

RAYNES

PARK HIGH SCHOOL

SIXTH FORM
CURRICULUM INFORMATION
2023-2024

Respect
Resilience
Results

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English Literature Curriculum Map 2023-2024

Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12 Edexcel/ 9ETO	<p>Teacher A – 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 B - 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 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 B -Handmaid’s Tale Exploring the work of Margret Atwood and the era in which she writes. A focus on the craft of a novelist.</p>	<p>Teacher A - Poems of the Decade Exploring themes, form and quotes for comparison.</p> <p>Teacher B - Prose comparison Exploring themes, form and quotes for comparison.</p>	<p>Teacher A - Unseen Poetry Exploring the work of modern poets and how to analyse an unseen text. A focus on the craft of a poet.</p> <p>Teacher B - Preparing for Shakespeare Exploring the Shakespearean era and the significance of this time on the work of Shakespeare.</p>	<p>Teacher A - CWK Text 1 Exploring the work of F. Scott Fitzgerald and the era in which he writes. A focus on the craft of a novelist.</p> <p>Teacher B – Othello Exploring the work of ‘Othello’. A focus on the craft of the playwright.</p>	<p>Teacher A - Coursework Text 2 Exploring the work of Tennessee Williams - and the era in which he writes. A focus on the craft of a novelist.</p> <p>Teacher B – Othello Exploring themes, form and quotes for comparison.</p>
13 Edexcel/ 9ETO	<p>Teacher A – CWK & 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 B – Revision: Othello Exploring the key quotations, messages and written skills necessary for the A level alongside the taught texts</p>	<p>Teacher A – CWK & 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 B – Revision: PoD & Unseen Exploring the key quotations, messages and written skills necessary for the A level alongside the taught texts.</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: Prose Exploring the key quotations, messages and written skills necessary for the A level alongside the taught texts.</p>	<p>*Coursework *Revise Streetcar *Revise Othello</p> <p>Exploring the key quotations, messages and written skills necessary for the A level alongside the taught texts.</p>	<p>*Revise Prose *Revise PoD *Revise Rossetti</p> <p>Exploring the key quotations, messages and written skills necessary for the A level alongside the taught texts.</p>	

Core Maths Curriculum Map 2023-2024

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 Level 3 Certificate in Mathematics in Context (7MCO)	Social Networking <ul style="list-style-type: none"> Applying statistics to real life data Construct and interpret diagrams for grouped discrete and continuous data Calculate and use variance Calculate and use standard deviation Society <ul style="list-style-type: none"> Product Moment Correlation Coefficient Evaluate Risk Moving Averages and Time Series 	Society <ul style="list-style-type: none"> Linear Programming 1 Arithmetic and Geometric Sequences Sport <ul style="list-style-type: none"> Spearman's rank correlation coefficient Interpolation and extrapolation and outliers Regression lines 1 Least squares regression lines 1 Probability and Venn Diagrams 	Clothing Industry <ul style="list-style-type: none"> Linear Programming 2 Straight line graphs 1 Analysing Clothing Industry data 	Finance <ul style="list-style-type: none"> Writing formula – Tax Rates, APR, Iterative formulae 1 - Car Loans Life Insurance (geometric sequences) Mortgages (percentages, substituting into formula and cumulative frequency graphs) 	Creative Arts <ul style="list-style-type: none"> Ratio Calculating Wavelength Construct and interpret diagrams Nth term 1 	Health <ul style="list-style-type: none"> Probability Trees Expectation Iterative formulae 2 – Paracetamol
13 Exam spec/ code EDEXCEL Level 3 Certificate in Mathematics in Context (7MCO)	Economy <ul style="list-style-type: none"> Calculating APR Calculating gradient of a curve Histograms Geometric Sequences 	Travel <ul style="list-style-type: none"> Calculating stopping, thinking and braking distances Regression Lines 2 Speed, distance and time 	Environment <ul style="list-style-type: none"> Straight line graphs 2 Nth term 2 Analysing Climate and Weather data 	Disasters <ul style="list-style-type: none"> Least squares regression lines 2 Using PMCC to explore disaster data Analysing disaster data 	Pure Maths Integration Vectors 3D Applied (Mechanics) Further kinematics	Pure Maths Revision for external exams Applied (Mechanics) Revision for external exams Applied (Statistics)

		<ul style="list-style-type: none">▪ Calculating adjustments for inflation <p>Revision</p> <ul style="list-style-type: none">▪ Revision for internal exams		<p>Engineering</p> <ul style="list-style-type: none">▪ Linear Programming 3▪ Reciprocal relationships▪ Project Management and Risk	Revision for external exams	Revision for external exams
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A Level Maths Curriculum Map 2023-2024

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 1 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 1 Projectiles 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 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 2023-2024

AQA A Level Biology

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12	Biological molecules <ul style="list-style-type: none"> Biological molecules Cells <ul style="list-style-type: none"> Cell structure Transport across cell membranes 	Biological molecules <ul style="list-style-type: none"> Nucleic acids Cells <ul style="list-style-type: none"> Cell recognition and the immune system 	Organisms exchange substances with their environment <ul style="list-style-type: none"> Exchange Genetic information, variation and relationships between organisms <ul style="list-style-type: none"> DNA, genes and protein synthesis 	Organisms exchange substances with their environment <ul style="list-style-type: none"> mass transport Genetic information, variation and relationships between organisms <ul style="list-style-type: none"> genetic diversity 	Genetic information, variation and relationships between organisms <ul style="list-style-type: none"> biodiversity 	Revision for end of year exams
13	Energy transfer in & between organisms <ul style="list-style-type: none"> photosynthesis respiration Genetics, populations, evolution & ecosystems <ul style="list-style-type: none"> inherited change 	Energy transfer in & between organisms <ul style="list-style-type: none"> energy and ecosystems Genetics, populations, evolution & ecosystems <ul style="list-style-type: none"> populations and evolution populations in ecosystems 	Organisms respond to changes in their environment <ul style="list-style-type: none"> response to stimuli nervous coordination and muscles The control of gene expression <ul style="list-style-type: none"> Gene expression 	Organisms respond to changes in their environment <ul style="list-style-type: none"> homeostasis The control of gene expression <ul style="list-style-type: none"> recombinant DNA technology 	Revision	

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12	Atomic Structure <ul style="list-style-type: none"> Subatomic particles Mass spectrometry Bonding <ul style="list-style-type: none"> Types of bonding Intermolecular forces 	Amount of Substance <ul style="list-style-type: none"> Molar calculations Kinetics 1 <ul style="list-style-type: none"> Rates of reaction Energetics <ul style="list-style-type: none"> Energy changes 	Organic Chemistry 1 <ul style="list-style-type: none"> Alkanes Chemical Equilibria <ul style="list-style-type: none"> Application of Le Chatlier's principle 	Organic Chemistry 1 <ul style="list-style-type: none"> Alkenes Alcohols Redox Chemistry <ul style="list-style-type: none"> Reduction and oxidation 	Organic Chemistry 1 <ul style="list-style-type: none"> Haloalkanes Group 2 and 7 <ul style="list-style-type: none"> Trends in properties Periodicity <ul style="list-style-type: none"> Trends in period 3 	Organic Analysis 1 <ul style="list-style-type: none"> IR spectroscopy Revision for end of year exams
13	Organic Chemistry 2 <ul style="list-style-type: none"> Carboxylic acid derivatives Thermodynamics <ul style="list-style-type: none"> Enthalpy changes Born-Haber cycles Kinetics 2 <ul style="list-style-type: none"> Initial rates theory Arrhenius equation 	Organic Chemistry 2 <ul style="list-style-type: none"> Aromatic chemistry Electrode Potentials <ul style="list-style-type: none"> Functionality of electrochemical cells 	Organic Chemistry 2 <ul style="list-style-type: none"> Amine chemistry Acids and Bases <ul style="list-style-type: none"> Calculations relating to acid strength Organic Analysis 2 <ul style="list-style-type: none"> NMR Chromatography 	Organic Chemistry 2 <ul style="list-style-type: none"> Organic synthesis Transition Metals <ul style="list-style-type: none"> Reactions of transition metals Oxidation states 	Revision and A level exams	

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12	Experimental Skills Matter and Radiation <ul style="list-style-type: none"> ▪ Quarks and Leptons ▪ Quantum phenomena 	Waves <ul style="list-style-type: none"> ▪ Core practical work ▪ Theory Optics <ul style="list-style-type: none"> ▪ Core practical work ▪ Theory 	Forces in Equilibrium <ul style="list-style-type: none"> ▪ Core practical work ▪ Theory ▪ Newton's Laws of Motion 	Force and Momentum <ul style="list-style-type: none"> ▪ Work, energy and Power Materials <ul style="list-style-type: none"> ▪ Core practical work ▪ Theory 	Electric Current <ul style="list-style-type: none"> ▪ Core practical work ▪ Theory ▪ DC Circuits 	Exams Motion in a Circle <ul style="list-style-type: none"> ▪ Calculations
13	Simple Harmonic Motion <ul style="list-style-type: none"> ▪ Core practical work ▪ Theory Thermal Physics <ul style="list-style-type: none"> ▪ Gases ▪ Core practical work 	Fields <ul style="list-style-type: none"> ▪ Gravitational Fields ▪ Electric Fields ▪ Capacitors ▪ Magnetic Fields 	Electromagnetic Induction <ul style="list-style-type: none"> ▪ Core practical work ▪ Theory Radioactivity <ul style="list-style-type: none"> ▪ Core practical work ▪ Theory 	Nuclear Energy <ul style="list-style-type: none"> ▪ Theory Astrophysics <ul style="list-style-type: none"> ▪ Option Unit 	Revision and A level exams	

Edexcel BTEC Applied Science

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12	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 (January)			Unit 2: Practical Scientific Procedures and Techniques <ul style="list-style-type: none"> ▪ Learning aim A: Undertake titration and calorimetry 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		Final deadline and resubmissions of Unit 2 written assignments.
13	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 (January)			Unit 8: Physiology of Human Body Systems <ul style="list-style-type: none"> ▪ 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. 		Final deadline and resubmissions of Unit 8 written assignments

Art and Photography Curriculum Maps 2023-2024

Key Stage 5

Art

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 12	Natural Form <ul style="list-style-type: none"> ▪ Recording observations ▪ Exploring a range of media to record still life ▪ Mixed Media art work ▪ Brusho 	Natural Form <ul style="list-style-type: none"> ▪ Collage techniques ▪ Mixed media art work ▪ Colour theory ▪ Developing ideas ▪ Experimental Drawing 	Mini Project Students create a small portfolio that replicates expectations of Component 1.	Personal Investigation <ul style="list-style-type: none"> ▪ Researching and selecting a personal theme. ▪ Project proposal ▪ Developing ideas in response to an artist/ culture ▪ Experimenting and developing ideas ▪ Recording observations and intentions 	Personal Investigation <ul style="list-style-type: none"> ▪ Developing ideas in response to an artist/ culture ▪ Experimenting and developing ideas ▪ Recording observations and intentions ▪ Essay 	Personal Investigation <ul style="list-style-type: none"> ▪ Developing ideas in response to an artist/ culture ▪ Experimenting and developing ideas ▪ Recording observations and intentions ▪ Mini outcome ▪ Essay
Year 13	Personal Investigation <ul style="list-style-type: none"> ▪ Developing ideas in response to an artist/culture ▪ Experimenting and developing ideas ▪ Recording observations and intentions ▪ Mini outcome ▪ Essay 	External Assessment <ul style="list-style-type: none"> ▪ Students independently respond to an externally set brief 	External Assessment <ul style="list-style-type: none"> ▪ Students independently respond to an externally set brief 			

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 12	Photography Theory and History <ul style="list-style-type: none"> ▪ Camera settings ▪ Composition ▪ Shutter Speed ▪ Depth of Field ▪ Sketchbook layout 	Photoshop and physical manipulation <ul style="list-style-type: none"> ▪ ISO ▪ Studio lighting ▪ Location shoot ▪ Independent shoot ▪ Photoshop ▪ Physical manipulation 	Mini Project Students create a small portfolios that replicates expectations of Component 1.	Personal Investigation <ul style="list-style-type: none"> ▪ Researching and selecting a personal theme. ▪ Project proposal ▪ Developing ideas in response to an artist/ culture ▪ Experimenting and developing ideas ▪ Recording observations and intentions 	Personal Investigation <ul style="list-style-type: none"> ▪ Developing ideas in response to an artist/ culture ▪ Experimenting and developing ideas ▪ Recording observations and intentions ▪ Essay 	Personal Investigation <ul style="list-style-type: none"> ▪ Developing ideas in response to an artist/ culture ▪ Experimenting and developing ideas ▪ Recording observations and intentions ▪ Mini outcome ▪ Essay
Year 13	Personal Investigation <ul style="list-style-type: none"> ▪ Developing ideas in response to an artist/ culture ▪ Experimenting and developing ideas ▪ Recording observations and intentions ▪ Mini outcome ▪ Essay 	External Assessment Students independently respond to an externally set brief	External Assessment Students independently respond to an externally set brief			

Business Curriculum Maps 2023-2024

OCR Cambridge Technical (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 ▪ Use 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 Pre-release preparation Past Exam Paper Practice	Teacher 1 Unit 1 The business Environment Pre-release prep Revision May 2024 External examination Unit 1
	Teacher 2 Unit 4 Customer & Communication Influences on customer behaviour Business actions in response to the	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	Teacher 2 Unit 4 Customer & Communication Explain the importance of listening skills Structure and deliver written/verbal business communication so that its	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	Teacher 2 Unit 8 Human Resource Planning Why and how a business motivates employees with reference to motivational theories	Teacher 2 Unit 8 Human Resource Planning The methods that a specific business uses to maintain confidentiality within the human resources function

	<p>differing needs of customers</p> <p>Review 3 mediums of communication i.e. a newsletter, social media page, 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>customers of maintaining and developing customer service</p> <p>Recommend and justify changes to the customer 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>content and type of communication is appropriate for its audience and purpose</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>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>External Visit from exam board: Unit 4</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>The consequences to a specific business of the HR function failing to maintain the confidentiality of information</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>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>Teacher 1</p> <p>Unit 2 Working in Business</p> <p>Unit 2 External Exam Jan 2024</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>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>

	<p>Factors that influence meeting arrangements</p> <p>The factors that influence business travel arrangements</p> <p>The factors that influence business accommodation arrangements</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>Business communications design</p>		<p>External Visit from exam board: Unit 8</p>		
	<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</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>

	developing employees The effect on a business of reducing training and development opportunities					
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Criminology Curriculum Map 2023-2024

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 ▪ 	Unit 1 <ul style="list-style-type: none"> ▪ AC1.6 Evaluate methods of collecting information about crime ▪ 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 style="text-align: center;">Controlled Assessment Unit 1</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 	Unit 2 – Exam summer term <ul style="list-style-type: none"> ▪ AC4.2 Explain how social changes affect policy development ▪ AC4.3 Discuss how campaigns affect policy making 	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
13	Unit 3 <ul style="list-style-type: none"> ▪ AC2.1 Explain the requirements of the Crown Prosecution 	Unit 4 <ul style="list-style-type: none"> ▪ Prison project – Introduction to Unit 4 Crime and Punishment 	Unit 4 <ul style="list-style-type: none"> ▪ AC2.1 Explain forms of social control 	Unit 4 <ul style="list-style-type: none"> ▪ AC3.1 Explain the role of agencies in social control 	<u>Revision</u>	

	<p>Service (CPS) for prosecuting suspects</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>Controlled Assessment Unit 3 (prior to half term)</p>	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ AC2.2 Discuss the aims of punishment ▪ AC2.3 Assess how forms of punishment meet the aims of punishment 	<ul style="list-style-type: none"> ▪ 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 		
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Geography Curriculum Maps 2023-2024

Key Stage 5 - Edexcel A Level Geography

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 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
Year 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 Map 2023-2024

Key Stage 5

Year/ Class	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half Term 6
12 Single (includes double student)	<p>Introduction to the course</p> <p>Unit 4 Anatomy & Physiology for Health and Social Care (exam unit 2 lesson a week)</p> <p>The cardiovascular system, malfunctions and their impact on individuals</p> <p>Unit 3 health, safety & security (exam unit)</p> <p>Understand potential hazards in health, social care and child care environments</p> <p>Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments</p> <p>Unit 1: Building positive relationships</p>	<p>Unit 4 Anatomy & Physiology for Health and Social Care (exam unit)</p> <p>The respiratory system, malfunctions and their impact on individuals</p> <p>Unit 3 health, safety & security (exam unit)</p> <p>Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments</p> <p>Know how to respond to incidents and emergencies in a health, social care or</p>	<p>Unit 4 Anatomy & Physiology for Health and Social Care (exam unit)</p> <p>The digestive system, malfunctions and their impact on individuals</p> <p>Unit 3 health, safety & security – Jan 2023</p> <p>Unit 1: Building positive relationships</p>	<p>Unit 4 Anatomy & Physiology for Health and Social Care (exam unit)</p> <p>The musculoskeletal system, malfunctions and their impact on individuals</p> <p>The control and regulatory systems, malfunctions and their impact on individuals</p> <p>Unit 1: Building positive relationships</p> <p>Be able to use communication skills effectively to build positive relationships in HSC and child care environments.</p> <p>Unit 23 Sociology for health and social care</p>	<p>Unit 4 Anatomy & Physiology for Health and Social Care (exam unit)</p> <p>The sensory systems, malfunctions and their impact on individuals</p> <p>Unit 1: Building positive relationships</p> <p>Coursework write up.</p> <p>Unit 23 Sociology for health and social care</p>	<p>Revision and exam preparation May 2023</p> <p>Unit 1: Building positive relationships</p> <p>Completing coursework write up.</p> <p>Complete Unit 23</p>

Health and Social Care Curriculum Map 2023-2024

Key Stage 5

	<p>Understand relationships in health and social care environments</p> <p>Understand factors that influence the building of relationships</p>	<p>child care environment</p> <p>Unit 1: Building positive relationships</p> <p>Understand relationships in health and social care environments</p> <p>Understand factors that influence the building of relationships</p>	<p>Understand how a person centred approach builds positive relationships in HSC or child care environments</p> <p>Unit 23 Sociology for health and social care</p> <p>Understand Sociological Perspectives</p> <p>Understand Sociological Perspectives about HSC</p>	<p>Understand patterns and trends in health and illness among different social groups.</p> <p>Understand sociological perspectives about the organisation and management of health and social care.</p>	<p>Understand sociological perspectives about the organisation and management of health and social care.</p>	<p>Sociology for health and social care (coursework)</p>
<p>12 Double (double only)</p>	<p>Introduction to the course</p> <p>Unit: 6 Personalisation & a Person Centred Approach (exam unit)</p> <p>Understand personalisation in health and social care</p>	<p>Unit: 6 Personalisation & a Person Centred Approach (exam unit)</p> <p>Understand methods used to implement a personcentred approach</p> <p>Know how to plan and conduct review meetings using a</p>	<p>Unit: 6 Personalisation & a Person Centred Approach (exam unit) Exam Jan 2023</p>	<p>Unit 18 Caring for older people (coursework)</p> <p>Understand the ageing process</p> <p>Be able to support older people to plan their care and support</p> <p>Understand the potential vulnerability of older people</p>	<p>Unit 18 Caring for older people (coursework)</p> <p>Understand the ageing process</p> <p>Be able to support older people to plan their care and support</p>	<p>Unit 18 Caring for older people (coursework)</p> <p><i>Continued from Year 12</i></p>

Health and Social Care Curriculum Map 2023-2024

Key Stage 5

	<p>Understand what is meant by a person-centred approach to care</p> <p>Unit 13: Sexual Health, Reproduction and Early Development (Coursework unit)</p> <p>Understand sexual health and contraception Understand the importance of prenatal health and the process of conception.</p>	<p>person-centred approach</p> <p>Unit 13: Sexual Health, Reproduction and Early Development (Coursework unit)</p> <p>Understand sexual health and contraception Understand the importance of prenatal health and the process of conception.</p>	<p>Unit 13: Sexual Health, Reproduction and Early Development (Coursework unit)</p> <p>Know the factors that could affect health in pregnancy and the success of the birth. Understand the stages of pregnancy and birth and the postnatal care of the mother.</p>	<p>Unit 13 Sexual health, reproduction and early development (coursework)</p> <p>Understand the care and development of the baby in the first year of life</p>	<p>Understand the potential vulnerability of older people</p> <p>Unit 13 Sexual health, reproduction and early development (coursework)</p> <p>Completion of Unit 13 coursework</p>	<p>Understand the ageing process</p> <p>Be able to support older people to plan their care and support</p> <p>Understand the potential vulnerability of older people</p> <p>Unit 12: Promoting Positive Behaviour (Coursework)</p> <p>Understand how to promote positive behaviour.</p> <p>Continue in Year 13</p>
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Health and Social Care Curriculum Map 2023-2024

Key Stage 5

13 Single	<p>Unit 2 Equality, diversity and rights in health and social care (exam unit)</p> <p>Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments</p> <p>Understand the impact of discriminatory practices on individuals in health, social care and child care environments</p> <p>Unit 1 building positive relationships (coursework)</p> <p>Coursework write up</p>	<p>Unit 2 Equality, diversity and rights in health and social care (exam unit)</p> <p>Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and childcare environments</p> <p>Understand how equality, diversity and rights in health, social care and childcare environments are promote</p> <p>Unit 1 building positive relationships (coursework)</p>	<p>Unit 2 Equality, diversity and rights in health and social care (exam unit) Jan 2023</p> <p>Unit 1 building positive relationships (coursework)</p>	<p>Unit 1 building positive relationships (coursework)</p> <p>Completion of unit taught in Year 12.</p>	Retake Revision	Resit opportunity

Health and Social Care Curriculum Map 2023-2024

Key Stage 5

		<p>Coursework write up</p> <p>Unit 17: Mental Health Unit (Coursework)</p> <p>Know the main concepts, types, causes and effects of mental health conditions</p>	<p>Coursework corrections</p> <p>Unit 17: Mental Health Unit (Coursework)</p> <p>Be able to support individuals with mental health conditions to plan their care, treatment and support</p>	<p>Unit 17: Mental Health Unit (Coursework)</p> <p>Complete coursework</p>		
13 Double	<p>Unit 7 safeguarding (exam unit)</p> <p>Understand types and signs of abuse</p> <p>Understand factors which may lead to abusive situations</p> <p>Understand legislation, regulatory requirements and guidance which govern the safeguarding of adults, young people and children</p>	<p>Unit 7 safeguarding (exam unit)</p> <p>Understand how to deal with suspected abuse and disclosures of abuse</p> <p>Understand working strategies and procedures for the safeguarding and protection of adults,</p>	<p>Unit 7 Safeguarding exam Jan 2023</p> <p>Unit 12: Promoting Positive Behaviour (Coursework)</p> <p>Corrections</p> <p>Unit 13: Sexual health, reproduction and early</p> <p>Know the factors which could affect health in pregnancy and the success of the birth</p>	<p>Unit 13: Sexual health, reproduction and early</p> <p>Understand the stages of pregnancy and birth and the post-natal care of the mother</p> <p>Completion of coursework.</p>	<p>Revision for resits and final coursework corrections.</p>	<p>Resit opportunity for Year 12 and 13 exam units.</p>

Health and Social Care Curriculum Map 2023-2024

Key Stage 5

	<p>Unit 12: Promoting Positive Behaviour (coursework)</p> <p>Be able to promote positive behaviour. Understand situations in which staff are required to use reactive and restrictive interventions.</p> <p>Unit 13: Sexual health, reproduction and early development (coursework)</p> <p>Understand sexual health and contraception</p>	<p>young people and children</p> <p>Understand how workers within health, social care and child care environments can minimise the risk of abuse</p> <p>Unit 12: Promoting Positive Behaviour (Coursework)</p> <p>Be able to use interventions to promote positive behaviour, considering the impact on the individual.</p> <p>Know relevant legislation and guidance related to promoting positive behaviour</p> <p>Unit 13: Sexual health, reproduction and early development (coursework)</p>				
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Health and Social Care Curriculum Map 2023-2024

Key Stage 5

		<p>Understand sexual health and contraception.</p> <p>Understand the importance of pre-natal health and the process of conception.</p>				
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History Curriculum Maps 2023-2024

Key Stage 5 (NB BT unit 3 lessons per week, USA unit 2 lessons per week)

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12	<p>Paper 1: Britain Transformed 1918-1997</p> <ul style="list-style-type: none"> A changing political and economic environment 1918-1979 Creating a Welfare State., 1918-1997 <p>Paper 2: The USA, 1955-1992 Conformity and Challenge</p> <ul style="list-style-type: none"> Transition work Affluence and conformity, 1955-63 	<p>Paper 1: Britain Transformed 1918-1997</p> <ul style="list-style-type: none"> Creating a Welfare state 1918-1979 Society Transition, 1918-1997 <p>Paper 2: The USA, 1955-1992 Conformity and Challenge</p> <ul style="list-style-type: none"> Protest and Reaction 1963-72 	<p>Paper 1: Britain Transformed 1918-1997</p> <ul style="list-style-type: none"> Society in transition 1918-1979 Changing Quality of Life, 1918-1997 <p>Paper 2: The USA, 1955-1992 Conformity and Challenge</p> <ul style="list-style-type: none"> Protest and Reaction, 1963-72 	<p>Paper 1: Britain Transformed 1918-1997</p> <ul style="list-style-type: none"> Changing quality of life 1918-1997 Revision (2 weeks) <p>Paper 2: The USA, 1955-1992 Conformity and Challenge</p> <ul style="list-style-type: none"> Social and political change, 1973-80 	<p>Paper 1: Britain Transformed 1918-1997</p> <ul style="list-style-type: none"> What impact did Thatcher's governments (1979-1990 have on Britain 1979-1997) <p>Paper 2: The USA, 1955-1992 Conformity and Challenge</p> <ul style="list-style-type: none"> Republican dominance and its opponents, 1981-92 	<p>Paper 1: Britain Transformed 1918-1997</p> <ul style="list-style-type: none"> What impact did Thatcher's governments (1979-1990 have on Britain 1979-1997) Revision and Exam <p>Paper 2: the USA, 1955-1992 Conformity and Challenge</p> <ul style="list-style-type: none"> Revision Introduction to coursework Coursework reading for summer holidays
13	<p>Paper 3: Option 35.2: The British Experience of Warfare C1790-1918</p> <ul style="list-style-type: none"> Britain and the French Wars, 1793-1815 	<p>Paper 3: Option 35.2: The British Experience of Warfare C1790-1918</p> <ul style="list-style-type: none"> The Second Boer War, 1899-1902 	<p>Paper 3: Option 35.2: The British Experience of Warfare C1790-1918</p> <ul style="list-style-type: none"> Trench warfare on the Western Front, 1914–18 	<p>Paper 3: Option 35.2: The British Experience of Warfare C1790-1918</p> <ul style="list-style-type: none"> Changes in organising the military 	<p>Paper 3: Option 35.2: The British Experience of Warfare C1790-1918</p> <ul style="list-style-type: none"> Revision and exam prep 	

	<ul style="list-style-type: none"> ▪ The Crimean War, 1854-56 <p>Cold War Coursework</p> <ul style="list-style-type: none"> ▪ Review of holiday reading ▪ Reintroduction to Coursework specification ▪ Ideological conflict: Capitalism V Communism ▪ End of the Cold War: The Primacy of economics and the failure of the USSR Command Economy ▪ Reagan: Cold War warrior 1981-85 ▪ Strategic Defence Initiative [SDI] ▪ Mikhail Gorbachev and renewed super power diplomacy 1985-89. ▪ Perestroika and Glasnost 	<p>Cold War Coursework</p> <ul style="list-style-type: none"> ▪ The moral bankruptcy of Marxist-Leninism ▪ The Gorbachev-Reagan Thaw ▪ Poland and the “Sinatra Doctrine <p>Students researching and drafting coursework on reasons for the end of the Cold War.</p>	<ul style="list-style-type: none"> ▪ The war in the air, 1914–18 <p>Cold War Coursework</p> <ul style="list-style-type: none"> ▪ First and only draft submitted for marking feedback <p>Students researching and drafting coursework on reasons for the end of the Cold War.</p>	<ul style="list-style-type: none"> ▪ Changes in weaponry and the role of the people <p>Cold War Coursework</p> <ul style="list-style-type: none"> ▪ Students researching and drafting final coursework on reasons for the end of the Cold War ▪ Final coursework submitted last week of term. 	<p>Revision of Units 1 and 2</p>	
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ICT Curriculum Map 2023-2024

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12 CT/ 05840	<p>Unit 21 Web design and prototyping coursework. LO1-LO2</p> <p>Understand the fundamentals of web design</p> <p>Be able to plan the development of an interactive website for an identified client</p> <p>Unit 1 FUNDAMENTALS OF IT</p> <p>Teaching content for LO1-LO3</p>	<p>Unit 21 Web design and prototyping coursework. LO3-LO4</p> <p>Be able to create prototype websites for an identified client</p> <p>Be able to present the interactive website concept to an identified client</p> <p>Unit 1 FUNDAMENTALS OF IT</p> <p>Teaching content for LO4-LO5</p>	<p>Unit 15 game design and prototyping coursework. LO1-LO2</p> <p>Be able to develop game concepts</p> <p>Be able to develop game prototypes</p> <p>Unit 2</p> <p>CLOBAL INFORMATION</p> <p>Teaching content LO1-LO3</p>	<p>Unit 2</p> <p>CLOBAL INFORMATION</p> <p>Teaching content LO4-LO6</p>	Exam Practice	<p>Unit 15 game design and prototyping coursework. LO3</p> <p>Be able to develop game prototypes</p>
13 CT/ 05840	<p>Unit 6 - Application design coursework LO1-LO2</p> <p>Understand how applications are designed.</p> <p>Be able to investigate potential solutions for application developments</p> <p>Unit 1 Exam prep</p>	<p>Unit 6 - Application design coursework LO3-LO4</p> <p>Be able to generate designs for application solutions</p> <p>Be able to present application solutions to meet client and user requirements</p> <p>Unit 2 Exam Prep</p>	<p>Unit 21 Web design and prototyping coursework. LO1-LO2 – Review</p> <p>LO3-LO4 Implementation</p>	<p>Unit 15 game design and prototyping coursework. LO1-LO2 – Review</p> <p>LO3-LO4 Implementation</p>		

Media Studies Curriculum Maps 2023-2024

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 Section A: TV</p> <ul style="list-style-type: none"> The Bridge Black Mirror <p>Component Two Section B: Film Industry</p> <ul style="list-style-type: none"> Black Panther I Daniel Blake <p>EXAM PRACTICE</p>	<p>Component One 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 Section C: Online Blog/Magazine</p> <ul style="list-style-type: none"> Zoella Attitude <p>EXAM PRACTICE</p>	<p>Component One Section A: Newspapers</p> <ul style="list-style-type: none"> Daily Mirror The Times <ul style="list-style-type: none"> Media Language Representation Media Context <p>Component One Section A: Music Video</p> <ul style="list-style-type: none"> Beyoncé – Formation Vance Joy – Riptide <p>EXAM PRACTICE</p>	<p>Component One Section B: Newspapers</p> <ul style="list-style-type: none"> Daily Mirror The Times <ul style="list-style-type: none"> Audience Industry Media Context <p>Component One Section B: Radio</p> <ul style="list-style-type: none"> Woman’s Hour <p>EXAM PRACTICE</p>	<p>Component Two 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 Three – Non-Examination Assessment</p> <ul style="list-style-type: none"> Magazine/Film Marketing print <p>EXAM PRACTICE</p>
13	<p>Component One Section A: Video Games</p> <ul style="list-style-type: none"> Assassins Creed Daily Mirror The Times <ul style="list-style-type: none"> Audience Industry Media Context 	<p>Component Two Section B: Magazines</p> <ul style="list-style-type: none"> Vogue Big Issue <p>Component Two Section A: TV</p> <ul style="list-style-type: none"> The Bridge Life on Mars <p>EXAM PRACTICE</p>	<p>Component Two 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>	<p>REVISION</p> <p>EXAM PRACTICE</p> <p>NEA FINALISATION</p>	<p>Public examinations</p>	

Performing Arts Curriculum Maps 2023-2024

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

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12	<p>Unit 2– Studio Recording Techniques</p> <p>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</p>	<p>Unit 2– Studio Recording Techniques</p> <p>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</p>	<p>Unit 13– Mixing and Mastering Techniques</p> <p>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</p>	<p>Unit 13– Mixing and Mastering Techniques</p> <p>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</p>	<p>Unit 18 – Working and Developing as a Production Team</p> <p>A: Understand different roles and responsibilities involved in the music production process B: Undertake a music production project C: Review the music production project</p>	<p>Unit 18 – Working and Developing as a Production Team</p> <p>A: Understand different roles and responsibilities involved in the music production process B: Undertake a music production project C: Review the music production project</p>
13	<p>Unit 1 – Live Sound</p> <p>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</p>	<p>Unit 1 – Live Sound</p> <p>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</p>	<p>Unit 6 – DAW Production</p> <p>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</p>	<p>Unit 6 – DAW Production</p> <p>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</p>	<p>Unit 6 – DAW Production</p> <p>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</p>	

Performing Arts (Drama) Curriculum Maps 2023-2024

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	<p>Unit 2 – Developing Skills and Techniques for Performance</p> <p>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</p>	<p>Unit 2– Developing Skills and Techniques for Performance</p> <p>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</p>	<p>Unit 3 – Acting Styles</p> <p>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</p>	<p>Unit 3 – Acting Styles</p> <p>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</p>	<p>Unit 4 – Performing Arts in the Community</p> <p>A: Understand community performance and practice B: Develop ideas for a community performance C: Apply skills to a community performance D: Review own development and final community performance</p>	<p>Unit 4 – Performing Arts in the Community</p> <p>A: Understand community performance and practice B: Develop ideas for a community performance C: Apply skills to a community performance D: Review own development and final community performance</p>
13	<p>Unit 34 – Developing Skills and Techniques for Performance</p> <p>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</p>	<p>Unit 34 – Developing Skills and Techniques for Performance</p> <p>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</p>	<p>Unit 3 – Group Performance Workshop</p> <p>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</p>	<p>Unit 3 - Group Performance Workshop</p> <p>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</p>	<p>Unit 17 – Screen Acting</p> <p>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</p>	

	<p>D: Review and reflect on development of skills and techniques for live performance</p>	<p>D: Review and reflect on development of skills and techniques for live performance</p>	<p>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</p>	<p>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</p>	<p>D: Review own development and screen acting performance.</p>	
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Psychology Curriculum Maps 2023-2024

Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p>12 AQA 7182</p> <p>Mrs Pugh 3 lessons a week</p>	<p>Introduction to Psychology – What is Psychology?</p> <p>Topic 1 Social Influence</p> <ul style="list-style-type: none"> -Types of conformity -Explanations for obedience -Resistance to social change -Minority influence -Social change 	<p>Topic 1 Social Influence</p> <ul style="list-style-type: none"> -Types of conformity -Explanations for obedience -Resistance to social change -Minority influence -Social change <p>Topic 3 Attachment</p> <ul style="list-style-type: none"> -caregiver/ infant interactions -Animal studies -Explanations of attachment - Ainsworth’s ‘Strange Situation’ -Bowlby’s theory of maternal deprivation. - Romanian orphan studies: effects of institutionalisation. -The influence of early attachment on childhood 	<p>Topic 3 Attachment</p> <ul style="list-style-type: none"> -caregiver/ infant interactions -Animal studies -Explanations of attachment - Ainsworth’s ‘Strange Situation’ -Bowlby’s theory of maternal deprivation. - Romanian orphan studies: effects of institutionalisation. -The influence of early attachment on childhood 	<p>Topic 5 Approaches</p> <ul style="list-style-type: none"> - Origins of Psychology -The basic assumptions of the following approaches -Learning approaches: the behaviourist approach and social learning theory -The cognitive approach mental processes. -The biological approach 	<p>Topic 5 Approaches</p> <ul style="list-style-type: none"> - Origins of Psychology -The basic assumptions of the following approaches -Learning approaches: the behaviourist approach and social learning theory -The cognitive approach mental processes. -The biological approach - The psychodynamic approach -The humanistic approach 	<p>Topic 8 Issues and debates</p> <ul style="list-style-type: none"> -Gender and culture in Psychology – universality and bias. - Gender bias including androcentrism -The nature-nurture debate -Holism and reductionism -Biological reductionism and environmental (stimulus-response) reductionism

<p>12 AQA 7182</p> <p>Ms O'Brien 2 lessons a week</p>	<p>Topic 7 Research Methods (2 lessons a week)</p> <ul style="list-style-type: none"> -Experimental method -Scientific processes -Data handing and analysis -Descriptive statistics -Display of data -Observational techniques -Self-report techniques -Correlations - Content analysis -Case studies processes 	<p>Topic 2 Memory (2 Lesson a week to start on completion of Research Methods)</p> <ul style="list-style-type: none"> -intro to memory -Multi Store Model - Types of memory -Working memory model -Explanations for forgetting -Eye witness testimony, factors and accuracy 	<p>Topic 4 Psychopathology</p> <ul style="list-style-type: none"> -Definitions of abnormality -The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). -The behavioural approach to explaining and treating phobias -The cognitive approach to explaining and treating depression -The biological approach to explaining and treating OCD 	<p>Topic – Research Methods Stats</p> <ul style="list-style-type: none"> -Inferential Testing and a familiar use of inferential tests. -Recap of research methods 	<p>Topic – Paper 1 revision</p> <ul style="list-style-type: none"> -exam and essay writing skills -application questions -embedding research methods -how to revise for psychology -A01 revision of psychologists and studies -A03 peel paragraphs 	<p>Topic – Paper 1 revision</p> <ul style="list-style-type: none"> -exam and essay writing skills -application questions -embedding research methods -how to revise for psychology -A01 revision of psychologists and studies -A03 peel paragraphs
<p>13 AQA 7182</p> <p>Mrs Pugh 3 lessons a week</p>	<p>Topic 8 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>Option 1 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>Option 1 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>Research Methods</p> <p>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.</p>	<p>Option 3 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>

	<ul style="list-style-type: none"> -Theories of romantic relationships - Duck's phase model of relationship breakdown -Virtual relationships in social media relationships <ul style="list-style-type: none"> -Parasocial relationships in explaining celebrity and fandom 	<p>Topic 5: Approaches (recap) and comparison of approaches</p> <p>Research Methods: Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test.</p>	<p>Option 3 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>13 AQA 7182</p> <p>Ms Wollaston 2 lessons a week</p>	<p>Topic 8 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 6 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 	<p>Topic 6 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 -The importance of an interactionist approach 	<p>Paper 1, 2 and 3 Revision</p>	<p>Paper 1 2 hours Paper 2 2 hours Paper 3 2 hours</p>

	function of the endocrine system -The fight or flight response					
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Sociology Curriculum Map 2023-2024

Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p>12 AQA Sociology</p> <p>Miss Wollaston</p>	<p>Family & Households</p> <p>Topic 1 Couples Topic 2 Childhood</p>	<p>Family & Households</p> <p>Topic 3 Theories of the family Topic 4 Demography</p>	<p>Family & Households</p> <p>Topic 5 Changing family patterns Topic 6 Family diversity Topic 7 Families and social policy</p>	<p>Research Methods</p> <p>Topic 1 Choosing a research method Topic 2 Education: the research context Topic 3 Experiments Topic 4 Questionnaires</p>	<p>Research Methods</p> <p>Topic 5 Interviews Topic 6 Participant observation Topic 7 Secondary sources</p>	<p>Research Methods</p> <p><i>Research Methods in context</i></p>
<p>Miss O'Brien</p>	<p>Education</p> <p>Topic 1 Class differences in achievement (1) external factors Topic 2 Class differences in achievement (2) internal factors</p>	<p>Education</p> <p>Topic 3 Ethnic differences in achievement Topic 4 Gender differences in education</p>	<p>Education</p> <p>Topic 5 The role of education in society Topic 6 Educational policy and inequality</p>	<p>Beliefs of Society</p> <p>Topic 1 Theories of religion Topic 2 Religion and social change Topic 3 Secularisation</p>	<p>Beliefs of Society</p> <p>Topic 3 Secularisation Topic 4 Religion, renewal and choice</p>	<p>Beliefs of Society</p> <p>Topic 5 Religion in a global context</p>

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
13 AQA Sociology Miss Wollaston	<p>Crime and Deviance</p> <p>Topic 1 Functionalist, strain and subcultural theories</p> <p>Topic 2 Interactionism and labelling theory</p>	<p>Crime and Deviance</p> <p>Topic 3 Class, power and crime</p> <p>Topic 4 Realist theories of crime</p>	<p>Crime and Deviance</p> <p>Topic 5 Gender, crime and justice</p> <p>Topic 6 Ethnicity, crime and justice</p>	<p>Crime and Deviance</p> <p>Topic 7 Crime and the media</p> <p>Topic 8 Globalisation, green crime, human rights & state crime</p> <p>Topic 9 Control, punishment and victims</p>	Revision	Revision
Miss O'Brien	<p>Beliefs of Society</p> <p>Topic 6 Organisations, movements and members</p>	<p>Beliefs of Society</p> <p>Topic 7 Ideology and science</p>	<p>Theories in Sociology</p> <p>Topic 1 Functionalism</p> <p>Topic 2 Marxism</p> <p>Topic 3 Feminism</p> <p>Topic 4 Action Theory</p> <p>Topic 5 Sociology and Science</p>	<p>Theories in Sociology</p> <p>Topic 6 Objectivity and Values in Sociology Theory</p> <p>Topic 7- Postmodernism</p> <p>Topic 8- social policy</p>	Revision	Revision

Spanish Curriculum Map 2023-2024

Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12 Edexcel A-level Spanish	<p>Theme 1 La evolución de la sociedad española Los cambios en la estructura familiar</p> <p>Grammar Regular and irregular verbs in the present tense Position and agreement of adjectives including apocoptation Reflexive verbs in several tenses</p> <p>Obra 1 Volver Personajes y temas principales</p>	<p>Theme 2 La cultura en el mundo de habla española La música y el baile en el mundo hispano</p> <p>Grammar Gustar and other impersonal verbs The infinitive The gerund</p> <p>IRP Investigación, organización y preparación</p>	<p>Theme 1 La evolución de la sociedad española El mundo laboral Los jóvenes y el trabajo El mercado laboral La posición de la mujer en el mundo del trabajo</p> <p>Grammar Definite and indefinite articles Interrogatives Comparative constructions</p> <p>Obra 1 Volver Técnicas cinematográficas</p> <p>Obra 2 LCBA Lectura en clase y personajes</p>	<p>Theme 2 La cultura en el mundo de habla española El papel de las costumbres y las tradiciones. La gastronomía en España Fiestas hispánicas Fiestas religiosas en España</p> <p>Grammar The preterite tense Por and para Negation Verbs followed by prepositions</p> <p>IRP Investigación, organización y preparación</p>	<p>Theme 1 La evolución de la sociedad española El impacto turístico en España 50 años de cambios Impactos positivos y negativos El desarrollo futuro de España como destino turístico.</p> <p>Grammar Contrasting uses of imperfect and preterite tenses Direct and indirect pronouns The conditional tense</p> <p>Respaso Tema 1 – preparación task 1 examen oral</p> <p>Obra 2 LCBA Lectura en clase y Personajes. Técnicas literarias</p>	<p>Theme 2 La cultura en el mundo de habla española Los medios de comunicación Televisión y telebasura Prensa tradicional y digital La influencia de las redes sociales</p> <p>Grammar The imperative The present subjunctive Relative pronouns</p> <p>Respaso Tema 1 – preparación task 1 examen oral</p> <p>IRP Presentación durante los exámenes final de año. Evaluación posterior</p>

<p>13 Edexcel A-level Spanish</p>	<p>Theme 3 La inmigración y la sociedad multicultural española Los impactos positivos y negativos de la inmigración y la integración</p> <p>Grammar Ser and Estar Direct and indirect object pronouns (2) Passive voice including passive 'se' Radical and orthographic changes in verbs Expressions of time More uses of the subjunctive to express concession, emotion, possibility/probability or necessity</p> <p>Obra ½ Repaso (Half term each)</p>	<p>Theme 4 La dictadura franquista y la transición a la democracia La transición a la democracia La guerra civil y el ascenso de Franco La dictadura franquista</p> <p>Grammar The perfect tense A range of tenses in the subjunctive especially the imperfect Conditional sentences Adverbs Indefinite adjectives and pronouns Word order</p> <p>IRP Profundización y práctica</p>	<p>Theme 3 La inmigración y la sociedad multicultural española La reacción pública y social a la inmigración</p> <p>Grammar Use of past participle Cardinal and ordinal numbers Subordinating conjunctions (with indicative or subjunctive)</p> <p>Obra ½ Repaso (Half term each)</p>	<p>Theme 4 La dictadura franquista y la transición a la democracia La transición a la democracia</p> <p>Grammar Active and passive voice Impersonal verbs (2) The compound tenses (pluperfect, future perfect, conditional perfect) The subjunctive in main clauses</p> <p>IRP Profundización y práctica</p>	<p>Repaso y exámenes orales</p>	
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Sport & Physical Activity Curriculum Maps 2023-2024

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 3: Sports organisation and development	Unit 2: Sports coaching and leadership Unit 3: Sports organisation and development	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 11: Physical activity for specific groups	Unit 13: Health and Fitness Testing for Sport and Exercise Unit 11: Physical activity for specific groups	Unit 5: Performance analysis and sport and exercise Unit 17: Sports Injuries and Rehabilitation	Unit 5: Performance analysis and sport and exercise Unit 17: Sports Injuries and Rehabilitation	Unit 5: Performance analysis and sport and exercise Unit 17: Sports Injuries and Rehabilitation	Exam period
13 OCR Cambridge Technical Level 3 Extended Certificate	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 3: Sports organisation and development	Unit 19: Sport and Exercise psychology	Unit 19: Sport and Exercise psychology	Unit 19: Sport and Exercise psychology Re sits (units 1, 3 and 4)	Exam period

Travel and Tourism Curriculum Map 2023-2024

Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12	Unit 1: World of Travel and Tourism Learning aim A/b <ul style="list-style-type: none"> Types of T&T Types of Tourism Types of Travel Types of T&T customer The Types of T&T organisation Ownership and operating aims Key sectors Interrelationships and interdependencies 	Unit 1: World of Travel and Tourism Learning aim C/D <ul style="list-style-type: none"> Technology Scale of the T&T industry Employment Visitor numbers Income and spending Factors affecting T&T industry Product development Other factors affecting the T&T industry Responses of T&T industry (Unit 1 exam Christmas year 1)	Unit 2: Global Destinations Learning aim A <ul style="list-style-type: none"> Geographical awareness Features and appeal of destinations Appeal and types of tourism 	Unit 2: Global Destinations Learning Aim B <ul style="list-style-type: none"> Different types of gateways and transport hubs and their facilities Potential advantages and disadvantages of travel routes 	Unit 2: Global Destinations Learning Aim C <ul style="list-style-type: none"> Travel planning and the potential advantages and disadvantages Understanding of travel itineraries Cost factors Types of customers and their needs 	Unit 2: Global Destinations Learning aim D <ul style="list-style-type: none"> Consumer trends affecting the appeal of global destination Motivating and enabling factors affecting the appeal of global destinations Unit 1: External exam
			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	Unit 3 LLA continued	Unit 3: Principles of Marketing Learning aim B Examine the impact that marketing activities have on the success of different travel and tourism organisations	Learning aim B continued Set research for Learning aim C + D
13	Unit 2: Global destinations Learning aim E <ul style="list-style-type: none"> Political factors Economic factors Accessibility and availability 	Unit 2: Global destinations Learning aim E continued <ul style="list-style-type: none"> Image and promotion Changing markets Natural disasters 	Unit 3: Principles of Marketing Learning aim C <ul style="list-style-type: none"> Carry out market research in order to identify a new travel and 	Unit 2 Exam in January Unit 9: Visitor Attractions Learning aim A <ul style="list-style-type: none"> Investigate the nature, role and appeal of visitor attractions 	Unit 9: Visitor Attractions Learning aim C <ul style="list-style-type: none"> Explore how visitor attractions respond to competition and measure their 	Exam retake/coursework catch-up