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# KEY STAGE 5

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**Year 13 Curriculum**



**2023-2024**  
**GEMS WELLINGTON ACADEMY**  
**Al Khail**



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## Key Stage 5 Arabic A Curriculum Year 13

MOE national document expectations in year 12 in the 4 skills. Most of the resources used are based on specifications made by the UAE Ministry of Education.

**Reading:** The learners will read distinguished literary works and interact with them in a way that supports the subjects they will also study and read in the other knowledge fields such as history, Sociology, psychology, and others, to reach a deep level in their analysing to the texts which they read and specify the ideas of the general humanitarian issues which are presented in such texts. Concludes the expressive significances (inspiration). Read and analyze old and modern poetic texts and prose works including short stories, plays, and novels which are different in their contents and the issues discussed, as well as write about them texts to show their ability to analyse such artistic texts and explain the ideas contained therein, in addition to link them with other literary works which read by them to reflect their cognitive and literary wealth that suit their abilities and standard. It shows the historical stages of Arabic Literature through the timeline of the literary eras, as well as mentioning distinguished and famous persons. Elicits the technical features of the texts and connects them with their literary eras. Compare the language, style, and ideas of some poems. Distinguish the emotive language in texts and explain rhetorical images in the verses. Shows the role of imagination and verbal images in creating an impact on poetry.

**Writing:** The learner shows his understanding of the different elements of the letter (the purpose, the recipient, and the form), as he writes narrative texts, explanatory texts, persuasive texts, or descriptive texts. Uses personification, rhetorical imaging, paradox, and other tools in writing. Organizes the ideas and evidence in coherent and convinced form, which expresses deep thinking in the subject and supports that with proof and persuasive examples. Uses the language in bright and vibrant. Drafts a simple research paper and applies the basic steps to do so. (He may employ the topics assigned in other subjects for drafting the paper), develops his research by asking clear and precise questions about the subject, and applies several strategies of research (the oral history, meetings, experiences, electronic sources, and studying the case). Applies the techniques of revision and evaluation on texts produced by him.

**Speaking:** The learners show their ability in conversation such as fluency, confidence, organizing the ideas, clarity, and using the paralleled elements of the language including: tuning, accent, gesture, and allusion ...., as well as participate effectively in official presentations such as speeches, public discussions, and debates, moreover to use conversation skill for various purposes as asking questions, exchanging information, re-formatting the audible texts, or narration of a story and providing different presentations

**Listening:** The learners listen to the audible texts and show understanding, distinguish, and analyze the ideas, extract values and principles, evaluate the texts according to objective standards, and adhere to the etiquette of listening.

| Term 1 – Topics/ Key Content   | Term 1-2-3 - Overarching Key Questions  |
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| <p>أنواع النصوص الأدبية (مراجعة)</p> <p>بحث حول الشاعر المتنبي</p> <p>قصيدة ارق على أرق</p> <p>أنواع التشبيه والتشبيه التمثيلي</p> <p>نص استماع</p> <p>الميزان الصرفي</p> <p>استجابة أدبية حول القصيدة</p> | <p>كيف نستطيع تحديد نوع النص الذي ندرسه؟</p> <p>ما أهم أنواع النصوص الأدبية؟</p> <p>لماذا يجب علينا التنوع في النصوص الأدبية؟ وما أثر ذلك على القارئ؟</p> <p>لماذا سمي المتنبي بالشاعر الذي قتل نفسه؟</p> <p>ما أهم الأغراض الشعرية في شعر المتنبي؟</p> <p>ما الأساليب اللغوية التي استخدمها الشاعر في قصيدة ارق على أرق؟</p> <p>ما علاقة عنوان القصيدة بمضمونها؟</p> |





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| <p>قصة حادثة<br/>التحدث<br/>نص وصفي سردي<br/>اختبارات نهاية الفصل الدراسي الأول في<br/>المهارات الآتية:<br/>الفهم والاستيعاب<br/>مهارات النحو والإملاء<br/>الكتابة الإبداعية</p>   | <p>ما اثر العاطفة على أفكار القصيدة ومضمونها؟<br/>ما معايير الاستماع الناجح؟<br/>ما أهم عناصر عناصر الاستجابة الأدبية التي تجعل الكاتب قادرا على<br/>استيفاء جميع الأفكار الموجودة في النص؟<br/>كيف يؤثر موضوع القصة على فكرتها ورسالتها؟<br/>ما أثر السرد والوصف على أحداث القصة وشخصياتها؟<br/>ما المقصود بالشخصية النامية أو الثابتة في العمل القصصي؟<br/>ما أثر الوصف الفني واستخدام القوالب اللغوية المختلفة على النص<br/>السردى الوصف؟</p>   |
| <p><b>Term 2 – Topics/ Key Content</b><br/><b>قصيدة:</b><br/>"جاذك الغيث"<br/>لسان الدين بن الخطيب<br/>(العصر الأندلسي)<br/><b>لبلاغة:</b><br/>يحدد أنواع الاستعارة التي تم استخدامها في<br/>النص الشعري ويشرح مواطن الجمال بها.<br/><b>النحو:</b><br/>المتعلم أفعال المقاربة والرجاء والشروع.<br/><b>التحدث:</b><br/>يعرض ما كتبه من استجابة أدبية على أن<br/>يكون قادرًا على التفاعل مع المتلقي من<br/>خلال الإجابة على الأسئلة المطروحة.<br/><b>الاستماع:</b><br/>يحدد المتعلم أفكار النص المسموع و<br/>يحللها، محدداً الفكر والنقاط الرئيسية.<br/>كتابة الاستجابة الأدبية للقصيدة<br/>كتابة بحث عن العصر الأندلسي وسماته و<br/>خصائص الشعر فيه.<br/><b>القصة القصيرة:</b><br/>"السماور"<br/><b>النحو:</b><br/>يتعرف المتعلم النداء.<br/><b>البلاغة:</b><br/>يتعرف المتعلم التشبيه المركب<br/>(الضمي).<br/><b>نصوص الرأي:</b><br/>مقال:</p> | <p>.....<br/>ما المقصود بفن الموشحات؟ وما أهم الخصائص الأدبية التي تميزه عن<br/>غيره من فنون الأدب؟<br/>ما نوع الأساليب اللغوية والبلاغية التي وظفها الشاعر للوصول إلى فكرته؟<br/>ما الفرق بين الموشح والشعر الحر؟<br/>ما الفرق بين التشبيه والاستعارة؟<br/>ما الفوائد اللغوية التي يضيفها استخدام الاستعارة في النصوص<br/>المختلفة؟<br/>كيف تستطيع توظيف الأفعال المختلفة لزيادة الثروة اللغوية في<br/>كتاباتك؟<br/>كيف أستطيع أن أعبر عما بخاطري نستخدم قوالب لغوية متنوعة لإثراء<br/>موضوعي وأفكاري؟<br/>ما المقصود بالبحث؟ وما أهم شروطه؟<br/>ما سمات الأسلوب اللغوي والفكري الذي تستخدمه أثناء البحث؟<br/>ما المقصود ببراءة البحوث؟ وما علاقة ذلك بذكر قائمة المصادر<br/>والمراجع؟<br/>كيف أستطيع تحليل شخصيات القصة من خلال لغة السارد عنها؟<br/>ما دور كل من الزمان والمكان في رسم أحداث القصة؟<br/>ما الإيحاءات الدلالية التي استخدمها كاتب القصة لإيصال فكرته؟<br/>كيف تستطيع استخدام أسلوب النداء في مهارات اللغة المختلفة؟<br/>ما الفرق بين التشبيه الضمني والتشبيه التمثيلي؟<br/>ما الذي يضيفه النص المعلوماتي من أفكار ومعلومات مباشرة وغير مباشرة<br/>بالنسبة إليك؟<br/>برأيك: كيف نضع الرجل المناسب في المكان المناسب حسب فهمك<br/>لمقال الحلاق المثقف؟<br/>ما أثر الصدق والأمانة على تصرفاتك اليومية مع من حولك؟<br/>ما المقصود بالنقد الأدبي؟<br/>ما رأيك بما سمعته من حيث الأفكار واللغة والأسلوب؟</p> |





## "الحلاق المثقف"

ياسر حارب

### البلاغة:

يميز المتعلم الأسلوب الإنشائي والخبري و  
كيفية استخدامها في كتابة نص الرأي.

### النحو:

يتعرف المتعلم البذل.

### التحدث:

يعرض المقالة شفويًا مع تحري  
الموضوعية و الصدق و الأمانة خلال  
العرض للقضية عارضًا كل الجوانب دون  
إغفال أي جانب و منظمًا عرضه بشكل  
متسلسل مبدئيًا رأيته بكل حيادية.

### الاستماع:

ينقد النص المسموع (المقالة) من حيث  
كيفية ارتقاء الكاتب من المقدمة و صولا  
لذروة الموضوع و ختامًا برؤيته.  
يظهر تفاعلا مع النص المسموع (المقالة)  
عن طريق المناقشة و طرح الأسئلة و  
افجابه عليها، مظهرًا فهمًا للموضوع  
مستخدماً اللغة العربية الفصيحة.  
الاختبار النهائي للفصل الدراسي الأول في  
المهارات التية:  
الفهم والاستيعاب  
المهارات النحوية  
المهارات الإملائية  
الكتابة الإبداعية  
التحدث والاستماع

ما أثر الجمل الفنية الوصفية على وصف المكان؟  
ما الأسلوب الذي اعتمد عليه الشاعر للوصول إلى فكرته؟  
ما نوع العاطفة التي اعتمد عليها الشاعر للتعبير عن مشاعره؟

ما المقصود بالسيرة الذاتية؟ وكيف يعبر الطالب عن محطات حياته  
بأسلوب شيق؟  
ما المميزات الفنية والفكرية لكاتب فن السيرة الذاتية؟

## Term 3 – Topics/ Key Content

### نص السيرة الذاتية:

### "دارنا الدمشقية"

نزار قباني

### نحو و الإملاء:

- مراجعة  
ماسبق دراسته من قواعد  
نحوية في الفصل الدراسي  
الثاني

### البلاغة:

مراجعة ماسبق دراسته من أساليب  
بلاغية في الفصل الدراسي الثاني





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| <p><b>تحدث:</b></p> <ul style="list-style-type: none"><li>• يعرض ما كتبه من من سيرة ذاتية على أن يكون قادرًا على التفاعل مع المتلقي من خلال الإجابة على الأسئلة المطروحة.</li></ul> <p><b>الاستماع:</b></p> <p>يحدد المتعلم أفكار النص المسموع و يحللها، محدّدًا الفكر و النقاط الرئيسية</p> <p>نص سيرة ذاتية مكتملة العناصر</p> <p>اختبارات نهاية الفصل الدراسي الثالث</p> <p>في المهارات الآتية:</p> <ul style="list-style-type: none"><li>الفهم والاستيعاب</li><li>المهارات النحوية</li><li>المهارات الإملائية</li><li>التحدث والاستماع</li><li>الكتابة الإبداعية</li></ul> |  |
| <p><b>Assessment Overview and Format:</b></p> <p>Formative assessments include regular and on-going listening, oral presentations, composition, projects, and diagnostic assessments.</p> <p>Summative Assessments include unit tests, mid/year, and end of year exams during the school's Key Assessment cycle.</p>   | <p><b>Links for Home Learning/Extension Resources:</b></p> <p>All resources will be shared with students on TEAMS. Homework will be shared with students on go4school. Pupils will be given a weekly HW assignment as well as extension activities.</p> <p>Encourage your child to read Arabic books, stories and watch different documentaries in Arabic, then discuss it with them, free reading will be followed by the teacher weekly.</p> |





## Key Stage 5 Art Curriculum Year 13

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| <b>Term 1 – Topics/ Key Content</b><br><br>Students will continue in term 1 with their Personal Projects. This will form 60% of their final coursework and has been based completely on their own choice of topic. Students will have completed two Outcomes by September and will now work towards their final outcome. The outcome can be in any form of art of choice.<br>This term will end with a 15 Hour mock Exam.               | <b>Term 1 - Overarching Key Questions</b><br><br>What will make your exhibition stand out and create interest for the audience?<br>What artists will you use to influence your project direction?<br><br>What will make your final painting be the best response to the theme?<br><br>How will you know you have created the best solution? |
| <b>Term 2 – Topics/ Key Content</b><br><br>This term will see the start of the Final Art exam. The theme will come from the board and the students will need to work on this individually with no guidance or prompts.<br><br>Students will need to create a sketchbook of work that will lead to the final 15-hour exam.   | <b>Term 2 - Overarching Key Questions</b><br><br>How will you interpret the Exam question?<br><br>What artists style will best show your talent?<br><br>How will you know you have achieved the best plan for the outcome?  |
| <b>Term 3 – Topics/ Key Content</b><br><br>The Final Exam will take place at the beginning of this term. The rest of the sessions will be spent planning the Final Exhibition.<br><br>The course ends on the 1 <sup>st</sup> of May.  | <b>Final Exhibition</b><br><br>After May 28th   |
| <b>Assessment Overview and Format:</b><br><br>The Assessment for the Coursework will take place in January against the Exam board Criteria.<br><br>Students will get feedback every 2 weeks on their progress to their target and will be guided in their coursework.<br><br>The Exam will have no internal assessment whilst in process and will get a final judgement before the moderator arrives. The students will not be given an | <b>Links for Home Learning/Extension Resources:</b><br><br>Students need to spend a minimum of 5-6 hours on their homework a week.<br><br>The homework is set by themselves and monitored by the teacher. The work is not a set task but a continuation of their personal study.  |





estimated grade, but nothing can be confirmed until results day. The moderators do not give feedback.







## Key Stage 5 Biology Curriculum Year 13

We follow the international iAQA specification with exams in January and June.

| TERM 1 – UNIT 3  |  |
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| <b>Textbook Chapters:</b><br>19. Photosynthesis<br>20. Respiration<br>23. Inheritance and Selection<br><br><b>Exam practice and gap-filling</b>  | <b>Textbook Chapters:</b><br>21. Energy in Ecosystems<br>22. Nutrient Cycles<br>23. Inheritance and Selection<br><br><b>Exam practice and gap-filling</b>  |
| TERM 2 – UNIT 4  |  |
| <b>Textbook Chapters:</b><br>24. Response to Stimuli<br>25. Skeletal Muscles<br>26. Control Systems in Plants<br><br><b>Exam practice and gap-filling</b>  | <b>Textbook Chapters:</b><br>27. Homeostasis<br>28. Control of Transcription and Translation<br>29. Recombinant DNA Technology<br><br><b>Exam practice and gap-filling</b>   |
| TERM 3 - Revision  |  |
| Revision<br>Preparation for Exams (Units 1,2&3)  |  |
| <b>Assessment Overview and Format:</b><br><br>For each topic, students will complete:<br>- exam questions for homework<br>- short end of unit tests<br><br>Key Assessments will assess all of the content that has been covered before the date of the assessment. They will have the same format as that of the real AS papers. | <b>Links for Home Learning/Extension Resources:</b><br><br>All resources will be shared with students on TEAMS.<br>The 'Physics and Maths Tutor's website provides exam questions and revision notes:<br><a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a><br>iAQA specification:<br><a href="https://www.physicsandmathstutor.com/oxfordaqa-international-as-and-a-level-physics-specification.pdf">oxfordaqa-international-as-and-a-level-physics-specification.pdf</a> ( <a href="https://www.physicsandmathstutor.com/oxfordaqaexams.org.uk">oxfordaqaexams.org.uk</a> ) |





## Key Stage 5 International A Level Business Year 13

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| <p><b>Term 1 – Topics/ Key Content</b><br/><b>In Year 13, students will progress through Units 3 and 4, sitting external examinations in the June exam window.</b></p> <p><b>Unit 3: Business decisions and strategy</b> - This unit moves from functions to strategy, enabling students to develop their understanding of the core concepts and to take a strategic view of business opportunities and issues.</p> <p>Key content covered:<br/>3.1 Business objectives and strategy<br/>3.2 Business growth<br/>3.3 Decision-making techniques</p> <p><b>Unit 4: Global Business</b> - Students investigate businesses that trade on a global scale and explore their reasons for doing so. Students develop an understanding of the globally competitive environment and consider the ethical and moral dimensions of global business activities.</p> <p>4.1 Globalisation<br/>4.2 Global markets and business expansion</p> | <p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• Can you analyse the development of corporate and functional objectives?</li><li>• Conflicts between stakeholders and stakeholders and the business</li><li>• Can you explain strategic decision-making tools such as Ansoff, Porter, and Boston Matrix?</li><li>• What are the problems of growth?</li><li>• Compare and contrast with mergers and takeovers, and reasons for staying small.</li><li>• Explain the different measurements of different economies and economic performance?</li><li>• Analyse which factors are contributing to increased globalisation?</li><li>• What are the different threats posed to economies and businesses and reactions to these?</li></ul> |
| <p><b>Term 2 – Topics/ Key Content</b><br/><b>Unit 3: Business decisions and strategy</b></p> <p><b>Unit 3 Concepts continued:</b></p> <p>3.4 Influences on business decisions<br/>3.5 Assessing competitiveness</p> <p><b>Unit 4 Concepts Continued</b></p> <p>Key concepts covered;<br/>4.3 Global marketing<br/>4.4 Global industries and companies</p>   | <p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• Evaluate the uses and limitations of quantitative sales forecasting Times series analysis calculations.</li><li>• Identify and evaluate the different decision-making techniques for a business pursuing growth?</li><li>• Explain the different quantitative measures of HR performance?</li><li>• Are Trading bloc opportunities or threats to businesses or a reaction to protectionism between countries?</li><li>• Explain the Reasons for global mergers or joint ventures?</li></ul>  |
| <p><b>Term 3 – Topics/ Key Content</b><br/><b>Unit 4: Global Business</b> - Continue content of unit until Exam in May. Key concepts covered;<br/>4.5 Role of the state in the macroeconomic</p>   | <p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What are the different Strategic choices for different markets?</li><li>• Can you identify the features of a niche market and how these interact with cultural and social issues?</li></ul>  |





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|  | <ul style="list-style-type: none"><li>What are the local impacts versus national impacts of globalisation?</li></ul>   |
| <b>Assessment Overview and Format:</b><br><br>Formative assessment completed during delivery by teacher Q&A, verbal feedback and work check. Peer assessment techniques used to stretch students' knowledge and understanding. Knowledge checks are conducted to ensure thorough revision and understanding is being consolidated regularly. | <b>Links for Home Learning/Extension Resources:</b><br><br>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams. |





## Key Stage 5 Business Curriculum Year 13

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| <p><b>Term 1 – Topics/ Key Content</b><br/><b>In Year 13, students will progress through Units 3 and 4, sitting external examinations in the June exam window.</b></p> <p><b>Unit 3: Business decisions and strategy</b> - This unit moves from functions to strategy, enabling students to develop their understanding of the core concepts and to take a strategic view of business opportunities and issues.</p> <p>Key content covered:<br/>3.1 Business objectives and strategy<br/>3.2 Business growth<br/>3.3 Decision-making techniques</p> <p><b>Unit 4: Global Business</b> - Students investigate businesses that trade on a global scale and explore their reasons for doing so. Students develop an understanding of the globally competitive environment and consider the ethical and moral dimensions of global business activities.</p> <p>4.1 Globalisation<br/>4.2 Global markets and business expansion</p> | <p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• Can you analyse the development of corporate and functional objectives?</li><li>• Conflicts between stakeholders and stakeholders and the business</li><li>• Can you explain strategic decision-making tools such as Ansoff, Porter, Boston Matrix?</li><li>• What are the problems of growth?</li><li>• Compare and contrast with mergers and takeovers, and reasons for staying small</li><li>• Explain the different measurements of different economies and economic performance?</li><li>• Analyse which factors are contributing to increased globalisation?</li><li>• What are the different threats posed to economies and businesses and reactions to these?</li></ul> |
| <p><b>Term 2 – Topics/ Key Content</b><br/><b>Unit 3: Business decisions and strategy</b></p> <p><b>Unit 3 Concepts continued:</b></p> <p>3.4 Influences on business decisions<br/>3.5 Assessing competitiveness</p> <p><b>Unit 4 Concepts Continued</b></p> <p>Key concepts covered;<br/>4.3 Global marketing<br/>4.4 Global industries and companies</p>   | <p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• Evaluate the uses and limitations of quantitative sales forecasting Times series analysis calculations.</li><li>• Identify and evaluate the different decision-making techniques for a business pursuing growth?</li><li>• Explain the different quantitative measures of HR performance?</li><li>• Are Trading bloc opportunities or threats to businesses or a reaction to protectionism between countries?</li><li>• Explain the Reasons for global mergers or joint ventures?</li></ul>   |
| <p><b>Term 3 – Topics/ Key Content</b><br/><b>Unit 4: Global Business</b> - Continue content of unit until Exam in May. Key concepts covered;<br/>4.5 Role of the state in the macroeconomic</p>   | <p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What are the different Strategic choices for different markets?</li><li>• Can you identify the features of a niche market and how these interact with cultural and social issues?</li></ul>   |





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|  | <ul style="list-style-type: none"><li>What are the local impacts versus national impacts of globalisation?</li></ul>   |
| <b>Assessment Overview and Format:</b><br><br>Formative assessment completed during delivery by teacher Q&A, verbal feedback and work check. Peer assessment techniques used to stretch students' knowledge and understanding. Knowledge checks are conducted to ensure thorough revision and understanding is being consolidated regularly. | <b>Links for Home Learning/Extension Resources:</b><br><br>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams. |





## Key Stage 5 BTEC Enterprise & Entrepreneurship International Curriculum Year 13

| Diploma Programme  | Subsidiary Diploma Programme  |
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| <p><b>Term 1 – Topics/ Key Content</b><br/>Enterprise BTEC is 100% coursework and Units are broken into a variety of sub-tasks which are delivered throughout the year with finite deadlines for coursework submission.</p> <p><b>Units to begin</b><br/>Unit 34 – Launch and run an enterprise<br/>Unit 37 – Intrapreneurship and innovation in an Enterprise<br/>Unit 3 – Business Finance<br/>Unit 35 – Survival and Growth</p> | <p><b>Term 1</b><br/>Enterprise BTEC is 100% coursework and this is broken into units.<br/>In the Subsidiary diploma students will have two units to be covered in each year, these units will run concurrently throughout Year 13</p> <p><b>Units to begin</b><br/>Unit 37 – Intrapreneurship and innovation in an Enterprise<br/>Unit 34 – Launch and run an enterprise</p> |
| <p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Units to be continued</b><br/>Unit 34 – Launch and run an enterprise<br/>Unit 37 – Intrapreneurship and innovation in an Enterprise<br/>Unit 3 – Business Finance<br/>Unit 35 – Survival and Growth</p>   | <p><b>Term 2 - Overarching Key Questions</b></p> <p><b>Units to be continued</b><br/>Unit 37 – Intrapreneurship and innovation in an Enterprise<br/>Unit 34 – Launch and run an enterprise</p>  |
| <p><b>Term 3 – Topics/ Key Content</b></p> <p><b>Units to be completed</b><br/>Unit 3 – Business Decision Making<br/>Unit 35 – Survival and Growth<br/>Unit 34 – Launch and run an enterprise<br/>Unit 37 – Intrapreneurship and Innovation in an Enterprise</p>   | <p><b>Term 3 - Overarching Key Questions</b></p> <p><b>Units to be completed</b><br/>Unit 37 – Intrapreneurship and innovation in an Enterprise<br/>Unit 34 – Launch and run an enterprise</p>  |
| <p><b>Assessment Overview and Format:</b></p> <p>Formative assessment completed during delivery by teacher Q&amp;A, verbal feedback and self/peer assessment. Peer assessment techniques are used to stretch students' knowledge and understanding.<br/>Summative assessment is utilised as coursework throughout the course where teachers follow specific criteria outlined by the exam board.</p>                               | <p><b>Links for Home Learning/Extension Resources:</b></p> <p>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.</p>   |





## Key Stage Enterprise Curriculum Year 13

| Diploma Programme  | Subsidiary Diploma Programme   |
|--|--|
| <b>Term 1 – Topics/ Key Content</b><br>Enterprise BTEC is 100% coursework and Units are broken into a variety of sub-tasks which are delivered throughout the year with finite deadlines for coursework submission.<br><br><b>Units to begin</b><br>Unit 34 – Launch and run an enterprise<br>Unit 37 – Intrapreneurship and innovation in an Enterprise<br>Unit 3 – Business Finance<br>Unit 35 – Survival and Growth | <b>Term 1</b><br>Enterprise BTEC is 100% coursework and this is broken into units.<br>In the Subsidiary diploma students will have two units to be covered in each year, these units will run concurrently throughout Year 13<br><br><b>Units to begin</b><br>Unit 37 – Intrapreneurship and innovation in an Enterprise<br>Unit 34 – Launch and run an enterprise |
| <b>Term 2 – Topics/ Key Content</b><br><br><b>Units to be continued</b><br>Unit 34 – Launch and run an enterprise<br>Unit 37 – Intrapreneurship and innovation in an Enterprise<br>Unit 3 – Business Finance<br>Unit 35 – Survival and Growth  | <b>Term 2 - Overarching Key Questions</b><br><br><b>Units to be continued</b><br>Unit 37 – Intrapreneurship and innovation in an Enterprise<br>Unit 34 – Launch and run an enterprise  |
| <b>Term 3 – Topics/ Key Content</b><br><br><b>Units to be completed</b><br>Unit 3 – Business Decision Making<br>Unit 35 – Survival and Growth<br>Unit 34 – Launch and run an enterprise<br>Unit 37 – Intrapreneurship and innovation in an Enterprise  | <b>Term 3 - Overarching Key Questions</b><br><br><b>Units to be completed</b><br>Unit 37 – Intrapreneurship and innovation in an Enterprise<br>Unit 34 – Launch and run an enterprise  |
| <b>Assessment Overview and Format:</b><br><br>Formative assessment completed during delivery by teacher Q&A, verbal feedback and self/peer assessment. Peer assessment techniques used to stretch students' knowledge and understanding.<br>Summative assessment is utilised as coursework throughout the course where teachers follow specific criteria outlined by the exam board.                                   | <b>Links for Home Learning/Extension Resources:</b><br><br>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.   |





## Key Stage 5 Chemistry Curriculum Year 13

| TERM 1  |   |
|---|---|
| <b>3.2 Inorganic Chemistry</b><br>3.2.4 Properties of period 3 elements<br>3.2.5 Transition metals<br>3.2.6 Reactions of ions in aqueous solutions<br><br><b>Exam practice and gap filling</b>  | <b>3.1 Physical Chemistry</b><br>3.1.8 Thermodynamics<br>3.1.9 Electrode potentials<br>3.1.10 Acids and bases<br><br><b>Exam practice and gap filling</b>   |
| Close the gap revision<br>EXAMS (unit 1,2&3)  |   |
| TERM 2  |   |
| <b>3.1 Physical Chemistry</b><br>3.1.11 Rate equations<br>3.1.12 Equilibrium constants ( $K_p$ )<br><br><b>Exam practice and gap filling</b>  | <b>3.3. Organic Chemistry</b><br>3.3.7 Optical isomerism<br>3.3.8 Aldehydes and ketones<br>3.3.9 Carboxylic acids and derivatives<br>3.3.10 Aromatic chemistry<br>3.3.11 Amines<br>3.3.12 Polymers<br>3.3.13 Amino acids and proteins<br>3.3.14 Organic synthesis<br>3.3.15 NMR Spectroscopy<br>3.3.16 Chromatography<br><br><b>Exam practice and gap filling</b>   |
| TERM 3  |   |
| Close the gap revision<br>EXAMS (unit 4,5)  |   |
| <b>Assessment Overview and Format:</b><br><br>For each topic, students will complete.<br>- exam question homework<br>- short end of-unit quizzes<br><br>Key Assessments will assess all content to the date of the assessment. They will have the format of A-level papers. | <b>Links for Home Learning/Extension Resources:</b><br><br>All resources will be shared with students on TEAMS.<br>Physics and Maths Tutor – exam questions and revision notes<br><a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a><br>AQA<br><a href="https://www.aqa.org.uk/subjects/science/as-and-a-level">https://www.aqa.org.uk/subjects/science/as-and-a-level</a><br>Chemguide<br><a href="https://www.chemguide.co.uk/">https://www.chemguide.co.uk/</a> |







## Key Stage 5 International A Level Economics Year 13

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| <b>Term 1 – Topics/ Key Content</b><br><br><b><u>Unit 3: Business Behaviour</u></b><br><br>This unit adds sophistication to the student's microeconomic understanding, it pushes them to consider the market structures and how the interactions of competitive firms can influence pricing and other behaviours.<br>□□ <ul style="list-style-type: none"><li>• Types and sizes of businesses</li><li>• Revenue, costs and profits</li><li>• Market structures and contestability</li></ul><br><b><u>Unit 4: Developments in the global economy</u></b><br>This unit develops student understanding of the macroeconomy, building upon the foundations of Unit 2 with more complexity. <ul style="list-style-type: none"><li>• Causes and effects of globalisation</li><li>• Trade and the global economy</li><li>• Balance of payments, exchange rates and international competitiveness</li></ul> | <b>Term 1 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• How do market behaviours influence pricing decisions?</li><li>• How can interventions control monopolies?</li><li>• Explain the concept of oligopoly markets using a diagram</li><li>• What is globalisation and how has it impacted the world?</li><li>• Explain the various accounts in the balance of payments</li></ul> |
| <b>Term 2 – Topics/ Key Content</b><br><br><b><u>Unit 3 continues with:</u></b> <ul style="list-style-type: none"><li>• Labour markets</li><li>• Government intervention</li></ul><br><b><u>Unit 4 continues with:</u></b> <ul style="list-style-type: none"><li>• Poverty and inequality</li><li>• Growth and development in developing, emerging and developed economies<ul style="list-style-type: none"><li>• The role of the state in the macroeconomy</li></ul></li></ul>   | <b>Term 2 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• How do labour markets set wages?</li><li>• How do governments intervene in the labour market?</li><li>• What are the drawbacks of leaving the labour market to market forces?</li><li>• What is poverty, what are the causes of poverty and potential solutions?</li></ul>  |





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| <b>Term 3 – Topics/ Key Content</b><br><br><b>In term 3 students sit their Unit 3 and Unit 4 examinations so they will spend some time preparing for these</b><br><br>Priority in this term is to conclude the specification topics from Term 2 and begin a thorough revision programme.   | <b>Term 3 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• Which topics are most troubling?</li><li>• Have you mastered the essay questions?</li></ul>                                |
| <b>Assessment Overview and Format:</b><br><br>Formative assessment completed during delivery by teacher Q&A, verbal feedback and self/peer assessment. Peer assessment techniques used to stretch students' knowledge and understanding.<br>Summative assessment is utilised in two ways, knowledge check-ins and formal in-class assessments, where students are in time/controlled conditions and receive teacher directed feedback. | <b>Links for Home Learning/Extension Resources:</b><br><br>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams. |





## Key Stage 5 Economics Curriculum Year 13

| Diploma Programme  | Subsidiary Diploma Programme   |
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| <b>Term 1 – Topics/ Key Content</b><br>Enterprise BTEC is 100% coursework and Units are broken into a variety of sub-tasks which are delivered throughout the year with finite deadlines for coursework submission.<br><br><b>Units to begin</b><br>Unit 34 – Launch and run an enterprise<br>Unit 37 – Intrapreneurship and innovation in an Enterprise<br>Unit 3 – Business Finance<br>Unit 35 – Survival and Growth | <b>Term 1</b><br>Enterprise BTEC is 100% coursework and this is broken into units.<br>In the Subsidiary diploma students will have two units to be covered in each year, these units will run concurrently throughout Year 13<br><br><b>Units to begin</b><br>Unit 37 – Intrapreneurship and Innovation in an Enterprise<br>Unit 34 – Launch and run an enterprise |
| <b>Term 2 – Topics/ Key Content</b><br><br><b>Units to be continued</b><br>Unit 34 – Launch and run an enterprise<br>Unit 37 – Intrapreneurship and innovation in an Enterprise<br>Unit 3 – Business Finance<br>Unit 35 – Survival and Growth  | <b>Term 2 - Overarching Key Questions</b><br><br><b>Units to be continued</b><br>Unit 37 – Intrapreneurship and Innovation in an Enterprise<br>Unit 34 – Launch and run an enterprise  |
| <b>Term 3 – Topics/ Key Content</b><br><br><b>Units to be completed</b><br>Unit 3 – Business Decision Making<br>Unit 35 – Survival and Growth<br>Unit 34 – Launch and run an enterprise<br>Unit 37 – Intrapreneurship and innovation in an Enterprise  | <b>Term 3 - Overarching Key Questions</b><br><br><b>Units to be completed</b><br>Unit 37 – Intrapreneurship and innovation in an Enterprise<br>Unit 34 – Launch and run an enterprise  |
| <b>Assessment Overview and Format:</b><br><br>Formative assessment completed during delivery by teacher Q&A, verbal feedback and self/peer assessment. Peer assessment techniques used to stretch students' knowledge and understanding.<br>Summative assessment is utilised as coursework throughout the course where teachers follow specific criteria outlined by the exam board.                                   | <b>Links for Home Learning/Extension Resources:</b><br><br>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.   |





## Key Stage 5 Curriculum: BTEC International level 3 Subsidiary Diploma Information Technology Year 13

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| <b>Term 1 – Topics/ Key Content</b><br><br><b>UNIT 6 – Website Development</b><br><br>Increasingly, international organisations rely on websites to serve customers and, in some cases, to generate revenue. With millions of web pages being created daily, the need for websites to be engaging, innovative and desirable is important. As a website developer, you must use sophisticated techniques to capture user interest and to ensure that customers are served. The scripting involved in the development of websites has become crucial: website developers need to understand and acquire the necessary skills to find solutions to a variety of scenarios and problems. In this unit, students will review existing websites – commenting on their overall design and effectiveness. You will use scripting languages such as Hypertext Markup Language (HTML), Cascading Style Sheets (CSS) and JavaScript® and a simple text editor, or rapid application development tools. Finally, they will reflect on the website design and functionality using a testing and review process | <b>Term 1 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• What are the key considerations for website developers in creating engaging and innovative websites that effectively serve customers and potentially generate revenue for international organizations?</li><li>• How do scripting languages such as HTML, CSS, and JavaScript contribute to the development of websites, and what are the essential skills and techniques required to solve various scenarios and problems encountered during website development?</li><li>• How can existing websites be effectively reviewed and analyzed in terms of their overall design and effectiveness, and what insights can be gained from these reviews to inform and improve the development process?</li><li>• What are the primary roles of HTML, CSS, and JavaScript in enhancing website design and functionality, and how can website developers effectively utilize these technologies to create user-friendly and interactive web experiences?</li><li>• What is the significance of testing and review processes in website development, and how can these processes be employed to ensure the optimal design, functionality, and performance of websites developed using scripting languages and other tools?</li></ul> |
| <b>Term 2 &amp; 3 – Topics/ Key Content</b><br><br><b>UNIT 2: Creating Systems to Manage Information</b><br><br>Students will explore the significance of relational databases in managing and processing data, both in personal and business contexts. From small-scale projects to large multinational online retailers' stock control systems, databases serve as crucial repositories of information, fulfilling organizational operating requirements.   | <b>Term 2 &amp; 3- Overarching Key Questions</b> <ul style="list-style-type: none"><li>• How do relational databases support business processes and social lives, and why are they widely used for managing and processing data?</li></ul>   |





In this unit, students will delve into the structure and origins of data, understanding how an efficient data design contributes to the development of an effective and valuable database. Through practical exercises and scenarios, students will have the opportunity to develop well-thought-out design solutions for database systems. These solutions will undergo rigorous testing to ensure their functionality and accuracy.

Moreover, students will critically evaluate each stage of the development process, reflecting on the effectiveness of their database solutions. This evaluation process will enable students to gain insights into the strengths and weaknesses of their approach and make necessary improvements.

To successfully complete the assessment tasks in this unit, students will draw upon the knowledge and skills they have acquired throughout their academic program. The unit will provide students with the opportunity to apply their learning, demonstrate their ability to design and develop database solutions, and evaluate their effectiveness.

- What is the importance of understanding the structure and origins of data in developing an efficient and effective database design?
- How can we develop an effective design solution for a given scenario to create a functional database system?
- What are the key considerations and methods for testing a database solution to ensure its correctness and functionality?
- How can we evaluate each stage of the development process and assess the effectiveness of a database solution in meeting organizational operating requirements?

#### Assessment Overview and Format:

**UNIT 6 ASSIGNMENT:** Students will be given a case study that will include business requirements. They will then need to produce designs to meet these requirements and ultimately, produce a website for the intended audience. This will need to be tested for functionality, compatibility and usability, and then reviewed to evaluate the extent to which the website meets client requirements.

#### Links for Home Learning/Extension Resources:

##### UNIT 6:

**MDN Web Docs** (<https://developer.mozilla.org/en-US/docs/Web>): MDN Web Docs is an excellent resource for web development. It offers comprehensive documentation, tutorials, and guides on HTML, CSS, JavaScript, and other web technologies.

**W3Schools** (<https://www.w3schools.com/>): W3Schools provides tutorials, examples, and references on various web technologies, including HTML, CSS, JavaScript, and more. It covers the basics as well as advanced concepts.





**UNIT 2 ASSIGNMENT:** Students will be given a case study and based on the theory they have been taught, they will be expected to implement this by liaising with a business, designing a database system for the business, revise it based on feedback, and then re-create the final version.

**FreeCodeCamp** (<https://www.freecodecamp.org/>): FreeCodeCamp is an interactive learning platform that offers a wide range of coding challenges and projects to help you learn web development. It covers HTML, CSS, JavaScript, and other web technologies.

**CSS-Tricks** (<https://css-tricks.com/>): CSS-Tricks is a website dedicated to CSS. It provides tutorials, tips, and tricks on CSS, including modern techniques and best practices.

**Stack Overflow** (<https://stackoverflow.com/>): Stack Overflow is a popular community-driven question-and-answer website. It is an excellent resource for troubleshooting coding issues and finding answers to specific programming problems.

**Google Developers**  
(<https://developers.google.com/web/>): Google Developers provides resources, guides, and best practices for web development. It covers a wide range of topics, including performance optimization, responsive design, and accessibility.

**Codecademy** (<https://www.codecademy.com/>): Codecademy offers interactive coding courses on various web development topics. It provides hands-on exercises and projects to help you learn and practice web development skills.

## **UNIT 2:**

**W3Schools** (<https://www.w3schools.com/sql/>)  
W3Schools provides tutorials and examples for various aspects of SQL, including creating databases. It covers different database management systems like MySQL, SQL Server, Oracle, and more.

**PostgreSQL Tutorial**  
(<https://www.postgresqltutorial.com/>)  
This website offers a comprehensive tutorial specifically for PostgreSQL, covering topics such as creating databases, tables, and other database objects.





#### **Oracle Database Documentation**

(<https://docs.oracle.com/en/database/>)

Oracle provides detailed documentation for their database management system, including information on creating and managing databases. The documentation is comprehensive and covers various versions of Oracle Database.

#### **Microsoft SQL Server Documentation**

(<https://docs.microsoft.com/en-us/sql/>)

Microsoft offers extensive documentation for SQL Server, which includes detailed guides on creating and managing databases. The documentation covers different editions and versions of SQL Server.

#### **MySQL Tutorial** (<https://www.mysqltutorial.org/>)

This website provides a step-by-step tutorial for MySQL, covering topics like creating databases, tables, and other database-related operations.

#### **MongoDB University**

(<https://university.mongodb.com/>)

MongoDB University offers free online courses on MongoDB, a popular NoSQL database. The courses cover various topics, including creating and managing databases in MongoDB.

#### **YouTube Channels:**

##### **Derek Banas**

(<https://www.youtube.com/user/derekbanas>)

Derek Banas provides comprehensive tutorials on different programming and database-related topics, including database creation.

##### **The Net Ninja**

(<https://www.youtube.com/c/TheNetNinja>)

The Net Ninja offers a series of videos on database management, including creating databases using different technologies.







## Key Stage 5 Design & Technology Curriculum Year 13

| Term 1 – Topics/ Key Content  | Term 1 - Overarching Key Questions   |
|---|--|
| <p><b>Theory</b><br/>Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 13.</p> <p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>• <i>Modern industrial and commercial practice</i></li> <li>• <i>Digital design and manufacture</i></li> <li>• <i>The requirements for product design and development</i></li> <li>• <i>Health and Safety</i></li> <li>• <i>Protecting designs and intellectual property</i></li> <li>• <i>Design for manufacturing maintenance, repair and disposal</i></li> <li>• <i>Feasibility studies</i></li> <li>• <i>Enterprise and marketing in the development of products</i></li> <li>• <i>Design communication</i></li> </ul> | <p>What are the different scales of production?<br/>How are computer systems used in production distribution and storage?<br/>What is the relationship between material cost, manufacturing processes and the scale of production<br/>How are CAD/CAM used to develop and present ideas and manufacture products?<br/>What is rapid prototyping?<br/>Why is it important to critically assess products?<br/>Why should we design inclusive products?<br/>What are ergonomics and anthropometrics? and how are they used in design?<br/>Why do we use risk assessments?<br/>What does COSHH stand for and why is it important?<br/>What legislation and standards body are used to ensure safe working practices and safe products?<br/>Why are copyright, patents registered designs, trademarks and logos important to a designer?<br/>What is 'open design'<br/>How can we apply the six Rs of sustainability to product design and manufacture?<br/>How can products be designed to allow for efficient manufacture and disassembly?<br/>How are feasibility studies used to assess the practicality of production?<br/>Why are marketing and branding important for a product?<br/>How are products advertised and promoted?<br/>How can you present design proposals effectively?</p> <p>What design problem do you want to solve?<br/>What is an iterative design process?<br/>How will you ensure you maximise the marks set out by the exam board?</p> |
| <p><b>Non-Exam Assessment (NEA) 50% of final grade will continue</b></p> <p>Students will continue to work through the design process to create a design solution to the problem they have identified.<br/>This term they will focus on the development of their final prototype and evaluation.</p>  | <p>How can you include primary research in your NEA?<br/>Why is it important to have a client as you progress through your project?<br/>What materials are suitable for prototyping?<br/>How will you demonstrate a range of skills in the manufacture of your final prototype?<br/>What CAM could you use to help speed up and improve the quality of your final prototype?<br/>Do you need to research materials, components or finishes?<br/>Why is so important to evaluate and test our products thoroughly?</p>  |







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| <b>Term 2 – Topics/ Key Content</b><br><br><b>Theory</b><br>Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 13.<br><br><b>Paper 1 will continue</b><br><br><b>Non-Exam Assessment (NEA) 50% of final grade will continue students will have until February half term to respond to feedback and improve their NEA before submission.</b><br><br>After February half term, the full focus will be on revision in line with specification set out by the exam board.  | <b>Term 2 - Overarching Key Questions</b><br><br>What improvements do you need to make to maximise the marks set out by the exam board?<br><br>What does effective revision look like?<br>How can I maximize time and marks during the exam?<br>What are the command words and how do I effectively answer exam questions?  |
| <b>Term 3 – Topics/ Key Content</b><br><br>Full focus will be on revision in line with specification set out by the exam board.  | <b>Term 3 - Overarching Key Questions</b><br><br>What does effective revision look like?<br>How can I maximize time and marks during the exam?<br>What are the command words and how do I effectively answer exam questions?  |
| <b>Assessment Overview and Format:</b><br><br><i>Final Assessment:</i><br>50% NEA – Coursework project.<br>50% Exam –<br>Paper 1: Technical Principles (30%) 2 hours<br>Paper 2: Designing and making principles (20%) 1.5 hours<br><br>The exams and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives: <ul style="list-style-type: none"><li>• AO1: Identify, investigate and outline design possibilities to address needs and wants.</li><li>• AO2: Design and make prototypes that are fit for purpose.</li></ul> | <b>Links for Home Learning/Extension Resources:</b><br><br>All home learning is uploaded onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in lesson as this helps students retrieve the information needed in an exam.<br>On occasions, this can be related to research for a topic, analysis of a design work piece, skill building exercises or revision for exams. |





- A03: Analyse and evaluate:
  - design decisions and outcomes, including for prototypes made by themselves and others
  - wider issues in design and technology.
- A04: Demonstrate and apply knowledge and understanding of:
  - technical principles
  - designing and making principles.





## Key Stage 5 English Literature Curriculum Year 13

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| <b>Term 1 – Topics/ Key Content</b><br><br><b>Teacher 1</b><br>Students will explore the short stories of Robert Louis Stevenson including: Jekyll & Hyde, Markheim, The Body Snatcher and A Lodging for the Night<br><br><b>Teacher 2</b><br>Students will study Agatha Christie's 'The Murder of Roger Ackroyd' in preparation for their examination | <b>Term 1 - Overarching Key Questions</b><br><br>How are the key themes presented in the text?<br>How does the writer use language, structure and convey their ideas?<br>How are the texts influenced by their context? |
| <b>Term 2 – Topics/ Key Content</b><br><br><b>Coursework</b><br>Students will continue to redraft their poetry and prose coursework essays.  | <b>Term 2 - Overarching Key Questions</b><br><br>Key Questions will vary depending on the topic students choose for their coursework.   |
| <b>Term 3 – Topics/ Key Content</b><br><br><b>Personalised revision</b>  | <b>Term 3 - Overarching Key Questions</b><br><br>n/a  |
| <b>Assessment Overview and Format:</b><br><br>Students will be given timed, assessed pieces from each teacher at least once a month.<br><br>In addition, they will sit two full, timed mocks throughout the year, as per the assessment calendar.  | <b>Links for Home Learning/Extension Resources:</b><br><br>Students will be given revision booklets to help them prepare for the examinations.  |





## Key Stage 5 Geography Curriculum Year 13

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| <b>Term 1 – Topics/ Key Content</b><br><br>Human Geography:<br>Global Interdependence<br><br><br><br><br><br><br><br><br><br>Physical Geography:<br>Hazardous environments | <b>Term 1 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• Trade flows and trading patterns</li><li>• International debt and International Aid</li><li>• The role of the World Trade Organization (WTO) and free trade. Evaluate the impacts of trade on exporting and importing countries.</li><li>• The nature and role of Fairtrade</li><li>• Hazards resulting from mass movements</li><li>• Hazards resulting from atmospheric disturbances</li><li>• Sustainable management in hazardous environments</li></ul> |
| <b>Term 2 – Topics/ Key Content</b><br><br>Human Geography:<br>Environmental management<br><br><br><br><br><br><br><br><br><br>Physical geography:<br>Coastal environments | <b>Term 2 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• Sustainable energy supplies</li><li>• Management of energy supplies</li><li>• Environmental degradation</li><li>• Management of a degraded environment</li><li>• Coastal processes</li><li>• Characteristics and formation of coastal landforms</li><li>• Coral reefs</li><li>• Sustainable management of coasts</li></ul>   |
| <b>Term 3 – Topics/ Key Content</b><br><br>Revision and consolidation  | <b>Term 3 - Overarching Key Questions</b>  |





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| <b>Assessment Overview and Format:</b><br><br>In November students have a resit opportunity for the Year 12 AS content.<br><br>In June Students sit the Advanced Human and Physical Geography Papers, which together comprise 50% of the final grade weighting.<br><br>During the year, students will be assessed informally through discussion, completion of past paper questions, and verbal feedback. Formal summative assessments will take place every half term, with a mock examination, at the end of each unit. | <b>Links for Home Learning/Extension Resources:</b><br><br>Students will be issued a copy of the Cambridge International Examination IA Level Geography textbook.<br><br>This is an essential website, which gives you the specification.<br><a href="https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-geography-9696/">https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-geography-9696/</a><br><br>Useful websites for revision and exam practice<br><a href="http://www.bbc.co.uk">www.bbc.co.uk</a><br><a href="https://www.theguardian.com/uk">https://www.theguardian.com/uk</a><br><a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a><br><br>The school subscribes to two online magazines. Use these resources which are free and you would otherwise have to pay for!<br><b>Geographical Magazine</b><br><a href="https://login.exacteditions.com/login.do">https://login.exacteditions.com/login.do</a><br>username: <a href="mailto:r.madaser_wek@gemsedu.com">r.madaser_wek@gemsedu.com</a><br>password: exactly<br><br><b>Wide World Magazine – Hodder</b><br>Username 35496140<br>Password erteach<br>Centre ID 354961 |
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## Key Stage 5 History Curriculum Year 13

| Term 1 – Topics/ Key Content  | Term 1 - Overarching Key Questions   |
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| <ul style="list-style-type: none"><li>• What was the political nation in 1603?</li><li>• How important was land ownership?</li><li>• How did James I rule, what were his characteristics?</li><li>• What were the main differences between James I and Charles I?</li><li>• How important were the favourites of James I and Charles I?</li><li>• How weak were the crown's finances?</li><li>• What attempts did James and Charles try to make to reform royal finances?</li><li>• What religious challenges did the king face?</li><li>• What was the royal attitude to Parliament?</li><li>• What were the three resolutions of 1629?</li><li>• How did the crown and Parliament break down in 1629?</li><li>• How big were the divisions of religion?</li><li>• How did Charles rule? By himself 1629-1640?</li><li>• Why was there only a short Parliament in 1640?</li><li>• What was the importance of John Pym?</li><li>• Why were there divisions in the Long Parliament?</li><li>• How does the first Civil War break out, what is its outcome?</li><li>• How does the second Civil War break out, what is its outcome?</li><li>• How important are the new political and religious groups?</li></ul> <p>How important is the failure to secure a settlement?</p> | <p><b><u>Stuart Britain and the Crisis of the Monarchy 1603-1702</u></b></p> <p><b><u>Absolutism Challenged: Britain 1603-49</u></b></p> <p><b><u>Revolution 1629-49</u></b></p> |



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| <p><b>Term 2 – Topics/ Key Content</b></p> <ul style="list-style-type: none"> <li>• How was the Republic established?</li> <li>• Why did the Rump go to war?</li> <li>• What was the outcome of Charles II invasion at Worcester?</li> <li>• Why was the Rump dissolved?</li> <li>• What was Cromwell’s aim as protector?</li> <li>• How did the Major-Generals come to rule?</li> <li>• How did the Major General’s rule come to an end?</li> <li>• How did the Restoration take place?</li> <li>• What was the emergence of the country and city parties?</li> <li>• How important were the religious differences at court?</li> <li>• What caused the Exclusion crisis?</li> <li>• How did James attempt to restore Catholicism?</li> <li>• What led to the Glorious Revolution?</li> <li>• How did the Glorious Revolution happen?</li> <li>• What led to the emergence of the Whigs and Tories?</li> <li>• How much religious toleration was there under William III?</li> <li>• How did ministers gain more power under William and Mary?</li> <li>• How significant was the Settlement Act?</li> </ul> | <p><b>Term 2 - Overarching Key Questions</b></p> <p><u><b>Stuart Britain and the Crisis of the Monarchy 1603-1702</b></u></p> <p><u><b>From Republic to restored and limited monarchy 1649-78</b></u></p> <p><u><b>The establishment of constitutional monarchy 1678-1702</b></u></p> |
| <p><b>Term 3 – Topics/ Key Content</b></p> <p>Revision of Stuart Britain and the Crisis of Monarchy 1603-1702 and Revolution and Dictatorship: Russia 19170-1953 before the final exams.</p>  | <p><b>Term 3 - Overarching Key Questions</b></p>  |



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| <p><b>Assessment Overview and Format:</b></p> <p>We will do essay questions and source questions throughout the year for homework and timed essays in class, using the same format and style as they will receive in the final exam.</p> <p>1) Stuart Britain and the Crisis of Monarchy 1603-1702 = 40% of the final mark<br/>2) Revolution and Dictatorship: Russia 1917-1953 = 40% of the final mark<br/>3) A Level coursework: Civil War to Civil Rights: The struggle for Civil Rights for Black Americans 1863-1968 = 20% of the final mark</p> | <p><b>Links for Home Learning/Extension Resources:</b></p> <p>All lessons will be on TEAMS. All coursework reading material will be on TEAMS too to be used from when we start the coursework. In addition, the library will be stocked with plenty of reading material relating to Stalinist Russia and Stuart Britain.</p> |







## Key Stage 5 Islamic Curriculum Year 13

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| <p><b>Term 1 – Topics/ Key Content</b></p> <ul style="list-style-type: none"> <li>• Surah An Noor (Ayah 1-10)</li> <li>• Protecting society against moral crimes</li> <li>• Surah An Noor (Ayah 11-26)</li> <li>• The Slander against ‘Ā’isha</li> <li>• Extremism</li> <li>• Responsibility in Islam</li> <li>• Allah’s Messenger PBUH and social life</li> <li>• The five purposes of Islamic legislation</li> <li>• Divine laws</li> </ul> | <p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"> <li>• What is the background of Surah An Noor?</li> <li>• How do crimes damage the society?</li> <li>• How does Islam ensure safety of society against the moral crimes?</li> <li>• What are the punishments prescribed in Islam for those who commit adultery?</li> <li>• What are the negative effects of rumours on the individual and society?</li> <li>• What are the causes of extremism exhibited by some people in the modern world?</li> <li>• What strategies would you propose to bring extremist groups back to the main stream of the society?</li> <li>• How would you justify the concept of responsibility in Islam?</li> <li>• How would you prove that the Prophet Muhammad PBUH is the last Prophet of Allah?</li> <li>• What are the events in the Prophet's Biography (Seerah) that demonstrate the keenness of Prophet Muhammad PBUH on building a coherent society?</li> </ul> |
| <p><b>Term 2 – Topics/ Key Content</b></p> <ul style="list-style-type: none"> <li>• Surah An Noor Ayah 27-31</li> <li>• Social media and good conduct</li> <li>• Surah An Noor (Ayah 32-34)</li> <li>• Marriage is the Path to chastity)</li> <li>• Creative Thinking in Islam</li> <li>• Prohibited sales</li> <li>• The five purposes of legislation</li> <li>• Globalization</li> <li>• Separation of Spouses</li> </ul>                   | <p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"> <li>• How would you infer the rules of social media in the light of verses from Surah An Noor?</li> <li>• How would you prove that the marriage is the path to chastity?</li> <li>• How does Islam promote creative thinking among the believers?</li> <li>• How would you justify Islamic ruling about certain sales declared unlawful?</li> <li>• What are the five purposes of Shariah?</li> <li>• How understanding the five purposes of Sharia helps scholars to pass the judgement regarding certain issues?</li> <li>• What are the positive and negative effects of globalization?</li> </ul>   |





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|  | <ul style="list-style-type: none"><li>• Why did Prophet Muhammad PBUH discourage the act of separation between spouses? (Talaq)</li><li>• How does divorce affect the individual and society?</li></ul>   |
| <b>Term 3 – Topics/ Key Content</b> <ul style="list-style-type: none"><li>• Surah An Noor Ayah 46-57) Politeness with the Messenger PBUH</li><li>• The Islamic Economic System<ul style="list-style-type: none"><li>• Observance (Ittiba) and Imitation (Taqlid)</li><li>• Sheikh Zayed bin Sultan</li><li>• Islam and Knowledge Economy</li></ul></li></ul> | <b>Term 3 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• How would you Infer the etiquettes of dealing with the Prophet PBUH in the capacity of a ruler in the light of Ayahs (46-57)</li><li>• How does Islamic economic system functions as compared to other modern economic systems?</li><li>• Can you analyse Ittiba and Taqleed?</li><li>• What are the dangers associated with imitation?</li><li>• Can you explain the vision of Sheikh Zayed bin Sultan as to building the Emirati Society?</li><li>• How would you justify the position of Islam towards knowledge economy?</li></ul>                                      |
| <b>Assessment Overview and Format:</b> <p>Students will have 3 key assessments throughout the year.</p> <p>Students will be judged according to the following criteria</p> <ul style="list-style-type: none"><li>• Qur'an recitation</li><li>• Qur'an memorisation</li><li>• Written Assessment</li><li>• Home learning/note books</li></ul>                 | <b>Links for Home Learning/Extension Resources:</b> <p><a href="http://www.islamreligion.com">www.islamreligion.com</a></p> <p><a href="http://harunyahya.com">http://harunyahya.com</a></p> <p><a href="https://scholar.google.ae">https://scholar.google.ae</a></p> <p><a href="http://www.sultan.org">http://www.sultan.org</a></p> <p><a href="https://sunnah.com">https://sunnah.com</a></p> <p><a href="http://www.awqaf.gov.ae">www.awqaf.gov.ae</a></p> <p><a href="http://www.quranexplorer.com">www.quranexplorer.com</a></p> <p><a href="http://www.iacad.gov.ae">www.iacad.gov.ae</a></p> <p><a href="http://www.quran.com">www.quran.com</a></p> |





## Key Stage 5 Mathematics Curriculum Year 13

| Term 1 – Topics/ Key Content  | Term 1 - Overarching Key Questions   |
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| <p><b>Pure Mathematics 3</b></p> <p><b>Algebra and functions</b><br/>Simplifying algebraic fractions, Composite and inverse functions, Modulus function Transformations.</p> <p><b>Trigonometry</b><br/>Secant, cosecant and cotangent (definitions, identities and graphs) &amp; inverse trigonometrical functions.<br/>Compound and double (and half) angle formulae.<br/><math>r \cos (x \pm \alpha)</math> or <math>r \sin (x \pm \alpha)</math></p> <p><b>Exponentials and logarithms</b><br/>Exponential functions and natural logarithms.</p> <p><b>Differentiation</b><br/>Differentiating exponentials, logarithms and the trigonometric functions <math>\sin x</math> and <math>\cos x</math>, and their sums, differences and multiples.<br/>Differentiating products, quotients and using the chain rule.</p> <p><b>Integration</b><br/>Integrating <math>x^n</math> (including when <math>n = -1</math>), exponentials and trigonometric functions.<br/>Integration by recognition of known derivatives and using trigonometric identities.</p> <p><b>Numerical methods</b><br/>Location of roots.<br/>Solving by iterative methods</p> <p><b>Decision Mathematics 1</b></p> <p><b>Algorithms</b><br/>Introduction to algorithms.<br/>Sorting, searching and packing algorithms.</p> <p><b>Algorithms on graphs</b><br/>Introduction to graph theory.<br/>Minimum connectors (spanning trees)<br/>Dijkstra's algorithm</p> | <p>When does the function machine fail to find an inverse?<br/>Do any functions have a self-inverse?<br/>Is an inverse function always possible?</p> <p>Students need to know how to find the inverse of a function and it is worth stressing the notation here as lots of students still differentiate when they see this in an exam.<br/>Students should know that if <math>f^{-1}</math> exists, then <math>ff^{-1}(x) = f^{-1}f(x) = x</math>. It follows from this that the inverse of a many-one function can only exist if its domain is restricted to make it a one-one function.</p> <p>What does the full network look like?<br/>Would the minimum spanning tree remain the same if this edge was added?<br/>Can you draw a different spanning tree?<br/>Can you find a shorter tree?<br/>What strategy did you use?<br/>Can you write your strategy in a formal way (as an algorithm)?<br/>What are the similarities and differences?</p> |





## Term 2 – Topics/ Key Content

### **Pure Mathematics 4**

#### **Proof**

Proof by contradiction.

#### **Algebra and functions**

Partial fractions.

#### **Coordinate geometry in the $(x, y)$ plane**

Definition and converting between parametric and Cartesian forms.

#### **Binomial expansion**

Expanding  $(a + bx)^n$  for rational  $n$ ; knowledge of range of validity.

#### **Differentiation**

Differentiating implicit and parametric functions

Rates of change problems (including growth and decay)

#### **Integration**

Volumes of revolution

Integration by substitution

Integration by parts

Use of partial fractions

Differential equations

#### **Vectors**

Definitions, magnitude/direction, addition and scalar multiplication

Position vectors, distance between two points, geometric problems

Vector equation of a line

### **Decision Mathematics 1**

#### **Algorithms on graphs II**

Route inspection problem

Travelling salesman problem

#### **Critical path analysis**

Activity networks; precedence tables

Critical path algorithm; earliest and latest event times

Total float; Gantt charts

Scheduling

#### **Linear programming**

Formulation of problems

Graphical solutions

Integer solutions

## Term 2 - Overarching Key Questions

What shape is given by  $x = 4 \cos t$ ,  $y = 2 \sin t$ ?

Name and properties of curve?

The trigonometric identities (such as  $\sec^2 x = 1 + \tan^2 x$ ) can be used to convert from parametric to Cartesian form.

In a lake the amount of a particular weed (P) grows at a rate proportional to the amount of weed already present in the lake.

The weed is removed by fish eating it at a constant rate of 10 kg per day.

(a) Write down a differential equation relating P, the amount of weed in kg, and t, the time which has elapsed since the start of the investigation.

(b) Given that the weed grows at a rate of 5 kg per day when there is 90 kg of weed present in the lake, find the rate of growth of the weed, in kg/day, when there is 120 kg of weed present.

Consider an aircraft landing in a cross-wind – what direction does it need to fly?

Link examples to mechanics (kinematics and forces). For example, consider questions such as:

The velocity of an object is given by vector  $v = 3t\mathbf{i} + t^2\mathbf{j} + 4\mathbf{k}$ . What is its speed after 5 seconds?





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| <b>Term 3 – Topics/ Key Content</b><br><br>Revision - Pure Mathematics 4<br>Revision – Decision 1   | <b>Term 3 - Overarching Key Questions</b>   |
| <b>Assessment Overview and Format:</b><br><br>There will be Key assessments each year: <ul style="list-style-type: none"><li>• Baseline (When students join in year 12)</li><li>• Key assessment 1 P3 (End of term 1)</li><li>• Key assessment 2 P4 (End of term 2)</li><li>• Key assessment 3 P4 and D1 (End of term 3)</li></ul><br>Jan Exam: All students will be completing the P3 exam entry in January.<br><br>Assessment data will be calculated using the most recent assessment, (where available) previous exam data will also be considered. | <b>Links for Home Learning/Extension Resources:</b><br><br><a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a><br><a href="http://www.examsolutions.net">www.examsolutions.net</a><br><br>Video examples, worksheets, daily revision Maths Genie<br><br>Videos and exam questions sorted by level – Dr Frost<br><br>Fun Mathematics:<br>Brilliant.org<br><a href="https://www.3blue1brown.com">https://www.3blue1brown.com</a><br><a href="https://www.numberphile.com">https://www.numberphile.com</a><br><a href="https://www.vsauce.com">https://www.vsauce.com</a> |





## Key Stage 5 Mathematics Curriculum Year 13

| Term 1 – Topics/ Key Content  | Term 1 - Overarching Key Questions  |
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| <p><b><u>Radio</u></b><br/>Product: <i>War of the Worlds</i> (1938)<br/>This is a targeted CSP for which you will need to focus on the following areas of the theoretical framework:</p> <ul style="list-style-type: none"><li>• media industries</li><li>• media audiences.</li></ul> <p><b><u>Online – The Voice</u></b><br/>This is a targeted CSP for which you will need to focus on the following areas of the theoretical framework:</p> <ul style="list-style-type: none"><li>• media industries</li><li>• media audiences.</li></ul> <p><b><u>Zendaya</u></b><br/>The social media profile and target audience of the actress and musician known as Zendaya</p> <p><b><u>Techniques of Persuasion</u></b><br/><b><u>Historical, social and cultural contexts</u></b></p> <p><b><u>Video games</u></b><br/>These are in-depth CSPs and needs to be studied with reference to all four elements of the theoretical framework and all relevant contexts.</p> <p><i>Tomb Raider Anniversary</i> (2007)<br/>Extracts can be accessed online.</p> <p><i>Sims Freeplay</i><br/>Metroid Prime 2 Echoes</p> <p><i>Tomb Raider</i><br/>The study focuses on:</p> <ul style="list-style-type: none"><li>• the game</li><li>• the game covers.</li></ul> <p><b><u>Television</u></b><br/>This is an in-depth CSP and needs to be studied with reference to all four elements of the theoretical framework (language, representation, industries and audience) and all relevant contexts.</p> | <ul style="list-style-type: none"><li>• How does the production, distribution and exhibition of the product that shows how audiences can be reached, both on a national and global scale, through different media technologies by broadcast and digital technologies?</li><li>• Analyse the way in which different audience interpretations reflect social, cultural and historical circumstances is evident in the analysis of the series which are explicitly linked to contemporary issues.</li></ul> <p>Analyse how the semiotics of the visual style engages with the study of genre and narrative with the mise-en-scene of the game – apparent in the gameplay and the cover artwork – referencing sci-fi, fantasy and action adventure as well as the conventions of different types of game play.</p> <p>How have these products been created to be decoded by their target audiences?</p> |





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| <p>Either <i>Capital</i> (Series 1, Episode 1) and <i>Deutschland 83</i> (Series 1, Episode 1)<br/>Or<br/><i>Witnesses</i> (Series 1, Episode 1) and <i>The Missing</i> (Series 2 Episode 1)<br/>Or<br/><i>No Offence</i> (Series 1, Episode 1) and <i>The Killing</i> (Series 1, Episode 1)<br/>Two set products</p>   |   |
| <p><b>Term 2 and 3 – Topics/ Key Content</b><br/>Production of NEA is ongoing throughout the term. The deadline for completion to be set internally by centres. All marks submitted to us by 15 May.<br/>Colleges may decide to allocate more lesson time in the week to NEA completion this term</p> <p><b>Online</b><br/>Product: <i>Teen Vogue</i> website, Facebook page, Twitter feed</p> <p>This is an in-depth CSP and needs to be studied with reference to all four elements of the theoretical framework and all relevant contexts.</p> <p>Product: <i>The Voice</i> website</p> <p>This is an in-depth CSP and needs to be studied with reference to all four elements of the theoretical framework and all relevant contexts.</p> <p>Exam preparation using targeted and in-depth CSPs to focus on exam skills.<br/>Mock Exam and target setting.<br/>Revision plans.</p> <p>Production of NEA ongoing throughout term.<br/>Deadline for completion to be set internally by centres but ideally to be completed before/just after Easter. All marks submitted by mid-May.</p> <p><b>Term 3</b> - Revision of all CSP's</p> <p>Further exam preparation.</p> | <p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• Representation of particular groups (age, gender, race), construction of a young female identity.</li><li>• Who is constructing the representation and to what purpose? (Stuart Hall).</li></ul> <p>How are the codes and conventions of a website used in the product?</p> <p>How are these conventions used to influence meaning?</p> <ul style="list-style-type: none"><li>• Who is constructing the representation and to what purpose? (Stuart Hall).</li><li>• Analysis of the construction and function of stereotypes.</li><li>• Representation and news values – how do the stories selected construct a particular representation of the world and particular groups and places in it?</li></ul> <p>How can you ensure that you are able to apply all theories to the specific AQA CSP products?</p> |





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|   | What is the best way to prepare for each media paper?   |
| <b>Assessment Overview and Format:</b><br>70% = 2 Exams, 2 hours each<br>30% = Coursework<br><br>A mock exam to test knowledge and skills.<br>At the end of each CSP and media concept, there will be written tasks ranging from 500 – 1000 words, which aim to test the written ability of the students. | <b>Links for Home Learning/Extension Resources:</b><br>All lesson resources are on TEAMS and Text books |







## Key Stage 5 Moral Social and Cultural Studies Curriculum Year 13

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| <b>Term 1 – Topics/ Key Content/Learning Objectives</b><br>Finance management – how can we be smart consumers and manage our money effectively?<br><br>Ethics in real life – Recognising corruption and unethical behaviour and how this can be challenged | <b>Term 1 - Overarching Key Questions</b><br>How to be a smart consumer.<br>Borrowing and lending.<br>Saving and investment<br>Financial management<br><br>Recognising how corruption occurs<br>Impacts of corruption<br>Dealing with unethical behaviour |
| <b>Term 2 – Topics/ Key Content/Learning Objectives</b><br>Globalisation – students will explore the pros and cons of globalization and what effect it has had, and continues to have on the UAE, also looking ahead to the future                         | <b>Term 2 - Overarching Key Questions</b><br>What is globalisation?<br>What are the pros and cons of globalisation?<br>What are the impacts?  |
| <b>Term 3 – Topics/ Key Content/Lesson Objectives</b><br>Consolidation and preparation for study leave   | <b>Term 3 - Overarching Key Questions</b>   |
| <b>Assessment Overview and Format:</b><br><br>Students will have summative assessment throughout the year. This may be in the form of multiple choice tests or personal reflections.   | <b>Links for Home Learning/Extension Resources:</b><br><br>Students will need to prepare at home for their assessments and they can revise the Moral Education curriculum by using their digital notebook and class resources.                            |





## Key Stage 5 Nutrition and Food Science Curriculum Year 13

| Term 1 – Topics/ Key Content<br>A: Food Security and Sustainability | Term 1 - Overarching Key Question  |
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| Food Security   | What are the challenges to achieving food security?<br>-climate change and secure weather<br>-land degradation through intensive farming<br>-population growth   |
| Food Poverty  | What is food poverty?<br>Is it a global issue?<br>Is it a local and national issue?<br>What is being done to reduce food poverty<br>-food banks<br>-Fair Share<br>-The Trussel Trust   |
| Food Sustainability   | What is the impact of the following ethical and environmental factors on climate change and natural resources (water, soil)?<br>-animal farming<br>-locally and seasonally produced food<br>-organic farming<br><br>How does the following contribute positively to local economies?<br>-locally and seasonally produced food<br>-Fairtrade<br><br>How do the following schemes help consumers who want to make sustainable food choices-?<br>-Red Tractor<br>-Carbon Footprint<br>-Conservation Grade<br>-Linking Environment and Farming<br>Rainforest Alliance<br>Marine stewardship Council<br><br>How do environment claims made by the food industry influence consumer food choice? |
| Food Waste  | What are the effects of food and associated packaging waste as an environmental and ethical issue?<br><br>What role do the following play as contributors to the problem of food and associated packaging waste?<br>-primary producers<br>-food manufacturers<br>-retailers<br>-consumers  |





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| Changing Consumer Behaviour   | <p>How do the following organisations aim to reduce food and associated packaging waste?</p> <ul style="list-style-type: none"><li>• WRAP UK</li><li>• Courtauld Commitment</li><li>• Love Food Hate Waste</li></ul> <p>What advice would you give to consumers on how to make food choices that have a positive impact on food security and sustainability?</p> <p>What barriers prevent consumers from making food choices that have a positive impact on food security and Sustainability?</p> <p>What are the environmental and social cost of shopping for food in supermarkets</p>   |
| <p><b>Term 1 – Topics/ Key Content</b><br/><b>A: Food Safety and Quality</b></p> <p><b>Food Safety</b></p> <p><b>Safety through the Chain</b></p> | <p>Explain why Food safety is a public health priority as defined by the World Health Organisation (WHO)</p> <p>Why is food safety a shared responsibility throughout the food chain?</p> <p>What are the risks to food safety of the following?</p> <ul style="list-style-type: none"><li>-Animal health, for examples veterinary medicines and animal feed</li><li>-plant health, for example pesticide residues and mycotoxins</li></ul> <p>What is the role of the Food Standards Agency (FSA) and Depart of Agriculture, Environmental and Rural Affairs (DAERA) in relation to animal and plant health and food safety?</p> <p>How do food manufacturers ensure safe food production by using the following quality assurance systems?</p> <ul style="list-style-type: none"><li>-Good Manufacturing Practice (GMP)</li><li>-Quality Assurance standards</li><li>- Food Traceability</li></ul> <p>Explain the following in relation to food safety in establishments that serve food</p> <ul style="list-style-type: none"><li>-hazard Analysis Critical Control Points (HACCP)</li><li>-Food hygiene rating schemes</li><li>-Food inspection laws</li></ul> |





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| <b>Microbiological Contamination</b> | <p>Explain the role of the Environmental Health Officer (EHP) in relation to food safety</p> <p>Describe the possible risks to public health of each of the following bacteria?</p> <ul style="list-style-type: none"><li>-Salmonella</li><li>-Campylobacter</li><li>-Listeria</li><li>-Escherichia Coli</li></ul> <p>Identify and discuss the foods that pose the greatest risk of food- borne illnesses?</p> <p>Outline how the risk of microbial contamination can be minimised by?</p> <ul style="list-style-type: none"><li>-Primary producers</li><li>-Food manufacturer</li><li>-establishments that serve food</li><li>-the consumer</li></ul> |
| <b>Chemical Contamination</b>        | <p>Describe the possible risks to public health of each of the following chemical contaminants?</p> <ul style="list-style-type: none"><li>-acrylamide</li><li>-arsenic in rice</li><li>-Bisphenol – A (BPA)</li><li>-dioxins</li><li>-heavy metals, for example mercury, lead and cadmium</li></ul> <p>What is being done to minimize the risk to public health of each of the chemical contaminants listed above?</p>   |
| <b>Additives</b>                     | <p>Evaluate the use of additives in food and explore the controversy surrounding the use of the following additives?</p> <ul style="list-style-type: none"><li>-colours</li><li>-flavour enhancers</li><li>-Sweeteners</li><li>-preservatives</li></ul>  |
| <b>Allergens</b>                     | <p>Explain how food additives are regulated?</p> <p>Discuss the possible theories influencing the incidence of food allergies?</p> <p>Explain food allergen labelling and information regulations and demonstrate knowledge and understanding of the work of the Food Standards Agency in relation to food allergy and food intolerance?</p>   |
| <b>Controls and legislation</b>      | <p>Examine the work of the European Food Safety Authority (EFSA) in relation to risk assessment and food safety?</p>   |





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|  | What are the key principles of EC Regulations no 852.853.854<br>Food Hygiene Package   |
| <b>Term 2 /3– Topics/ Key Concepts</b><br><br><b>A2 – 2 : Research Project</b><br><br><u>For example:</u><br><br><a href="#">Antioxidant Supplements: Friend or Foe!</a><br><br>In this unit, students submit a report on a research project of their own choice. The report should not exceed 4000 words.<br>The project gives students opportunities to demonstrate appropriate knowledge, understanding and skills demanded by the process.<br>In this project, students <ul style="list-style-type: none"><li>• identify and discuss issues associated with their chosen research area;</li><li>• select and interpret appropriate and relevant information;</li><li>• analyse information and judge its relevance to their chosen research area;</li><li>• plan and conduct primary research</li><li>• present and interpret findings from research they have undertaken;</li><li>• draw conclusions using reasoned arguments; and</li><li>• make recommendations for future study.</li></ul> | <b>Term 3 - Overarching Key Questions</b><br><br>What topic will you choose and why?<br>What issues are associated with your chosen area?<br>What information will you research?<br>What type of research will you use?<br>What methods will you use to present findings?<br>What reasoning shall you use to draw conclusions? |
| <b>Report Format</b><br><br>Title<br>Abstract – 150 words<br>Introduction – 350 words<br>Literature Review- 1000 words<br>Methodology- 700 words<br>Discussion of Results -1500 words<br>Conclusions- 150 words<br>Recommendations – 150 words<br>Bibliography<br>Appendices   |  |





| <b>Assessment Overview and Format:</b>  | <b>Links for Home Learning/Extension Resources:</b>  |
|---|--|
| Students will be assessed both formatively and summatively  | All students must be spending 3 hrs on Food work either homework / exam questions or keeping up to date with content by revising class theory concepts |
| Verbal feedback will be given to students in the lesson.  | Students will be part of the showbie and teams groups where resources will be stored   |
| The students will be assessed using exam style questions and also a revision workbook with past exam papers will be issued to each student along with revision questions. | Students will be encouraged to carry out extra research on topics covered and to relate to everyday menu planning.                                     |
|   | Mark schemes will be shared to allow sample answers to be written  |





## Key Stage 5 Photography Curriculum Year 13

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|---|--|
| <b>Term 1 – Topics/ Key Content</b><br>Students will continue in term 1 with their Personal Projects. This will form 60% of their final coursework and has been based completely on their own choice of topic.<br>Students will have completed to outcome by September and will now work towards their final outcome. The outcome can be in any form of art of choice.<br>This term will end with a 15 Hours mock Exam. | <b>Term 1 - Overarching Key Questions</b><br><br>How can we produce photographs for a purpose?<br><br>What lenses work best for different scenarios?<br><br>How will you know you have picked the best settings and lens?  |
| <b>Term 2 – Topics/ Key Content</b><br><br>This term will see the start of the Final Photography exam. The theme will come from the board and the students will need to work on this individually with no guidance or prompts.<br><br>Students will need to create a sketchbook of work that will lead to the final 15-hour exam.   | <b>Term 2 - Overarching Key Questions</b><br><br>How will you interpret the Exam question?<br><br>What artists style will best show your talent?<br><br>How will you know you have achieved the best plan for the outcome?   |
| <b>Term 3 – Topics/ Key Content</b><br>The Final Exam will take place at the beginning of this term. The rest of the sessions will be spent planning the Final Exhibition.<br><br>The course ends 1 <sup>st</sup> of May.   | <b>FINAL EXHIBITION</b><br>After May 28th  |
| <b>Assessment Overview and Format:</b><br><br>The Assessment for the Coursework will take place in January against the Exam board Criteria.<br><br>Students will get feedback every 2 weeks on their progress to their target and will be guided in their coursework.   | <b>Links for Home Learning/Extension Resources:</b><br><br>Students needs to be spending a minimum of 5-6 hours on their homework a week.<br><br>The homework is set by themselves and monitored by the teacher. The work is not a set task but a continuation of their personal study. Students will create a digital pdf file of |





The Exam will have no internal assessment whilst in process and will get a final judgement before the moderator arrives. The students will not be given an estimated grade but nothing can be confirmed until results day. The moderators do not give feedback.

their portfolio which will be updated each half term and stored in Teams.

All resources will also be stored on this app to guide the students.







## Key Stage 5 Physics Curriculum Year 13

We are following the international iAQA specification with exams in January and June

| TERM 1   |  |
|--|--|
| <b>3.7 Gravitational fields</b><br><br><b>3.8 Electric fields &amp; Capacitance</b><br><br><b>3.10 Magnetic fields</b><br><br>Close the gap revision<br>EXAMS (Unit 3)   | <b>3.6 Further mechanics and thermal physics</b><br>3.6.1 Periodic motion<br><br><b>3.9 Exponential change</b><br><br>Close the gap revision<br>EXAMS (Unit 3)   |
| Close the gap revision<br>EXAMS (Unit 1,2 &3)  |  |
| TERM 2   |  |
| 3.12 - Nuclear energy<br><br>Unit 4/5 revision   | 3.11 Thermal physics<br>3.14 Energy stores   |
| TERM 3   |  |
| Close the gap revision<br>EXAMS (Unit 4/5)   |  |
| <b>Assessment Overview and Format:</b><br><br>For each topic, students will complete.<br>- exam question homework<br>- short end of-unit quizzes<br><br>Key Assessments will assess all content to the date of the assessment. They will have the format of iA-level papers. | <b>Links for Home Learning/Extension Resources:</b><br><br>All resources will be shared with students on TEAMS.<br>Physics and Maths Tutor – exam questions and revision notes<br><a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a><br>iAQA specification<br><a href="https://www.physicsandmathstutor.com/oxfordaqa-international-as-and-a-level-physics-specification.pdf">oxfordaqa-international-as-and-a-level-physics-specification.pdf</a> ( <a href="https://www.physicsandmathstutor.com/oxfordaqaexams.org.uk">oxfordaqaexams.org.uk</a> ) |





## Key Stage 5 Psychology Curriculum Year 13

| Term 1 – Topics/ Key Content  | Overarching Key Questions   |
|---|---|
| <p><b><u>Issues and Debates</u></b></p> <ul style="list-style-type: none"> <li>• Gender and culture</li> <li>• Free will and determinism</li> <li>• The nature-nurture debate</li> <li>• Holism and reductionism</li> <li>• Idiographic and nomothetic approaches</li> <li>• Ethical implications of research</li> </ul> <p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• The evolutionary explanations for partner preferences</li> <li>• Factors affecting attraction in romantic relationships</li> <li>• Theories of romantic relationships</li> <li>• Virtual relationships in social media</li> <li>• Para social relationships</li> </ul>   | <ul style="list-style-type: none"> <li>• What issues are there within psychological research?</li> <li>• Which important debates are discussed within psychology?</li> <li>• What implications can psychological research have for its participants, the psychological field, or the wider world?</li> <li>• </li> <li>• </li> <li>• What are the different types of relationships?</li> <li>• What influences our relationships?</li> <li>• Why do people stay in / leave relationships?</li> <li>• How are relationships formed online? Are they stronger than those formed in person?</li> <li>• What causes a relationship to breakdown?</li> </ul> |
| Term 2 – Topics/ Key Content  |   |
| <p><b><u>Forensic Psychology</u></b></p> <ul style="list-style-type: none"> <li>• Measuring crime</li> <li>• Offender profiling</li> <li>• Explanations of offender behaviour.</li> <li>• Dealing with offender behavior</li> </ul> <p><b><u>Schizophrenia</u></b></p> <ul style="list-style-type: none"> <li>• Classification and diagnosis of schizophrenia</li> <li>• Biological explanations: genetics and neural</li> <li>• Psychological explanations: family dysfunctions and cognitive explanations</li> <li>• Drug therapy</li> <li>• Therapy: cognitive behavioural and family therapy</li> <li>• Token economies</li> <li>• The interactionist approach</li> </ul> | <ul style="list-style-type: none"> <li>• Are individuals born criminals?</li> <li>• What factors affect the likeliness of committing crimes?</li> <li>• How can we explain criminal behaviour?</li> <li>• Can criminals be 'cured'?</li> <li>• </li> <li>• What is schizophrenia?</li> <li>• How do we diagnose schizophrenia?</li> <li>• How do we explain schizophrenia?</li> <li>• How do we treat schizophrenia?</li> <li>• </li> </ul>   |
| Term 3 – Topics/ Key Content  |   |
| <p><b><u>Exam preparation</u></b></p>   |   |





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|--|---|
| <ul style="list-style-type: none"><li>Exam practice and consolidation of Year 12 and 13 content.</li></ul>   |   |
| <p>Assessment Overview and Format:</p> <p>Students will be assessed at the end of each topic area. Homework will focus on the practice of the longer 16-mark question technique.</p> | <p><b>Links for Home Learning/Extension Resources:</b></p> <p>Link for exam board and earlier exam materials:<br/><a href="https://www.aqa.org.uk/subjects/psychology/as-and-a-level">https://www.aqa.org.uk/subjects/psychology/as-and-a-level</a></p> |





## Key Stage 5 Physical Education A-Level Year 13

| Term 1 – Topics/ Key Content   | Term 1 - Overarching Key Questions  |
|--|---|
| <p><u>Applied Anatomy and Physiology</u></p> <ul style="list-style-type: none"><li>• Energy Systems</li></ul> <p><u>Exercise Physiology</u></p> <ul style="list-style-type: none"><li>• Injury Prevention and Rehabilitation of Injury</li></ul> <p><u>Biomechanics</u></p> <ul style="list-style-type: none"><li>• Linear Motion</li><li>• Angular Motion</li><li>• Projectile Motion</li><li>• Fluid Mechanics</li></ul> | <ul style="list-style-type: none"><li>• Aerobic and Anaerobic Energy Systems</li><li>• ATP-PC Systems, Anaerobic Glycolytic system</li><li>• Energy Continuum</li></ul><br><ul style="list-style-type: none"><li>• Chronic and Acute injuries</li><li>• Recovery Methods</li><li>• Rehabilitations methods</li></ul><br><ul style="list-style-type: none"><li>• Definitions, equations and units of vectors and scalars</li><li>• Acceleration, Momentum, Speed, Velocity</li><li>• Impulse</li><li>• Force-time graphs</li><li>• Moment of inertia and distribution of mass</li><li>• Horizontal displacement</li><li>• Drag force and The Bernoulli Principle</li></ul> |
| Term 2 – Topics/ Key Content   | Term 2 - Overarching Key Questions  |
| <ul style="list-style-type: none"><li>• Sport Psychology</li><li>• Psychological factors that can influence an individual within sport and physical activity</li></ul>   | <ul style="list-style-type: none"><li>• Personality</li><li>• Attitudes -formation</li><li>• Arousal – 4 theories</li><li>• Anxiety – state and trait</li><li>• Aggression in sport – theories and causes</li><li>• Motivation</li><li>• Social inhibition and social facilitation</li><li>• Group dynamics</li><li>• Cohesion in sport</li><li>• Goal Setting – SMARTER model</li><li>• Achievement Motivation</li><li>• Self-efficacy and Confidence</li><li>• Leadership- styles and theories</li><li>• Stress Management – cognitive and somatic</li><li>• Attribution theory</li></ul>   |





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| <b>Term 3 – Topics/ Key Content</b><br><br>Sport and Society and the Role of Technology in Physical Activity and Sport  | <b>Term 3 – Overarching Key Questions</b> <ul style="list-style-type: none"><li>• Concepts of physical activity in sport</li><li>• Development of elite performers in sport – UK Sport and Sport England</li><li>• Ethics in sport – Sportsmanship, Gamesmanship and Deviance</li><li>• Violence in sport – causes and implications</li><li>• Drugs in sport – physiological and psychological performance</li><li>• Sport and the law</li><li>• Impact of Commercialisation on physical activity and sport and the relationship between sport and the media</li><li>• Role of technology in physical activity and sport</li></ul> |
| <b>Assessment Overview and Format:</b> <ul style="list-style-type: none"><li>• Three Key Assessment points throughout the year.</li><li>• Coursework to be completed by May and send to moderators</li><li>• MOCKS to be sat in January</li><li>• Students will sit real exam papers so they can start to familiarize themselves with expectations.</li></ul><br>Formative assessment throughout the course including mini-tests, quizzes, consolidation work | <b>Links for Home Learning/Extension Resources:</b> <p>The WATCH/READ/DO Consolidation work will be sent home to parents half termly and shared with students via TEAMS.</p>   |





## Key Stage 5 Sociology Curriculum Year 13

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| <b>Term 1-2 – Topics/ Key Content</b><br><br><b>Teacher 1: UNIT 3 – Education</b><br><br><br><br><br><br><br><br><br><br><b>UNIT 4 –Mass Media</b>     | <b>Term 1 - Overarching Key Questions</b><br><br>How has social mobility impacted education?<br><br>What are the influences on the curriculum?<br><br>How is attainment impacted by ability, class, gender, and ethnicity?<br><br>What is the global perspective of media?<br><br>Theoretical approaches to media ownership<br><br>Impact of new media<br><br>Media representations<br><br>Media effects |
| <b>Teacher 2: Term 1-2– Topics/ Key Content</b><br><b>Unit 4 - Religion</b><br>Religion and social order<br><br><br><br><br>The influence of religion  | <b>Term 2 - Overarching Key Questions</b><br><br>What is the role of Religion in society?<br><br>How does Religion ensure social order?<br><br>How is Religion a source of social change?<br><br>What is the secularisation debate?<br><br>How does religion represent Gender and feminism?<br><br>What is the role of Religion within postmodernity?  |
| <b>Term 3 – Topics/ Key Content</b><br><br><br><br>Consolidation and Revision  | <b>Term 3 - Overarching Key Questions</b>  |
| <b>Assessment Overview and Format:</b><br><br>In November, students will get an opportunity to re-sit their AS exam and bank 50% of their final grade. | <b>Links for Home Learning/Extension Resources:</b><br><br>Students will be issued a copy of the Cambridge International Examination IA Level Sociology textbook.  |





In June 2022, students will sit 2 exams; Paper 3 on Education (1hr 15 minutes) and Paper 4 on Mass Media and Religion (1hr 45 minute)

During the year, students will be assessed informally through discussion, completion of past paper questions and verbal feedback. Formal summative assessments will take place every half term, with a mock examination, at the end of each unit.

Students are recommended to download a free digital copy of Sociology in Focus

<https://www.shortcutstv.com/blog/2019/02/08/free-textbook-sociology-in-focus-for-as/>

<https://www.shortcutstv.com/blog/2019/02/10/sociology-in-focus-for-a2-free-textbook/>

This is an essential website, which gives you the specifications.

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-sociology-9699/>

Useful websites for revision and exam practice

<https://hecticteachersalevelsociologysite.wordpress.com/>

<http://sociology.org.uk/>

<https://www.tutor2u.net/sociology/reference>

