Maidstone Grammar School
for Girls

Non sibi sed omnibus

Year 13 Curriculum Information 2023-24

A Reference Booklet
for Parents and Carers

Contact: Mr B White, Assistant Headteacher

A forward-thinking community with a tradition of excellence

Introduction

Graded as ‘Outstanding’ in all areas in our most recent Ofsted inspection, we are immensely proud of both the academic achievements of our students and the community of the Sixth Form, working together to ensure all students achieve their full potential and are able to pursue their individual goals.

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

As you’ll see from the quotes in this booklet, our current students always comment on the community of the Sixth Form, which underpins all we do and reflects our firm belief in our school motto, non sibi sed omnibus, ‘not for oneself but for all’. Never has this been more important than in this time of unexpected challenges, and we are very proud of the way in which our staff and students have supported one another throughout; we enjoy working together and recognise the contribution of each member of our community.
At MGGS, we strive to offer opportunities beyond study to develop skills, talents and interests that are individual to each student. Our bespoke Sixth Form Extra enrichment programme, Student Leadership structure, work experience, school service, trips, visits and extracurricular activities will all contribute to your experiences here. The pastoral care we offer is exceptional, with an extensive transition programme and highly personalised mentoring and support for all students during their time with us. Our vision is that each MGGS Sixth Form student is healthy and happy, and to that end, we seek to provide all that students need to achieve their potential and pursue their ambitions after leaving school.

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

Why MGGS?

“After going to all of the sixth forms, MGGS was the one that felt right. The atmosphere was friendly and welcoming, and I could really envision myself studying my A Levels at MGGS”. Year 12 student

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

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

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

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

We offer a broad and bespoke curriculum.

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

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

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

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

We have outstanding facilities.

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

Our Sixth Form is a friendly and supportive community.

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

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

Our students pursue their individual goals.

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

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

MGGS is MEGA

Mindset

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

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

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

Google

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

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

Enquiry, Extension, Enrichment

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

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

Advanced Thinking

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

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

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

Art (Art, Craft and Design)

Examination Board: AQA

Intent	Implement	Impact
The aim of the A-Level course is to teach learners to become independent creative thinkers and artists who are able to use their own expertise in the media they choose to clearly and confidently communicate the concepts that they feel passionately about. We aim to support students to become self-reliant and reflective.	The students will start year 13 half way through their personal investigation, and will have until the end of January (Year 13 Mock examinations) to complete this, after which they will start their externally set assignment. The teaching will be on a 1:1 basis for the duration of the course in Year 13.	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	Refining ideas Skills delivered on a 1:1 basis for students	Refining ideas Skills delivered on a 1:1 basis for students	Refining ideas Skills delivered on a 1:1 basis for students Generating ideas and concepts Working at a faster pace
Knowledge	Knowledge of individual concepts Artist analysis and concept analysis	Knowledge of individual concepts Artist analysis and concept analysis	Idea generation Knowledge of individual concepts Artist analysis and concept analysis
Assessment	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each students 'Newsfeed' document.	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each students 'Newsfeed' document.	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each students 'Newsfeed' document.

	Term 4	Term 5	
Skills	Developing and refining ideas Skills delivered on a 1:1 basis for students	Designing and producing a personal outcome Skills delivered on a 1:1 basis for students	
Knowledge	Knowledge of individual concepts Artist analysis and concept analysis	Knowledge of individual concepts Artist analysis and concept analysis	
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.	

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

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

Art (Graphic Communication)

Examination Board: AQA

Intent	Implement	Impact
The aim of the A-Level course is to teach learners to become independent creative thinkers and designers who are able to use their own expertise in the area of Graphic Design that they choose to clearly and confidently respond to a client brief. We aim to support students to become self-reliant and reflective learners.	The students will start year 13 half way through their personal investigation, and will have until the end of January (Year 13 Mock examinations) to complete this, after which they will start their externally set assignment. The teaching will be on a 1:1 basis for the duration of the course in Year 13.	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	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	Finishing a Reflective Journal Refining ideas and techniques thoroughly towards a final outcome Skills delivered on a 1:1 basis for students Generating ideas and responding to a given brief
Knowledge	How to write a reflective journal Idea development and refinement	How to write a reflective journal Idea development and refinement	Idea development and refinement Knowledge gained from initial research

Assessment	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each students 'Newsfeed' document.	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each students 'Newsfeed' document.	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each students 'Newsfeed' document.

	Term 4	**Term 5**	
Skills	Refining ideas thoroughly Skills delivered on a 1:1 basis for students	Designing and producing a personal outcome Skills delivered on a 1:1 basis for students	
Knowledge	Idea development and refinement	Idea development and refinement	
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.	

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

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

Biology

Examination Board: AQA

Intent	Implement	Impact
Year 13 builds upon the core fundamental principles laid down in Year 12, building up to exploring and understanding more complex ideas such as; energy transfer in and between organisms, responding to changes in the environment, genetics and populations in ecosystems, evolution and control of gene expression.	In Biology students are taught by two teachers, one teaching 4 lessons and the other teaching 5 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 dissecting instruments.

	Term 1	Term 2
Skills	**Practical skills** - using appropriate instrumentation to record quantitative measurements, using laboratory glassware apparatus and qualitative reagents to identify biological molecules, identifying variables that must be controlled and calculating the uncertainty of the measurements you make, considering margins of error, accuracy, and precision of data, **Mathematical skills** - using a calculator's logarithmic functions, plotting two variables from experimental data and draw and use the slope of a tangent to a curve as a measure of rate of change, using percentages, making order of magnitude calculations, plotting two variables from experimental data and draw and draw and determine the intercept of a graph. **Thinking skills** - remembering, understanding, applying, analysing, and evaluating. Persistence, striving for accuracy, applying past knowledge to new situations, taking responsible risks, thinking independently, and questioning and problem posing.	
Knowledge	**Teacher 1 -** **Responses to stimuli** Plant hormones and behaviour Animal behaviour Sensory receptors The eye	**Teacher 1 -** **Responses to stimuli** Control of heart rate **Nervous coordination and muscles** Nerve impulses Synapses Structure and function of muscles
	Teacher 2 - **Inheritance** Monohybrid and dihybrid inheritance Linkage	**Teacher 2 -** **Populations and Evolution** Population Genetics Variation Natural selection and speciation
Assessment	Year 13 examinations Required practical 10 - Effect of a named environmental variable on animal	End of topic test - Stimuli and response End of topic test - Nervous coordination and muscles

	behaviour End of topic test - Inheritance Essay	End of topic test - Populations Essay

	Term 3	Term 4
Skills	**Practical skills** - dissection of an animal gas exchange system, use of aseptic techniques **Mathematical skills** - changing the subject of an equation, calculate the surface areas and volumes of various shapes, using power and logarithmic functions on a calculator, use a logarithmic scales, finding arithmetic means, understand measures of dispersion including standard deviation and substitute values in algebraic equations. **Thinking skills** - remembering, understanding, applying, analysing, and evaluating. Persistence, striving for accuracy, applying past knowledge to new situations, taking responsible risks, thinking independently, and questioning and problem posing.	
Knowledge	**Teacher 1 -** **Homeostasis** Negative feedback Control of blood glucose concentration	**Teacher 1 -** **Homeostasis** Diabetes Structure and function of the kidney
	Teacher 2 - **Gene expression** Stem cells Epigenetics Cancer Gene cloning	**Teacher 2 -** **Gene expression** Genetically modified organisms Gene therapy DNA probes Gel electrophoresis
Assessment	Required practical 11 - Measuring Concentration of Glucose using a Calibration Curve End of topic test - Gene expression Essay Mock examinations	End of topic test - Homeostasis End of topic test - Recombinant DNA technology Essay

	Term 5
Knowledge	**Teacher 1** **Revision** Synoptic skills
	Teacher 2 **Revision** Synoptic skills
Assessment	Essay

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

Business

Examination Board: AQA

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

	Term 1	Term 2	Term 3
Skills	Business Knowledge (AO1) Business Application (AO2) Business Analysis (AO3) Business Evaluation (AO4)	Business Knowledge (AO1) Business Application (AO2) Business Analysis (AO3) Business Evaluation (AO4)	Business Knowledge (AO1) Business Application (AO2) Business Analysis (AO3) Business Evaluation (AO4)
Knowledge	Chapter 7 - Economics Chapter 7 - Social & Technological Change	Chapter 8 - Strategic Direction Chapter 10 - Managing Change	Chapter 9 - Business Strategies and Mock Examinations
Assessment	Past exam question (essay style) at the mid point of the term and an end of unit assessment (for both Chapters)	Past exam question (essay style) at the mid point of the term and an end of unit assessment (for both Chapters)	Year 13 Mock examination series

	Term 4	Term 5
Skills	Business Knowledge (AO1) Business Application (AO2) Business Analysis (AO3) Business Evaluation (AO4)	Business Knowledge (AO1) Business Application (AO2) Business Analysis (AO3) Business Evaluation (AO4)
Knowledge	Revision of previous chapters and exam technique/practice, including the synoptic essay questions.	Preparation for the Final A-Level examination series
Assessment	Past exam questions under timed conditions	A-Level examinations

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

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

Chemistry

Examination Board: AQA

Teacher A

Intent	Implement	Impact
A-level Chemistry allows students to develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of scientific methods. Students become more competent and confident in a variety of practical, mathematical and problem-solving skills. They understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. Students understand how to use theories, models and ideas to develop scientific explanations. By the end of the course they can use knowledge and understanding to pose scientific questions, define scientific problems, present scientific arguments and scientific ideas.	Year 13 complete the AQA A-level course in nine lessons per fortnightly cycle. We follow the Oxford AQA Chemistry course, using their textbooks, experiments and resources. Additional resources are used widely throughout the course to add depth and breath. A-level students are required as part of their course to complete the Science Practical Endorsement. This qualification will give students opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills. These skills must be assessed through a minimum of 12 identified practical activities within each qualification. To achieve a pass, students must demonstrate that they are competent in all the practical skills listed in the subject content requirements for chemistry. Regular independent work is set throughout the year via Google Classroom for students to complete and self assess to help with consolidation.	At Key Stage 5 we know our curriculum is effective and has a positive impact in Chemistry as many students choose to take A level Chemistry. Several students each year pursue Chemistry-related degrees at university. Many students use their Chemistry qualification to pursue a range of disciplines including medicine, dentistry and engineering. The department provides a range of opportunities for students to develop their interest in the subject outside lessons including being a Subject Ambassador for Chemistry. In this role Sixth Form students help Main School students with revision of topics of difficulty.

	Term 1	Term 2	Term 3
Skills	- Maths skills, including drawing graphs and calculating reaction rates and orders. - CPAC Skills. - Application of knowledge - problem solving.	- Maths skills, including drawing graphs and calculating reaction rates and orders, calculating EMF, pH and [H+]. - CPAC Skills. - Application of knowledge - problem solving.	- Maths skills, including drawing graphs and calculating reaction rates and orders, calculating pH and [H+], Kw calculations and buffer calculations. - CPAC Skills. - Application of knowledge - problem solving.
Knowledge	C18 - Kinetics ● The Rate of Chemical Reactions. ● The Rate Expression and Order of Reaction. ● Determining the Rate Equation. ● Additional Practical Methods of Following Reactions. ● Additional Practical Using Iodine Clock to find the Order of a Reaction. ● Required Practical 7a Measuring Rate of Reaction by initial rate. ● Required Practical 7b Measuring Rate of Reaction	C18 - Kinetics ● The Arrhenius Equation. ● The Rate-Determining Step. C20 - Electrode Potentials ● Electrode Potentials. ● Using the Electrochemical Series. ● Required Practical RP8 - Measuring Cell EMF. ● Commercial Uses of Electrochemical Cells.	C21 - Acids, bases and buffers ● Kw and pH of strong bases. ● pH of Mixtures of strong acids and bases. ● Titration Curves. ● Required Practical RP9 - Investigating how pH changes during a reaction. ● Buffer Calculations. ● Buffer Solutions Theory.

	by continuous rate.	C21 - Acids, bases and buffers ● Bronsted-Lowry Acids and Bases. ● Calculating pH and [H+].	
Assessment	September Mock Examination on all content from year 12. Required practicals will be assessed for CPAC competencies.	Assessed C18 PPQs. Required practicals will be assessed for CPAC competencies.	Required practicals will be assessed for CPAC competencies. Mock Examination..

	Term 4	**Term 5**	**Term 6**
Skills	- Application of knowledge - problem solving. - Recall of knowledge from years 12 & 13 - Application of knowledge to examination style questions.	- Recall of knowledge from years 12 & 13 - Application of knowledge to examination style questions.	- Recall of knowledge from years 12 & 13 - Application of knowledge to examination style questions.
Knowledge	C22 - Periodicity ● Properties of Period 3 Elements. ● Period 3 Reactions. ● Reactions of Period 3 Oxides. Revision - Physical Chemistry	Revision of A-Level content.	Study Leave and Revision of A-Level content.
Assessment	Assessed C22 PPQs. Self-assessment of PPQs for A-Level content.	Self-assessment of PPQs for A-Level content.	Self-assessment of PPQs for A-Level content. A-Level Examinations : Paper 1 Inorganic and Physical Chemistry Paper 2 Organic and Physical Chemistry Paper 3 Synoptic Chemistry

How parents can support:	**Encouraging students with regards to organisation skills as we complete the A-Level course.** **Questioning - talking to their young person about the topics being learnt.** **General knowledge sharing particularly when relevant to a topic.** **Encouraging students to revise using the past paper questions available on google classroom and Physics and Maths Tutor Website.**
Useful links	**Link to MGGS Science Students drive for A-Level Resources, including lesson resources (powerpoints and booklets) and past paper questions:** **https://drive.google.com/drive/folders/0Bzc2YRZA7invaFpyRHBaQTBJRXM?resourcekey=0-NkZNlxJ9GdWEZE-k2XbE_Q** **Links to useful videos for supporting independent learning:** **Chem Revise Website : https://chemrevise.org/revision-guides/** **Machem Guy Videos : https://docs.google.com/document/d/1MFgkCts2xGSOx5f07v0K_ejKMpli04nNNsCq3jDDVwE/edit**

	Inorganic and physical topics Revision Lessons byDr de Bruin : https://www.youtube.com/c/DrdeBruinsClassroom **Free science lessons videos : https://www.youtube.com/c/Freesciencelessons/search?query=A%20Level%20Chemistry** **Practice Questions, Physics and Maths Tutor : https://www.physicsandmathstutor.com/chemistry-revision/a-level-aqa/**

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

Teacher B

Intent	Implement	Impact
A-level Chemistry allows students to develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of scientific methods. Students become more competent and confident in a variety of practical, mathematical and problem-solving skills. They understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. Students understand how to use theories, models and ideas to develop scientific explanations. By the end of the course they can use knowledge and understanding to pose scientific questions, define scientific problems, present scientific arguments and scientific ideas.	Year 13 complete the AQA A-level course in nine lessons per fortnightly cycle. We follow the Oxford AQA Chemistry course, using their textbooks, experiments and resources. Additional resources are used widely throughout the course to add depth and breath. A-level students are required as part of their course to complete the Science Practical Endorsement. This qualification will give students opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills. These skills must be assessed through a minimum of 12 identified practical activities within each qualification. To achieve a pass, students must demonstrate that they are competent in all the practical skills listed in the subject content requirements for chemistry. Regular independent work is set throughout the year via Google Classroom for students to complete and self assess to help with consolidation.	At Key Stage 5 we know our curriculum is effective and has a positive impact in Chemistry as many students choose to take A level Chemistry. Several students each year pursue Chemistry-related degrees at university. Many students use their Chemistry qualification to pursue a range of disciplines including medicine, dentistry and engineering. The department provides a range of opportunities for students to develop their interest in the subject outside lessons including being a Subject Ambassador for Chemistry. In this role Sixth Form students help Main School students with revision of topics of difficulty.

	Term 1	Term 2	Term 3
Skills	- Application of knowledge - problem solving. - Identifying unknown chemicals by qualitative tests.	- Application of knowledge - problem solving. - Identifying unknown chemicals by qualitative tests.	- CPAC Skills. - Application of knowledge - problem solving.
Knowledge	C25 - Nomenclature and isomerism in organic chemistry ● Naming Organic Compounds.	C27 - Aromatic Chemistry ● Introduction to Arenes. ● Reactions of Arenes.	C31 - Organic synthesis and analysis ● Synthetic Routes. ● Organic Analysis.

	• 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.	C28 - Amines • Introduction to Amines. • Properties of Amines and bases. • Amines as Nucleophiles and their Synthesis. C29 - Polymerisation • Condensation Polymers. C30 - Amino acids, proteins and DNA • Introduction to Amino Acids. • Peptides, Polypeptides and Proteins. • Enzymes and DNA. • The Action of Anti-Cancer Drugs.	• Required Practical RP10 - Part 1, Preparation of an organic solid. • Required Practical RP10 - Part 2, Testing its purity. • C32 - Structure determination • Carbon NMR Spectroscopy. • Proton NMR Spectroscopy. • Chromatography. • Required Practical RP12 - Separation by TLC.
Assessment	September Mock Examination on all content from year 12.	Assessed C25, C26 & C27 Summative PPQs. Assessed C28, C29 & C30 Summative PPQs.	Mock Examination. Required practicals will be assessed for CPAC competencies.

	Term 4	**Term 5**	**Term 6**
Skills	- CPAC Skills. - Application of knowledge - problem solving. - Evaluation and observation skills.	- Recall of knowledge from years 12 & 13 - Application of knowledge to examination style questions.	- Recall of knowledge from years 12 & 13. - Application of knowledge to examination style questions.
Knowledge	C23 - The transition metals • Transition Metals Introduction. • Common Shapes of Complexes. • Multidentate Ligands. • Origin of Colour. • Catalysis. • Redox Titrations. • Additional Practical - Redox Titration. C24 - Reactions of inorganic compounds in aqueous solution • Metal Aqua Ions. • Test Tube Analysis. • Variable Oxidation State of Vanadium. • Required Practical RP11 - Testing for Aqueous Ions.	Revision of A-Level content.	Study Leave and Revision of A-Level content.
Assessment	Required practicals will be assessed for CPAC	Self-assessment of PPQs for A-Level content.	Self-assessment of PPQs for A-Level content.

	competencies. Summative Inorganic PPQs.		A-Level Examinations : Paper 1 Inorganic and Physical Chemistry Paper 2 Organic and Physical Chemistry Paper 3 Synoptic Chemistry

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

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

Computer Science

Examination Board: AQA

Intent	Implementation	Impact
A-level Computer Science enables students to further develop their problem-solving and programming skills attained from the GCSE course and gain an in-depth understanding of the theoretical concepts to pave the path for a career in software engineering. The aims of the A-level qualification enable learners to develop: - an understanding of and ability to apply the fundamental principles and concepts of computer science including; abstraction, decomposition, logic, algorithms and data representation - the ability to analyse problems in computational terms through practical experience of designing solutions independently - the capacity for thinking creatively, innovatively, analytically, logically and critically. - the capacity to see relationships between different aspects of computer science and strengthen their mathematical skills The curriculum intends that students should adopt high aspirations and that most should aim to progress onto university or higher-level apprenticeships.	The A-level Computer Science course comprises two papers and a non examined project work (NEA) and is delivered by two teachers in Year 13 with *five hours* a fortnight allocated for problem solving and programming and *four hours* a fortnight for Computing theory. ***We follow the AQA exam board specification - 7517*** In the second year of the A-level course Our paper 1 section focuses on 4.3 Fundamentals of Algorithms 4.4 Theory of Computation Pre-release material and Skeleton code Our paper 2 section focuses on the following units 4.7 Fundamentals of Computer Organisation and Architecture 4.8 Consequences of uses of Computing 4.11 Big Data 4.12 Fundamentals of Functional Programming *We have a planned schedule for completion of the NEA component for each student which will be briefed in the termly plans.*	Students should be able to ➔ develop their capability, creativity and knowledge in computer science and information technology ➔ develop and apply their analytic, problem-solving, design, and computational thinking skills to design solutions ➔ understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to transfer information safely on the network

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

	knowledge to new situations	vocabulary AO1 & AO2: Demonstrate & Apply knowledge and understanding of the key concepts and principles of computer science. AO3: Analyse problems in computational terms: ➔ to make reasoned judgements ➔ to design, program, evaluate and refine solutions.	understanding of the key concepts and principles of computer science. AO3: Analyse problems in computational terms: ➔ to design, program, evaluate and refine solutions.
Knowledge	<u>Paper 1</u> **4.4 Theory of Computation** 4.4.1 Abstraction & Automation *(recap of the topic with reference to units learned in Y12)* 4.4.2 Regular Languages - 4.4.2.1 : Finite State and Mealy Machines - 4.4.2.2 : Sets - 4.4.2.3 & 4.4.2.4 : Regular Expressions & Regular Languages Students start analysis of pre-release material from the summer 2023 exam in preparation for a mini-mock exam in November. <u>Paper 2</u> 4.7 Fundamentals of Computer Organisation and Architecture - 4.7.1 Internal Hardware Components of a Computer - 4.7.2 The Stored Program Concept - 4.7.3 Structure and Role of the Processor and its Components - 4.7.4 External Hardware Devices <u>NEA Project Work</u>	<u>Paper 1</u> **4.4 Theory of Computation** - 4.4.3 Context Free Languages - 4.4.5 The Turing machine - 4.4.4 Classification of Algorithms Students prepare in detail for pre-release material from the summer 2023 exam in preparation for the mini-mock exam. In December, students begin analysis and understanding of pre-release material for the summer 2024 exam. <u>Paper 2</u> 4.11 Big Data 4.12 Fundamentals of Functional Programming 4.8 Consequences of uses of Computing <u>NEA Project Work</u> - Solution design and coding commences.	<u>Paper 1</u> **Revision Commences on** *4.1.2 Programming Paradigms* - 4.1.2.3 : Object-oriented programming # Basic Concepts (Class, Objects, Encapsulation) # Be able to write object-oriented program # Draw and interpret class diagrams # Inheritance # Polymorphism # OOP Design Concepts - Aggregation and Composition Timed programming tasks (20 mins each) for Paper 1 + further analysis and preparation of pre-release material and skeleton code. <u>Paper 2</u> Preparation for and feedback from the internal Mock Examinations <u>NEA Project Work</u> - Solution implementation. - System testing and revision of work.

	- Problem statement, analysis and finalisation of requirements - Preparation of draft design - ER model and User Interface		
Assessment	Paper 1 - Assessed homework on Finite State Machines, Regular Expressions and languages - Summative assessment on Finite State Machines, Regular Expressions and languages Paper 2 - Summative assessment on Computer Architecture. Subject September Examinations for both Paper 1 and Paper 2	Paper 1 - Mini-mock examination on pre-release material from Summer 2023. - Summative assessment on Context-free languages, Turing machine and Algorithms. Paper 2 - Mini-test on Big Data and Functional Programming. - Summative Assessment on Consequences of Computing, Big Data, and Functional Programming.	Internal Mock examinations.

	Term 4	**Term 5**	**Term 6**
Skills	➔ Numeracy skills - Mental arithmetic skills - addition, subtraction ➔ Literacy skills - Key Computer Science vocabulary. ➔ Habits of Mind ◆ Questioning and Posing problems (in Data structures) ◆ Taking responsible risks	➔ Literacy skills - Key Computer Science vocabulary. ➔ Habits of Mind ➔ Resilience and Practise ➔ Striving for accuracy	
Knowledge	<u>Paper 1</u> **Revision Continues** - 4.2.3 Stacks - 4.2.4 Queues - 4.2.5 Graphs - 4.3.1 Graph Traversal Algorithms	<u>Paper 1</u> **Revision Conclusion** - 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	

	- 4.3.6 : Dijkstra's shortest path algorithms - 4.2.5 Trees Detailed understanding of skeleton code and timed programming practise using predictive resources. <u>Paper 2</u> Revision and Exam practise/technique - Focus will be on topics identified in examinations and from student self-assessment. <u>NEA Project Work</u> - Project Demonstration - Final Project Submission	- 4.4.4 Classification of Algorithms <u>Paper 2</u> Revision and Exam practise/technique - Focus will be on topics identified in examinations and from student self-assessment.	
Assessment	Paper 1 - Mini-mock examination on the Summer 2024 preliminary material and skeleton code. Paper 2 - Mini-mock examination on revision topics.		

How parents can support:	Homework is set 2 - 3 times a fortnight via the Google Classroom platform. Homework tasks are provided to reinforce and practise the key vocabulary and programming techniques learnt during the week. **Students are provided with Gold, Diamond and Platinum challenges at the start of Year 12. Students should invest a minimum of 2 hours working on these challenges independently each week through Year 13.** Pupils are encouraged to keep up to date with technology news that can be used in class discussions, gain relevant work experience over the term holidays and update their electronic portfolio with opinions on current technological news as well as classwork and homework. Parents are encouraged to support their children in these learning.

Useful Resources and links	AQA A-level Computer Science textbook from Hodder Publication / PGOnline AQA A-level workbooks from Hodder Publication and Raspberry Pi foundation. Isaac Computer Science Platform **Craig n Dave SmartRevise** Craig n Dave Videos and Student Revision Resources Latest technology news

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

Design and Technology Product Design

Examination Board: AQA

Intent	Implementation	Impact
A Level DT seeks to provide a deeper and broader understanding than the GCSE course. Topics are more focussed around industry practice and the application of design scenarios and solutions to the real world. Students develop a deeper understanding of the design process from the initial identification of a design related problem, through to the final manufactured outcome; putting learning into practice by producing prototypes of their own choosing. Students engage in a mixture of theory based lessons, practical experiments, focused practical tasks and project work for the duration of the course.	Students carry out a detailed design and make task in Year 13 which accounts for 50% of their final A level grade. This is broken down into sections including: research and investigate; design brief and specification; design proposals; developing design proposals; realising design proposals; and testing and evaluating. The NEA is a substantial piece of work and draws upon both theoretical principles and knowledge from practical undertaken in Year 12. Once the NEA is completed, students complete any outstanding parts of the A Level specification before reviewing key topics ahead of their final A Level examinations. Students map their own knowledge to help structure revision sessions.	Students become more knowledgeable about a wide range of material categories including, but not limited to,: timbers; metals; polymers; composites; textiles; electronics; papers and boards. The breadth of transferable skills developed through studying DT allows students to problem solve in creative ways and seek future pathways in a range of creative industries. Through developing links with industry experts, students are able to see DT in practice in the real world. Students become more aware of the world around them and can link their knowledge of materials, processes and physiological/ psychological/social needs to those stemming from DT.

	Term 1	Term 2	Term 3
Skills	• How to set an independent design task. • How to investigate a context/theme. • How to write a design brief and specification. • How to generate design ideas.	• How to generate design ideas. • How to develop design ideas. • How to plan for manufacture. • How to work to reduce costs/waste.	• How to realise design intentions.
Knowledge	• Non-examined assessment requirements and assessment criteria. • An iterative approach to a design task.	• Non-examined assessment requirements and assessment criteria. • An iterative approach to a design task.	• Non-examined assessment requirements and assessment criteria. • An iterative approach to a design task.
Assessment	NEA section A and section B.	Mock NEA section C and section D.	NEA section E. Mock examination.

	Term 4	Term 5
Skills	• How to realise design intentions. • How to evaluate products making use of third party feedback.	• Ability to apply knowledge to examination questions.
Knowledge	• Non-examined assessment requirements and assessment criteria. • An iterative approach to a design task.	• Technical principles. • Designing and making principles.

Assessment	NEA section E.	Revision practice questions & past papers.

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

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

Design and Technology Fashion & Textiles

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

	Students work continuously to link theoretical concepts and practical applications together.	

	Term 1	Term 2	Term 3
Skills	• Non-examined assessment requirements and assessment criteria. • An iterative approach to a design task.	• Non-examined assessment requirements and assessment criteria. • An iterative approach to a design task.	• Non-examined assessment requirements and assessment criteria. • An iterative approach to a design task.
Knowledge	• The use of computer systems in modern industrial and commercial practice, sub-assembly • Product Life Cycle	• Global Production • Social, Moral and Ethical Issues	• Care Labelling • Manufacture, repair, maintenance and disposal
Assessment	NEA section B - General Feedback Maths Assessment End of unit assessment: Developments in Technology and CAD/CAM End of unit assessment: Scales of Production and Electronic Communication	Mock NEA section C and section D - General Feedback End of unit assessment: Global Production and Social, Moral and Ethical Issues	NEA section E - General Feedback End of unit assessment: Care Labelling and Manufacture repair, maintenance and disposal Mock examination.

	Term 4	Term 5
Skills	• Non-examined assessment requirements and assessment criteria. • An iterative approach to a design task.	• Ability to apply knowledge to examination questions.
Knowledge	• Quality Control • Health and Safety • Protecting designs and intellectual property	• Technical principles. • Designing and making principles.
Assessment	NEA section E. End of unit assessment: Quality Control, Health and Safety and Protecting designs and intellectual property Revision practice questions & past papers.	Revision practice questions & past papers.

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

Useful links	● All lessons/resources are posted onto Google Classroom ● www.textileartist.org ● www.vogue.co.uk/shows

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
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.

Drama and Theatre

Examination Board: AQA

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

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

Assessment	Essay practice using the AQA mark scheme. Summative assessment using AQA mark scheme (NEA performance and Working Notebook).	Essay practice using the AQA mark scheme. Summative assessment for yr 13 using AQA mark scheme (NEA performance and Working Notebook)	Essay practice using the AQA mark scheme. Summative assessment for yr 13 using AQA mark scheme (NEA performance and Reflective Report).

	Term 4	**Term 5**
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.
Knowledge	Component 3 Making Theatre: Page to stage, theatrical skills, social, cultural and historical context, study of prescribed practitioner. Component 1 Section C: Analysis and evaluation of live theatre.	Component 1 Revision - Section A Hedda Gabler - Section B Our Country's Good - Section C Live Theatre
Assessment	Summative assessment for yr 13 using AQA mark scheme (NEA performance and Reflective Report). Essay practice using the AQA mark scheme.	Essay practice using the AQA mark scheme.

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

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's	We enrich students through the	Google is a key part of our curriculum.	In Drama students are continuously developing

mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement. For example students become theatre makers by planning, devising and staging their own performance pieces.	curriculum by including a variety of learning styles and activities in lessons, for example students see live and recorded professional productions as well as taking part in workshops with industry professionals.	It is used to enhance the structure of students' learning through use of online resources for example access to online interviews, videos and workshops.	their Habits of Mind and rich questioning and retrieval practice is used to help develop their knowledge and understanding.

Economics

Examination Board: Pearson Edexcel

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

	Term 1	Term 2	Term 3
Skills	Knowledge, Application, Analysis and Evaluation	Knowledge, Application, Analysis and Evaluation	Knowledge, Application, Analysis and Evaluation
Knowledge	• Short and long run costs • Profit • Market structure • Perfect competition • Monopolistic competition	• Oligopoly and game theory • Monopoly • Monopsony • Competition policy • Government intervention	• Inequality and poverty • Globalisation • Specialisation and trade • Terms of trade • Trading blocs • Restrictions on free trade
Assessment	School mock examination Costs and revenue unit assessment	Market structure unit assessment Essays	School mock examinations:Papers 1 and 3 Essays

	Term 4	Term 5	Term 6
Skills	Knowledge, Application, Analysis and Evaluation	Knowledge, Application, Analysis and Evaluation	
Knowledge	• Balance of payments • Exchange rates • International competitiveness • Measures of development Factors influencing development • Strategies for development	Revision	A Level examinations

Assessment	Timed paper 2: macro	Timed examination questions	

Useful resources	**Edexcel A Level specification** https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015.html **Totor2U** have a wealth of resources to support and enrich the A level Economics course https://www.tutor2u.net/economics **Bank of England** https://www.bankofengland.co.uk/ **Textbooks** Anderton A - Economics – 6th edition (Pearson) Smith P - Edexcel A Level Economics A Book 1 (Hodder Education) themes 1 and 2 Smith P - Edexcel A Level Economics A Book 2 (Hodder Education) themes 3 and 4 Nutter R - Microeconomics for A level year 2 (Anforme) theme 3 Threadgould A and Clearly S - Macroeconomics for A level year 2 (Anforme) theme 4 Cramp P - Labour Markets (Anforme) theme 3 Cramp P - Economic Development (Anforme) theme 4 Smith C - International trade and globalisation (Anforme) theme 4 P. Davis and T. Joad - Essential Maths Skills for AS/A-level Economics (Hodder Education) **Revision guides:** Student Guide Edexcel Economics A, Theme 3 Business Behaviour and the Labour Market (Hodder Education) Student Guide Edexcel Economics A, Theme 4 A Global Perspective (Hodder Education) Brewer Q - My Revision notes Edexcel A level Economics (Hodder Education) Camp P - Revision guide to Economics for A Level Year 2 - (Anforme) **Periodicals:** Economist Economic Review

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement	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.

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 to develop cultural awareness.	For English Language and Literature, students continue their study of the set text of the Paris anthology as well as two additional texts, 'The Kite Runner' by Khalid Hosseini and 'A Streetcar Named Desire' by Tennesee Williams. All of these texts develop students' awareness of other cultures and the values and attitudes of other historical periods. In addition, students choose a literary and non-literary text to compare for their coursework, which develops students' ability to work independently.	- Students undertake examinations in September and January to track their progress. Students regularly submit written work in the form of a recreative writing task (creative writing plus commentary), a short response, an essay plan or a full essay. Coursework planning and drafts are also submitted. - Students in the English Language and Literature course have produced historically good results with decent ALPS scores. This specification was introduced with the 2015-2017 cohort; public examinations have been held in 2017, 2018, 2019 and 2022 with CAGs in 2020 and TAGs in 2021. The present Year 13 students arethe sixth cohort to undertake this specification.

Teacher 1

	Term 1 A Streetcar Named Desire / NEA	Terms 2-3 A Streetcar Named Desire / NEA	Terms 1-3 NEA
Skills	Students explore: ● the ways that conflicts are presented in the play ● the meanings that can be inferred from Williams' language use ● the contextual reasons for these conflicts. Students analyse areas relevant to the study of drama and dramatic discourse, including how playwrights: ● represent natural speech features ● use language to create distinctively different characters ● show characters asserting power and positioning others via their language and behaviour ● use the idea of conflict to create dynamic narratives and address the wider themes of the play.	Students explore: ● the ways that conflicts are presented in the play ● the meanings that can be inferred from Williams' language use ● the contextual reasons for these conflicts. Students analyse areas relevant to the study of drama and dramatic discourse, including how playwrights: ● represent natural speech features ● use language to create distinctively different characters ● show characters asserting power and positioning others via their language and behaviour ● use the idea of conflict to create dynamic narratives and address the wider themes of the play.	Students demonstrate their understanding of linguistic concepts by choosing a literary and non-literary text and comparing the representation of a certain theme or language level in the two texts. Students explore: ● whole text / discourse structure and how the order of events shapes meaning ● language usage at the sentence or grammatical level and how writers use language to shape meaning ● factors such as mode, genre, audience, purpose and the context of production and reception and how these shape meaning.

Know-ledge	Broad concepts: How do people interact? How do people claim power and position others in talk? How do people express identity? What communicative strategies do people use when in conflict with others? How do different groups or individuals make themselves heard? Key vocabulary: ● Speech acts: the forms and functions associated with particular utterances and types of speech. ● Felicity conditions: the conditions needed for a speech act to achieve its purpose, such as the authority of the speaker and the situation of the speaker. ● Conversational maxims: explicit principles that provide a backdrop for conversation to take place so that speakers can easily understand one another. ● Politeness strategies: distinctive ways in which speakers can choose to speak to avoid threatening face. ● Impoliteness: the act of directly threatening face (using impoliteness strategies).	Broad concepts: How do people interact? How do people claim power and position others in talk? How do people express identity? What communicative strategies do people use when in conflict with others? How do different groups or individuals make themselves heard? Key vocabulary: ● Speech acts: the forms and functions associated with particular utterances and types of speech. ● Felicity conditions: the conditions needed for a speech act to achieve its purpose, such as the authority of the speaker and the situation of the speaker. ● Conversational maxims: explicit principles that provide a backdrop for conversation to take place so that speakers can easily understand one another. ● Politeness strategies: distinctive ways in which speakers can choose to speak to avoid threatening face. ● Impoliteness: the act of directly threatening face (using impoliteness strategies).	Broad concepts: ● In what way are some texts considered 'literary' and other texts considered 'non-literary'? ● What is the effect of crafting language on the audience? ● In what ways are non-literary texts still structured? e.g. Labov's narrative model ● How is an investigation structured? e.g. Introduction and aims, Review, Analysis, Conclusion, Bibliography and Appendices ● What strategies can I use to plan my investigation? e.g. annotating my text and constructing a comparative table ● How can I summarise or paraphrase texts? ● How can I use in-text referencing? ● How do I correctly cite references in the Bibliography? ● How do I present my appendices? ● What do I need to include in the word count? Key vocabulary: ● literariness ● Introduction and aims, Review, Analysis, Conclusion, Bibliography, Appendices ● In-text referencing, summarising, paraphrasing ● Other subject terminology that is related to the student's choice of texts
Assess-ment	Year 13 September examination: the Paris anthology and 'The Lovely Bones'	In-class teacher assessed essays Year 13 January examination: 'The Kite Runner' and 'A Streetcar Named Desire'	Coursework planning and drafts Coursework final submission

Teacher 2

Skills	**Term 1 The Kite Runner and some Carol Ann Duffy poems and Paris anthology texts**	**Terms 2-3 The Kite Runner and some Carol Ann Duffy poems and Paris anthology texts**	**Terms 1-3 NEA**
Skills	Students continue with some of the Carol Ann Duffy poems and the Paris anthology texts (see Year 12 overview for details) **'The Kite Runner'** Students explore:	Students continue with some of the Carol Ann Duffy poems and the Paris anthology texts (see Year 12 overview for details) **'The Kite Runner'** Students explore:	Students demonstrate their understanding of linguistic concepts by choosing a literary and non-literary text and comparing the representation of a certain theme or language level in the two texts. Students explore:

	• how writers structure their narrative at the discourse level e.g. starting in the present with a time shift to the past • how writers use narrative perspective to have an impact on the reader e.g. homodiegetic / autodiegetic versus heterodiegetic narrative perspective • how writers establish characters and use characters as foils or to represent themes and ideas • how writers use language (literary devices, speech, modality, voice etc.) to shape meaning • the culture and values of Afghanistan during the different time periods of the novel (e.g. the 60s and 70s and life under the Taliban) • the immigrant experience.	• how writers structure their narrative at the discourse level e.g. starting in the present with a time shift to the past • how writers use narrative perspective to have an impact on the reader e.g. homodiegetic / autodiegetic versus heterodiegetic narrative perspective • how writers establish characters and use characters as foils or to represent themes and ideas • how writers use language (literary devices, speech, modality, voice etc.) to shape meaning • the culture and values of Afghanistan during the different time periods of the novel (e.g. the 60s and 70s and life under the Taliban) • the immigrant experience.	• whole text / discourse structure and how the order of events shapes meaning • language usage at the sentence or grammatical level and how writers use language to shape meaning • factors such as mode, genre, audience, purpose and the context of production and reception and how these shape meaning.
Know-ledge	Broad concepts associated with 'Writing About Society': • What is **culture**? e.g.the ideas, customs and social behaviour of a particular people or society; students learn about the religion, social structure, food and dress of people in Afghanistan • How can writers use text to convey a particular viewpoint OR to challenge the dominant viewpoint? Key vocabulary: • Culture: patriarchy, traditional, conservative; culture shock, immigrant experience • Narrative perspecitve: homodiegetic / autodiegetic versus heterodiegetic; protagonist, antagonist • Structure: time shift, flash back, flash forward; foreshadowing, withholding information; orientation, rising action, climax, falling action, resolution; circular structure • Literary devices: symbolism, repetition, metaphor, simile, ellipsis, juxtaposition, zoomorphism, alliteration, personification, listing (syndetic, polysyndetic and asyndetic) • Coherent written expression: coherence, cohesion, discourse marker, point sentence, paragraphing	Broad concepts associated with 'Writing About Society': • What is **culture**? e.g.the ideas, customs and social behaviour of a particular people or society; students learn about the religion, social structure, food and dress of people in Afghanistan • How can writers use text to convey a particular viewpoint OR to challenge the dominant viewpoint? Key vocabulary: • Culture: patriarchy, traditional, conservative; culture shock, immigrant experience • Narrative perspecitve: homodiegetic / autodiegetic versus heterodiegetic; protagonist, antagonist • Structure: time shift, flash back, flash forward; foreshadowing, withholding information; orientation, rising action, climax, falling action, resolution; circular structure • Literary devices: symbolism, repetition, metaphor, simile, ellipsis, juxtaposition, zoomorphism, alliteration, personification, listing (syndetic, polysyndetic and asyndetic) • Coherent written expression: coherence, cohesion, discourse marker, point sentence, paragraphing	Broad concepts: • In what way are some texts considered 'literary' and other texts considered 'non-literary'? • What is the effect of crafting language on the audience? • In what ways are non-literary texts still structured? e.g. Labov's narrative model • How is an investigation structured? e.g. Introduction and aims, Review, Analysis, Conclusion, Bibliography and Appendices • What strategies can I use to plan my investigation? e.g. annotating my text and constructing a comparative table • How can I summarise or paraphrase texts? • How can I use in-text referencing? • How do I correctly cite references in the Bibliography? • How do I present my appendices? • What do I need to include in the word count? Key vocabulary: • literariness • Introduction and aims, Review, Analysis, Conclusion, Bibliography, Appendices • In-text referencing, summarising, paraphrasing • Other subject terminology that is related to the student's choice of texts

Assessment	Year 13 September examination: the Paris anthology and 'The Lovely Bones'	In-class teacher assessed essays Year 13 January examination: 'The Kite Runner' and 'A Streetcar Named Desire'	Coursework planning and drafts Coursework final submission

Teacher 1 and 2

	Term 4 Paris Anthology / Revision	**Term 5 Revision**
Skills	-Any outstanding Paris anthology texts are completed. -Any outstanding Carol Ann Duffy poems are completed. -Revision of the Year 12 texts begins in the form of plans or essays for examination questions: comparative essay for the Paris anthology, the extract-based essay for 'The Lovely Bones' and the essay focusing on the poetic voice in two Carol Ann Duffy poems.	-Revision of the Year 12 texts continues in the form of plans or essays for examination questions: comparative essay for the Paris anthology, the extract-based essay for 'The Lovely Bones' and the essay focusing on the poetic voice in two Carol Ann Duffy poems. -Revision of the Year 13 texts in the form of plans for recreative tasks or essays OR full tasks: creative writing + commentary for 'The Kite Runner' and extract-based essay for 'A Streetcar Named Desire'
Knowledge	-AO1 and AO2 Concepts and subject terminology related to language levels and literary devices. -AO3 Concepts and subject terminology related to aspects of mode, genre, audience, purpose and the context of reception and production. -AO4 The ability to make connections between texts and to use discourse markers to highlight these connections. -AO5 The ability to write with coherence and cohesion; this relates to both creative writing and commentary analysis.	-AO1 and AO2 Concepts and subject terminology related to language levels and literary devices. -AO3 Concepts and subject terminology related to aspects of mode, genre, audience, purpose and the context of reception and production. -AO4 The ability to make connections between texts and to use discourse markers to highlight these connections. -AO5 The ability to write with coherence and cohesion; this relates to both creative writing and commentary analysis.
Assessment	In-class teacher assessed essays, plans or recreative tasks	In-class teacher assessed essays, plans or recreative tasks

Useful resources	MGGS teachers have actually produced a bespoke series of Study Booklets for the theory and creative writing on this course.

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support each student's mindset through developing their learning behaviours, systems and resilience. ● Their folders are checked regularly to ensure they have good systems in place for storing and retrieving their work. ● Students are encouraged to think about	● Students have the opportunity to explore the culture of Afghanistan through their studies of 'The Kite Runner'. ● Study of the play and novel texts enrich students as they	Google is a key part of our curriculum. ● It is used to do research for the Paris anthology. ● Many students choose to use google slides, documents or spreadsheets to create revision materials for the Paris texts.	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.

development points from previous essays or tasks to improve their present work. ● Students are encouraged to make revision and self-study materials so that they are responsible for their own learning.	consider the world from a different perspective in terms of gender, age, culture and historical period. ● We enrich students by including a variety of learning activities such as pair and small group discussions, whole group discussions and class presentations.	● Students do chapter presentations for the class in their study of 'The Lovely Bones'. These student generated materials are shared as a resource for the whole class. ● Students word process some of their essays so that they can work on their style and written expression. They can also get online support from the teacher. ● Google is used in class to clarify the meanings of vocabulary and to research references in texts to aid student understanding.	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,' 'The Great 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 chronologically, beginning with Shakespeare and ending with postmodern works.	- For Literature, we teach Shakespeare's 'Othello.' We also teach pre-1900 love poetry, to be compared with 'The Great Gatsby' in Y12. 'The Handmaid's Tale', 'Streetcar' 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 - it makes sense chronologically as well. - The text types for Literature are partly based on the requirements of the course (in Y12, themed around 'love'), and partly chosen because we believe that they are intellectually challenging and enjoyable.	- 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. - 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: The Handmaid's Tale by Margaret Atwood	**Term 2: The Handmaid's Tale by Margaret Atwood**	**Term 3: Feminine Gospels by Carol Ann Duffy**
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.	• 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.	• 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

	• Exploration of literary texts informed by different interpretations.		interpretations.
Knowledge	**Vocabulary/ concepts** - Epigraph - Environmentalism - Dystopian fiction - Feminism - Religious fundamentalism - Biblical subversion - The American New Right	**Vocabulary/ concepts** - Epigraph - Environmentalism - Dystopian fiction - Feminism - Religious fundamentalism - Biblical subversion - The American New Right	**Vocabulary/ concepts** - Écriture féminine - Allegory - Conceit - Mythological Imagery - Biblical imagery - Elegy
Assessment	Year 13 exam: Paper 1 (Gatsby/ Poetry anthology comparison) & Paper 2 (Unseen prose)	In-class teacher assessed essays.	In-class teacher assessed essays.

Teacher 2

	Term 1: 'A Streetcar Named Desire' by Tennessee Williams	**Term 2: 'A Streetcar Named Desire' by Tennessee Williams**	**Term 3: 'A Streetcar Named Desire' by Tennessee Williams**
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.	• 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.	• 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:** epigraph (and thematic significance) American Civil War and later collapse of plantations (1940) Post-war period (1947) New Orleans Social realism	**Vocabulary/ concepts:** epigraph (and thematic significance) American Civil War and later collapse of plantations (1940) Post-war period (1947) New Orleans Social realism	**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

	The American dream Plastic theatre The Old South - beaus 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)	The American dream Plastic theatre The Old South - beaus 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)	Plastic theatre The Old South - beaus 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	Year 13 exam: Paper 1 (Gatsby/ Poetry anthology comparison) & Paper 2 (Unseen prose)	In-class teacher assessed essays.	In-class teacher assessed essays.

Teacher 1

	Term 4: Feminine Gospels by Carol Ann Duffy	**Term 5: Revision**	**Term 6: N/a**
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.	• 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** - Écriture féminine - Allegory - Conceit - Mythological Imagery - Biblical imagery - Elegy		

Assessment	In-class teacher assessed essays.	In-class teacher assessed essays.	

Teacher 2

	Term 4: Feminine Gospels by Carol Ann Duffy	**Term 5: Revision**	**Term 6: N/a**
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.	• 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** - Écriture féminine - Allegory - Conceit - Mythological Imagery - Biblical imagery - Elegy		
Assessment	In-class teacher assessed essays.	In-class teacher assessed essays.	

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

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**

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

Geography

Examination Board: Pearson Edexcel

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

	Term 1 Physical Geography - Carbon cycle and energy insecurity and NEA preparation	**Term 1 - NEA**	**Term 2 and 3 Human Geography - Superpowers**
Skills	• Using maps • Analysis • Evaluation	• Using maps • Analysis of data • Evaluation	• Using maps • Using data and carrying out statistical tests such as spearman's rank • Analysis • Evaluation
Knowledge	• What are the consequences for people and the environment of our increasing demand for energy? • How are the carbon and water cycles linked to the global climate system?	• Applying knowledge learnt so far on the course to real world location and situation	• What are superpowers and how have they changed over time? • What are the impacts of superpowers on the global economy, political systems and the physical environment? • What spheres of influence are contested by superpowers and what are the implications of this?
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 mark questions throughout the topic and end of unit assessment

	Term 2, 3 and half of 4 Human Geography - Health Human Rights and Intervention	Term 4 and 5 - Both Teachers
Skills	• Using maps • Using data and carrying out statistical tests such as spearman's rank • Analysis • Evaluation	• Examination skills
Knowledge	• What is human development and why do levels vary from place to place? • Why do human rights vary from place to place? • How are human rights used as arguments for political and military intervention? • What are the outcomes of geopolitical interventions in terms of human development and human rights?	• Timed practice questions from all topics • Preparation for paper 3 - synoptic paper. How can everything that has been learnt be applied to different scenarios
Assessment	Exam style 12 and 20 mark questions throughout the topic and end of unit assessment.	Exam style 12 and 20 mark questions throu topic and end of unit assessment

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

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

Health and Social Care

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

Intent	Implement	Impact
As a vocational course the aim is to prepare students for a possible future career in the Health and Social Care Sector. The course is important as it is unusual for a Grammar school to offer vocational courses, but the school recognises a market amongst our students for such a course. The school is also committed to offering as broad a curriculum as possible, especially in the Sixth Form. We choose to do the examined units in the second year, as the content builds on the knowledge of the sector students have gained from the portfolio work in Year 12. All three of the examined units are compulsory. Unit 4 (Anatomy and Physiology for Health and Social Care) is more heavily weighted that any of the other Units and draws on the GCSE Biology content.	All three Units are divided into discrete Learning Objectives. Units 2 (Equality, diversity and rights in health and social care) and 3 (Health, safety and security in health and social care) are taught on one side of the course, which Unit 4 (Anatomy and Physiology in Health and Social Care) is taught on the other, preferably by a teacher with a biological background. In all units, students are given extensive opportunity to undertake individual research (eg into the disorders identified in Unit 4), drawing upon the skills developed in Year 12.	So far results have been high in relation to targets, including for all relevant sub-groups (though we have limited experience of particular groups and none for SEN).

	Term 1	Term 2	Term 3
Skills	Application of concepts to health and social care scenarios and evaluation of impact. The ability to explain dysfunction in relation to anatomical structures and physiological processes; analysis and evaluation of the impact of dysfunction. Independent research skills.	Application of concepts to health and social care scenarios and evaluation of impact. The ability to explain dysfunction in relation to anatomical structures and physiological processes; analysis and evaluation of the impact of dysfunction. Independent research skills.	Application of concepts to health and social care scenarios and evaluation of impact. The ability to explain dysfunction in relation to anatomical structures and physiological processes; analysis and evaluation of the impact of dysfunction. Independent research skills.
Knowledge	Teacher 1: Unit 2 LO2 Understand the impact of discriminatory practices on individuals in health, social care and child care environments. Teacher 2: Unit 4 LO1 Understand the cardiovascular system, malfunctions and their impact on individuals; and LO2 Understand the respiratory system, malfunctions and their impact on individuals	Teacher 1: Unit 2 LO3 Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and child care environments; and LO4 understand how equality, diversity and rights in health, social care and child care environments. Teacher 2: Unit 4 LO2 Respiratory system disorders; and LO3 Understand the digestive system, malfunctions and their impact on individuals.	Teacher 1: Unit 3 LO1 Understand potential hazards in health, social care and child care environments; and LO2 Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments. Teacher 2: Unit 4 LO3 Digestive system disorders; and LO4 Understand the musculoskeletal systems, malfunctions and their impact on individuals.
Assessment	End of LO assessments	End of LO assessments	End of LO assessments

	Term 4	Term 5	Term 6
Skills	Application of concepts to health and social care scenarios and evaluation of impact. The ability to explain dysfunction in relation to anatomical structures and physiological processes; analysis and evaluation of the impact of dysfunction. Independent research skills.	Application of concepts to health and social care scenarios and evaluation of impact. The ability to explain dysfunction in relation to anatomical structures and physiological processes; analysis and evaluation of the impact of dysfunction. Independent research skills.	
Knowledge	Teacher 1: Unit 3 LO3 Understand the roles and responsibilities involved in health, social care and child care environments; and LO4 Know how to respond to incidents and emergencies in a health, social care or child care environment. Teacher 2: Unit 4 LO4 Musculoskeletal disorders; and LO5 Understand the control and regulatory systems, malfunctions and their impact on individuals.	Teacher 1: Consolidation and revision Teacher 2: Unit 4 LO6 Understand the sensory systems, malfunctions and their impact on individuals. Revision Examinations	
Assessment	End of LO assessments	Examinations	

Useful resources	**HEALTH AND SOCIAL CARE FAQS** **A Level Mindset Health and Social Care** **Health and Social Care Reading List 2022-23**

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

History

Examination Board: OCR

Intent	Implement	Impact
• To develop your analytical skills • To discover history that is both common and unique • To be able to analyse,, support and challenge a range of historical material (both contemporary and secondary)	• You will be taught paper 1 and paper 3 in Year 12. These topics are being covered first as they include all the elements that you are required to demonstrate in your independent coursework (paper 4). • Unit 2 and Unit 4 (coursework) are taught in Y13. Unit 2 is the small unit allowing more time for you to work on your coursework. • You will be expected to complete learning outside the classroom (including exam questions task and independent study)	• you will be equipped to analyse a range of material and identify subjectivity • To will have knowledge on how to research and be able to constructed a justified argument that will be applicable to a wide range of employments • You will be prepared for 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 4: Coursework	Paper 2: The USA in the 19th Century: Westward expansion and Civil War 1803–c.1890	Paper 4: Coursework	Paper 2: The USA in the 19th Century: Westward expansion and Civil War 1803–c.1890	Revision	Paper 2: The USA in the 19th Century: Westward expansion and Civil War 1803–c.1890
Skills Focus	AO1, AO2, AO3	AO1	AO1, AO2, AO3	AO1	AO1, AO2, AO3	AO1
Knowledge/ Activity	• Research and analyse a range of interpretations and sources for coursework • 1:1 mentor meetings • Write draft coursework	**<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	• Feedback on 1st draft • Work on final draft	**<u>Native Americans</u>** • Nature and diversity of Native American society • Wars including the First Seminole War • Political Impacts • Reasons for Destruction of Native American societies.	**<u>The Early Tudors</u>** • Henry VII • Edward VI • Mary I **<u>Witchcraze in the 16th and 17th centuries</u>** • The persecuted • Growth and decline in persecution	**<u>The Growth of Sectional Tension 1860-1861</u>** • Main differences between North and South by 1850 including the failure of Missouri Compromise • Sectionalism • the issues of slavery and westward expansion • Lincoln and the Republican Party • 1860 election • reasons for outbreak of hostilities.
Assessment	N/A	Comparison Question (10 marks)	N/A	Essay Question (20 marks)		Y13 Examinations (full paper)

Please note that both topics in each term are taught simultaneously by 3 members of teaching staff.

	Term 4		Term 5
Unit	Revision	Paper 2: The USA in the 19th Century: Westward expansion and Civil War 1803–c.1890	Revision
Skills Focus	AO1, AO2, AO3	AO1	AO1, AO2, AO3
Knowledge	**<u>The Early Tudors</u>** ● Henry VIII **<u>Witchcraze in the 16th and 17th centuries</u>** ● Response of the Authorities ● Popular Culture	**<u>The Civil War</u>** ● Leadership ● Lincoln and the Union ● Davis and Confederacy, ● Reasons for Union victory ● The significance of major campaigns and battles including Gettysburg ● The naval blockade and the international situation.	**<u>Revision</u>** A review of class identified topics and skills. Adapted on a year by year basis
Assessment	Interpretations Assessment (30 marks Tudor Essay (20 marks)	Essay Question (20 marks)	N/A

Please note that both topics in each term are taught simultaneously by 3 members of teaching staff

Mathematics and Further Mathematics

Examination Board: Pearson Edexcel

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

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

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

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

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

Pure Maths	**Unit 13**	**Unit 14**	**Unit 15**
Skills	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Interpret the outputs of a mathematical model in the	**Mathematical argument, language and proof** Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Interpret the outputs of a mathematical model in the	**Mathematical argument, language and proof** Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae

	context of the original situation	context of the original situation	
Knowledge	Exponential graphs The exponential function Modelling with e Laws of logs Solving equations with logs Using natural logs Log graphs	Arithmetic sequences Geometric sequences Recurrence relations Modelling with sequences	Proof Algebraic fractions +/-/x/÷ Partial fractions
Assessment	Year 13 Mocks, minitests	Year 13 Mocks, minitests	Year 13 Mocks, minitests

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

Pure Maths	**Unit 19**	**Unit 20**	**Unit 21**
Skills	**Mathematical argument, language and proof** Understand and use mathematical language and syntax	**Mathematical argument, language and proof** Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving**

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

Pure Maths	**Unit 22**	**Unit 23**	**Unit 24**
Skills	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Interpret the outputs of a mathematical model in the context of the original situation	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Interpret the outputs of a mathematical model in the context of the original situation	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Evaluate, including by making reasoned estimates, the accuracy or limitations of solutions
Knowledge	Parameters:- Changing from parametric to cartesian Points of intersection Real-life modelling	Diiferentiation:- Parameters Implicit Use of 2nd derivative Rates of change	Binomial Theorem:- Alternative formula Brackets with factors Use with partial fractions
Assessment	Year 13 Mocks, minitests	Year 13 Mocks, minitests	Year 13 Mocks, minitests

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

Mechanics **⅙ of the A level**	**Unit 1**	**Unit 2**	**Unit 3**
Skills	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems Construct extended arguments to solve problems presented in an unstructured form, including	**Mathematical argument, language and proof** Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae **Mathematical problem solving** Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems Construct extended arguments to solve problems presented in an unstructured form, including problems in	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems Construct extended arguments to solve problems presented in an unstructured form, including problems in context **Mathematical modelling**

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

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

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

Mechanics	**Unit 10**	**Unit 11**	
Skills	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems	**Mathematical argument, language and proof** Comprehend and critique mathematical arguments, proofs and justifications of methods and formulae **Mathematical problem solving** Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems	

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

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

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

Statistics	**Unit 4**	**Unit 5**	**Unit 6**
Skills	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Recognise the underlying mathematical structure in a situation and simplify and abstract appropriately to enable problems to be solved. **Mathematical modelling** Translate a situation in context into a mathematical model, making simplifying assumptions. Use a mathematical model with suitable inputs to engage with and explore situations Interpret the outputs of a mathematical model in the context of the original situation Understand that a mathematical model can be refined by considering its outputs and simplifying assumptions; evaluate whether the model is appropriate. Understand and use modelling assumptions	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems Recognise the underlying mathematical structure in a situation and simplify and abstract appropriately to enable problems to be solved.	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Recognise the underlying mathematical structure in a situation and simplify and abstract appropriately to enable problems to be solved.
Knowledge	Hypothesis testing:- One-tailed hypothesis testing Null & alternative Critical values Two-tailed tests	Probability:- Calculating probabilities Probabilities from Venn diagrams Mutually exclusive events Independent events Tree diagrams	Representing data:- Outliers Box plots Comparing data Cumulative frequency Histograms
Assessment	Year 13 Mocks, minitests	Year 13 September Exam, minitests	Year 13 Mocks, minitests

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

Statistics	**Unit 10**		
Skills	**Mathematical argument, language and proof** Understand and use mathematical language and syntax **Mathematical problem solving** Understand, interpret and extract information from diagrams and construct mathematical diagrams to solve problems		

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

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

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

Media Studies

Examination Board: Eduqas

Intent	Implement	Impact
Texts are chosen to ensure that students are exposed to a range of representations, social issues and promote in depth discussion. The structure of the course is organised to build on the foundational knowledge from Year 12 and then to make connections between concepts.	We teach Television in the Global Age alongside the NEA initially. This is so that there is continual revision of analytical skills alongside practical work. Once the NEA is nearing completion, the other two topic areas of Magazines: Mainstream and Alternative and Online Media are taught. These work well as synoptic texts to bring together the concepts taught throughout the course. Zoella is taught first in Online Media as it is most familiar to the students and can build on existing schema this is followed by Attitude which has a more niche audience and also has its roots in print media. This links well to the magazine unit.	Twice termly essays enable us to check understanding, depth of knowledge and progress more generally in the subject. Media results are consistently good with strong ALPS scores. Many students choose to study Media-related courses post 18.

	Term 1: Television in a Global Age (Peaky Blinders) **NEA**	**Term 2: NEA/Magazines (Vogue and The Big Issue)**	**Term 3: Online media: Zoella**
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. Evaluation of media theory Practical skills developed - cross-media	Ability to articulate informed, personal and creative responses to media texts, using associated concepts and terminology, and coherent, accurate written expression. • Analysing the ways in which meanings are shaped in media texts. • Understanding of the significance and influence of the contexts in which media texts are written and received. • Ability to make connections across media texts. • Exploration of theoretical approaches to media texts. Evaluation of media theory Practical skills developed - cross-media	Ability to articulate informed, personal and creative responses to media texts, using associated concepts and terminology, and coherent, accurate written expression. • Analysing the ways in which meanings are shaped in media texts. • Understanding of the significance and influence of the contexts in which media texts are written and received. • Ability to make connections across media texts. • Exploration of theoretical approaches to media texts. Evaluation of media theory
Knowledge	**Vocabulary/ concepts - development of:** Media Language Representation Industry Audience	**Vocabulary/ concepts: Development of:** Media Language Representation Industry Audience	**Vocabulary/ concepts: Development of:** Media Language Representation Industry Audience

	Theory (all) **Contexts** Israel - relationships with other countries Feminism	**Theory (all)** **Contexts** Technological advancements Privacy in online world Social media developments	**Theory (all)** **Contexts** Technological advancements Privacy in online world Social media developments Sexuality over time Feminism
Assessment	In-class teacher assessed essays + NEA	In-class teacher assessed essays + NEA	In-class teacher assessed essays

	Term 4: Online media: Attitude.	**Term 5: Revision**	
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. Evaluation of media theory Exam technique	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. Ability to complete effective research and planning for a cross-media production Exam technique	
Knowledge	**Vocabulary/ concepts: Development of:** Media Language Representation Industry Audience **Theory (all)** **Contexts** Technological advancements Privacy in online world Social media developments Sexuality over time	**Vocabulary/ concepts: Development of:** Media Language Representation Industry Audience **Theory (all)** **Contexts (all revisited)**	

Assessment	In-class teacher assessed essays	In-class teacher assessed essays	

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

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

Modern Foreign Languages - French

Examination Board: AQA

Intent	Implement	Impact
Texts are chosen to ensure that students are exposed to a range of representations, social issues and promote in depth discussion. The structure of the course is organised to build on the foundational knowledge from Year 12 and then to make connections between concepts.	We teach Television in the Global Age alongside the NEA initially. This is so that there is continual revision of analytical skills alongside practical work. Once the NEA is nearing completion, the other two topic areas of Magazines: Mainstream and Alternative and Online Media are taught. These work well as synoptic texts to bring together the concepts taught throughout the course. Zoella is taught first in Online Media as it is most familiar to the students and can build on existing schema this is followed by Attitude which has a more niche audience and also has its roots in print media. This links well to the magazine unit.	Twice termly essays enable us to check understanding, depth of knowledge and progress more generally in the subject. Media results are consistently good with strong ALPS scores. Many students choose to study Media-related courses post 18.

	Term 1: Television in a Global Age (Peaky Blinders) **NEA**	**Term 2: NEA/Magazines (Vogue and The Big Issue)**	**Term 3: Online media: Zoella**
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. Evaluation of media theory Practical skills developed - cross-media	Ability to articulate informed, personal and creative responses to media texts, using associated concepts and terminology, and coherent, accurate written expression. • Analysing the ways in which meanings are shaped in media texts. • Understanding of the significance and influence of the contexts in which media texts are written and received. • Ability to make connections across media texts. • Exploration of theoretical approaches to media texts. Evaluation of media theory Practical skills developed - cross-media	Ability to articulate informed, personal and creative responses to media texts, using associated concepts and terminology, and coherent, accurate written expression. • Analysing the ways in which meanings are shaped in media texts. • Understanding of the significance and influence of the contexts in which media texts are written and received. • Ability to make connections across media texts. • Exploration of theoretical approaches to media texts. Evaluation of media theory
Knowledge	**Vocabulary/ concepts - development of:** Media Language Representation	**Vocabulary/ concepts: Development of:** Media Language Representation	**Vocabulary/ concepts: Development of:** Media Language Representation

	Industry Audience **Theory (all)** **Contexts** Israel - relationships with other countries Feminism	Industry Audience **Theory (all)** **Contexts** Technological advancements Privacy in online world Social media developments	Industry Audience **Theory (all)** **Contexts** Technological advancements Privacy in online world Social media developments Sexuality over time Feminism
Assessment	In-class teacher assessed essays + NEA	In-class teacher assessed essays + NEA	In-class teacher assessed essays

	Term 4: Online media: Attitude.	**Term 5: Revision**	
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. Evaluation of media theory Exam technique	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. Ability to complete effective research and planning for a cross-media production Exam technique	
Knowledge	**Vocabulary/ concepts: Development of:** Media Language Representation Industry Audience **Theory (all)** **Contexts** Technological advancements Privacy in online world	**Vocabulary/ concepts: Development of:** Media Language Representation Industry Audience **Theory (all)** **Contexts (all revisited)**	

	Social media developments Sexuality over time		
Assessment	In-class teacher assessed essays	In-class teacher assessed essays	

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

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

Modern Foreign Languages - German

Examination Board: AQA

Intent	Implement	Impact
By the time students arrive in year 12 and wish to study MFL at A level, they have a solid foundation of understanding and knowledge of the language. They can already express themselves on the topics covered at GCSE and as the entry requirement is a grade 7, the students are mostly confident with complex grammar and vocabulary. Therefore our aim is to develop and encourage the use of complexity and more idiomatic expressions to expand their understanding of the cultural and political aspects of the countries where the language is spoken. By the end of their A level, we expect our students to be able to analyse written and audio texts and expand their opinions with evidence. Our intent is to expose the students to more authentic material to develop their fluency and their confidence. The teaching of grammar continues but is more discreet unless it is new. We intend to give guidance on becoming more independent learners and therefore encourage self study,	In class, students are always encouraged to speak in the target language and the speaking and listening skills are at the forefront of each lesson to maximise immersion. Whilst a variety of texts (both spoken or written), each lesson promotes an analytical view from the students who are encouraged to voice their opinions and give evidence. Authentic material is used as much as possible to enhance a reaction from the students who can then endeavour to research further. Independent work is a major part of the course as it develops the students' ability to explore further by themselves and this shows them how to proceed in their Independent Research Project. Termly assessments give evidence of students' progress and achievements in all skills and inform the teachers	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. Students are keen to research further into the cultural aspects of German speaking countries and develop this through their IRP. Students achieve good grades in their A level examinations and seek to continue their studies of the language at university level.

which once again fits in with the examination criteria in the IRP.	how to proceed further in the course.	

	Term 1 **Weeks 1 and 2**	**Terms 1/2** **Weeks 3 - 9**	**Terms 2/3** **Weeks 10 - 16**
Skills	- Revise work 1 - Write coherently - Analyse themes - Give opinions and justify with evidence - Applying grammar accurately	- read Work 2: der Vorleser - analyse themes - analyse characters - write coherently and within a structure - draw conclusions - use convincing language	- use weak masculine nouns - use complex adjectival phrases - use adjective endings - apply dictionary skills for verbs - talk about data and trends - use gist comprehension for complex passages
		- use the perfect, imperfect and pluperfect tenses - use *da(r)* + preposition - use the future perfect tense - vary vocabulary by using synonyms - express doubt and uncertainty - expand a discussion	- use the passive voice - use modal particles - use correct word order, including variations for emphasis - express criticism tactfully - express approval and disapproval - use language to promote a cause
Knowledge	- Good bye Lenin film - Der Vorleser book - Using convincing vocabulary - Structuring an essay - Syntax and grammar	WORK 2 - DER VORLESER: - understand and know the plot well - understand and know the characters and their importance within the story - understand and analyse the themes of the book	IMMIGRATION: - explain the main reasons why people migrate - evaluate the advantages and disadvantages of immigration for immigrants and the country of destination - examine issues affecting a country's migration policy
		GERMANY AND THE EUROPEAN UNION: - discuss how the EU has evolved and germany's role within it - discuss the advantages and disadvantages of the EU for Germany - understand the impact of EU expansion on Germany	POLITICS AND YOUTH: - discuss the ways and the extent to which young people engage in politics - discuss priorities for youth politics in Germany - discuss the priorities of young people and the role of pressure groups
Assessment	mock examination: paper 2 (essay)	1. Listening, reading and Writing (paper 1) 3. Writing (paper 2)	1. Speaking (paper 3) 2. Listening, Reading and Writing (paper 1) 3. Writing (paper 2: homework)

	Terms 3/4 **Weeks 17 - 23**	**Terms 4/5** **Weeks 24 - 30**
Skills	- use possessive and interrogative adjectives	- use relative and interrogative pronouns

	- use the subjunctive in indirect speech - use correct word order - plan a discussion - talk about priorities - speak accurately and with good pronunciation through listening	- revise the present and future tenses - use the subjunctive in indirect speech - use a variety of negative expressions - translate the English gerund into German - express obligation
	- recognise and use subjunctive forms - use the pluperfect subjunctive in conditional sentences - use cases - use conditional sentences with the imperfect and pluperfect subjunctive - use language for describing change - plan an essay	- revise content of all topics - practise past papers 1 and 2 - writing techniques - practise paper 3 - complete IRP and practise skill - practise 2 minutes presentation - Applying grammar accurately
Knowledge	INTEGRATION: - discuss how the German government promotes the integration of migrants and refugees - discuss elements which prevent integration - discuss and compare the positive and negative experiences of migrants and refugees in Germany	RACISM: - discuss the impact of racism on its victims and the support available - discuss the origins of racism - discuss how people resist racism and show moral courage to fight against it
	GERMAN REUNIFICATION AND ITS CONSEQUENCES: - discuss the events and developments which led to German reunification - discuss and contrast the desired and actual outcomes of reunification - discuss and compare the culture and identity of the old and new federal states	- all topics content - grammar - writing techniques for essay - Applying grammar accurately
Assessment	1. Listening, Reading and Writing (paper 1) 2. Speaking (paper 3) 3. Writing (paper 2)	1. Listening, Reading and Writing (paper 1) 2. Writing (paper 2) 3. Speaking (paper 3)

Useful resources	- AS and A level German Workbooks 1 and 2, Hodder Education - https://conjugator.reverso.net/ - Good Bye Lenin study guide - Der Vorleser study guide

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**

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

Modern Foreign Languages - Spanish

Examination Board: AQA

Intent	Implement	Impact
By the time students arrive in year 12 and wish to study MFL at A level, they have a solid foundation of understanding and knowledge of the language. They can already express themselves on the topics covered at GCSE and as the entry requirement is a grade 7, the students are mostly confident with complex grammar and vocabulary. Therefore our aim is to develop and encourage the use of complexity and more idiomatic expressions to expand their understanding of the cultural and political aspects of the countries where the language is spoken. By the end of their A level, we expect our students to be able to analyse written and audio texts and expand their opinions with evidence. Our intent is to expose the students to more authentic material to develop their fluency and their confidence. The teaching of grammar continues but is more discreet unless it is new. We intend to give guidance on becoming more independent learners and therefore encourage self study, which once again fits in with the examination criteria in the IRP.	At A level, the class is taught by two teachers who share the content of the course. This allows each teacher to have a more detailed and exhaustive knowledge of their own topics. In class, students are always encouraged to speak in the target language and the speaking and listening skills are at the forefront of each lesson to maximise immersion. Whilst a variety of texts (both spoken or written), each lesson promotes an analytical view from the students who are encouraged to voice their opinions and give evidence. Authentic material is used as much as possible to enhance a reaction from the students who can then endeavour to research further. Independent work is a major part of the course as it develops the students' ability to explore further by themselves and this shows them how to proceed in their Independent Research Project. Termly assessments give evidence of students' progress and achievements in all skills and inform the teachers how to proceed further in the course.	Within the two year course, students become independent learners and fluent speakers of 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 and feel confident to talk and write about their findings. Students are keen to research further into the cultural aspects of Spanish speaking countries and develop this through their IRP. Students achieve good grades in their A level examinations and seek to continue their studies of the language at university level.

TEACHER 1			
	Term 1 **Weeks 1 - 3**	**Terms 1/2** **Weeks 4 - 10**	**Terms 2/3** **Weeks 11 - 17**
Skills	- consolidate knowledge of work 1 - write coherently - analyse themes - give opinions and justify with evidence - applying grammar accurately	- form and use the present tense - improve dictionary skills - revise the imperfect and preterite tenses - revise the use of loan words - use compound tenses - vary vocabulary by using synonyms	- improve use of nouns and adjectives - express approval and disapproval - use the conditional tense - translate the English gerund into Spanish - use future tenses - express obligation
Knowledge	- using convincing vocabulary - structuring an essay - syntax and grammar	IMMIGRATION: - discuss the positive and negative aspects of immigration - learn more about immigration in the Spanish speaking world - discuss what problems illegal migrants might face	RACISM: - describe and discuss racist and xenophobic attitudes in the Spanish speaking world - understand and discuss measures to combat racism and their effectiveness - look at existing legislation against racism and discuss possible new legislation
Assessment	paper 2	1. paper 1 2. homework: paper 2 3. paper 3	1. paper 1 2. homework: paper 2 3. paper 3

	Terms 3/4 **Weeks 18 - 24**	**Terms 4/5** **Weeks 25 - 30**
Skills	- form and use prepositions - use language for describing change - use pronouns - vary sentence structure to enhance writing - use adverbs - structure an argument	- all topics content - grammar - writing techniques for essay - Applying grammar accurately
Knowledge	INTEGRATION: - understand and describe the different ways cultures integrate in Hispanic society - understand and describe the issues surrounding the integration of different cultures within the sphere of education - understand and describe the coexistence of various religions in the Hispanic world	- revise content of all topics - practise past papers 1 and 2 - writing techniques - practise paper 3 - complete IRP and practise skill - practise 2 minutes presentation - Applying grammar accurately
Assessment	1. paper 1	1. paper 1

	2. homework: paper 2 3. paper 3	2. paper 2 3. paper 3

TEACHER 2			
	Term 1 **Weeks 1 - 3**	**Terms 1/2** **Weeks 4 - 10**	**Terms 2/3** **Weeks 11 - 17**
Skills	- revise work 2 - write coherently - analyse themes - give opinions and justify with evidence - applying grammar accurately - structure an essay - draw clear conclusions - use persuasive language	- use the present subjunctive - use a variety of negative expressions - use imperatives - talk about data and trends - use the perfect subjunctive - express an opinion or evaluation	- revise the preterite tense - speak or write about a historical personality - form and use the imperfect subjunctive - recognise and use ordinal numbers - use a sequence of tenses - read for gist for comprehension
Knowledge	- Volver film: consolidate knowledge - using convincing vocabulary - structuring an essay - syntax and grammar	TODAY'S YOUTH, TOMORROW'S CITIZENS: - discuss the importance of politics in young peoples' lives - understand why their attitude to politics is changing - discuss the unemployment situation amongst young people nowadays and how it is affecting them - describe and discuss the type of society young people in the Hispanic world want to live in	MONARCHIES AND DICTATORSHIPS: - understand the impact of the civil war and discuss life under Franco's dictatorship - describe and discuss the changes from monarchy and republic to dictatorship - describe the transition from dictatorship to monarchy - discuss dictatorship in Latin America, particularly in Panama, Chile and Argentina
Assessment	paper 2	1. Listening, Reading and Writing (paper 1) 2. Speaking (paper 3) 3. Writing (paper 2: homework)	1. Speaking (paper 3) 2. Listening, Reading and Writing (paper 1) 3. Writing (paper 2: homework)

	Terms 3/4 **Weeks 18 - 24**	**Terms 4/5** **Weeks 25 - 30**
Skills	- use *si* clauses + pluperfect subjunctive - develop and use a wider vocabulary - use *si* clauses + imperfect subjunctive - vary sentence structure to enhance speaking - use the passive voice - infer meaning from listening and reading	

Knowledge	POPULAR MOVEMENTS: - consider and discuss how effective protests and strikes are - describe and discuss the power of trade unions - consider and discuss the 15-M movement in Spain and the Mothers of the Plaza de Mayo in Argentina	
Assessment	1. paper 1 2. homework: paper 2 3. paper 3	past papers 1, 2 and 3 practise full speaking exam

Useful resources	- https://conjugator.reverso.net/ - *Volver* study guide - *Las bicicletas son para el verano* study guide

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

Philosophy

Examination Board: AQA

Intent	Implement	Impact
Philosophy A-level (offered by AQA) is a new course for MGGS, starting 21-22. Students will study 4 areas of Philosophy: epistemology, moral philosophy, metaphysics of mind and metaphysics of God. The God and moral philosophy topics provide students with the opportunity to build upon the subject knowledge they may have developed at KS4.	Philosophy A-Level is divided into four distinct parts: in Year 12, Moral Philosophy and Epistemology, In Year 13, Metaphysics of God and Metaphysics of Mind.	By the end of KS5 students will have developed an in-depth understanding of both religious, philosophical, theological and historical topics and the skills which not only underpin education but also the wider world. The development of these skills including indepen dent 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	<u>Metaphysics of Mind</u> ● Property dualism ● Issues with dualism <u>Metaphysics of God</u> ● Incoherence of God ● Teleological arguments	<u>Metaphysics of Mind</u> ● Physicalism ○ Behaviourism ○ Mind brain type identity theory <u>Metaphysics of God</u> ● Cosmological arguments	<u>Metaphysics of Mind</u> ● Physicalism ○ Eliminative materialism <u>Metaphysics of God</u> ● Ontological arguments
Assessment	A mixture of teacher assessed essays, knowledge quizzes and comparative assessment.	A mixture of teacher assessed essays, knowledge quizzes and comparative assessment.	A mixture of teacher assessed essays, knowledge quizzes and compar assessment.

	Term 4	Term 5
Skills	How to read and write philosophy	How to read and write philosophy
Knowledge	<u>Metaphysics of Mind</u> ● Physicalism ○ Functionalism <u>Metaphysics of God</u> ● Problem of Evil	<u>Metaphysics of Mind</u> Consolidation of MoM topic <u>Metaphysics of God</u> ● Religious Language Consolidation of MoG topics
Assessment	A mixture of teacher assessed essays, knowledge quizzes and comparative assessment.	A mixture of teacher assessed essays, knowledge quizzes and comparative assessment.

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

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

Physical Education

Examination Board: AQA

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

	Term 1&2			**Term 3&4**		
Big question	*Section 1*	*Section 2*	*Section 3*	*Section 1*	*Section 2*	*Section 3*
Skills	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons.	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons.	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons.	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons. Assess and evaluate their own performance. Be able to identify links and draw out key information.	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons. Assess and evaluate their own performance. Be able to identify links and draw out key information.	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons. Assess and evaluate their own performance. Be able to identify links and draw out key information.
Knowledge	**Diet and nutrition** Understand the exercise-related function of food classes **Biomechanical principles and Levers** To understand Newton's three laws of linear motion applied to sporting movements. Centre of Mass and Stability Levers	**Social Facilitation and Group Dynamics** Zajonc's model. Strategies to eliminate the adverse effects of social facilitation and social inhibition Tuckman's model. Group Cohesion - Task and Social **Stress Management** Effects of cognitive and somatic techniques on the performer.	**Concepts of physical activity and sport** The characteristics and functions of key concepts and how they create the base of the sporting development continuum. **Development of elite performers in sport** The factors required to support progression from talent identification to elite performance. **Ethics in sport**	**5 Linear motion & Angular motion** Linear Motion Impulse/ Increasing and decreasing momentum Newton's Laws Conservation of angular momentum during flight **Projectile motion & Fluid mechanics** Factors affecting horizontal displacement. Dynamic fluid force Factors that reduce and	**Self-efficacy, self-confidence and Achievement Motivation** Self-efficacy and confidence Bandura's Model of self-efficacy. Vealey's Model of Atkinson's Model of achievement motivation. self-confidence **Attribution** Theory.Attribution process Weiner's Model and its application to sporting situations. Link between attribution, task persistence and motivation	**Drugs in sport** The social and psychological reasons behind elite performers using illegal drugs and doping methods to aid performance. **Sport and the law** The uses of sports legislation. Performers (contracts,

		Explanation of cognitive techniques.	Understanding of the key terms relating to ethics in sport. **Violence in sport** The causes and implications of violence in sport.	increase drag The Bernoulli principle.	Self-serving bias. Attribution retraining Learned helplessness.	injury, loss of earnings). Officials (negligence). Coaches (duty of care). Spectators (safety, hooliganism).
Assessment	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative

Term 5&6		
Section 1	*Section 2*	*Section 3*
Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons. Assess and evaluate their own performance. Be able to identify links and draw out key information. Ability to consolidate information	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons. Assess and evaluate their own performance. Be able to identify links and draw out key information. Ability to consolidate information.	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons. Assess and evaluate their own performance. Be able to identify links and draw out key information. Ability to consolidate information
Injury First lesson Types of Injury and Fractures Injury Prevention Injury Rehabilitation Injury Recovery Physiological Reason for Hyberaric Chambers, Cryotherapy Importance of sleep and nutrition for improved recovery.	**Leadership** Characteristics of effective leaders. Styles of leadership - Autocratic, democratic, laissez-faire. Leadership styles for different sporting situations. Prescribed and emergent leaders. Theories of leadership in different sporting situations. Fiedler's contingency theory and Chelladurai's multidimensional mode	**Impact of commercialisation on physical activity and sport and the relationship between sport and the media** The positive and negative impact of commercialisation, sponsorship and the media. **The role of technology in physical activity and sport** Understanding of technology for sports analytics. Use of technology in data collection (quantitative and qualitative, objective and subjective, validity and reliability of data).

		Functions of sports analytics.
Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative

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

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	Advanced thinking promotes . KRO - to complete

Physics

Examination Board: AQA

Intent	Implement	Impact
Students will extend their knowledge and understanding of A Level Physics by studying a range of topics where the concept of the force field is developed. Students will study nuclear physics and are introduced to complex ideas of mass and energy as well as the mathematics of exponential decay. Students will study the topic of astrophysics in depth	In Physics students are taught by two teachers one teaching 4 lessons and the other teaching 5 lessons per fortnight. Students will experience a mixture of practical and theory lessons. We follow the AQA A Level Physics course using the Oxford books as the basis for our SOW. We have chosen the Astrophysics option for our students based on the fact that Astronomy is an option at GCSE.	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, trigonometry, 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 technical equipment including oscilloscopes, Vernier callipers and micrometers. Students will be able to highlight how Physics is used outside the classroom.

	Term 1	Term 2	Term 3
Skills	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs, Geometry and trigonometry, Logarithms	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs, Geometry and trigonometry, Logarithms	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs, Geometry and trigonometry, Logarithms
Knowledge	Teacher 1 Simple harmonic motion Radioactivity Teacher 2 Thermal Physics	Teacher 1 Radioactivity Nuclear physics Teacher 2 Electric fields	Teacher 1 Magnetic fields Electromagnetic induction Teacher 2 Capacitors

	Gravitational fields	Capacitors	
Assessment	End of topic test - Radioactivity, simple harmonic motion, thermal physics Required practical - Radioactivity	End of topic test - nuclear physics, gravitational fields and electric fields	Mock examination End of topic test - magnetic fields and capacitors Required practical - magnetic fields, capacitors

	Term 4	**Term 5**	**Term 6**
Skills	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs, Geometry and trigonometry, Logarithms	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs, Geometry and trigonometry, Logarithms	
Knowledge	Teacher 1 Electromagnetic induction Astrophysics Teacher 2 Astrophysics	Revision of course	
Assessment	End of topic test - electromagnetic induction and astrophysics Required practical - electromagnetic induction	Past paper schedule issued to students. Internal paper 3 mock	A Level examinations

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

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement for example in attending physics surgery and revision sessions, planning their past paper revision schedule, identifying strengths and weaknesses as part of their revision.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example research activities, problem solving, group discussion, practical 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 for example all resources are stored on the student drive, lesson slides are posted on google classroom, mark schemes and past papers are stored on drive and identified through classrooms. Revision schedules and resources are presented on google classroom for student use	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

Politics

Examination Board: Pearson Edexcel

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

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

	Term 1		Term 2		Term 3	
Unit	Paper3: HRO:	Paper 3: JWI	Paper 3: HRO	Paper 3: JWI	Paper 3: HRO	Paper 3: JWI
Skills Focus	AO1, AO2, AO3	AO1, AO2, AO3	AO1, AO2, AO3	AO1, AO2, AO3	AO1, AO2, AO3	AO1, AO2, AO3
Knowledge	• Analysis of comparative UK and US democracy • Comparative analysis of the key voting systems of the US • Comparative analysis of the critical theories •	• The Nature of the US Constitution • Key features of the US Constitution • Federalism • Interpretations and debates surrounding the US Constitution and Federalism • Comparative approaches and the UK Constitution	• Comparative analysis of the political parties and funding systems of the US • Comparative analysis of the pressure group systems in the US and lobbyists • Comparative analysis of the regency factors of the USA and UK	• Structure of US Congress • Distribution of power in Congress • The functions of Congress: Representation; Legislation; Oversight • Interpretations and debates surrounding Congress • Comparative Approaches and the	• Analysis of the functionality of the US Supreme Court • Analysis of some actions of judicial restraint vs activism in US • Analysis of case studies of supreme court actions in the USA	• Enumerated powers and formal powers of the US presidency • Informal sources of presidential power and their use • The relationship between the presidency, Congress and the US Supreme Court • Limitations of presidential power • Interpretations and debates surrounding the

			• Comparative critical approaches	UK Parliament		• presidency • Comparative approaches and the UK PM and Cabinet
Assessment	12 marker essay	30 mark essay	30 marker knowledge essay	30 mark essay	12 marker critical theories essau	30 mark essay

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

	Term 4		**Term 5**	
Unit	Paper 3: HRO	Paper 3: JWI	Paper 4: HRO	Paper 3: JWI
Skills Focus	AO1, AO2, AO3	AO1, AO2, AO3	AO1, AO2, AO3	AO1, AO2, AO3
Knowledge	• Comparative analysis of key civil rights cases in the US • Comparative analysis of the methodology of the supreme court • Analysis of the comparative critical theories	• The nature and role of the US Supreme Court • The appointments process • The Supreme Court and public policy • Comparative Approaches and the UK Supreme Court	• Revision curriculum begins	• Revision and reviewL building synoptic links and making comparisons.
Assessment	30 marker knowledge essay	12 mark comparative approaches	Year 13 mock examinations	

Psychology

Examination Board: AQA

Intent	Implement	Impact
To extend and deepen students' knowledge by discussing 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 and analysed.	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 teaching time. Three of the topics are optional (Gender, Schizophrenia and Forensic Psychology). The Issues and Debates topic is synoptic and provides an opportunity to revisit previous Y12 work.	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 be able to suggest workable designs for psychological research and make choices based on practical and theoretical considerations.

	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; Understand the scientific process and how it applies in Psychology.
Knowledge	**Teacher 1: Biopsychology**: Biological rhythms. **Research Methods**: . **Teacher 2: Gender**	**Teacher 1: Research Methods** Inferential testing **Teacher 2: Gender** **Forensic Psychology*** Offender profiling Theories of offending	**Teacher 1: Schizophrenia**: Reliability and validity of diagnosis Theories **Teacher 2: Forensic Psychology** Theories of offending
Assessment	Year 13 examinations Practice essays and end of topic tests	Practice essays and end of topic tests	Year 13 mock examinations Practice essays and end of topic tests

	Term 4	Term 5
Skills	Analysis and evaluation of psychological theories and research; Understand the scientific process and how it applies in Psychology.	Recap and consolidate prior learning; develop examination skills through practising past papers and devising easy plans.
Knowledge	**Teacher 1**: **Schizophrenia** Theories and treatment **Issues and Debates**	**Teacher 1:** Revision **Teacher 2**: Revision

	Teacher 2: **Forensic psychology** Dealing with offending behaviour **Issues and Debates**	
Assessment	Practice essays and end of topic tests	Practice essays and end of topic tests

* These optional topics may be taught on different sides of the course, depending on teaching staff assigned to a group.

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

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

Sociology

Examination Board: AQA

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

	Term 1	Term 2	Term 3
Skills	Analysis and evaluation of sociological concepts and theory. Application of theory to contemporary UK society.	Analysis and evaluation of sociological concepts and theory. Application of theory to contemporary UK society.	Analysis and evaluation of sociological concepts and theory. Application of theory to contemporary UK society.
Knowledge	Teacher 1: Crime and Deviance Theories of crime Teacher 2: Beliefs in Society Conflict/consensus Religion as a force for social versus conservativism Religious organisations and classification	Teacher 1: Crime and Deviance The social distribution of crime and deviance Teacher 2: Beliefs in Society New Religious Movements and New Age Movements Social groups and membership of religious organisations. Secularisation and sacralisation	Teacher 1: Crime and Deviance Patterns of victimisation The media and crime Globalisation and crime Teacher 2: Theory and Methods Recap Year 12 methods Sociological macro theories
Assessment	Year 13 Examination	Essays and Core Assessment	Essays and Core Assessment

	Term 4	Term 5	Term 6
Skills	Analysis and evaluation of sociological concepts and theory. Application of theory to contemporary UK society.	Analysis and evaluation of sociological concepts and theory. Application of theory to contemporary UK society.	Analysis and evaluation of sociological concepts and theory. Application of theory to contemporary UK society.
Knowledge	**Teacher 1: Crime and Deviance** State crime	**Teacher 1: Revision**	

	Green crime Crime control, surveillance, prevention and punishment **Teacher 2: Theory and Methods** Sociological theories (macro and micro) Sociology as Science Objectivity Relationship between Sociology and Social Policy.	**Teacher 2: Beliefs in Society** Different belief systems	
Assessment	Essays and Core Assessment	Essays and Core Assessment	A level Exam

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.