

RAYNES

PARK HIGH SCHOOL

KS5 CURRICULUM INFORMATION
2025-2026

Respect
Resilience
Results

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English Literature Curriculum Map 2025-2026

Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12 Edexcel/ 9ET0	<p>Teacher A – The Handmaid’s Tale Exploring the work of Margaret Atwood and the era in which she writes. A focus on the craft of a novelist.</p> <p>Teacher B - A Streetcar Named Desire Exploring the work of Tennessee Williams and the America era in which he writes. A focus on the craft of a playwright.</p>	<p>Teacher A – Frankenstein Exploring the work of Mary Shelly and the era in which she writes. A focus on the craft of a novelist.</p> <p>Teacher B - A Streetcar/ Poems of the Decade Exploring the work of modern poets and the era in which they write. A focus on the craft of a poet.</p>	<p>Teacher A - Prose comparison Exploring themes, form and quotes for comparison.</p> <p>Teacher B - Poems of the Decade & Unseen Poetry Exploring the work of modern poets and the skills of how to analyse an unseen text. A focus on the craft of a poet.</p>	<p>Teacher A - Preparing for Shakespeare Exploring the Shakespearean era and the significance of this time on the work of Shakespeare.</p> <p>Teacher B - Poems of the Decade & Unseen Poetry Exploring the work of modern poets and the skills of how to analyse an unseen text. A focus on the craft of a poet.</p>	<p>Teacher A – A05 Critical Anthologies & applying critical appreciation to Othello and chosen coursework texts</p> <p>Teacher B – Othello Exploring the work of Othello. A focus on the craft of the playwright.</p>	<p>Teacher A - A05 Critical Anthologies & applying critical appreciation to Othello and chosen coursework texts</p> <p>Teacher B – Othello Exploring themes, form and quotes for comparison.</p>
13 Edexcel/ 9ET0	<p>Teacher A – CWK & PoD & Unseen Poetry Revision Exploring the key quotations, messages and written skills necessary for the A level alongside the taught texts.</p> <p>Teacher B – Rossetti Exploring the work of Christina Rossetti and the context of her work. A focus on Rossetti’s craft and common themes.</p>	<p>Teacher A – Revision: Othello & A05 Critical Anthologies Exploring the key quotations, messages and written skills necessary for the A level alongside the taught texts.</p> <p>Teacher B – Rossetti Exploring the work of Christina Rossetti and the context of her work. A focus on Rossetti’s craft and comparison techniques.</p>	<p>Teacher A – CWK Exploring the key quotations, messages and written skills necessary for the A level alongside the taught texts.</p> <p>Teacher B – Revision: Streetcar & drama Exploring the key quotations, messages and written skills necessary for the A level alongside the taught texts.</p>	<p>Teacher A & B: Revision</p> <ul style="list-style-type: none"> ▪ Coursework ▪ Revise Streetcar ▪ Revise Othello <p>Exploring the key quotations, messages and written skills necessary for the A level alongside the taught texts.</p>	<p>Teacher A & B: Revision</p> <ul style="list-style-type: none"> ▪ Revise Prose ▪ *Revise PoD ▪ *Revise Rossetti <p>Exploring the key quotations, messages and written skills necessary for the A level alongside the taught texts.</p>	

A Level Maths Curriculum Map 2025-2026

Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12 Exam spec/ code EDEXCEL Pure Maths : 8MA0-01 (AS) Statistics and Mechanics : 8MA0-02 (AS)	Pure Maths Algebraic Expressions Quadratics Equations and inequalities Algebraic Methods Binomial Expansion 1 Applied (Mechanics) Modelling in mechanics Constant acceleration Applied (Statistics) Measure of location and spread Statistical distribution	Pure Maths Straight line graphs Circles Differentiation Applied (Mechanics) Constant acceleration Applied (Statistics) Statistical distribution 2 Probability	Pure Maths Integration Graphs and transformations Applied (Mechanics) Force and motion 1 Applied (Statistics) Data collection	Pure Maths Trigonometric ratios Trig identities and equations Vectors Applied (Mechanics) Force and motion 2 Applied (Statistics) Hypothesis testing Representation of data 1	Pure Maths Exponentials and Logs Applied (Mechanics) Variable acceleration Applied (Statistics) Representation of data 2	Pure Maths Radians Applied (Mechanics) Moments Applied (Statistics) Correlation Normal distribution 1
13 Exam spec/ code EDEXCEL Pure Maths 1 : 9MA0-01 (A) Pure Maths 2 : 9MA0-02 (A) Statistics and Mechanics : 9MA0-03 (A)	Pure Maths Algebraic methods Functions and graphs Series and sequences Binomial Expansion 2 Applied (Mechanics) Moments 2 Forces and friction Projectiles 1 Applied (Statistics) Normal distribution 2	Pure Maths Radians 2 Trig functions Trig Modelling 1 Applied (Mechanics) Projectiles 2 Application of forces 1 Applied (Statistics) Normal distribution 2	Pure Maths Trig Modelling 2 Parametric equations Applied (Mechanics) Application of forces 2 Further kinematics 1 Applied (Statistics) Conditional probability 1	Pure Maths Differentiation 2 Numerical Methods Applied (Mechanics) Further kinematics Applied (Statistics) Conditional probability 2 Regression 1	Pure Maths Integration 2 Vectors Applied (Mechanics) Further kinematics Applied (Statistics) Regression 2	Pure Maths Revision for external exams Applied (Mechanics) Revision for external exams Applied (Statistics) Revision for external exams

Science Curriculum Maps 2025-2026

Key Stage 5 AQA A Level Biology

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12	<ul style="list-style-type: none"> ▪ Biological Molecules ▪ Nucleic Acids ▪ Cell Structure 	<ul style="list-style-type: none"> ▪ Transport Across Cell Membranes ▪ Exchange ▪ Mass Transport 	<ul style="list-style-type: none"> ▪ Mass Transport (cont.) ▪ Cell Recognition & Immune System ▪ DNA, Genes & Protein Synthesis 	<ul style="list-style-type: none"> ▪ Genetic Diversity & Adaptation ▪ Biodiversity ▪ Photosynthesis 	<ul style="list-style-type: none"> ▪ Photosynthesis (cont.) ▪ Respiration ▪ Energy & Ecosystems 	<ul style="list-style-type: none"> ▪ Response to Stimuli ▪ Nervous Coordination & Muscles ▪ End of year exams
13	<ul style="list-style-type: none"> ▪ Photosynthesis ▪ Respiration ▪ Response to Stimuli ▪ Nervous Coordination & Muscles 	<ul style="list-style-type: none"> ▪ Nervous Coordination & Muscles (cont.) ▪ Energy & Ecosystems ▪ Inherited Change 	<ul style="list-style-type: none"> ▪ Inherited Change (cont.) ▪ Homeostasis ▪ Populations in Ecosystems 	<ul style="list-style-type: none"> ▪ Populations in Ecosystems (cont.) ▪ Gene Expression 	<ul style="list-style-type: none"> ▪ Recombinant DNA Technology ▪ Revision 	A-Level Exams

Key Stage 5 AQA A Level Chemistry

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12	<ul style="list-style-type: none"> Atomic Structure Bonding Kinetics Amount of Substance Energetics 	<ul style="list-style-type: none"> Kinetics (cont.) Energetics (cont.) Equilibria Group I Oxidation, Reduction & Redox 	<ul style="list-style-type: none"> Group VII (17) Introduction to Organic Chemistry Periodicity 	<ul style="list-style-type: none"> Alkanes Alcohols Halogenoalkanes Alkenes 	<ul style="list-style-type: none"> Alkenes (cont.) Organic Analysis Thermodynamics Kinetics (A2) 	<ul style="list-style-type: none"> Equilibrium Constant Electrochemistry Acids, Bases & Buffers End of year exams
13	<ul style="list-style-type: none"> Thermodynamics Kinetics (A2) Electrochemistry Nomenclature & Isomerism Carbonyl Compounds Aromatic Chemistry 	<ul style="list-style-type: none"> Aromatic Chemistry (cont.) Amines Acids, Bases & Buffers 	<ul style="list-style-type: none"> Periodicity (A2) Transition Metals Condensation Polymerisation Amino Acids, DNA & Proteins Reactions of Aqueous Inorganic Compounds 	<ul style="list-style-type: none"> Reactions of Aqueous Inorganic Compounds (cont.) Structure Determination Organic Synthesis & Analysis Chromatography 	Revision and A level exams	A-Level Exams

Key Stage 5 AQA A Level Physics

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12	<ul style="list-style-type: none"> ▪ Matter & Radiation ▪ Quarks & Leptons ▪ Waves ▪ Quark (Quantum) Phenomena 	<ul style="list-style-type: none"> ▪ Quark (Quantum) Phenomena (cont.) ▪ Optics ▪ Electric Current ▪ Direct Current Circuits 	<ul style="list-style-type: none"> ▪ Direct Current Circuits (cont.) ▪ Materials ▪ Forces in equilibrium 	<ul style="list-style-type: none"> ▪ On the Move ▪ Newton's Laws of Motion 	<ul style="list-style-type: none"> ▪ Forces & Momentum ▪ Work, Energy & Power ▪ Motion in a Circle 	<ul style="list-style-type: none"> ▪ Simple Harmonic Motion ▪ Thermal Physics ▪ End of year exams
13	<ul style="list-style-type: none"> ▪ Electric Fields ▪ Capacitors ▪ Magnetic Fields ▪ Radioactivity ▪ Nuclear Energy 	<ul style="list-style-type: none"> ▪ Nuclear Energy (cont.) ▪ Electromagnetic Induction ▪ Astrophysics 	<ul style="list-style-type: none"> ▪ Electromagnetic Induction (cont.) ▪ Astrophysics (cont.) 	Revision	Revision and A level exams	A-Level Exams

Key Stage 5 Edexcel BTEC Applied Science

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12	<ul style="list-style-type: none"> Unit 1: Principles and Applications of Science Topic A: Periodicity and properties of elements Topic B: Structure and function of cells and tissues Topic C: Waves and communication <ul style="list-style-type: none"> Unit 1 external exam (January) Unit 2: Practical Scientific Procedures and Techniques Learning aim A: Undertake titration and colorimetry to determine the concentration of solutions Learning aim B: Undertake calorimetry to study cooling curves Learning aim C: Undertake chromatographic techniques to identify components in mixtures Learning aim D: Review personal development of scientific skills for laboratory work 			Unit 1: Principles and Applications of Science <ul style="list-style-type: none"> Topic A: Periodicity and properties of elements Topic B: Structure and function of cells and tissues Topic C: Waves and communication Unit 1 external exam (June)		Final deadline and resubmissions of Unit 2 written assignments.
13	<ul style="list-style-type: none"> Unit 8: Physiology of Human Body Systems Learning aim A: Musculoskeletal disorders Learning aim B: Impact of lymphatic disorder and associated treatments. Learning aim C: Explore the physiology of the digestive system and the use of corrective treatments for dietary related diseases. 			Unit 3: Science Investigation Skills <ul style="list-style-type: none"> Topic D: Enzymes in action Topic E: Diffusion of molecules Topic F: Plants and their environment Topic G: Energy content of fuels Topic H: Electrical circuits Unit 3 external exam (June)		Final deadline and resubmissions of Unit 8 written assignments

Art and Photography Curriculum Maps 2025-2026

Key Stage 5 – A-level Art, Craft and Design

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 12	Skills unit 'Artistic Manifesto' This is a personal, creative declaration of the values, themes, and styles that matter most to you as an artist. This is a chance to begin defining who you are and who you want to become in your art practice. You will explore what excites you, what frustrates you, what inspires you, and what you want to say through your work. Students will be taught new and unfamiliar skills of working. These skills will then be applied to the personal investigation undertaken later in year 12 and 13.	Skills unit 'Artistic Manifesto' This is a personal, creative declaration of the values, themes, and styles that matter most to you as an artist. This is a chance to begin defining who you are and who you want to become in your art practice. You will explore what excites you, what frustrates you, what inspires you, and what you want to say through your work. Students will be taught new and unfamiliar skills of working. These skills will then be applied to the personal investigation undertaken later in year 12 and 13.	Skills unit 'Artistic Manifesto' This is a personal, creative declaration of the values, themes, and styles that matter most to you as an artist. This is a chance to begin defining who you are and who you want to become in your art practice. You will explore what excites you, what frustrates you, what inspires you, and what you want to say through your work. Students will be taught new and unfamiliar skills of working. These skills will then be applied to the personal investigation undertaken later in year 12 and 13.	Personal Investigation (Component 1, worth 60% of final A-level grade) The Personal Investigation is a practical investigation where an idea or theme is independently identified by the student. This project is supported by written material that is between 1,200 and 3,000 words. Students will be given structured tasks, weekly tutorials and differentiated resources to support student progression.	Continuation of Personal Investigation (Component 1, worth 60% of final A-level grade) The Personal Investigation is a practical investigation where an idea or theme is independently identified by the student. This project is supported by written material that is between 1,200 and 3,000 words. Students will be given structured tasks, weekly tutorials and differentiated resources to support student progression.	Continuation of Personal Investigation (Component 1, worth 60% of final A-level grade) The Personal Investigation is a practical investigation where an idea or theme is independently identified by the student. This project is supported by written material that is between 1,200 and 3,000 words. Students will be given structured tasks, weekly tutorials and differentiated resources to support student progression.
Year 13	Continuation of Personal Investigation (Component 1, worth 60% of final A-level grade)	Continuation of Personal Investigation (Component 1, worth 60% of final A-level grade)	Externally Set Assignment (Component 2, worth 40% of final A-level grade)	Continuation of Externally Set Assignment (Component 2, worth 40% of final A-level grade)	Continuation of Externally Set Assignment (Component 2, worth 40% of final A-level grade)	

	The Personal Investigation is a practical investigation where an idea or theme is independently identified by the student. This project is supported by written material that is between 1,200 and 3,000 words. Students will be given structured tasks, weekly tutorials and differentiated resources to support student progression.	The Personal Investigation is a practical investigation where an idea or theme is independently identified by the student. This project is supported by written material that is between 1,200 and 3,000 words. Students will be given structured tasks, weekly tutorials and differentiated resources to support student progression.	Following receipt of the Externally Set Assignment from AQA exam board students must select and respond to one starting point. Students respond by creating another sketchbook of work in the same format practised throughout year 12 and 13. Students undertake 15 hours supervised exam to create a final outcome.	Following receipt of the Externally Set Assignment from AQA exam board students must select and respond to one starting point. Students respond by creating another sketchbook of work in the same format practised throughout year 12 and 13. Students undertake 15 hours supervised exam to create a final outcome.	Following receipt of the Externally Set Assignment from AQA exam board students must select and respond to one starting point. Students respond by creating another sketchbook of work in the same format practised throughout year 12 and 13. Students undertake 15 hours supervised exam to create a final outcome.	
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AQA Assessment objectives (how work is marked at A-level in line with exam board specifications).

AO1: Develop	AO2: Explore	AO3: Record	AO4: Present
Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

A Level Photography

Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12	<p>Photography Theory and History</p> <p>'Artistic Manifesto' - Skill unit Camera settings Composition Shutter Speed Depth of Field Sketchbook layout</p> <p>This is a personal, creative declaration of the values, themes, and styles that matter most to you as an artist. This is a chance to begin defining who you are and who you want to become in your art practice. You will explore what excites you, what frustrates you, what inspires you, and what you want to say through your work.</p>	<p>Photoshop and physical manipulation</p> <p>'Artistic Manifesto' - Skill unit ISO Studio lighting Location shoot Independent shoot Photoshop Physical manipulation</p> <p>This is a personal, creative declaration of the values, themes, and styles that matter most to you as an artist. This is a chance to begin defining who you are and who you want to become in your art practice. You will explore what excites you, what frustrates you, what inspires you, and what you want to say through your work.</p>	<p>Continuation of 'Artistic Manifesto' - Skill unit.</p> <p>This is a personal, creative declaration of the values, themes, and styles that matter most to you as an artist. This is a chance to begin defining who you are and who you want to become in your art practice. You will explore what excites you, what frustrates you, what inspires you, and what you want to say through your work.</p>	<p>Personal Investigation</p> <p>(Component 1, worth 60% of final A-level grade) The Personal Investigation is a practical investigation where an idea or theme is independently identified by the student. This project is supported by written material that is between 1,200 and 3,000 words. Students will be given structured tasks, weekly tutorials and differentiated resources to support student progression.</p>	<p>Continuation of Personal Investigation</p> <p>(Component 1, worth 60% of final A-level grade) The Personal Investigation is a practical investigation where an idea or theme is independently identified by the student. This project is supported by written material that is between 1,200 and 3,000 words. Students will be given structured tasks, weekly tutorials and differentiated resources to support student progression.</p>	<p>Continuation of Personal Investigation</p> <p>(Component 1, worth 60% of final A-level grade) The Personal Investigation is a practical investigation where an idea or theme is independently identified by the student. This project is supported by written material that is between 1,200 and 3,000 words. Students will be given structured tasks, weekly tutorials and differentiated resources to support student progression.</p>
13	<p>Continuation of Personal Investigation (Component 1, worth 60% of final A-level grade)</p>	<p>Continuation of Personal Investigation (Component 1, worth 60% of final A-level grade)</p>	<p>Externally Set Assignment (Component 2, worth 40% of final A-level grade)</p>	<p>Externally Set Assignment (Component 2, worth 40% of final A-level grade)</p>	<p>Externally Set Assignment (Component 2, worth 40% of final A-level grade)</p>	

	The Personal Investigation is a practical investigation where an idea or theme is independently identified by the student. This project is supported by written material that is between 1,200 and 3,000 words. Students will be given structured tasks, weekly tutorials and differentiated resources to support student progression.	The Personal Investigation is a practical investigation where an idea or theme is independently identified by the student. This project is supported by written material that is between 1,200 and 3,000 words. Students will be given structured tasks, weekly tutorials and differentiated resources to support student progression.	Following receipt of the Externally Set Assignment from AQA exam board students must select and respond to one starting point. Students respond by creating another sketchbook of work in the same format practised throughout year 12 and 13. Students undertake 15 hours supervised exam to create a final outcome.	Following receipt of the Externally Set Assignment from AQA exam board students must select and respond to one starting point. Students respond by creating another sketchbook of work in the same format practised throughout year 12 and 13. Students undertake 15 hours supervised exam to create a final outcome.	Following receipt of the Externally Set Assignment from AQA exam board students must select and respond to one starting point. Students respond by creating another sketchbook of work in the same format practised throughout year 12 and 13. Students undertake 15 hours supervised exam to create a final outcome.	
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AQA Assessment objectives (how work is marked at A-level in line with exam board specifications).

<https://www.aqa.org.uk/subjects/art-and-design/a-level/art-and-design-7201/specification/scheme-of-assessment>

<u>AO1: Develop</u>	<u>AO2: Explore</u>	<u>AO3: Record</u>	<u>AO4: Present</u>
Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Useful resources and links:

Tate	https://www.tate.org.uk/kids
BBC Secondary Art and Design	https://www.bbc.co.uk/teach/topics/c973zv6xzedt
V&A Young people	https://www.vam.ac.uk/info/young-people
Oak National Academy	https://www.thenational.academy/teachers/programmes/art-secondary-ks3-l/units
Royal Academy of Art	https://www.royalacademy.org.uk/families

Saatchi Gallery	https://www.saatchigallery.com/
Stanley Picker Gallery	https://www.stanleypickergallery.org/
Student Art pass	https://www.studentartpass.org/

Creative careers

Art and creativity fuels innovation across every industry. Studying Art sharpens problem-solving skills, improves fine motor skills, critical thinking, boosts visual communication, and fosters original thinking—qualities prized in careers from design and marketing to tech and entrepreneurship.

These skills not only prevail as vital in traditionally creative roles but also in a world where creativity drives progress and where attention to detail is vital. Whether your child follows a career in the arts or in another field, the skills developed through Art offer a solid foundation for success across various professions. Here are some exciting career paths where artistic skills and knowledge are invaluable:

<ul style="list-style-type: none"> ▪ Fine Artist (Painter, Sculptor, Illustrator) ▪ Doctor ▪ Dentist ▪ Engineer ▪ Graphic Designer ▪ Animator ▪ Art Director ▪ Fashion Designer ▪ Interior Designer ▪ Textile Designer ▪ Photographer ▪ Printmaker ▪ Ceramicist ▪ Muralist ▪ Creative Director ▪ Advertising Designer ▪ Brand Designer ▪ Exhibition Designer ▪ Jewellery Designer 	<ul style="list-style-type: none"> ▪ Content Creator ▪ Social Media Manager ▪ Art Journalist or Critic ▪ Visual Merchandiser ▪ Set or Production Designer (TV, film, theatre) ▪ Art Teacher or Lecturer ▪ Museum or Gallery Educator ▪ Art Therapist ▪ Community Arts Coordinator ▪ UX/UI Designer ▪ Web Designer ▪ Game Designer ▪ Motion Graphics Artist ▪ Virtual Reality (VR) Designer ▪ Digital Illustrator ▪ Architecture ▪ Industrial/Product Design ▪ Curator or Archivist
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Business Curriculum Map 2025-2026

OCR Cambridge Technical Extended Certificate (Business)

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 12 Unit 1 (Exam Unit) alongside Units 4 and 8 (Coursework Units)	Teacher 1 Unit 1 The business Environment <ul style="list-style-type: none"> Financial Terms Break Even analysis Profit and Loss Using financial information 	Teacher 1 Unit 1 The business Environment <ul style="list-style-type: none"> Understand different types of activity Aims and Objectives Legal Ownership Functional areas of businesses 	Teacher 1 Unit 1 The business Environment <ul style="list-style-type: none"> Organisation Charts Stakeholders External Factors and influences Legislation 	Teacher 1 Unit 1 The business Environment <ul style="list-style-type: none"> Sources of Finance Assessing business performance SWOT Analysis Ethics Understand why businesses plan Factors affecting success and failure 	Teacher 1 Unit 1 The business Environment <ul style="list-style-type: none"> Pre-release preparation Past Exam Paper Practice 	Teacher 1 Unit 1 The business Environment <ul style="list-style-type: none"> Pre-release prep Revision May 2026 External examination Unit 1
	Teacher 2 Unit 4 Customer & Communication Influences on customer behaviour Business actions in response to the differing needs of customers Review 3 mediums of communication i.e. a newsletter, social media page,	Teacher 2 Unit 4 Customer & Communication Explain the range of customer services a specific business provides Analyse the benefits to a specific business and to its customers of maintaining and developing customer service Recommend and justify changes to the customer	Teacher 2 Unit 4 Customer & Communication Explain the importance of listening skills Structure and deliver written/verbal business communication so that its content and type of communication is appropriate for its audience and purpose	Teacher 2 Unit 8 Human Resource Planning Key responsibilities of the human resources function within a business The internal and external factors a business needs to consider when planning human resources requirements	Teacher 2 Unit 8 Human Resource Planning Why and how a business motivates employees with reference to motivational theories The benefits and drawbacks of the methods of employee motivation used by a specific business	Teacher 2 Unit 8 Human Resource Planning The methods that a specific business uses to maintain confidentiality within the human resources function The consequences to a specific business of the HR function failing to maintain the confidentiality of information

	<p>application form or website</p> <p>Summarise the corporate standards and corporate profile</p> <p>Explain how a specific business manages its corporate profiles through media activity</p> <p>Describe the legal constraints, ethical and security issues</p>	<p>service provided by a specific business</p> <p>Demonstrate non-verbal and verbal skills when communicating with a specific customer</p> <p>Review own use of non-verbal and verbal skills</p>	<p>Review own use of verbal and written skills when communicating business messages and recommend improvements</p> <p>Justify how to adapt the structure, method of delivery and any other considerations</p>	<p>The effectiveness of methods of training and development used by a specific business</p> <p>The benefits to a specific business of training and developing employees</p> <p>The effect on a business of reducing training and development opportunities</p> <p>External Visit from exam board: Unit 4</p>	<p>The use of different performance management tools to improve employee performance</p>	<p>External Visit from exam board: Unit 8</p>
<p>Year 13</p> <p>Unit 2 (Exam Unit) alongside Unit 8 (Coursework Unit)</p>	<p>Teacher 1</p> <p>Unit 2 Working in Business</p> <p>Authority and confidentiality protocols</p> <p>Constraints on document content</p> <p>IT, Security, employment and checking protocols</p> <p>The factors that influence meeting arrangements</p> <p>The factors that influence business travel arrangements</p>	<p>Teacher 1</p> <p>Unit 2 Working in Business</p> <p>The purpose, interpretation and completion of business and other documents</p> <p>The purpose, completion and checking of meeting documentation</p> <p>How to make payments and the advantages and disadvantages of each payment method</p> <p>The reasons for prioritising business tasks</p> <p>Work-based prioritising</p>	<p>Teacher 1</p> <p>Unit 2 Working in Business</p> <p>Unit 2 External Exam Jan 2026</p>	<p>Teacher 1</p> <p>Unit 2 Working in Business</p> <p>Exam resit support if required</p> <p>Students will work on individual coursework requirements for Unit 8</p> <p>External Visit from exam board: Unit 8</p>	<p>Teacher 1</p> <p>Unit 2 Working in Business</p> <p>Exam resit support if required</p> <p>Students to finalise any outstanding coursework</p>	<p>Teacher 1</p> <p>Unit 2 Working in Business</p> <p>Exam resit support if required</p>

	The factors that influence business accommodation arrangements	Business communications design				
	<p>Teacher 2</p> <p>Unit 8 Human Resource Planning</p> <p>Key responsibilities of the human resources function within a business</p> <p>The internal and external factors a business needs to consider when planning human resources requirements</p> <p>The effectiveness of methods of training and development used by a specific business</p> <p>The benefits to a specific business of training and developing employees</p> <p>The effect on a business of reducing training and development opportunities</p>	<p>Teacher 2</p> <p>Unit 8 Human Resource Planning</p> <p>Why and how a business motivates employees with reference to motivational theories</p> <p>The benefits and drawbacks of the methods of employee motivation used by a specific business</p> <p>The use of different performance management tools to improve employee performance</p>	<p>Teacher 2</p> <p>Unit 8 Human Resource Planning</p> <p>The methods that a specific business uses to maintain confidentiality within the human resources function</p> <p>The consequences to a specific business of the HR function failing to maintain the confidentiality of information</p>	<p>Teacher 2</p> <p>Unit 8 Human Resource Planning</p> <p>Coursework final submission to Exam Board</p> <p>External Visit from exam board: Unit 8</p>	<p>Teacher 2</p> <p>Exam resit support if required</p> <p>Students to finalise any outstanding coursework</p>	<p>Teacher 2</p> <p>Unit 2 Examination Resit opportunity</p>

Criminology Curriculum Maps 2025-2026

Key Stage 5 WJEC Criminology

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12	Unit 1 <ul style="list-style-type: none"> AC1.1 Exemplify different types of crime AC1.2 Explain the reasons that certain crimes are not reported AC1.3 Explain the consequences of unreported crime AC1.4 Describe media representation of crime AC1.5 Explain the impact of media representation on public perception of crime AC1.6 Evaluate methods of collecting information about crime 	Unit 1 <ul style="list-style-type: none"> AC2.1 Evaluate campaigns for change AC2.2 Evaluate media used in campaigns for change AC3.1 Plan a campaign for change relating to crime AC3.2 Design materials for use in campaigning for change AC3.3 Justify a campaign for change <p>Controlled Assessment Unit 1 – to be completed before Christmas break (dates to be confirmed).</p>	Unit 2 <ul style="list-style-type: none"> AC1.1 Compare criminal behaviour and deviance AC1.2 Explain the social construction of criminality AC2.1 Describe biological theories of criminality AC2.2 Describe individualistic theories of criminality AC2.3 Describe sociological theories of criminality AC3.1 Analyse situations of criminality 	Unit 2 <ul style="list-style-type: none"> AC3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality AC4.1 Assess the use of criminological theories in informing policy development AC4.2 Explain how social changes affect policy development AC4.3 Discuss how campaigns affect policy making 	<ul style="list-style-type: none"> AC4.2 Explain how social changes affect policy development AC4.3 Discuss how campaigns affect policy making <p>Unit 2 – Exam</p>	Unit 3 <ul style="list-style-type: none"> AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations AC1.2 Assess the usefulness of investigative techniques in criminal investigations AC1.3 Explain how evidence is processed AC1.4 Examine the rights of individuals in criminal investigations AC2.1 Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects.

13	<p>Unit 3</p> <ul style="list-style-type: none"> ▪ AC2.2 Describe trial processes ▪ AC2.3 Understand rules in relation to the use of evidence in criminal cases ▪ AC2.4 Assess key influences affecting the outcomes of criminal cases ▪ AC2.5 Discuss the use of laypeople in criminal cases ▪ AC3.1 Examine information for validity ▪ AC3.2 Draw conclusions from information 	<p>Unit 4</p> <ul style="list-style-type: none"> ▪ Prison project – Introduction to Unit 4 Crime and Punishment ▪ AC1.1 Describe processes used for law making ▪ AC1.2 Describe the organisation of the criminal justice system in England and Wales ▪ AC1.3 Describe models of criminal justice <p>Controlled Assessment Unit 3 – to be completed in November after October half term (dates to be confirmed).</p>	<p>Unit 4</p> <ul style="list-style-type: none"> ▪ AC2.1 Explain forms of social control ▪ AC2.2 Discuss the aims of punishment ▪ AC2.3 Assess how forms of punishment meet the aims of punishment 	<p>Unit 4</p> <ul style="list-style-type: none"> ▪ AC3.1 Explain the role of agencies in social control ▪ AC3.2 Describe the contribution of agencies to achieving social control ▪ AC3.3 Examine the limitations of agencies in achieving social control ▪ AC3.4 Evaluate the effectiveness of agencies in achieving social control 	<p>Revision</p>	
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Edexcel A Level Geography Curriculum Maps 2025-2026

Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12	Tectonic Processes and Hazards <ul style="list-style-type: none"> Disaster risk Globalisation <ul style="list-style-type: none"> Causes and acceleration 	Tectonic Processes and Hazards <ul style="list-style-type: none"> Hazard management Impacts of processes Globalisation <ul style="list-style-type: none"> Impacts 	Coastal landscapes and Change <ul style="list-style-type: none"> Landforms Change and risk Globalisation <ul style="list-style-type: none"> Consequences Non-examination assessment: <ul style="list-style-type: none"> Independent Investigation Fieldwork 	Coastal landscapes and Change <ul style="list-style-type: none"> Management Regenerating Places <ul style="list-style-type: none"> How and why places vary The need for regeneration Non-examination assessment: <ul style="list-style-type: none"> Independent Investigation 	Regenerating Places <ul style="list-style-type: none"> Evaluation Non-examination assessment: <ul style="list-style-type: none"> Independent Investigation 	Revision
13	The Water Cycle and Water Insecurity <ul style="list-style-type: none"> Hydrological processes Factors influencing the hydrological process Superpowers <ul style="list-style-type: none"> Changing superpowers 	The Water Cycle and Water Insecurity <ul style="list-style-type: none"> Causes of water insecurity Superpowers <ul style="list-style-type: none"> Impacts of superpowers Contesting superpowers 	The Carbon Cycle and Energy Security <ul style="list-style-type: none"> Operation of the carbon cycle Increasing energy demand Migration, Identity and Sovereignty <ul style="list-style-type: none"> Impacts of globalisation on migration 	The Carbon Cycle and Energy Security <ul style="list-style-type: none"> Carbon, water and climate Migration, Identity and Sovereignty <ul style="list-style-type: none"> Nation states Global organisations 	Synoptic Geography Revision	

Health and Social Care Curriculum Maps 2025-2026

Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12 AAQ HSC	F090 Principles of Health and Social Care (Exam unit) <ul style="list-style-type: none"> TA1: Equality, Diversity and Rights in HSC settings TA2: Managing hazards, health and safety in HSC settings F091 Anatomy and Physiology for Health and Social Care exam unit <ul style="list-style-type: none"> Cardiovascular System Respiratory System 	F090 Principles of Health and Social Care (Exam unit) <ul style="list-style-type: none"> TA3: Legislation in HSC settings TA4: Best practice in HSC settings F091 Anatomy and Physiology for Health and Social Care exam unit <ul style="list-style-type: none"> Digestive System Musculoskeletal System 	F090 Principles of Health and Social Care January 2026 exam (date TBC) F091 Anatomy and Physiology for Health and Social Care exam unit <ul style="list-style-type: none"> Control and Regulatory systems 	F091 Anatomy and Physiology for Health and Social Care exam unit Reproductive System	F091 Anatomy and Physiology for Health and Social Care exam unit Revision for all areas of the unit	F091 Anatomy and Physiology for Health and Social Care Exam May 2026
12 AAQ HSC			F093 Supporting People with Mental Health Conditions (NEA) <ul style="list-style-type: none"> Definitions and views of mental health Mental health conditions Provision of mental health services 	F093 Supporting People with Mental Health Conditions (NEA) <ul style="list-style-type: none"> Treatment and support for mental health conditions NEA Assignment brief tasks to be completed	F093 Supporting People with Mental Health Conditions (NEA) NEA Assignment brief tasks to be completed	F092 Person Centred Approach to Care (NEA) Unit started but NEA to be completed in next academic year. <ul style="list-style-type: none"> Taking a person centred approach Meeting needs and providing support in a person centred way

						<ul style="list-style-type: none"> Communication skills needed to offer a person centred approach
13 Single and Double	<p>Unit 2: Equality, diversity and rights in health and social care (exam unit)</p> <ul style="list-style-type: none"> Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments. Understand the impact of discriminatory practices on individuals in health, social care and child care environments. <p>Unit 1 building positive relationships (coursework)</p> <p>To complete M1, M2 and D1 tasks.</p> <p>Unit 23: Sociology for health and social care (coursework)</p>	<p>Unit 2: Equality, diversity and rights in health and social care (exam unit)</p> <ul style="list-style-type: none"> Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and childcare environments. Understand how equality, diversity and rights in health, social care and childcare environments are promote. <p>Unit 1 building positive relationships (coursework)</p> <p>Complete M1, M2 and D1 tasks.</p> <p>Unit 23: Sociology for health and social care (coursework)</p>	<p>Unit 2; Equality, diversity and rights in health and social care (exam unit Jan 2025)</p> <p>Unit 17: Mental Health Unit (Coursework)</p> <p>Completing unit</p> <p>Unit 23: Sociology for health and social care (coursework)</p> <ul style="list-style-type: none"> Understand sociological perspectives about the organisation and management of health and social care. 	<p>Unit 17: Mental Health Unit (Coursework)</p> <p>Completing Unit</p> <p>Unit 23: Sociology for health and social care (coursework)</p> <p>To complete all coursework tasks.</p>	Retake Revision	Resit opportunity

	<ul style="list-style-type: none"> Understand Sociological Perspectives Understand Sociological Perspectives about HSC 	<ul style="list-style-type: none"> Understand patterns and trends in health and illness among different social groups. Understand sociological perspectives about the organisation and management of health and social care. 				
13 Double	<p>Unit 7 safeguarding (exam unit)</p> <ul style="list-style-type: none"> Understand types and signs of abuse. Understand factors which may lead to abusive situations. Understand legislation, regulatory requirements and guidance which govern the safeguarding of adults, young people and children. <p>Unit 5: Infection Control Coursework Unit</p>	<p>Unit 7 safeguarding (exam unit)</p> <ul style="list-style-type: none"> Understand how to deal with suspected abuse and disclosures of abuse. Understand working strategies and procedures for the safeguarding and protection of adults, young people and children. Understand how workers within health, social care and child care environments can minimise the risk of abuse. 	<p>Unit 7 Safeguarding exam Jan 2026</p> <p>Unit 5: Infection Control Coursework Unit Complete all Coursework tasks before moving onto Unit 12.</p> <p>Unit 12: Promoting Positive Behaviour (coursework)</p> <ul style="list-style-type: none"> Be able to promote positive behaviour. Understand situations in which staff are required to use reactive and restrictive interventions. 	<p>Unit 12: Promoting Positive Behaviour (Coursework)</p> <ul style="list-style-type: none"> Be able to use interventions to promote positive behaviour, considering the impact on the individual. Know relevant legislation and guidance related to promoting positive behaviour. 	Revision for resits and final coursework corrections.	Resit opportunity for Year 12 and 13 exam units.

	<p>Continued from Year 12</p> <ul style="list-style-type: none"> Understand infection control in health and social care. Know the chain of infection. 	<p>Unit 5: Infection Control Coursework Unit</p> <ul style="list-style-type: none"> Be able to control the spread of infection. <p>Understand the role of the health and social care worker in controlling infection.</p>				
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History Curriculum Maps 2025-2026

Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12 (3 x a week)	Paper 1: Britain Transformed 1918-1997 <ul style="list-style-type: none"> Changing political environment, 1918-1997 Creating a Welfare State., 1918-1997 	Paper 1: Britain Transformed 1918-1997 <ul style="list-style-type: none"> Creating a Welfare State, 1918-1997 Society Transition, 1918-1997 	Paper 1: Britain Transformed 1918-1997 <ul style="list-style-type: none"> Society in Transition, 1918-1997 Changing Quality of Life, 1918-1997 	Paper 1: Britain Transformed 1918-1997 <ul style="list-style-type: none"> Changing Quality of Life, 1918-1997 Revision (2 weeks) 	Paper 1: Britain Transformed 1918-1997 <ul style="list-style-type: none"> What impact did Thatcher's governments [1979-90] have on Britain 1979-97? 	Paper 1: Britain Transformed 1918-1997 <ul style="list-style-type: none"> What impact did Thatcher's governments [1979-90] have on Britain 1979-97? Revision and Exam
12 (2 x a week)	Paper 2: The USA 1955-92: Conformity and Challenge <ul style="list-style-type: none"> Transition work Affluence and Conformity, 1955-63 	Paper 2: The USA 1955-92: Conformity and Challenge <ul style="list-style-type: none"> Protest and Reaction 1963-72 	Paper 2: The USA 1955-92: Conformity and Challenge <ul style="list-style-type: none"> Protest and Reaction, 1963-72 	Paper 2: The USA 1955-92: Conformity and Challenge <ul style="list-style-type: none"> Social and political change, 1973-80 	Paper 2: The USA 1955-92: Conformity and Challenge <ul style="list-style-type: none"> Republican dominance and its opponents, 1981-92 	Paper 2: The USA 1955-92: Conformity and Challenge <ul style="list-style-type: none"> Revision and Exam Introduction to coursework Coursework reading for summer holidays
13 (3 x a week)	Paper 3: Option 35.2: The British Experience of Warfare 1790-1918 <ul style="list-style-type: none"> Britain and the French Wars, 1793–1815 The Crimean War, 1854–56 	Paper 3: Option 35.2: The British Experience of Warfare 1790-1918 <ul style="list-style-type: none"> The second Boer War, 1899–1902 	Paper 3: Option 35.2: The British Experience of Warfare 1790-1918 <ul style="list-style-type: none"> Trench warfare on the Western Front, 1914–18 The war in the air, 1914–18 	Paper 3: Option 35.2: The British Experience of Warfare 1790-1918 <ul style="list-style-type: none"> Changes in organising the military Changes in weaponry and the role of the people 	Paper 3: Option 35.2: The British Experience of Warfare 1790-1918 <ul style="list-style-type: none"> Revision and exam prep 	

13 (2 x a week)	Coursework <ul style="list-style-type: none"> ▪ Introduction to coursework unit ▪ Guide to writing effective coursework ▪ Assisted selection of question for coursework ▪ Research for interpretations for chosen topic. 	Coursework <ul style="list-style-type: none"> ▪ Students researching and drafting coursework. ▪ December: 1000 draft and plan submitted. 	Coursework <ul style="list-style-type: none"> ▪ Students researching and drafting coursework ▪ February half term: 4000 word draft submitted. 	Coursework <ul style="list-style-type: none"> ▪ Students researching and drafting final coursework ▪ Easter: final coursework submitted. 	Revision of Paper 2.	
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Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12 OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Computing: Application Development (Extended Certificate)	<p>F160: Fundamentals of application development This unit covers software development stages, requirement analysis, and user-focused design to create intuitive, effective, and functional applications.</p> <p>Topics include:</p> <ul style="list-style-type: none"> ▪ Topic Area 1 Types of software used in application design ▪ Topic Area 2 Software development models ▪ Topic Area 3 Planning application development projects <p>F164: Website development This unit teaches web principles, page components, and how to plan, design, build, and test responsive website prototypes for multiple devices.</p> <p>Topics include:</p> <ul style="list-style-type: none"> ▪ Topic Area 1 Fundamentals of website development 	<p>F160: Fundamentals of application development This unit covers software development stages, requirement analysis, and user-focused design to create intuitive, effective, and functional applications.</p> <p>Topics include:</p> <ul style="list-style-type: none"> ▪ Topic Area 4 Application design scoping ▪ Topic Area 5 Human computer interface and interaction ▪ Topic Area 6 Job roles and skills <p>F164: Website development This unit teaches web principles, page components, and how to plan, design, build, and test responsive website prototypes for multiple devices.</p> <p>Topics include:</p> <ul style="list-style-type: none"> ▪ Topic Area 4 	<p>F161: Developing application software This unit covers implementation methods, cross-platform development, data flow, security, deployment, installation, and ongoing maintenance of applications.</p> <p>Topics include:</p> <ul style="list-style-type: none"> ▪ Topic Area 1 Application software considerations ▪ Topic Area 2 Data and flow in application software ▪ Topic Area 3 API and protocols <p>F162: Designing and communicating UX /UI solutions This unit covers UX/UI principles, planning tools, high-fidelity prototype design, and effective client communication for user-friendly interface development.</p> <p>Topics include:</p>	<p>F161: Developing application software This unit covers implementation methods, cross-platform development, data flow, security, deployment, installation, and ongoing maintenance of applications.</p> <p>Topics include:</p> <ul style="list-style-type: none"> ▪ Topic Area 4 Application software security ▪ Topic Area 5 Operational considerations ▪ Topic Area 6 Legal considerations <p>F162: Designing and communicating UX /UI solutions This unit covers UX/UI principles, planning tools, high-fidelity prototype design, and effective client communication for user-friendly interface development.</p> <p>Topics include:</p> <ul style="list-style-type: none"> ▪ Topic Area 3 	<p>Revision</p> <p>Exam Practice</p>	<p>F163: Game development This unit explores game types and genres, and teaches how to plan, design, develop, and test digital game prototypes.</p> <ul style="list-style-type: none"> ▪ Topic Area 2 Plan and design high-fidelity game prototypes

	<ul style="list-style-type: none"> ▪ Topic Area 2 Plan and design high-fidelity website prototypes o ▪ Topic Area 3 Create high-fidelity website prototypes 	Test high-fidelity website prototypes <ul style="list-style-type: none"> ▪ Topic Area 5 Review and improve the effectiveness of high-fidelity website prototypes 	<ul style="list-style-type: none"> ▪ Topic Area 1 Principles of UX and UI design ▪ Topic Area 2 Plan UX/UI solutions 	Design UX/UI solutions <ul style="list-style-type: none"> ▪ Topic Area 4 Communicate UX/UI solutions 		
13 OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Computing: Application Development (Extended Certificate)	F162: Designing and communicating UX /UI solutions This unit covers UX/UI principles, planning tools, high-fidelity prototype design, and effective client communication for user-friendly interface development. Topics include: <ul style="list-style-type: none"> ▪ Topic Area 5 Review and improve UX/UI solutions F163: Game development <ul style="list-style-type: none"> ▪ Topic Area 1 Game design 	F163: Game development This unit explores game types and genres, and teaches how to plan, design, develop, and test digital game prototypes. Topics Include: <ul style="list-style-type: none"> ▪ Topic Area 2 Plan and design high-fidelity game prototypes ▪ Topic Area 3 Create high-fidelity game prototypes 	F163: Game development This unit explores game types and genres, and teaches how to plan, design, develop, and test digital game prototypes. Topics Include: <ul style="list-style-type: none"> ▪ Topic Area 4 Test high-fidelity game prototypes ▪ Topic Area 5 Review and improve high-fidelity game prototypes 	F160: Fundamentals of application development Unit exam prep F161: Developing application software Unit exam prep		
13 CT/ 05840	Unit 6 - Application design coursework <ul style="list-style-type: none"> ▪ LO1-LO2 ▪ Understand how applications are designed. ▪ Be able to investigate potential solutions for application developments ▪ Unit 1 Exam prep 	Unit 6 - Application design coursework <ul style="list-style-type: none"> ▪ LO3-LO4 ▪ Be able to generate designs for application solutions ▪ Be able to present application solutions to meet client and user requirements ▪ Unit 2 Exam Prep 	Unit 21 Web design and prototyping coursework. <ul style="list-style-type: none"> ▪ LO1-LO2 – Review ▪ LO3-LO4 Implementation 	Unit 15 game design and prototyping coursework. <ul style="list-style-type: none"> ▪ LO1-LO2 – Review ▪ LO3-LO4 Implementation 		

A Level Media Studies Curriculum Map 2025-2026

Key Stage 5

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
12	<p>Introduction to the Media and the Theoretical Framework</p> <p>Component Two</p> <p>Section A: TV</p> <ul style="list-style-type: none"> The Bridge Black Mirror <p>Component Two</p> <p>Section B: Film Industry</p> <ul style="list-style-type: none"> Black Panther I Daniel Blake <p>EXAM PRACTICE</p>	<p>Component One</p> <p>Section A: Advertising and Marketing</p> <ul style="list-style-type: none"> Tide print advert Kiss of the Vampire film poster Super. Human. Tokyo 2020 Paralympic Games AV. Advertisement Unseen Print & A/V <p>Component Two</p> <p>Section C: Online Blog/Magazine</p> <ul style="list-style-type: none"> Zoella Attitude 	<p>Component One</p> <p>Section A: Newspapers</p> <ul style="list-style-type: none"> Daily Mirror The Times Media Language Representation Media Context <p>Component One</p> <p>Section A: Music Video</p> <ul style="list-style-type: none"> Beyonce – Formation Vance Joy – Riptide <p>EXAM PRACTICE</p>	<p>Component One</p> <p>Section B: Newspapers</p> <ul style="list-style-type: none"> Daily Mirror The Times Audience Industry Media Context <p>Component One</p> <p>Section B: Radio</p> <ul style="list-style-type: none"> Woman’s Hour <p>EXAM PRACTICE</p>	<p>Component Two</p> <p>Section B: Magazines</p> <ul style="list-style-type: none"> Vogue Big Issue <p>Component 3 – Non-Examination Assessment</p> <p>EXAM PRACTICE</p>	<p>REVISION & FULL MOCK</p> <p>Component 3 – Non-Examination Assessment</p> <ul style="list-style-type: none"> Magazine/Film Marketing print <p>EXAM PRACTICE</p>
13	<p>Component One</p> <p>Section A: Video Games</p> <p>Assassins Creed -</p> <ul style="list-style-type: none"> Daily Mirror The Times Audience Industry Media Context 	<p>Component Two</p> <p>Section B: Magazines</p> <ul style="list-style-type: none"> Vogue Big Issue <p>Component Two</p> <p>Section A: TV</p> <ul style="list-style-type: none"> The Bridge Life on Mars <p>EXAM PRACTICE</p>	<p>Component Two</p> <p>Section C: Online Blog/Magazine</p> <ul style="list-style-type: none"> Zoella Attitude <p>Component 3 – Non-Examination Assessment</p> <p>EXAM PRACTICE</p>	<ul style="list-style-type: none"> REVISION EXAM PRACTICE NEA FINALISATION 	Public examinations	

Performing Arts (Drama) Curriculum Maps 2025-2026

Key Stage 5 Drama – BTEC Level 3 National Extended Certificate in Performing Arts (Acting)

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
12	Unit 34 –Developing Skills and Techniques for Performance A: Understand the role and skills of a performer B: Develop performance skills and techniques for live performance C: Apply performance skills and techniques in selected styles D: Review and reflect on development of	Unit 34 –Developing Skills and Techniques for Performance A: Understand the role and skills of a performer B: Develop performance skills and techniques for live performance C: Apply performance skills and techniques in selected styles D: Review and reflect	Unit 19 –Acting Styles A: Understand acting styles and techniques for performance B: Develop acting styles, skills and techniques for performance C: Apply acting styles, skills and techniques in rehearsal and performance D: Review personal development and own performance	Unit 19 – Acting Styles A: Understand acting styles and techniques for performance B: Develop acting styles, skills and techniques for performance C: Apply acting styles, skills and techniques in rehearsal and performance D: Review personal development and own performance	Unit 20 – Developing the Voice for Performance A: Explore the principles of voice production B: Develop vocal techniques for a performance C: Apply vocal techniques to a performance D: Review personal development and own performance.	Unit 20 – Developing the Voice for Performance A: Explore the principles of voice production B: Develop vocal techniques for a performance C: Apply vocal techniques to a performance D: Review personal development and own performance.
13	Unit 34 – Developing Skills and Techniques for Performance A: Understand the role and skills of a performer B: Develop performance skills and techniques for live performance C: Apply performance skills and techniques in selected styles D: Review and reflect on development of skills and techniques for live performance	Unit 34 – Developing Skills and Techniques for Performance A: Understand the role and skills of a performer B: Develop performance skills and techniques for live performance C: Apply performance skills and techniques in selected styles D: Review and reflect on development of skills and techniques for live performance	Unit 3 – Group Performance Workshop A: How to interpret and respond to stimulus for a group performance B: Develop and realise creative ideas for a group performance in response to stimulus C: Apply personal management and collaborative skills to group performance workshop D: Apply performance skills to communicate creative intentions during performance workshop E: Review and reflect on the effectiveness of the working process and the workshop performance	Unit 3 - Group Performance Workshop A: Understand how to interpret and respond to stimulus for a group performance B: Develop and realise creative ideas for a group performance in response to stimulus C: Apply personal management and collaborative skills to a group performance workshop process D: Apply performance skills to communicate creative intentions during performance workshop E: Review and reflect on the effectiveness of the working process and the workshop performance	Unit 17 – Screen Acting A: Understand the context of screen acting B: Develop acting skills and techniques for performance in front of a camera C: Apply acting skills and techniques to a performance in front of a camera D: Review own development and screen acting performance.	

Music Curriculum Map 2025-2026

Key Stage 5 BTEC Level 3 National Extended Certificate in Music Technology (Sound Engineering)

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12	Unit 2 Studio Recording Techniques <ul style="list-style-type: none"> A: Explore the equipment and processes used for a multi-track studio recording B: Music recording session planning C: Multi-track recording using techniques and processes D: Review the processes and techniques used in multi-track recording 	Unit 1 – Live Sound Unit 2 Studio Recording Techniques <ul style="list-style-type: none"> A: Explore the equipment and processes used for a multi-track studio recording B: Music recording session planning C: Multi-track recording using techniques and processes D: Review the processes and techniques used in multi-track recording 	Unit 13 – Mixing and Mastering Techniques <ul style="list-style-type: none"> A: Understand mixing and mastering software techniques B: Develop a mixdown of a multi-track project C: Carry out the production of a mastered stereo audio file 	Unit 13 – Mixing and Mastering Techniques <ul style="list-style-type: none"> A: Understand mixing and mastering software techniques. B: Develop a mixdown of a multi-track project C: Carry out the production of a mastered stereo audio file 	Unit 18 – Working and Developing as a Production Team <ul style="list-style-type: none"> A: Understand different roles and responsibilities involved in the music production process. B: Undertake a music production project C: Review the music production project 	Unit 18 – Working and Developing as a Production Team <ul style="list-style-type: none"> A: Understand different roles and responsibilities involved in the music production process. B: Undertake a music production project. C: Review the music production project.

13	Unit 1 – Live Sound <ul style="list-style-type: none"> A: Examine live sound technology, equipment and roles B: Carry out the set-up and soundcheck of a live sound system to meet the needs of performers and audience C: Develop live recording and mixing techniques 	Unit 1 – Live Sound <ul style="list-style-type: none"> A: Examine live sound technology, equipment and roles B: Carry out the set-up and soundcheck of a live sound system to meet the needs of performers and audience C: Develop live recording and mixing techniques 	Unit 6 – DAW Production <ul style="list-style-type: none"> A: Digital audio B: MIDI sequencing skills and techniques C: Manipulating digital Audio D: Processing and mixing on a DAW E: Undertake creative projects on a DAW 	Unit 6 – DAW Production <ul style="list-style-type: none"> A: Digital audio B: MIDI sequencing skills and techniques C: Manipulating digital Audio D: Processing and mixing on a DAW E: Undertake creative projects on a DAW 	Unit 6 – DAW Production <ul style="list-style-type: none"> A: Digital audio B: MIDI sequencing skills and techniques C: Manipulating digital Audio D: Processing and mixing on a DAW E: Undertake creative projects on a DAW 	
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Physical Education/Sport Curriculum Maps 2025-2026

Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12 OCR Cambridge Technical Level 3 Diploma	Unit 4: Working safely in sport, exercise and physical activity	Unit 4: Working safely in sport, exercise and physical activity	Unit 5: Performance analysis and sport and exercise	Unit 5: Performance analysis and sport and exercise	Unit 5: Performance analysis and sport and exercise Unit 17: Sports injuries and rehabilitation	Unit 17: Sports injuries and rehabilitation
12 OCR Cambridge Technical Level 3 Extended Certificate	Unit 1: Body systems and the effects of physical activity	Unit 1: Body systems and the effects of physical activity	Unit 2: Sports coaching and leadership	Unit 2: Sports coaching and leadership	Unit 2: Sports coaching and leadership Unit 19: Sport and Exercise psychology	Unit 19: Sport and Exercise psychology
13 OCR Cambridge Technical Level 3 Diploma	Unit 13: Health and Fitness Testing for Sport and Exercise	Unit 13: Health and Fitness Testing for Sport and Exercise	Unit 5: Performance analysis and sport and exercise	Unit 5: Performance analysis and sport and exercise	Re-sits (units 1, 3 and 4)	Exam period
13 OCR Cambridge Technical Level 3 Extended Certificate	Unit 3: Sports organisation and development Unit 2: Sports coaching and leadership (recovery curriculum/ completion)	Unit 3: Sports organisation and development Unit 2: Sports coaching and leadership (recovery curriculum/ completion)	Unit 18: Practical Sports	Unit 18: Practical Sports	Re-sits (units 1, 3 and 4)	Exam period

Psychology Curriculum Maps 2025-2026

Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12 AQA 7182 Mrs Pugh 3 lessons a week 2025-2026 (with spec changes)	Introduction to A level Psychology- what is Psychology? <hr/> Social Influence <ul style="list-style-type: none"> Types of conformity Explanations for conformity Explanations for obedience Resistance to social change Minority influence 	Social Influence <ul style="list-style-type: none"> Types of conformity Explanations for conformity Explanations for obedience Resistance to social change Minority influence Attachment <ul style="list-style-type: none"> Animal studies Explanations of attachment Ainsworth's 'Strange Situation' and types of attachment Bowlby's theory of maternal deprivation. Effects of Institutionalisation English and Romanian Adoptees project The influence of early attachment on childhood 	Topic Attachment <ul style="list-style-type: none"> Animal studies Explanations of attachment Ainsworth's 'Strange Situation' and types of attachment Bowlby's theory of maternal deprivation Effects of Institutionalisation English and Romanian Adoptees project The influence of early attachment on childhood Research Methods: Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test.	Research Methods Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors. Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test. Content Analysis and Coding	Topic Approaches <ul style="list-style-type: none"> The basic assumptions of the following approaches Learning approaches: the behaviourist approach and social learning theory The cognitive approach and internal mental processes The biological approach: the genetic basis of behaviour: genotype, phenotype and evolution. Influence of biological structures and neurochemistry on behaviour. Cognitive neuroscience. 	Mocks Paper 1 full paper and ¾ of Paper 2 Completing Approaches (not comparison of approaches).

					<ul style="list-style-type: none"> ▪ The psychodynamic approach ▪ The humanistic approach 	
<p>12</p> <p>AQA 1782</p> <p>Ms Thumwood 2 lessons a week</p> <p>2-25-2026 (with spec changes)</p>	<p>Research Methods Year 1 (2 lessons a week)</p> <ul style="list-style-type: none"> ▪ Experimental method ▪ Scientific processes ▪ Data handling and analysis ▪ Descriptive statistics ▪ Display of data ▪ Observational techniques ▪ Self-report techniques ▪ Correlations ▪ Content analysis ▪ Case studies 	<p>Completing Research Methods Year 1</p> <p>Memory (2 Lesson a week to start on completion of Research Methods)</p> <ul style="list-style-type: none"> ▪ Multi Store Model ▪ Working memory model ▪ Explanations for forgetting ▪ Factors affecting the accuracy of eye witness testimony ▪ The Cognitive Interview 	<p>Completion of Memory</p> <p>Clinical Psychology and Mental Health</p> <ul style="list-style-type: none"> ▪ Definitions in the field of mental health ▪ The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). ▪ The behavioural approach to explaining and treating phobia ▪ The cognitive approach to explaining and treating depression ▪ The biological approach to explaining and treating OCD 	<p>Completion of Psychopathology</p>	<p>Topic – Paper 1 revision</p> <ul style="list-style-type: none"> ▪ Year 1 Topics ▪ Exam and essay writing skills ▪ Application questions ▪ Embedding research methods ▪ How to revise for psychology ▪ A01 revision of psychologists and studies <p>A03 peel paragraphs</p>	<p>Topic – Paper 1 revision</p> <ul style="list-style-type: none"> ▪ Year 1 Topics ▪ Exam and essay writing skills ▪ Application questions ▪ Embedding research methods ▪ How to revise for psychology ▪ A01 revision of psychologists and studies <p>A03 peel paragraphs</p>

<p>13 AQA 7182</p> <p>Mrs Pugh 3 lessons a week</p> <p>2025-2026</p>	<p>Topic: Approaches</p> <ul style="list-style-type: none"> ▪ Psychodynamic ▪ Humanistic <p>Topic: Issues and debates</p> <ul style="list-style-type: none"> ▪ Holism and reductionism ▪ Biological reductionism and environmental (stimulus-response) reductionism ▪ Idiographic and nomothetic approaches 	<p>Topic Issues and debates End of Topic Assessment:</p> <p>Topic: Approaches Comparison of approaches using I&D.</p> <p>Topic Option: <u>Relationships</u></p> <ul style="list-style-type: none"> ▪ The evolutionary explanations for partner preferences behaviour ▪ Factors affecting attraction in romantic relationships ▪ Theories of romantic relationships ▪ Duck's phase model of relationship breakdown ▪ Virtual relationships in social media relationships ▪ Parasocial relationships in explaining celebrity and fandom 	<p>Topic Option: Relationships</p> <ul style="list-style-type: none"> ▪ The evolutionary explanations for partner preferences behaviour ▪ Factors affecting attraction in romantic relationships ▪ Theories of romantic relationships ▪ Duck's phase model of relationship breakdown ▪ Virtual relationships in social media relationships ▪ Parasocial relationships in explaining celebrity and fandom <p>Topic Option: Aggression</p> <ul style="list-style-type: none"> ▪ Neural and hormonal mechanisms ▪ The ethological explanation of aggression ▪ Evolutionary explanations of human aggression. 	<p>Topic Option: Aggression</p> <ul style="list-style-type: none"> ▪ Neural and hormonal mechanisms ▪ The ethological explanation of aggression ▪ Evolutionary explanations of human aggression. ▪ Social psychological explanations of human aggression ▪ Institutional aggression ▪ Media influences on aggression 	<p>Revision Papers 1-3</p>	<p>Paper 1 2 hours Paper 2 2 hours Paper 3 2 hours</p>
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			<ul style="list-style-type: none"> ▪ Social psychological explanations of human aggression ▪ Institutional aggression ▪ Media influences on aggression 			
<p>13 AQA 7182</p> <p>Ms Wollaston 2 lessons a week</p> <p>2025-2026</p>	<p>Topic: Issues and debates</p> <ul style="list-style-type: none"> ▪ Free will and determinism ▪ The scientific emphasis on causal explanations ▪ Ethical Implications of research studies and theory (inc. social sensitivity) <p>Topic: Biopsychology</p> <ul style="list-style-type: none"> ▪ The divisions of the nervous system ▪ The structure and function of sensory, relay and motor neurons. ▪ The process of synaptic transmission, The function of the endocrine system ▪ The fight or flight response 	<p>Topic: Biopsychology</p> <ul style="list-style-type: none"> ▪ The divisions of the nervous system ▪ The structure and function of sensory, relay and motor neurons. ▪ The process of synaptic transmission, The function of the endocrine system ▪ The fight or flight response 	<p>Option 2 Schizophrenia</p> <ul style="list-style-type: none"> ▪ Biological explanations for schizophrenia ▪ Psychological explanations for schizophrenia ▪ Drug therapy in treating schizophrenia ▪ Cognitive behaviour therapy and family therapy <p>The importance of an interactionist approach</p>	<p>Option 2 Schizophrenia</p> <ul style="list-style-type: none"> ▪ Biological explanations for schizophrenia ▪ Psychological explanations for schizophrenia ▪ Drug therapy in treating schizophrenia ▪ Cognitive behaviour therapy and family therapy <p>The importance of an interactionist approach</p>	<p>Paper 1, 2 and 3 Revision</p>	<p>Paper 1 2 hours Paper 2 2 hours Paper 3 2 hours</p>

Sociology Curriculum Map 2025-2026

Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12 AQA Sociology Miss Wollaston x 2 lessons a week Miss Thumwood x 3 lessons a week	Family & Households Topic 1 Couples Topic 2 Childhood Education Introduction Theories & Ideas Topic 1 Class differences in achievement (1) external factors Topic 2 Class differences in achievement (2) internal factors	Family & Households Topic 3 Theories of the family Topic 4 Demography Education Topic 3 Ethnic differences in achievement Topic 4 Gender differences in education	Family & Households Topic 5 Changing family patterns Topic 6 Family diversity Topic 7 Families and social policy Education Topic 5 The role of education in society Topic 6 Educational policy and inequality	Research Methods Topic 1 Choosing a research method Topic 3 Experiments Topic 4 Questionnaires Beliefs of Society Topic 1 Theories of religion Topic 2 Religion and social change Topic 3 Secularisation	Research Methods Topic 5 Interviews Topic 6 Participant observation Beliefs of Society Topic 3 Secularisation Topic 4 Religion, renewal and choice	Research Methods Topic 7 Secondary sources Topic 2 Education: the research context Beliefs of Society Topic 5 Religion in a global context Topic 6 Organisations, movements and members
13 AQA Sociology Miss Wollaston x 3 lessons a week Miss Thumwood X 2 lessons a week	Research Methods Research Methods in context Crime and Deviance Topic 1 Functionalist, strain and subcultural theories Beliefs of Society Topic 7 Ideology and science Revision of beliefs	Crime and Deviance Topic 2 Interactionism and labelling theory Topic 3 Class, power and crime Theories in Sociology Topic 1 Functionalism Topic 2 Marxism Topic 3 Feminism Topic 4 Action Theory Topic 5 Sociology and Science	Crime and Deviance Topic 4 Realist theories of crime Topic 5 Gender, crime and justice Topic 6 Ethnicity, crime and justice Theories in Sociology Topic 6 Objectivity and Values in Sociology Theory Topic 7 Postmodernism Topic 8 social policy	Crime and Deviance Topic 7 Crime and the media Topic 8 Globalisation, green crime, human rights & state crime Topic 9 Control, punishment and victims Revision	Revision Revision	Revision Revision

Travel and Tourism Curriculum Maps 2025-2026

Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12 Pearson BTEC National extended certificate in travel and tourism	Unit 1: world of travel and tourism Learning aim A Types of T&T Types of Tourism Types of Travel Types of T&T customer Unit 9: Visitor attractions Learning Aim A Investigate the nature, role and appeal of visitor attractions	Unit 1: world of travel and tourism Learning Aim A/B The Types of T&T organisation Ownership and operating aims Key sectors Unit 9: Visitor attractions Learning Aim A/B	Unit 1: world of travel and tourism Learning Aim B/C Interrelationships and interdependencies Technology Scale of the T&T industry Unit 9: Visitor attractions Learning aim B Examine how visitor attractions meet the diverse expectations of visitors	Unit 1: world of travel and tourism Learning aim C/D Employment Visitor numbers Income and spending Factors affecting T&T industry Product development Unit 9: Visitor attractions Learning aim B/C	Unit 1: world of travel and tourism Learning Aim D Other factors affecting the T&T industry Responses of T&T industry Unit 1: Exam External Unit 9: Visitor attractions Learning Aim C Explore how visitor attractions respond to competition and measure their success and appeal	Unit 2: Global destinations Learning aim A Geographical awareness, locations and features giving appeal to global destinations Unit 3: Principles of marketing Learning aim A Explore the role of marketing activities in influencing customer decisions and meeting customer needs in travel and tourism
13 Pearson BTEC National extended certificate in travel and tourism)	Unit 2: Global destinations Learning aim A /B Unit 3: Principles of marketing Learning Aim B B Examine the impact that marketing activities have on the success of different travel and tourism organisations	Unit 2: Global destinations Learning aims B Potential advantages and disadvantages of travel options to access global Destinations Unit 3: Principles of marketing Learning aim A/B assessment	Unit 2: Global destinations Learning aim C Travel planning, itineraries, costs and suitability matched to customer needs Unit 3: Principles of marketing Learning aim C Carry out market research to identify a new travel and tourism product or service	Unit 2: Global destinations Learning aim D1 D1 Consumer trends affecting the appeal of global destination Unit 3: Principles of marketing Learning Aim D Produce a promotional campaign for a new travel and tourism product or service, to meet stated objectives	Unit 2: Global destinations learning aim D2 Motivating and enabling factors affecting the appeal of global destinations Unit 3: Principles of marketing Learning aim C/D assessment	

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