities of demand
Assessment	Exam Questions	Exam Questions	Exam Questions
Unit	Unit 2: The UK economy – performance and policies	Unit 2: The UK economy – performance and policies	Unit 2: The UK economy – performance and policies
Knowledge /Activity	Quantitative methods 2.1 Measures of Economic performance - Inflation - Economic Growth - Employment and Unemployment 2.2 Aggregate demand (AD) - The characteristics of AD	2.3 Aggregate Supply (AS) - The characteristics of AS - Short-run AS - Long Run-run AS - Consumption (C) - Investment (I) - Government expenditure (G) - Net trade (X-M) 2.4 National Income - National Income	2.1 Measures of Economic performance - Employment and Unemployment - Balance of Payments - Economic Growth 2.5 Economic Growth - Causes of Growth - Outward Gaps - Trade Business Cycle

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	- Consumption (C) - Investment (I) - Government expenditure (G) - Net trade (X-M)	- Injections and withdrawals - Equilibrium level of real national output - The multiplier 2.1 Measures of Economic performance - Inflation	The impact of economic growth
Assessment	Exam Questions	Exam Questions	Exam Questions

	Term 4	Term 5	Term 6
Unit	Unit 1: Introduction to Markets and Market Failure	Unit 3: Business Behaviour and the Labour Market	Unit 3: Business Behaviour and the Labour Market
Knowledge /Activity	1.4 Government Intervention - Government intervention in markets - Government failure	3.1 Business Growth - Sizes and Types of Firms - Business Growth - Demergers	3.3 Revenues, costs and profits - Revenues - Costs - Economies and diseconomies of scale - Normal profits, supernormal profits and losses
Assessment	Exam Questions	Year 12 Exams - Paper 1	Exam Questions
Unit	Unit 2: The UK economy – performance and policies	Unit 4: A global perspective	Unit 4: A global perspective
Knowledge /Activity	2.6 Macroeconomic objectives and policies - Possible macroeconomic objectives - Demand-side policies - Supply-side policies - Conflicts and trade-offs between objectives and policies	4.1 International economics - Terms of trade - Trading blocs and the World Trade Organisation (WTO) - Restrictions on free trade - Balance of payments	4.1 International economics - Exchange rates - Balance of payments - International competitiveness
Assessment	Exam Questions	Year 12 Exams - Paper 2	Exam 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	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.	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 Economics 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.

How parents can support:	Encourage regular revision and review of key terminology. Discuss current business stories and economic events in the news. Support students in practising calculations and exam questions. Encourage independent reading and engagement with business-related media. Ensure homework and revision tasks are completed regularly.
Useful links	Pearson Edexcel A-Level Economics Specification: https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015.html Tutor2u Economics: https://www.tutor2u.net/economics Physics & Maths Tutor – Edexcel Economics: https://www.physicsandmathstutor.com/economics-revision/a-level-edexcel-a/ Seneca Learning – A-Level Economics: https://senecalearning.com/en-GB/ EconplusDal Revision Videos: https://www.youtube.com/@EconplusDal BBC Business and Economics News: https://www.bbc.co.uk/news/business



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) 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 and 2 Imagined Worlds - 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 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
Knowledge	Vocabulary/ concepts: - Narrator - 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	Vocabulary/ concepts: Genres including: transcript of spontaneous 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.

Teacher 2

	Term 1 & Term 2 Paris Anthology	Term 3 Carol Ann Duffy poetry
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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 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, 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	Vocabulary/ concepts: Narrative perspective - homodiegetic, autodiegetic, heterodiegetic Form - dramatic monologue Structure - rhyme, rhythm, assonance, inversion Literary techniques - metaphor, simile, symbolism, verb phrase, noun phrase, adjective, adverb, conceit / extended metaphor, ellipsis
Assessment	Essays done at home and teacher assessed	Essays teacher assessed

Teacher 1

	Term 4 Paris Anthology	Term 5 and 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
Knowledge	Vocabulary/ concepts: Why do people tell stories? What ingredients do stories need to have? What makes a good story?	Vocabulary/ concepts: Key Vocabulary: ● Genre



	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	• Narrative • Point of view • Register • Representation • Literariness
Assessment	In-class teacher assessed essays.	Year 12 exam: Paris Anthology poetry

Teacher 2

	Term 4 and 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.	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 Literary techniques - metaphor, simile, symbolism, verb phrase, noun phrase, adjective, adverb, conceit / extended metaphor, ellision	Vocabulary/ concepts: • Narrative perspective - homodiegetic, autodiegetic, heterodiegetic • Structure - opening, development / complication, climax, falling action, resolution, protagonist, antagonist, circular structure • Literary techniques - pathetic fallacy, personification, symbolism, repetition, contrast, imagery, sensory imagery, metaphor and simile
Assessment	Essays teacher assessed	Creative writing pieces, teacher assessed



MEGA			
Mindset	Enrichment	Google	Advanced Thinking
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 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.	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.



English Literature

Examination Board: AQA

Intent	Implement	Impact
Texts chosen to challenge and promote deep discussion. ‘Othello,’ ‘Gatsby’ and ‘The Handmaid’s Tale’ are popular nationally for A level English literature meaning that support materials are easy to source. The A level English literature course is taught with an increasing level of challenge in terms of texts and skills.	For Literature, we teach Shakespeare’s ‘Othello’ and ‘Streetcar.’ ‘The Handmaid’s Tale’ and ‘Feminine Gospels’ are taught in Y13. The texts are structured to increase in terms of challenge between Y12 and 13; the Y13 texts are more complex and require a deeper understanding of the cultural underpinning of centuries’ worth of social/historical/political thought. We teach pre-1900 love poetry, to be compared with ‘The Great Gatsby’ in Y13.	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.

Teacher 1

	Term 1: - NEA Text 1 - The Yellow Wallpaper - Othello (Paper 1 - Love Through the Ages) Context & Act 1	Term 2: Othello (Paper 1 - Love Through the Ages) Act 2 & Act 3	Term 3: Othello Act 4 & Act 5
Skills	- Ability to articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. - Analysing the ways in which meanings are shaped in literary texts. - Understanding of the significance and influence of the contexts in which literary texts are written and received. - Ability to make connections across literary texts. - Exploration of literary texts informed by different interpretations.		
Knowledge	Vocabulary/ concepts Attitudes towards race in the Renaissance Venice in the 1600’s The Tragic Hero - Features of an Aristotelian tragedy (including the tragic hero), the structure of a Greek/ Shakespearean tragedy Machiavellian villains	Vocabulary/ concepts - Misogyny in Renaissance thought - John Knox - Courtly behaviour - Psychological degeneration (Othello)	Vocabulary/ concepts Dramatic irony as a structural device Cuckoldry in the Renaissance
Assessment	In-class teacher assessed essays.	In-class teacher assessed essays.	In-class teacher assessed essays.

Teacher 2

	Term 1, 2 & 3: ‘A Streetcar Named Desire’ by Tennessee Williams - NEA texts - 1-3
Skills	- Ability to articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. - Analysing the ways in which meanings are shaped in literary texts. - Understanding of the significance and influence of the contexts in which literary texts are written and received. - Ability to make connections across literary texts.

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	• Exploration of literary texts informed by different interpretations.
Knowledge	Vocabulary/ concepts: • epigraph (and thematic significance) • American Civil War and later collapse of plantations (1940) • Post-war period (1947) New Orleans • Social realism • The American dream • Plastic theatre • The Old South - beaux and belles • Southern Gothic genre - the play's setting and events/language concerned with violence and the grotesque. The decay of the past (the plantation in the post-Civil War south of America). • Psychopomps. • Set design (interior vs exterior)
Assessment	In-class teacher assessed essays.

Teacher 1

	Term 4: Finish Othello/ ExamRevision NEA text 2 - A Doll's House	Term 5: NEA text 2 - A Doll's House	Term 6: Introduction to The Handmaid's Tale
Skills	• Ability to articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • Analysing the ways in which meanings are shaped in literary texts. • Understanding of the significance and influence of the contexts in which literary texts are written and received. • Ability to make connections across literary texts. • Exploration of literary texts informed by different interpretations.		
Knowledge	- Henrik Ibsen - Humanist vs feminist interpretations - Victorian era / patriarchal attitudes / Norwegian setting and French Civil Code - setting and stagecraft	Vocabulary/ concepts - Epigraph - Environmentalism - Dystopian fiction - Feminism - Religious fundamentalism - Biblical subversion - The American New Right	
Assessment	In-class teacher assessed essays.	Year 12 exam: Paper 1 - Othello & Streetcar	Coursework detailed plan

Teacher 2

	Term 4: - Finish Streetcar/Revision - NEA texts 4-6	Term 5: - NEA Text 6 - Unseen prose	Term 6: The Great Gatsby & Poetry Anthology comparison (Paper 1 - Love Through the Ages)
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Skills	• Ability to articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • Analysing the ways in which meanings are shaped in literary texts. • Understanding of the significance and influence of the contexts in which literary texts are written and received. • Ability to make connections across literary texts. • Exploration of literary texts informed by different interpretations.		
Knowledge	Taught coursework texts have previously included: - 'The Bloody Chamber' - Angela Carter - 'A Doll's House' - Henrik Ibsen - 'The Bell Jar' - Sylvia Plath - 'Alias Grace' - Margaret Atwood - 'The Picture of Dorian Grey' - Oscar Wilde - 'The Worlds' Wife' - Carol Ann Duffy - 'Great Expectations' - Charles Dickens	Vocabulary/ concepts epigraph (and thematic significance) American Civil War and later collapse of plantations (1940) Post-war period (1947) New Orleans Social realism The American dream Plastic theatre The Old South - beaux and belles Southern Gothic genre - the play's setting and events/language concerned with violence and the grotesque. The decay of the past (the plantation in the post-Civil War south of America). Psychopomps. Set design (interior vs exterior)	
Assessment	In-class teacher assessed essays.	Year 12 exam: Paper 1 - Othello & Streetcar	Coursework detailed plan

Useful resources	https://www.bl.uk/discovering-literature https://www.theguardian.com/books
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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.



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. 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.	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.	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. 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 Analysis Evaluation Field work skills
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 landscapes 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
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			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 London and Kent Coast - 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 throughout the 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		





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 1: The Early Tudors	Paper 1: The Early Tudors
Knowledge /Activity	<u>Henry VII</u> - How did Henry come to the throne? - How did he deal with challenges to his position: - Rebellion - Nobility - Finance - Government - Foreign Policy	<u>Henry VIII (1509 - 1529)</u> - Domestic Policy - The rise and fall of Thomas Wolsey - Wolsey and the church - The Great Matter - Foreign Policy	<u>Henry VIII (1529 - 1547)</u> - 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 - Religious Opposition, including the Pilgrimage of Grace
Assessment	Essay Question	Essay Question	Essay Question
Unit	Paper 3: Witchcraze in 16th and 17th centuries	Paper 3: Witchcraze in 16th and 17th centuries	Paper 3: Witchcraze in 16th and 17th centuries
Knowledge /Activity	<u>Introduction</u> - The Salem Witch Trials - Matthew Hopkins: Witchfinder General - Witchcraft in Southern Germany	<u>Growth and Decline in Persecution of Witchcraft</u> - Religious causes - Political causes - Economic causes - Social Causes - Cultural Causes	<u>The Persecuted</u> - Gender - Age - Geography - Employment - Social and Regional Variations

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		• Environmental Cause • The role of war • Medicine and remedies • Growth and decline in each case study	
Assessment	Interpretations Essay	Interpretations Essay	Essay Question

	Term 4	Term 5	Term 6
Unit	Paper 1: The Early Tudors	Paper 1: The Early Tudors	Paper 4: Coursework
Knowledge/Activity	<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>Mary I: 1552 - 1558</u> • The Stability of the Monarchy • Religious Changes • Rebellion of 1549: Western and Ketts	<u>Skills</u> • How to analyse interpretations and sources? • How to research for academic material • How to reference primary and secondary material <u>Practise Coursework</u> • Causes of the Pilgrimage of Grace
Assessment	Source Analysis		Practise Coursework
Unit	Paper 3: Witchcraze in 16th and 17th centuries	Paper 3: Witchcraze in 16th and 17th centuries	Paper 2: The USA in the 19th Century
Knowledge/Activity	<u>Response of the Authorities</u> • Legal Systems • Courts • Methods of Torture • Impact of the Reformation	<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.	<u>Causes and Consequences of Westward Expansion</u> • Religious causes including manifest destiny • Economic causes including the 1849 Gold Rush • Political causes including the Homestead Act
Assessment	Essay	Year 12 Exams: 2/3rd Witchcraze Paper	N/A



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.	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.	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.

Pure Maths	Unit 1	Unit 2	Unit 3
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	October Test, minitests

Pure Maths	Unit 4	Unit 5	Unit 6
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
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 Trig transformations	Simplify, mult, div by cancelling fractions Algebraic division Factor theorem Proof by deduction & exhaustion
Assessment	February Test, Year 12 exams, minitests	Year 12 exams, minitests	Year 12 exams, minitests

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Pure Maths	Unit 10	Unit 11	Unit 12
Knowledge	Sin/cosine rule inc ambiguous case, $1/2ab\sin C$ Trigonometric equations:- Angles in all 4 quadrants Using exact values Solving equations $\tan x$ & $\sin^2 x + \cos^2 x = 1$	Differentiation:- From 1st principle, 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,

Mechanics	Unit 1	Unit 2	Unit 3
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
Knowledge	Forces:- Newton's 2nd Law, Newton's 3rd Law, Connected particles, Pulleys	Vectors:- Kinematics	Resolving vertically and horizontally Inclined planes, Friction
Assessment	Year 12 exams, minitests	Year 13 Mocks, minitests	Year 13 September Exam,

Statistics	Unit 1	Unit 2
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
Assessment	Oct & february test, minitests	Year 13 September Exam, minitests

How parents can support:	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 - 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 analysis, evaluation, and most importantly creativity.



Media Studies

Examination Board: Eduqas

Intent	Implement	Impact
The Year 12 curriculum is designed to support students who are new to Media Studies as a subject, whilst quickly extending their knowledge to the indepth skill level required for A-Level. Those who have studied the subject for GCSE benefit from an overview of terminology and codes and conventions whilst learning the 19 set theories for the course for the first time. The curriculum is designed to expose students to a wide range of texts from a varied time period and to hone their knowledge and understanding of how the media has developed and changed overtime.	All students study the 'Introduction to Media Studies' unit to establish the same baseline in content, understanding, knowledge of codes and conventions, terminology and technical codes before moving on to the study of the set products. The set texts are taught from term 2 onwards to ensure that understanding of the core concepts is secure first. Pupils study the texts they are likely most familiar with early on in the academic year before moving on to the industry and audience units that introduce students to the economics, ownership structures and regulatory practices that underpin the industry. The year ends with the completion of the Cross Media Production NEA project which sees the students apply their knowledge from the year to make their own media product across up to three different media forms. This is often in the form of a music marketing or film marketing brief.	Mock examinations in June (Y12) 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. The NEA project is worth 30% of the overall A-Level and is completed by the end of Year 12.

	Term 1: Introduction to media language and unseen texts (Section A)	Term 2: Advertising and Marketing and Music Videos	Term 3: Advertising and Marketing and Video Games
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 - A/V cinematography and editing.	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. Understanding conglomerate ownership, vertical integration, diversification, and funding. Investigating how production, distribution, and print/online platforms interlink globally Navigating the functions of media regulation and the challenges of digital technologies

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Knowledge	Development of: Media Language Industry Audience Theory Barthes - Semiotics Steve Neale - genre theory Levi Strauss - structuralism Todorov - Narratology Contexts Social, cultural and historical	Development of: Representation Media Language Theory bell hooks - feminist theory Van Zoonen - feminist theory Paul Gilroy - post colonialism Stuart Hall - representation theory David Gauntlett - Identity theory Barthes - Semiotics Steve Neale - genre theory Levi-Strauss - structuralism Contexts Social, cultural and historical	Development of: Media Language Representation Industry & Audience Theory- David Hesmondhalgh - Cultural Industries, Curran and Seaton - Power without Responsibility, Livingstone and Lunt, Stuart Hall - Reception theory Henry Jenkins - Fandom Theory Clay Shirky - End of Audience Stuart Hall - Reception theory Albert Bandura - Media effects theory Contexts Social, cultural, historical and political.
Assessment	In-class teacher assessed essay + one practical assessment	In-class teacher assessed essays + one practical assessment	In-class teacher assessed essay + one section B exam section

	Term 4: Radio Industry and newspaper analysis and industry.	Term 5: Film industry, radio industry and mock examination preparation.	Term 6: NEA Cross Media Production
Skills	Understanding the operational differences between distinct funding structures, such as government-funded/public service models (BBC) and commercial models. Analysing how traditional audio broadcasting converges across digital platforms, including websites and online audio media. Exploring how listening habits connect to an audience's identity, social differences and everyday routines. Exploration of theoretical approaches to media texts. Understanding conglomerate ownership, vertical integration, diversification, and funding. Investigating how production, distribution, and print/online platforms interlink globally Navigating the functions of media regulation and the challenges of digital technologies	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	Apply knowledge and understanding of the core media theoretical framework to a practical, real-world cross-media production. Understand and practically apply the digitally convergent nature of contemporary media, creating a cohesive package of interrelated products across two different media forms. Respond effectively to the precise requirements of an industry-context brief, using appropriate codes and conventions relevant to chosen genres and forms. Gain hands-on experience operating equipment and software packages (such as web design tools, audio-visual editing software, or desktop publishing software) to construct original content.





Knowledge	Development of: Media Language, Representation Industry, Audience Theory- reinforcement of previous theories Contexts Social, cultural, historical and political	Development of: Industry Audience Theory- reinforcement of previous theories + Uses and Gratifications Contexts Social, cultural, historical and political	Application of: Media Language Representation Industry Audience Contexts: Industry, form and genre
Assessment	In-class teacher assessed essay	In-class teacher assessed essays	Practical assessment following JCQ and Edquas exam board rules

Useful resources	https://www.eduqas.co.uk/qualifications/media-studies-as-a-level/#tab_keydocuments https://www.essentialmediatheory.com/
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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
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.	Whilst a variety of texts (both spoken or written) is used in class, 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.

TEACHER 1			
	Weeks 1 - 4	Weeks 5 - 15	Weeks 16 - 26
Skills	GRAMMAR: - 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	- 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 - 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	1. paper 1 & paper 2

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	Weeks 26 - 36	weeks 37 - 39	Week 5 - 39 (one lesson per week)
Skills	- Summarise from listening - Use persuasive language - Write with a purpose	- Learn how to research in the TL - Establish project title - Preliminary research and reading	- 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 RÔLE DU BÉNÉVOLAT: - 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	INDEPENDENT RESEARCH PROJECT - 2 minute presentation vocabulary and phrases - plan and scaffold points of interest - reinforce and deepen understanding and knowledge of subject	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 & paper 2	2 minutes presentation	- paper 2

TEACHER 2		
	Weeks 1 - 9	Weeks 10 - 19
Skills	- 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	LA MUSIQUE FRANCOPHONE CONTEMPORAINE: - 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	UNE CULTURE FIÈRE DE SON PATRIMOINE: - understand the notion of heritage and heritage 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	paper 1 & paper 3	paper 1 & paper 3





	Weeks 20 - 29	Week 30 - 39
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	LA HAINE: - Have excellent knowledge of the film - Study the socio-economical and historical context - Study the characters - Study themes: Parisian suburbs, délinquance, the police, violence, identity, youth
Assessment	1. paper 1 & paper 3	1. paper 2

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
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MEGA			
Mindset	Enrichment	Google	Advanced Thinking
- 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	- 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	- 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 - German

Examination Board: AQA

Intent	Implement	Impact
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.	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.	Within the two year course, students become independent learners and fluent speakers of German. 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 German speaking countries and feel confident to talk and write about their findings.

	Weeks 1 - 4	Weeks 5 - 9	Weeks 10 - 14
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	- read a literary extract - discuss advantages and disadvantages - discuss issues related to family - use the present tense, including modal verbs - use the perfect tense - understand correct word formation	- understand compound nouns - interpret and explain figures and statistics - talk about possible developments and predictions - use correct word order - use prepositions with cases - understand the future tense and the present tense with a future expression of time
Knowledge	- gender and number - cases: nominative, accusative, dative and genitive - prepositions with cases - adjectives - subject and object pronouns - relative pronouns - the present tense - modal verbs - the perfect tense - the imperfect tense - the future tense - the pluperfect tense - the conditional tense - the imperative mood - impersonal verbs	FAMILIE IM WANDEL - discuss relationships and possible problems within a family - understand the change in roles and expectations for partnerships in recent history - discuss a variety of possible forms of family life	DIE DIGITALE WELT - discuss how you use the internet - talk about the benefits and dangers of social networks - discuss digital society and its future developments

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	- word order - conjunctions		
Assessment	Grammar test	1. paper 1, paper 3	1. paper 1, paper 3

	Weeks 15 - 19	Weeks 20 - 24
Skills	- use pronouns - use cases with verbs - use the imperative - respond to a poem - express your opinions - use connectives	- use the passive with werden - use separable and inseparable verbs - use reflexive verbs - translate into German - answer questions in German - summarise a reading passage
Knowledge	JUGENDKULTUR: MODE, MUSIK UND FERNSEHEN - discuss fashion and the importance of image - talk about different types of music - talk about different types of music programme	FESTE UND TRADITIONEN - describe and explain the roots and origins of festivals in Germany - discuss the social and economic importance of festivals and traditions in Germany - explore the diversity of festivals and traditions in German-speaking countries
Assessment	1. paper 1 2. paper 3	1. paper 1 2. paper 3

	Weeks 25 - 29	Weeks 30 - 34	weeks 35 - 39
Skills	- use correct word order in subordinate clauses - use comparatives and superlatives - use the pluperfect tense - give a presentation or talk - express reactions and emotions - improve your answers	- use adjectival endings - use infinitive constructions with and without zu - use the imperfect subjunctive in conditional clauses - speak persuasively - listen for detail - translate from German into English	- discuss themes - discuss characters - study techniques - understand social context
Knowledge	KUNST UND ARCHITEKTUR - discuss the influence and role of art and architecture today - discuss how contemporary architecture and art shape our everyday life - discuss developments in art and architecture from past to present and into the future	DAS BERLINER KULTUR DAMALS UND HEUTE - discuss the influence of political events on Berlin and debate an historic tour through the city - discuss the role of culture in Berlin today and plan a cultural weekend - discuss aspects and challenges of life in a multicultural city	GOODBYE LENIN - film - chronology - characters - plot - techniques - context
Assessment	1. paper 1 2. paper 3	1. paper 1 2. paper 3	paper 2



Modern Foreign Languages - Spanish

Examination Board: AQA

Intent	Implement	Impact
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. .	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.	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 Spanish speaking countries.

TEACHER 1			
	Weeks 1 - 4	Weeks 5 - 15	Weeks 16 - 26
TITLES	GRAMMAR TRANSITION	MODERN DAY IDOLS	SPANISH REGIONAL IDENTITY
Skills	- 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	- 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	- 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 - <i>ser</i> and <i>estar</i> - use the future and conditional tenses - improve listening skills - identify correct and incorrect sentences - fill gaps in text
Knowledge	- adjectives and comparative structures - interrogatives - <i>ser</i> and <i>estar</i> - perfect tense - pluperfect tense - nouns and articles - Present tense (regular,	- 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	- 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

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	irregular and reflexive verbs) - Preterite tense - Imperfect tense - Future tense - conditional tense	tenses together - use connectives to improve written work - improve translation into Spanish	
Assessment	Grammar test	1. paper 1 & paper 3	1. paper 1 & paper 3

	Weeks 26 - 36	weeks 37 - 39	Week 5 - 39 (one lesson per week)
Titles	CULTURAL HERITAGE	INDEPENDENT RESEARCH PROJECT	LAS BICICLETAS SON PARA EL VERANO
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 -use the internet to enhance work - break down comprehension tasks -recognise irregular endings	- read for research - data and fact analysis - note taking - summarising - presenting orally within time limits	- 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	- 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	- understand concept of IRP - understand mark scheme for IRP - listen to exemplar IRP and marks - understand how to research and present findings	- 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-Gómez - to know the characters and themes - to know the writer's methods and writing styles
Assessment	1. paper 1 & paper 2	2 minutes presentation	- paper 2

TEACHER 2		
	Weeks 1 - 9	Weeks 10 - 19
TITLES	TRADITIONAL AND MODERN VALUES	CYBERSOCIETY
Skills	- 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





	- recognise cognates - know when to use accents - connect nouns with their corresponding verbs	- write a summary - use expressions to give pros and cons - use idiomatic expressions with impersonal verbs
Knowledge	- 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 changes in the influence of the church	- 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
Assessment	paper 1 & paper 3	paper 1 & paper 3

	Weeks 20 - 29	Week 30 - 39
TITLES	EQUAL RIGHTS	FILM: VOLVER
Skills	- 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”	- understand the importance of characters, historical context and background to analyse plot - understand and analyse themes - write an essay of 350 words in the target language - structure essay coherently and clearly
Knowledge	- 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	- Have excellent knowledge of the film - Study the socio-economical and historical context - Study the characters - Study themes - improve listening skills - listen for gist - listen for detail - watch and analyse filming techniques - understand the importance of characters and dialogues - identify techniques and effects on spectator
Assessment	1. paper 1 & paper 3	1. paper 2

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

Examination Board: AQA

Intent	Implement	Impact
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 comparative 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	<u>Moral philosophy</u> - Metaethics and ethical language - Consolidating applied	<u>Metaphysics of mind</u> - Introduction to MoM - Substance Dualism

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	of knowledge • Alternative definitions of knowledge <u>Moral philosophy</u> • Virtue Ethics • Application of Virtue Ethics	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		



Physical Education

Examination Board: AQA

Intent	Implementation	Impact
The overarching aim is to help pupils achieve the highest grades possible while developing key skills such as analysis, observation, teamwork, resilience, leadership, organisation, and self-reflection.	The theoretical content is divided into three areas, allowing staff to develop expertise. Students build on prior knowledge from GCSE PE, with an emphasis on linking previously learned topics to confidently apply their understanding in exams and coursework. The NEA is also split across the department, with pupils assigned based on activity choice and teacher strengths. Regular moderation ensures consistency and confidence in assessment.	The impact of the PE curriculum includes: More physically confident pupils More physically able pupils - performing skills, linking and applying them. Develop pupils who are fair and have respect for each other Pupils have increased fitness and understanding of their health Pupils participate outside of school.

The A-level Physical Education course is made up of 70% theory and 30% practical. Students complete the practical element outside of school in their own choice of sport. They will be required to provide video evidence

	Term 1&2		
Unit	3.1.1 Applied anatomy and physiology	3.1.2 Skill acquisition	3.1.3 Sport and society
Knowledge	- Cardiovascular System - Respiratory system	- Skill, skill continuums and transfer of skills - Impact of skill classification on structure of practice for learning - Principles and theories of learning and performance - Use of guidance and feedback	- Emergence of globalisation of sport in the 21st century - Pre-industrial (pre-1780) - Industrial and post-industrial (1780–1900)
Assessment	Exam Questions	Exam Questions	Exam Questions

	Term 3&4		
Unit	3.1.1 Applied anatomy and physiology	3.1.2 Skill acquisition	3.1.3 Sport and society
Knowledge	- Neuromuscular system - The musculoskeletal system and analysis of movement	- Memory models - psychological effects on the individual	Sociological theory applied to equal opportunities
Assessment	Exam Questions	Exam Questions	Exam Questions

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	Term 5&6		
Unit	3.1.1 Applied anatomy and physiology	3.1.2 Skill acquisition	3.1.3 Sport and society
Knowledge	• Energy Systems	• Psychological effects on the individual	• Barriers in Sport
Assessment	Exam Questions	Exam Questions	Exam Questions

Skills	• Ability to apply, compare and contrast information. • Be able to describe and define key terms and topics. • Discuss, analyse and evaluate key information. • Assess and evaluate their own performance. • Be able to identify links and draw out key information
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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/



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, thermal physics, and fundamental particles and quantum physics.	In Physics students are taught by two teachers sharing 10 lessons per fortnight. Students will experience a mixture of practical and theory lessons, including completion of required practicals. We follow the AQA A Level Physics course and students are supplied with the Oxford textbooks.	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	Mathematical skills Experimental skills Analysis and evaluation of data, both theoretical and experimental Scientific writing and vocabulary	Mathematical skills Experimental skills Analysis and evaluation of data, both theoretical and experimental Scientific writing and vocabulary	Mathematical skills Experimental skills Analysis and evaluation of data, both theoretical and experimental Scientific writing and vocabulary
Knowledge	Forces in Equilibrium Work Energy and Power On the Move (Mechanics)	Newton's Laws Force and Momentum Waves	Materials Optics Particles
Assessment	End of topic assessments Exam Questions Required practicals write up	End of topic assessments Exam Questions Required practicals write up	End of topic assessments Exam Questions Required practicals write up

	Term 4	Term 5	Term 6
Skills	Mathematical skills Experimental skills Analysis and evaluation of data, both theoretical and experimental Scientific writing and vocabulary	Mathematical skills Experimental skills Analysis and evaluation of data, both theoretical and experimental Scientific writing and vocabulary	Mathematical skills Experimental skills Analysis and evaluation of data, both theoretical and experimental Scientific writing and vocabulary
Knowledge	Quantum Phenomena Electric Circuits	Circular Motion Thermal Physics	Simple Harmonic Motion Gas Laws

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Assessment	End of topic assessments Exam Questions Required practicals write up	End of topic assessments Exam Questions Required practicals write up	End of topic assessments Exam Questions Required practicals write up
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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 Physics and Maths Tutor - online Save My Exams - online Cognito - online
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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 as well as having support on offer such as Physics Surgery once a week..	We enrich students through the curriculum by including a variety of learning styles and activities in lessons; there is 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 the sharing of many lesson and assessment resources on Google Classroom.	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 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 approach on how to engage comparative politics unit 3 throughout course	Students effectively embed AO1, AO2, and AO3 throughout their work Students comfortably analyse the topic matter in both lessons and assessed materials 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 1: UK Politics and political ideas	Paper 1: UK Politics and political ideas
Knowledge /Activity	- Differing types of democracy - UK Democracy - Athenian Democracy	Type of Political Parties The major and minor UK political parties The methodology of parties e.g. funding, manifestoes, and party membership Routes to elections	- Electoral systems - Geo-Political divides - Strengths and limitations of the electoral systems
Assessment	Knowledge test and marked writing	Essay Questions	Sources Questions
Unit	Paper 2: UK Government	Paper 2: UK Government	Paper 2: UK Government
Knowledge /Activity	The UK constitution. The strengths and weaknesses of the uncodified nature of the UK constitution. The impact of devolution on the UK. Constitutional reform since 1997. Prospects for further reform.	- The House of Commons and the House of Lords. - The legislative process. - Parliament's interactions with the Executive.	- The Executive branch of government. - The powers of the PM and Cabinet. - Individual and Collective Ministerial Responsibility.

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Assessment	Essay Questions	Sources Questions	Essay Questions
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	Term 4	Term 5	Term 6
Unit	Paper 1: UK Politics and political ideas	Paper 1: UK Politics and political ideas	Paper 1: UK Politics and political ideas
Knowledge /Activity	- Regency factors that affect voting behaviours - The impact of media on voting behaviours - Case studies on voting behaviours	- The key rights of people in the UK - Pressure groups - Comparative Thinkers: Feminism	- Comparative Thinkers: Liberalism - Revision
Assessment	Essay Questions	Year 12 Examination - Paper 1	Comparative Thinkers Questions
Unit	Paper 2: UK Government	Paper 2: UK Government	Paper 2: UK Government
Knowledge /Activity	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. The changing location of sovereignty in the UK political system..	- Review of the constitution, Parliament, PM and Cabinet. - Comparative Thinkers: Conservatism	- Comparative Thinkers: Socialism - Revision
Assessment	Essay Questions	Sources Questions	Comparative Thinkers Questions





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 The cognitive approach Social Influence: Types of conformity and conformity to social roles Explanations for obedience Teacher 2: Attachment The 'Strange Situation' Cultural variations in attachment Maternal deprivation and institutionalisation The influence of attachment on childhood and adult relationships.	Teacher 1: Social Influence: Explanations for resistance to social influence; Minority influence Teacher 2: Biopsychology The nervous and endocrine systems The flight or flight response Localisation and lateralisation Ways of studying the brain Plasticity and functional recovery
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	Analysis and evaluation of psychological theories and research
Knowledge	Teacher 1: Social Influence The role of social influence processes in social change. Clinical Psychology and Mental Health Definitions of abnormality Teacher 2: Research methods	Teacher 1: Clinical Psychology and Mental Health Characteristics and treatment of phobias, depression and OCD Teacher 2: Memory:	Teacher 1: Approaches part 2 Humanism and Psychodynamic Theory Teacher 2: Memory: Factors

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	including planning and conducting independent research	The multistore model; types of long term memory; the working memory model. Factors affecting the accuracy of eyewitness testimony	affecting the accuracy of eyewitness testimony Research Methods Part 2: Inferential statistics
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
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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; postmodernism - 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 & evaluation of sociological concepts & 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 & evaluation of sociological concepts & theory. Application of theory to contemporary UK society.		
Knowledge	Teacher 1: Families and households: Power and control in the family. Teacher 2: Education: Educational Policy Methods and methods in context	Teacher 1: Families and households: Childhood; demographics Crime and Deviance: Definition and measurement; Teacher 2: Methods and methods in context Beliefs in Society: Defining religion	Teacher 1: Crime and Deviance. Functional and subcultural theories. Teacher 2: Beliefs in Society. Functional, feminist and Marxist views
Assessment	Essays and core assessments	Year 12 examinations	Essays and core assessments

MEGA

Mindset	Enrichment	Google	Advanced Thinking
Our curriculum supports student's mindset through developing their learning behaviours, systems and resilience by providing students with practice activities to embed learning.	We offer super-curricular opportunities such as extended reading, lectures, documentaries and online courses.	Google is used to share resources with students; to set assessments; and for creative and project based work.	Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and creativity.

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PSHE - Delivered through 4 'PSHE Days'

Intent	Implementation	Impact
The Year 12 PSHE curriculum is designed to build upon the foundational knowledge and skills developed in Year 11, with a focused emphasis on preparing for the future, advancing career readiness, and promoting comprehensive wellbeing. As students enter a pivotal stage in their education, this curriculum aims to equip them with the tools, insights, and strategies needed to navigate the transition to adulthood, make informed career decisions, and maintain their mental and physical health.	The PSHE curriculum for Year 12 will be delivered through five dedicated days spread across the school year. We call these days RISE days. Each RISE Day will consist of six sessions, ensuring comprehensive coverage of statutory topics for PSHE. These immersive days allow for focused, in-depth exploration of key themes in personal, social, health, and economic education. During these days, students will also get the opportunity to engage in well-being activities such as: cooking, arts, yoga, self-defence and many other activities.	Understanding and managing emotions through emotional wellbeing sessions empower students to express themselves more clearly and confidently in various settings. Sessions on conflict resolution provide students with tools to handle disagreements constructively. They become skilled at finding mutually beneficial solutions, enhancing their ability to work effectively in teams. Role-playing, group discussions, and presentations during RISE days enhance students' public speaking skills. Students become more comfortable speaking in front of peers and articulating their thoughts on sensitive and complex topics. Interactive group activities and projects during RISE days foster a collaborative spirit. Students learn the value of teamwork, understanding different roles within a team, and the importance of working together towards a common goal.

	PSHE Day 1-Keeping Healthy	PSHE Day 2- Living in the Wider World-Risky Behaviours	PSHE Day 3- Wellbeing, relationships and preparing for the future
Big question	How can managing mental health, understanding adult responsibilities, and making informed choices about social media and driving contribute to a balanced and healthy transition into adulthood?	How can understanding and addressing risky behaviours through informed discussions and external insights help me make safer choices and better prepare for my future?	How can understanding and managing wellbeing, forming healthy relationships, and preparing for future academic and career paths contribute to a balanced and successful transition into adulthood?
Sessions	-Conversations about mental health -Citizenship - Getting ready for adult responsibilities -Unifrog -Using social media responsibly -Free choice revision -Driving theory	-Watch doc and prepare questions -External speakers -Unifrog/ Work Experience -Free choice revision	-Cooking - Wellbeing -Driving theory -Free choice revision -Identities and Relationships -Body image in the media: Pornography -Looking ahead - University and Career research





	PSHE Day 4- Looking Ahead	PSHE Day 5- Study Day
Big question	How can preparing for future challenges through practical skills, career exploration, and understanding diverse social issues help me make informed decisions and build a positive future?	N/A
Sessions	-Cooking -Free choice revision -Careers -Paul Hannaford: Drugs speaker -Islamophobia and antisemitism -Understanding the menopause.	Students will not have PSHE Day sessions on this day as they will be given a study day.

How parents can support:	- Engage in discussions around health and well-being, relationships and the wider community
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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. PSHE days develop the mindset of pupils to ensure that they are ready for the world beyond MGGS. This means that they will be taught skills that will make them resilient, empathetic and inspiring members of their communities.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons. PSHE sessions can take the form of an ordinary classroom lesson. However, it is very common for students to engage in activities that they have never tried before. This could include cooking, yoga, self-defence classes and many more. Additionally, PSHE days incorporate presentations from guest speakers as well as opportunities to meet alums of MGGS. This allows our students to learn and engage with people from all types of backgrounds and contexts.	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. In PSHE sessions, pupils will get the opportunity to use their Chromebooks to complete group tasks and presentations. Students will also be asked to engage in research 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 analysis, evaluation, and most importantly creativity.



Non sibi sed omnibus

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