



Maidstone Grammar School
for Girls

Non sibi sed omnibus

Year 13 Curriculum 2026-27



A Reference Booklet *for Parents and Carers*

A forward-thinking community with a tradition of excellence



Dear Year 13 Students, Parents and Carers,

This booklet contains a lot of valuable information and provides an overview of our Year 13 curriculum. You will find a summary about each course; what work will be covered, how you will be assessed, what progress is expected, the types of independent study likely to be set, useful websites and how parents and carers can help. It would be very helpful if you could spend some time with your young person going through this booklet together as it will 'map out' the year ahead.

The Year 13 Curriculum at MGGS

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

Subject	Number of lessons per fortnight
A-Level Course 1	9+1
A-Level Course 2	9+1
A-Level Course 3	9+1
A-Level Course 4 (if chosen)	9+1
6th Form Enrichment	2
Timetables Silent Study	4
Library Session	2
Home Study	up to a maximum of 4

Careers Education, Information, Advice & Guidance (CEIAG)

Year 13 is a crucial year in terms of studying for final A-Level examinations and also for researching and applying for life after MGGS. We want our students to make informed choices about pathways, have high aspirations and a good understanding of the world of work. We have a full-time Careers and Higher Education Coordinator. Each student receives one-to-one advice and we work in close partnership with a range of businesses and higher education providers to offer tailored work experience and interview practice. Recent MGGS Alumni are represented at universities across the country including Cambridge and Oxford, as well as other Russell Group universities such as Bristol, Exeter and York. Students are pursuing a range of subjects and disciplines including; medicine, law, archaeology and anthropology, nursing, graphic design, civil engineering and psychology.

A significant number of students are also appointed to prestigious degree apprenticeships including with Macintyre Hudson, Jaguar Land Rover and Bentley, or to employment such as Diligent Law Solicitors and other local businesses. We support and celebrate all pathways. CEIAG is delivered throughout the school across all year groups, often as all or part of a PSHE Day. Other information is disseminated in a variety of ways, including careers' Google Classrooms, assemblies, school trips, lunchtime talks and form time activities. The aim is to develop a variety of skills and assist with career decisions and future plans.

Students are strongly recommended to investigate a wide variety of careers using the materials available in the Careers Library on the top floor of Buckland House, which

A forward-thinking community with a tradition of excellence



includes university and college prospectuses, careers event notices, books and job profile information sheets. Students will take part in PSHE Days which involve careers related activities such as interview skills workshops, career quizzes and enterprise tasks.

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

Good health and happiness is essential 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 PSHE Days, assemblies and 6th Form Extra. Students also complete up to 5 days of work experience, which forms part of their mandatory learning. We offer all students leadership opportunities, trips and visits, including to France, Germany, Spain and our sister schools in Nepal, and extracurricular activities, including Duke of Edinburgh.

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

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

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



MGGS is MEGA

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

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

Literacy, Numeracy and Oracy

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

A forward-thinking community with a tradition of excellence



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 & 2	Term 3	Term 4 & 5
Skills	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. Generating ideas and responding to a given brief	Refining ideas thoroughly Skills delivered on a 1:1 basis for students
Knowledge	How to write a reflective journal Idea development and refinement	Idea development and refinement. Knowledge gained from initial research	Idea development and refinement
Assessment	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each student's 'Newsfeed' document.	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each student's 'Newsfeed' document.	Weekly reflections in Newsfeed. Grade banding/ATL/detailed comment 2 times a term in each student's 'Newsfeed' document.

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	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	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	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

A forward-thinking community with a tradition of excellence



relation to their academic achievement, for example we encourage students to spend at least four hours per week on their projects outside of lessons.	yearbook team. We also promote internal and external competitions through our 'Art Vision Extra' Google classroom.	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'.	intrinsic to their creative journey at this level. Students will utilise several key thinking skills in appropriate ways to support their project work.
---	--	--	---



Art (Graphic Communication)

Examination Board: AQA

Intent	Implement	Impact
The aim of the A-Level course is to teach learners to become independent creative thinkers and designers who are able to use their own expertise in the area of Graphic Design that they choose to clearly and confidently respond to a client brief. We aim to support students to become self-reliant and reflective learners.	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 & 2	Term 3	Term 4 & 5
Skills	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. Generating ideas and responding to a given brief	Refining ideas thoroughly Skills delivered on a 1:1 basis for students
Knowledge	How to write a reflective journal Idea development and refinement	Idea development and refinement. Knowledge gained from initial research	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 in 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 for example, we encourage students to spend at least three independent study sessions per fortnight creating artwork in the art classroom.	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 used to store supportive resources 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 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.

A forward-thinking community with a tradition of excellence



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 - Populations and Evolution Population Genetics Variation Natural selection and speciation	Teacher 2 - Populations in ecosystems Variation in population size Competition, Predation Investigation populations Succession, Conservation of habitats
Assessment	Required practical 10 - Effect of a named environmental variable on animal behaviour End of topic test - Populations, Essay	Required practical 12 - Ecology End of topic test - Populations in ecosystems End of topic test - Stimuli and response End of topic test - Nervous coordination and muscles 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 Mock examinations	End of topic test - Homeostasis End of topic test - Recombinant DNA technology Essay

	Term 5
Knowledge	Teacher 1 & 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	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: Edexcel

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 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
Unit	Unit 4.1: Globalisation	Unit 4.2 Global Markets and Business Expansion Unit 4.3: Global Marketing	Unit 4.4: Global Industries and Companies
Knowledge/Activity	Unit 4.1: Globalisation Growing economies International trade and business growth Factors contributing to increased globalisation Protectionism Trading Blocs	Unit 4.2 Global Markets and Business Expansion Conditions that prompt trade Assessment of a country as a market Assessment of a country as a production location Reasons for global mergers or joint ventures Global competitiveness Unit 4.3: Global Marketing Marketing Niche Markets Cultural and Social Factors	Unit 4.4: Global Industries and Companies The impact of multinationals Ethics Controlling multinational
Unit	Unit 3.1 Business objectives and strategy Unit 3.2 Business growth	Unit 3.3 Decision-making techniques Unit 3.4 Influences on business decisions	Unit 3.5 Assessing competitiveness Unit 3.6 Managing Change
Knowledge/Activity	Unit 3.1 Business objectives and strategy Corporate objectives Theories of corporate strategy SWOT analysis Impact of external influences Unit 3.2 Business growth Growth Mergers and takeovers	Unit 3.3 Decision-making techniques Quantitative sales forecasting Investment appraisal Decision trees Critical path analysis Unit 3.4 Influences on business decisions Corporate influences Corporate culture Shareholders versus stakeholders Business ethics	Unit 3.5 Assessing competitiveness Interpretation of financial statements Ratio analysis Human resources Unit 3.6 Managing Change Causes and effects of change Key factors in change Scenario planning

A forward-thinking community with a tradition of excellence



	Organic growth Reasons for staying small		
Assessment	2 formal teacher assessed pieces of work	2 formal teacher assessed pieces of work	Year 13 Mock Examinations

	Term 4	Term 5
Skills	Business Knowledge (AO1) Business Application (AO2) Business Analysis (AO3) Business Evaluation (AO4) The case scenario will be released in December	Business Knowledge (AO1) Business Application (AO2) Business Analysis (AO3) Business Evaluation (AO4)
Knowledge	Revision of topics applying to the pre-released material for paper 3	Preparation for the Final A-Level examination series
Assessment	Past exam questions under timed conditions	A-Level examinations

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.	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.	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.	We use a variety of tools consistently across subjects and within lessons to promote advanced thinking, such as thinking maps to collate and organise information and thinking keys to regularly review and revise content from previous lessons.

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

A forward-thinking community with a tradition of excellence



Chemistry

Examination Board: AQA

Intent	Implement	Impact
A-level Chemistry allows students to develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of scientific methods. Students become more competent and confident in a variety of practical, mathematical and problem-solving skills. They understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. Students understand how to use theories, models and ideas to develop scientific explanations.	Year 13 completes the AQA A-level course in nine lessons per fortnightly cycle. We follow the Oxford AQA Chemistry course, using their textbooks and resources. 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.	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 Prefect for Chemistry. In this role Sixth Form students help Main School students with revision of topics of difficulty.

	Term 1	Term 2	Term 3
Skills	Maths skills, including drawing graphs and calculating reaction rates and orders. - CPAC Skills. - Application of knowledge - problem solving.		
Knowledge Teacher A	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 by continuous rate.	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 Bronsted-Lowry Acids and Bases. Calculating pH and $[H^+]$.	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.
Teacher A Assessment	Required practicals will be assessed for CPAC competencies. End of Topic Google Test Assessments	Required practicals will be assessed for CPAC competencies. End of Topic Google Test Assessments	Required practicals will be assessed for CPAC competencies. Mock Examination..
Knowledge Teacher B	C27 - Aromatic Chemistry - Introduction to Arenes. - Reactions of Arenes. C28 - Amines	C29 - Polymerisation Condensation Polymers. C30 - Amino acids, proteins and DNA	C31 - Organic synthesis and analysis - Synthetic Routes. - Organic Analysis. - Required Practical RP10

A forward-thinking community with a tradition of excellence



	• Introduction to Amines. • Properties of Amines and bases. • Amines as Nucleophiles and their Synthesis.	Introduction to Amino Acids. Peptides, Polypeptides and Proteins. Enzymes and DNA. The Action of Anti-Cancer Drugs.	- 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 Teacher B	Assessment on Year 12 content	End of Topic Google Test Assessments	Mock Examination. Required practicals will be assessed for CPAC competencies.

	Term 4	Term 5
Skills	- Application of knowledge - problem solving. - Recall of knowledge from years 12 & 13 - Application of knowledge to examination style questions.	
Knowledge Teacher A	C22 - Periodicity Properties of Period 3 Elements. Period 3 Reactions. Reactions of Period 3 Oxides. Revision - Physical Chemistry	Revision of A-Level content.
Assessment Teacher A	Assessed C22 PPQs. Self-assessment of PPQs for A-Level content.	Self-assessment of PPQs for A-Level content.
Knowledge Teacher B	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.
Assessment Teacher B	Required practicals will be assessed for CPAC competencies. Summative Inorganic PPQs.	Self-assessment of PPQs for A-Level content.



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/0Bzc2YRZA7invaFpyRHBaOTBJRXM?resourcekey=0-NkZNIxJ9GdWEZE-k2XbE_Q Chem Revise Website : https://chemrevise.org/revision-guides/ Machem Guy Videos : (Note different exam board but the Chemistry is mostly the same, ask your teacher if in doubt) https://docs.google.com/document/d/1MFgkCts2xGSOx5f07v0K_ejKMpli04nNNsCq3jDDVwE/edit Inorganic and physical topics Revision Lessons by Dr de Bruin : https://www.youtube.com/c/DrdeBruinsClassroom Free science lessons videos : https://www.youtube.com/c/Freesciencelessons/search?query=A%20Level%20Chemistry Practice Questions, Physics and Maths Tutor : https://www.physicsandmathstutor.com/chemistry-revision/a-level-aqa/AQA-Specification

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.



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 A-level Computer Science course comprises two papers and a non examined project work (NEA) and is delivered by two teachers in Year 13. <i>We follow the AQA exam board specification - 7517.</i> In the second year of the A-level course 4.3 Fundamentals of Algorithms 4.4 Theory of Computation Pre-release material and Skeleton code 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 <i>We have a planned schedule for completion of the NEA component for each student which will be briefed in the termly plans.</i>	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.

	Term 1	Term 2	Term 3
Skills	Literacy skills - Key Computer Science vocabulary - abstraction, decomposition etc. Habits of mind - applying past knowledge to new situations	Numeracy skills - Mental arithmetic skills - multiplication, addition and division, averages Literacy skills - Key Computer Science vocabulary. Demonstrate & Apply knowledge and understanding of the key concepts and principles of computer science. Analyse problems in computational terms: to make reasoned judgements to design, program, evaluate and refine solutions.	Literacy skills - Key Computer Science vocabulary. Habits of Mind - Persisting Demonstrate & Apply knowledge and understanding of the key concepts and principles of computer science. 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 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 2026 exam in preparation for a mini-mock exam in November.]	<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 [In December, students begin analysis and understanding of pre-release material for the summer 2027 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 <i>4.1.2 Programming Paradigms</i> 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

A forward-thinking community with a tradition of excellence



	<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> Detailed analysis and SMART requirements will be submitted		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> Students will complete the course work just after the February half-term.
Assessment	<u>Paper 1</u> Assessed homework on Finite State Machines, Regular Expressions and languages Summative assessment on Finite State Machines, Regular Expressions and languages <u>Paper 2</u> Summative assessment on Computer Architecture. Consolidated knowledge assessment for Paper 1 and Paper 2 at the beginning of September.	<u>Paper 1</u> Mini-mock examination on pre-release material from Summer 2026. Summative assessment on Context-free languages, Turing machine and Algorithms. <u>Paper 2</u> 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
Skills	Numeracy skills - Mental arithmetic skills - addition, subtraction Literacy skills - Key Computer Science vocabulary. Habits of Mind Questioning and Posing problems 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 - 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 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 - 4.4.4 Classification of Algorithms <u>Paper 2</u>



	<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	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 2027 preliminary material and skeleton code. 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 Fashion & Textiles

Examination Board: AQA

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. Their end proficiency in the subject will enable learners to change their own futures and potentially those of many others around them.	Learners will study Fashion design, textile techniques and processes, digital design, pattern cutting, draping and shaping on the mannequin and will learn 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. Through developing links with industry experts, students are able to see Fashion and Textiles in practice in the real world. Students become more aware of the world around them and can link their knowledge of materials, processes and physiological/ psychological/social needs to those stemming from Fashion and Textiles. Following this course, lots of students progress onto art foundation courses or fashion degrees, but many students have also progressed onto other related specialisms such as fashion journalism/photography/marketing and buying.

	Term 1	Term 2	Term 3
Skills	How to set an independent design task. How to investigate a chosen context/theme How to create a contextual design brief and specification to meet a client's needs. How to generate ideas	How to generate design ideas. How to develop design ideas. How to plan for manufacture. How to implement costings into production	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 B - General Feedback	Mock NEA section C and section D - General Feedback	NEA section E - General Feedback Mock examination.

A forward-thinking community with a tradition of excellence



	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/son 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/son may be required to provide additional decorative or specialist materials to enhance her/his 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)	Create and develop ideas to communicate meaning for theatrical performance. Apply theatrical skills to realise artistic intentions in live performance. Demonstrate knowledge and understanding of how drama and theatre is developed and performed. Analyse and evaluate their own work and the work of others.		
Knowledge	<u>Component 2 Creating Original Drama:</u> devising, theatrical skills, structure, research, study of prescribed practitioner, analysis and evaluation <u>Component 1 Section C:</u> Analysis and evaluation of live theatre	<u>Component 2 Creating Original Drama:</u> devising, theatrical skills, structure, research, study of prescribed practitioner, analysis and evaluation	<u>Component 3 Making Theatre:</u> page to stage, theatrical skills, social, cultural and historical context, study of prescribed practitioner.
Assessment	Essay practice using the AQA mark scheme. Summative assessment using AQA mark scheme (NEA performance and Working Notebook).	Summative assessment using AQA mark scheme (NEA performance and Working Notebook)	Essay practice using the AQA mark scheme. Summative assessment 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.	
Knowledge	<u>Component 3 Making Theatre:</u> Page to stage, theatrical skills, social, cultural and historical context, study of prescribed practitioner.	<u>Component 1 Revision</u> - Section A Hedda Gabler - Section B Our Country's Good

A forward-thinking community with a tradition of excellence



	<u>Component 1 Section C: Analysis and evaluation of live theatre.</u>	- 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 Katie Mitchell Drama Online Library website: Username: 2Sc\$7Lm* Password: 3Gd"8Qe-
-------------------------	---

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

A forward-thinking community with a tradition of excellence



Economics

Examination Board: Pearson Edexcel

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

	Term 1	Term 2	Term 3
Unit	Unit 3: Business Behaviour and the Labour Market		
Knowledge /Activity	3.1 Business Growth Size and types of firm Business growth and demergers 3.2 Business Objectives Different objectives and the reasons for them 3.3 Revenues, costs and profits Different types of costs and revenues including how to calculate them What are normal and supernormal profits	3.4 Market Structures Perfect competition Monopolistic competition Oligopoly Monopoly Contestability Monopsony	3.6 Government Intervention Government intervention The impact of government intervention
Assessment	Theme 3: Exam Questions	Theme 3: Exam Questions	Year 13 Mocks
Unit	Unit 4: A global perspective		
Knowledge /Activity	4.2 Poverty and Equality Absolute and relative poverty Inequality 4.5 Role of the state in the macroeconomy (continued) Macroeconomic policies in a global context 4.3 Emerging and Developing Economies Measures of development Factors influencing growth and development Strategies influencing growth and development	4.5 Role of the state in the macroeconomy (continued) Public Expenditure Taxation Public Sector Finances Macroeconomic policies in a global context	4.2 Poverty and Equality Absolute and relative poverty Inequality 4.5 Role of the state in the macroeconomy (continued) Macroeconomic policies in a global context
Assessment	Theme 4: Exam Questions	Theme 4: Exam Questions	Year 13 Mocks

	Term 4	Term 5
Unit	Unit 3: Business Behaviour and the Labour Market	Revision

A forward-thinking community with a tradition of excellence



Knowledge /Activity	3.5 Labour Market Demand for Labour Supply of Labour Wage determination in competitive and non-competitive markets Government intervention to correct market failure in the labour market	Theme 1: Introduction to Markets and Market Failure Theme 2: Business Behaviour and the Labour Market
Assessment	Theme 3: Exam Questions	
Unit	Unit 4: A global perspective	Revision
Knowledge /Activity	4.4 The Financial Sector Role of Financial Markets Market failure in the financial sector Role of central banks 4.5 Role of the state in the macroeconomy (continued) • Macroeconomic policies in a global context	Theme 2: The UK economy – performance and policies Theme 4: A global perspective
Assessment	Theme 4: Exam Questions	N/A

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

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



English Language and Literature

Examination Board: AQA

Intent	Implement	Impact
For English Language and Literature, the texts have been chosen in order for students to build upon prior analysis skills and 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 Tennessee 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.

Teacher 1

	Term 1 & 2 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 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.
Knowledge	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	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?

A forward-thinking community with a tradition of excellence



	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).	• 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' Year 13 January examination: 'The Kite Runner' and 'A Streetcar Named Desire'	Coursework planning and drafts Coursework final submission

Teacher 2

Skills	Term 1 and 2 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: 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.	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.
Knowledge	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 perspective: homodiegetic / autodiegetic versus heterodiegetic; protagonist, antagonist	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?





	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	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
--	---	---

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	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
Students folders are checked regularly to ensure they have good systems in place for storing and retrieving their work. Students are encouraged to think about development points from previous essays 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.	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 consider the world from a different perspective in terms of gender, age, culture and historical period.	Google is a key part of our curriculum. It is used to do research for the Paris anthology. Many students choose to use google slides, documents or spreadsheets to create revision materials for the Paris texts. Students do chapter presentations for the class in their study of 'The Lovely Bones'. These student generated materials are shared as a resource for the whole class.	Describing maps are used extensively in the Study Booklet for the Carol Ann Duffy poetry. They encourage students to generate high quality adjectives to describe the speaker's feelings, attitudes or state of mind and they are tied to evidence from the poem in the form of quotations. Students are encouraged to use the work from their describing maps in their essay writing.



English Literature

Examination Board: AQA

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

Teacher 1

	Term 1 & 2: The Handmaid's Tale by Margaret Atwood / Feminine Gospels by Carol Ann Duffy	Term 3: The Handmaid's Tale by Margaret Atwood / 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. • 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 - 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 Coursework final draft	Year 13 exam: TGG and Handmaid's

Teacher 2

	Term 1,2 & 3: The Great Gatsby & Poetry Anthology comparison (Paper 1 - Love Through the Ages)
--	---

A forward-thinking community with a tradition of excellence



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.		
Assessment	Year 13 exam: Paper 1 (Gatsby/ Poetry anthology comparison) & Paper 2 (Unseen prose)	In-class teacher assessed essays Coursework final draft	Year 13 exam: TGG and Handmaid's

Teacher 1 & 2

	Term 4: Unseen poetry	Term 5: Revision
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	• 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
Knowledge	Vocabulary/ concepts - Mediaeval period - The Renaissance - Neoclassical - Enlightenment - The Romantic period - The Victorian age - The Edwardian period - Georgian - Modernism - Postmodernism.	
Assessment	Timed Paper 2 practice	In-class teacher assessed essays.

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



Geography

Examination Board: Pearson Edexcel

Intent	Implement	Impact
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.	Feedback comes in a variety of forms but follows the school's assessment policy. In Geography all students will have work marked with a 'what went well' and an 'even better if'. The EBI will be a question which students then have to respond to. At A level assessments will vary from low stakes tests to exam questions from past papers. They are marked using levels and exam grade descriptors. We also use peer and self assessment regularly with students where they access and use the exam board mark schemes.	The Geography curriculum covers a range of current affairs, social and environmental issues as well as giving students the opportunity to take part in field trips locally and internationally. This enriches our students' experiences of the subject and their awareness of their place in the world. Pupil Premium students also have the same access to the curriculum and field trips. The range of examination questions at KS4 and 5 develop numeracy skills and enhances and supports literacy skills especially through the longer examination answers.

	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		

	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

A forward-thinking community with a tradition of excellence



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.	

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	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.



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 equipped to analyse a range of material and identify subjectivity To will have knowledge on how to research and be able to construct a justified argument that will be applicable to a wide range of employments

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 2: The USA in the 19th Century	Paper 2: The USA in the 19th Century	Paper 2: The USA in the 19th Century
Knowledge /Activity	<u>Causes and Consequences of Westward Expansion (continued)</u> - Religious causes including manifest destiny - Economic causes including the 1849 Gold Rush - Political causes including the Homestead Act	<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 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	2 x Comparison Essay	2 x Factor Essay	1 x Factor Essay
Unit	Unit 4: Coursework	Unit 4: Coursework	Revision: Paper 1 and Paper 2
Knowledge /Activity	Research and analyse a range of interpretations and sources	- Feedback on 1st draft - Work on final draft	3 x lessons revising Tudors 2 x lesson revising Witchcraze

A forward-thinking community with a tradition of excellence



	for coursework • 1:1 mentor meetings • Write draft coursework	• Revision	
Unit	Unit 3: Witchcraze	Unit 1: The Early Tudors	
	Revision	Revision	
Assessment	Essay (25 marks)	Essay (20 marks) or Source Essay (30 marks)	Y13 Examinations Paper 1: The Early Tudors Paper 2 : The USA in the 19th Century

	Term 4	Term 5
Unit	Paper 2: The USA in the 19th Century	<u>Revision</u>
Knowledge /Activity	The Civil War • 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.	• Adapted based on students requirements each year
Unit	Revision: Paper 1 and Paper 2	Revision: Paper 1 and Paper 2
Knowledge /Activity	3 x lessons revising Tudors 2 x lesson revising Witchcraze	3 x lessons revising Tudors 2 x lesson revising Witchcraze
Assessment	N/A	N/A

Useful resources	See History department Google Drive and Mindset Sheet
-------------------------	---

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 skills of independent learning.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example through encouraging visiting speakers	Google is a key part of our curriculum, and is used by students to prepare their class and independent learning work.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

A forward-thinking community with a tradition of excellence



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.	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.	Students 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.

Maths 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
---------------------	---

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

Pure Maths	Unit 13	Unit 14	Unit 15
Knowledge	Exponential graphs The exponential function, Modelling with e, Laws of logs, Solving equations with log, Using natural logs, Log graphs	Arithmetic sequences Geometric sequences Recurrence relations Modelling with sequences	Proof Algebraic fractions $+/ - / \times / \div$ Partial fractions
Assessment	Year 13 Mocks, minitests	Year 13 Mocks, minitests	Year 13 Mocks

A forward-thinking community with a tradition of excellence



Pure Maths	Unit 16	Unit 17	Unit 18
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
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
Knowledge	Parameters:- Changing from parametric to cartesian Points of intersection Real-life modelling	Differentiation:- 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
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	Unit 1	Unit 2	Unit 3
Knowledge	Modelling Quantities Vectors	Displacement/time Velocity/time Constant acceleration Vertical motion under gravity	Forces:- Newton's 1st Law Forces as vectors



Assessment	February Test, minitests	February Test, minitests	Year 12 exams, minitests
-------------------	--------------------------	--------------------------	--------------------------

Mechanics	Unit 4	Unit 5	Unit 6
Knowledge	Forces:- Newton's 2nd Law Newton's 3rd Law Connected particles Pulleys	Vectors:- Kinematics	Resolving vertically and horizontally Inclined planes Friction
Assessment	Year 12 exams, minitests	Year 13 Mocks, minitests	Year 13 September Exam, minitests

Mechanics	Unit 7	Unit 8	Unit 9
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 acceleration formulae	Moments:- Resultant moments Equilibrium Centres of mass Tilting
Assessment	Year 13 Exam, minitests	Year 13 Mocks, minitests	Year 13 Mocks, minitests

Mechanics	Unit 10	Unit 11
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	Unit 1	Unit 2	Unit 3
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	Oct & Feb test, minitests	Year 13 September Exam, minitests	Year 13 Mocks, minitests



Statistics	Unit 4	Unit 5	Unit 6
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
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 Sept Exam, minitests	Year 13 Mocks, minitests	Year 13 Mocks, minitests

Statistics	Unit 10
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 for 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 for example the use of Homework Records and Action Logs to ensure students complete sufficient practice and think about steps to improve.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example using matching tasks and question grids to promote deep understanding as well as extension tasks to challenge the most able.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources for example Activelearn & Elmwood online textbooks and Dr Frost extension tasks.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.



Media Studies

Examination Board: Eduqas

Intent	Implement	Impact
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 develop and deepen their understanding of the theoretical perspectives.	We teach Television in the Global Age across the first two terms of year 13 to enable the students to adjust to the increased content in the component 2 exam. Alongside this teaching, the students continue to refine and edit their NEA production. This enables the students to identify the areas of their production that need further development and they have one lesson fortnightly to do so. The other two topic areas of Magazines: Mainstream and Alternative and Online Media are taught after the Christmas break. These work well as synoptic texts to bring together the concepts taught throughout the course. The magazine unit builds on students' knowledge of niche and mainstream products from the Year 12 film industry unit and sets a good foundation for the final unit. KSI 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.	Twice termly essays enable us to check understanding, depth of knowledge and progress more generally in the subject. Media results are consistently good. Many students choose to study Media-related courses post 18.

	Term 1: Television in a Global Age (Black Mirror) NEA editing and refining	Term 2: Television in a Global Age (The Returned) NEA editing and refining	Term 3: Magazines: Mainstream and Alternative
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		
Knowledge	Vocabulary/ concepts - development of: Media Language Representation Industry Audience Theory (all) Contexts Technological advancements Privacy in online world Social media developments	Vocabulary/ concepts: Development of: Media Language Representation Industry Audience Theory (all) Contexts Technological advancements Privacy in online world Social media developments Xenophobia Immigration	Vocabulary/ concepts: Development of: Media Language Representation Industry Audience Theory (all) Contexts Technological advancements Privacy in online world Social media developments Homelessness Cost of Living Crisis

A forward-thinking community with a tradition of excellence



Assessment	In-class teacher assessed essays + NEA	In-class teacher assessed essays + NEA	In-class teacher assessed essays
-------------------	--	--	----------------------------------

	Term 4: Online media: KSI and 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 Regulation in a digital society 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

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



Modern Foreign Languages - French

Examination Board: AQA

Intent	Implement	Impact
Our aim is to develop and encourage the use of complexity and more idiomatic expressions to expand their understanding of the cultural and political aspects of the countries where the language is spoken. By the end of their A level, we expect our students to be able to analyse written and audio texts and expand their opinions with evidence. Our intent is to expose the students to more authentic material to develop their fluency and their confidence.	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.	Within the two year course, students become independent learners and fluent speakers of French. They are confident in listening or reading and responding in the target language to express their understanding and their interpretation. Students are confident in using the target language not only for their examination but also and foremost for their own purposes, thus enjoying the language as a means of communication. Students have a broader cultural capital of French speaking countries.

Teacher 1

	Weeks 1 - 3	Weeks 4 - 10	Weeks 11 - 18
Skills	- discuss themes - write an essay - present evidence to arguments	- use dictionary skills - use strategies for gist comprehension - pronounce loanwords - applying grammar accurately - adapt a text to own needs - extract and summarise information from a longer passage - research an event/series of events	- Respond to a stimulus - Express approval and disapproval - Vary vocabulary by using synonyms - Apply grammar accurately - listen to the radio and understand French native speakers - consider different opinions and draw conclusions - vary language by using idioms and synonyms
Knowledge	LA HAINE understand the plot understand and know the characters traits and roles in the film study the director's techniques understand and analyse themes	THE POSITIVE ASPECTS OF A DIVERSE SOCIETY - Consider the benefits of living in an ethnically diverse society - Consider the need for tolerance and respect of diversity - Consider how we can promote diversity to create a richer world	LIFE FOR THE MARGINALISED - examine different groups who are socially marginalised - discuss measures to help those who are marginalised - consider contrasting attitudes to people who are marginalised
Assessment	PAPER 2	PAPER 1 PAPER 3	PAPER 1 PAPER 3

	Weeks 19 - 26	Weeks 27 - 30
Skills	- understand and recognise the past historic - express obligation	- review knowledge - organise revision plan

A forward-thinking community with a tradition of excellence



	- ask questions and create a dialogue - use different tenses with “si” - use infinitive constructions - summarise a reading text	- prepare revision material - test oneself and each other - practise examinations skills - time management
Knowledge	HOW CRIMINALS ARE TREATED - examine different attitudes to crime - discuss prison, its merits and problems - consider alternative forms of punishment	REVISE ALL TOPICS AND WORK
Assessment	PAPER 1 & PAPER 3	PAST PAPER PRACTICE 1, 2 AND 3

Teacher 2

	Term 1	Term 2
Skills	- Avoid the passive - Talk about data and trends - Express doubt and uncertainty - Applying grammar accurately - deal with unknown language - infer information from interviews and reports	- Translate the English gerund into French - Use language to promote a cause - Talk about priorities - Apply grammar accurately - translate from English to French - prepare an action plan for revision - hold the audience's interest when speaking
Knowledge	TEENAGERS, THE RIGHT TO VOTE AND POLITICAL ENGAGEMENT - discuss arguments relating to the vote and examine the French political system and its evolution - discuss engagement level of young people and their influence on politics - discuss the future of politics and political engagement	DEMONSTRATIONS AND STRIKES: WHO HOLDS POWER? - understand the important role of unions - talk about strikes and protests and consider different methods of protesting - discuss different attitudes towards strikes, protests and other political tensions
Assessment	PAPER 1 & PAPER 3	PAPER 1 & PAPER 3

	Term 3	Term 4
Skills	- use language for describing people - summarise from listening - disagree tactfully - apply grammar accurately - techniques for listening and reading - raft and redraft work to improve accuracy	- review knowledge - organise revision plan - prepare revision material - test oneself and each other - practise examinations skills - time management
Knowledge	POLITICS AND IMMIGRATION - Discuss some of the political issues concerning immigration in francophone countries - Consider the viewpoints of political parties regarding immigration - Consider immigration from the standpoint of immigrants, as well as aspects of racism	REVISE ALL TOPICS AND WORK
Assessment	PAPER 1 & PAPER 3	PAST PAPER PRACTICE 1, 2 AND 3

A forward-thinking community with a tradition of excellence



Modern Foreign Languages - Spanish

Examination Board: AQA

Intent	Implement	Impact
Our aim is to develop and encourage the use of complexity and more idiomatic expressions to expand their understanding of the cultural and political aspects of the countries where the language is spoken. By the end of their A level, we expect our students to be able to analyse written and audio texts and expand their opinions with evidence. Our intent is to expose the students to more authentic material to develop their fluency and their confidence. The teaching of grammar continues but is more discreet unless it is new.	In class, students are always encouraged to speak in the target language and the speaking and listening skills are at the forefront of each lesson to maximise immersion. Whilst a variety of texts (both spoken or written), each lesson promotes an analytical view from the students who are encouraged to voice their opinions and give evidence. Authentic material is used as much as possible to enhance a reaction from the students who can then endeavour to research further.	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. Students are keen to research further into the cultural aspects of Spanish speaking countries.

teacher 1

	Term 1	Term 2
Skills	- 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	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 & paper 3

	Term 3	Term 4
Skills	- form and use prepositions - use language for describing change - use pronouns - vary sentence structure to enhance writing - use adverbs - structure an argument	- listening and writing: comprehension - reading and writing: comprehension - speaking: photo card + IRP and Q/A - writing: essays
Knowledge	INTEGRATION:	all topics studied over the two year course

A forward-thinking community with a tradition of excellence



	- 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	
Assessment	paper 1 and 3	past papers

Teacher 2

	Term 1, week 1 to 3	Term 1	Term 2
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 & use ordinal numbers - use a sequence of tenses - read for gist for comprehension
Knowledge	- VOLVER: - 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 unemployment amongst young people nowadays & how it is affecting them - describe and discuss the type of society young people in the Hispanic world want to live in	Monarchies & 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
Assessment	1. paper 2	1. paper 1 & paper 3	1. paper 1 & paper 3

	Term 3	Term 4
Skills	- use <i>si</i> clauses + pluperfect subjunctive - develop and use a wider vocabulary - use <i>si</i> clauses + imperfect subjunctive - vary sentence structure to enhance speaking - use the passive voice - infer meaning from listening and reading	- listening and writing comprehension - reading and writing comprehension - essay writing - speaking : photo card and IRP practice
Knowledge	POPULAR MOVEMENTS: - consider and discuss how effective protests and strikes are - describe and discuss the power of trade unions	all topics and literature studied over the 2 year course



	- consider and discuss the 15-M movement and the Mothers of the Plaza de Mayo in Argentina	
Assessment	1. paper 1 & paper 3	past papers

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

MEGA			
Mindset	Enrichment	Google	Advanced Thinking
Students are encouraged to spend a minimum of 3 hours working independently to develop their understanding and knowledge of the language. Students are shown how to design revision maps to regularly revisit topics, which they have to evidence. Students are given practice papers through assessments, homework and unsupervised lessons	A film club runs 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	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
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.	Students will have developed an in-depth understanding of both religious, philosophical, theological and historical topics and the skills which not only underpin education but also the wider world. The development of these skills including independent research, presentations, written and textual analysis will help students be successful in their chosen career.

	Term 1	Term 2	Term 3
Skills	How to read and write philosophy		
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.		

	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.	

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
------------------	--

A forward-thinking community with a tradition of excellence





Physical Education

Examination Board: AQA

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

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

	Term 1&2		
Unit	3.2.1 Exercise physiology	3.2.3 Sport psychology	3.2.4 Sport and society
Knowledge	- Diet and nutrition - Preparation and training methods	- Psychological factors that can influence an individual in physical activities - Stress Management	- Concepts of physical activity and sport - Development of elite performers in sport - Ethics in sport - Violence in sport
Assessment	Exam Questions	Exam Questions	Exam Questions

	Term 3&4		
Unit	3.2.2 Biomechanical movement	3.2.3 Sport psychology	3.2.4 Sport and society
Knowledge	- Linear motion and angular motion - Projectile motion and fluid mechanics	- Self-efficacy, self-confidence and achievement motivation - Attribution	- Drug in sport - Sport and the law
Assessment	Exam Questions	Exam Questions	Exam Questions

A forward-thinking community with a tradition of excellence



	Term 5&6		
Unit	3.2.1 Exercise physiology	3.2.3 Sport psychology	3.2.4 Sport and society
Knowledge	- Injury prevention - Injury rehabilitation	Types of leadership styles	- Impact of commercialisation - Technology in sport
Assessment	Exam Questions	Exam Questions	Exam Questions

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.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.



Physics

Examination Board: AQA

Intent	Implement	Impact
Students will extend their knowledge and understanding of A Level Physics by studying a range of topics in Fields, Further work on motion including Circular Motion and Simple Harmonic Motion, Electromagnetism, Nuclear Physics and Astronomy.	In Physics students are taught by two teachers. Students will experience a mixture of practical and theory lessons, including completion of required practicals. We follow the AQA A Level Physics course and students are supplied with the Oxford textbooks.	By the end of the year students should be able to apply the knowledge they have acquired to a wide range of real world applications. Their mathematical skill should enable them to solve numerical problems competently and they should feel confident in their use of algebra, trigonometry and standard form. Students should have developed practical skills in planning, measurement, analysis and evaluation. Students will be able to highlight how Physics is used outside the classroom.

	Term 1	Term 2	Term 3
Skills	Mathematical skills Experimental skills Analysis and evaluation of data, both theoretical and experimental Scientific writing and vocabulary	Mathematical skills Experimental skills Analysis and evaluation of data, both theoretical and experimental Scientific writing and vocabulary	Mathematical skills Experimental skills Analysis and evaluation of data, both theoretical and experimental Scientific writing and vocabulary
Knowledge	Simple harmonic motion Gravitational Fields Nuclear Physics	Electric Fields Nuclear physics	Capacitance Magnetic fields
Assessment	End of topic assessments Exam Questions Required practicals write up	End of topic assessments Exam Questions Required practicals write up	End of topic assessments Exam Questions Required practicals write up Mock examination

	Term 4	Term 5
Skills	Mathematical skills Experimental skills Analysis and evaluation of data, both theoretical and experimental Scientific writing and vocabulary	Mathematical skills Experimental skills Analysis and evaluation of data, both theoretical and experimental Scientific writing and vocabulary
Knowledge	Electromagnetism Astrophysics	Revision of course
Assessment	End of topic assessments Exam Questions Required practicals write up	End of topic assessments Exam Question Packs Required practicals write up Past paper schedule issued to students

A forward-thinking community with a tradition of excellence





--	--	--

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 Physics and Maths Tutor - online Save My Exams - online Cognito - online
-------------------------	--

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 Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression



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.	In every topic you will be specifically taught how to approach the exam skills and have opportunities to practise for homework and receive detailed feedback (both individually and whole class) before attempting in exam conditions. Students will extend beyond the curriculum into debates of why people engage with political institutions and how this can be improved. Students will be taught with an approach on how to engage comparative politics unit 3 throughout course	Students comfortably analyse the topic matter in both lessons and assessed materials. Students will have developed analytical skills which you will be able to use in their wider lives as active citizens in UK society.

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

	Term 1	Term 2	Term 3
Unit	Paper 3: US Comparative Politics	Paper 3: US Comparative Politics	Paper 3: US Comparative Politics
Knowledge /Activity	Teacher 1 Comparative analysis of UK and US: - Democracy - Voting Systems - Critical theories Teacher 2 - The Nature of the US Constitution - Key features of the US Constitution - Federalism - Interpretations and debates surrounding the US Constitution and Federalism - Comparative analysis of UK and US Constitution	Teacher 1 Comparative analysis of UK and US: - Political parties and funding systems - Pressure group and lobbyists - Regency factors Teacher 2 - Structure of US Congress - Distribution of power in Congress - The functions of Congress: Representation; Legislation; Oversight - Interpretations and debates surrounding Congress - Comparative analysis of UK Parliament with the US Congress	Teacher 1 - US Supreme Court - Judicial restraint vs activism in US - Supreme Court Case Studies Teacher 2 - Powers of the US presidency - The relationship between the presidency, Congress and the US Supreme Court - Limitations of presidential power - Interpretations and debates surrounding the presidency - Comparative analysis of UK Prime Minister and Cabinet with the and US President

A forward-thinking community with a tradition of excellence



	Term 4	Term 5
Unit	Paper 3: US Comparative Politics	Paper 3: US Comparative Politics
Knowledge /Activity	<u>Teacher 1</u> • Civil rights cases in the US • Methodology of the supreme court • Comparative critical theories <u>Teacher 2</u> • The nature and role of the US Supreme Court • The appointments process • The Supreme Court and public policy • Comparative analysis of UK and US Supreme Court	Revision for Paper and Paper 2

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.



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; Understand the scientific process and how it applies in Psychology.	Analysis and evaluation of psychological theories and research; Understand the scientific process and how it applies in Psychology.
Knowledge	Teacher 1: Research Methods: Scientific processes including features of science. Biopsychology: Localisation and lateralisation Teacher 2: Approaches Psychodynamic approach Forensic Psychology Theories of offending.	Teacher 1: Biopsychology Plasticity and functional recovery Schizophrenia: Diagnosis and explanations Teacher 2: Forensic Psychology: Dealing with offending behaviour	Teacher 1: Schizophrenia Treatment and therapy Teacher 2 Gender Theories of gender and abnormal gender development
Assessment	Practice essays and end of topic tests	Practice essays and end of topic tests	Practice essays and end of topic tests

	Term 4	Term 5
Skills	Analysis and evaluation of psychological theories and research; Philosophical issues raised by the study of Psychology; 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.

A forward-thinking community with a tradition of excellence



Knowledge	Teacher 1 Issues and Debates The nature/nurture debate; reductionism/holism and determinism/free will. Nomothetic and idiographic approaches in Psychology. Culture and gender bias. Teacher 2 Gender Theories of gender and abnormal gender development	Teacher 1: Revision Teacher 2: Revision
Assessment	Year 13 mock examinations 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.

A forward-thinking community with a tradition of excellence



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 conservatism Religious organisations and classification	Teacher 1: Crime and Deviance The social distribution of crime and deviance Patterns of victimisation 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 The media and crime Globalisation and crime State crime Green crime Crime control, surveillance, prevention and punishment Teacher 2: Theory and Methods Recap Year 12 methods Sociological macro theories Beliefs in Society Different belief systems
Assessment	Essays and Core Assessment	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.

A forward-thinking community with a tradition of excellence



Knowledge	Teacher 1 and 2: Theory and Methods Sociological theories (macro and micro) Sociology as Science Objectivity Relationship between Sociology and Social Policy.	Teacher 1 and 2: Revision	
Assessment	Year 13 mock examination. 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.



PSHE - Delivered through 3 'PSHE Days'

Intent	Implementation	Impact
The Year 13 PSHE curriculum is designed to build upon the knowledge and skills developed in Year 12, with a focused emphasis on preparing for the future, advancing career readiness, and prioritizing wellbeing. As students approach the conclusion of their formal education and prepare to transition into adulthood, this curriculum aims to provide them with the comprehensive tools, insights, and support needed for successful navigation of the next stages of their lives.	The PSHE curriculum for Year 13 will be delivered through three dedicated days spread across the school year. We call these days PSHE days. Each PSHE Day will consist of six sessions, ensuring comprehensive coverage of statutory topics for PSHE. These immersive days allow for focused, in-depth exploration of key themes in personal, social, health, and economic education. During these days, students will also get the opportunity to engage in well-being activities such as: cooking, arts, yoga, self-defence and many other activities.	Understanding and managing emotions through emotional wellbeing sessions empower students to express themselves more clearly and confidently in various settings. Sessions on conflict resolution provide students with tools to handle disagreements constructively. They become skilled at finding mutually beneficial solutions, enhancing their ability to work effectively in teams. Role-playing, group discussions, and presentations during PSHE days enhance students' public speaking skills. Students become more comfortable speaking in front of peers and articulating their thoughts on sensitive and complex topics.

	PSHE Day 1- Living in the wider world	PSHE Day 2- Preparing for later life	PSHE Day 3-Ethical choices
Sessions	-Exploring the World of Artificial Intelligence -Free choice revision -Healthy adult relationships -Wellbeing -Applying for apprenticeships and jobs -Personal statements	-Being an active bystander -Alumni carousel -Resilience -Road safety -Debt and gambling -Mock exam prep	-Religions -Talk from a multi-faith group -QandA with a multi-faith group - Is Britain a Christian country? -Linkedin -Free choice revision

	PSHE Day 4- N/A	PSHE Day 5- N/A
Sessions	Students will have a study day.	Students will be in examinations

How parents can support:	- Engage in discussions around health and well-being, relationships and the wider community
---------------------------------	---



MEGA			
Mindset	Enrichment	Google	Advanced Thinking
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement. PSHE days develop the mindset of pupils to ensure that they are ready for the world beyond MGGS. This means that they will be taught skills that will make them resilient, empathetic and inspiring members of their communities.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons. PSHE sessions can take the form of an ordinary classroom lesson. However, it is very common for students to engage in activities that they have never tried before. This could include cooking, yoga, self-defence classes and many more. Additionally, PSHE days incorporate presentations from guest speakers as well as opportunities to meet alums of MGGS. This allows our students to learn and engage with people from all types of backgrounds and contexts.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources. In PSHE sessions, pupils will get the opportunity to use their Chromebooks to complete group tasks and presentations. Students will also be asked to engage in research tasks.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.



Non sibi sed omnibus

A forward-thinking community with a tradition of excellence