



2022-23

Key stage 5

Year 12 Curriculum





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Key Stage 5 Arabic A Curriculum Year 12

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 read distinguished literary works and interact with them in a way to support the subjects which they study and read in the other knowledge fields as history, Sociology, psychology, and others, to reach a deep level

Analyse the texts which they read and specify the ideas and the general humanitarian issues which are presented in such texts. Conclude the expressive significance (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 the texts to show their ability to analyze 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. Distinguishes the emotive language in texts and explain the rhetorical images in the verses. Show 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. Use personification, rhetorical imaging, paradox, and other tools in writing. Organizes the ideas and evidence in coherent and convincing form, which expresses deep thinking on the subject and supports that with proof and persuasive examples. Uses the language in a bright and vibrant way. Draft a simple research paper and apply the basic steps to do so. (they may employ the topics assigned in other subjects for drafting the paper), develop h 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 them.

Speaking: The learners show their ability in conversation such as fluency, confidence, organising the ideas, clarity, and using the paralleled elements of the language including tuning, accent, gesture, and allusion, as well as participating 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

الآيات الكريمة
شعر على قدر أهل العزم للمتنبى
نظرة خارج النافذة
حقيقة الأشياء
اعرف نفسك
شعراء العصر العباسي
قصة البدين والنحيف
أرق على أرق
لماذا نعد النجوم
تأثير العلوم على التكنولوجيا

Term 1-2-3 - Overarching Key Questions

اللغوية ولماذا هي مهمة؟ المحسنات البلاغية؟ ما هي متى يكون ما نقوله مختلفاً عما نعبه؟
كيف تؤثر اختياراتنا المعجمية على الطريقة التي نقدم بها الأفكار؟
لماذا تعتبر القواعد اللغوية مهمة؟
كيف يقدم النص عالماً خيالياً؟ ما هي السمات المشتركة للخيال؟
كيف يستخدم الشاعر الأجهزة اللغوية لإنشاء صوت شعري؟
كيف يتساعد الوقت/ العاطفة في هذه النص؟
ما هي الاستراتيجيات التي يمكنك استخدامها لجعل الكتابة حية للقارئ؟



<p>كتابات إقناعية وسردية وتأملية واستجابات أدبية الجملة الاسمية ومكملاتها- أفعال المقاربة والرجاء والشروع</p>	<p>ما هي الأسباب التي تجعل الثقافات والأفراد يروون قصصاً عن تجاربهم؟ ما الذي يجعل النص فعالاً في الوصول إلى غرضه؟ ما الذي يدفعنا للتواصل من خلال الوسائط الرقمية وغير الرقمية؟ ما الذي يجعل الكتابة تستحق القراءة، ولماذا نفعل ذلك؟ كيف يخلق المؤلف معنى في النص، وما الذي يجعل هذا المعنى صحيحاً؟ ما هي الطرق التي يمكن أن نعبر بها عن أنفسنا عندما لا نعرف لغة الآخرين؟ كيف يمكننا استخدام كتابة القصة، ورواية القصص للمساعدة في حل المشكلات اليومية؟ كيف يمكن أن نستخدم معرفة بنية اللغة في الكتابة بشكل أكثر إقناعاً؟ كيف يمكنك أن تجعل قضية ما مقنعة، وتلهم القارئ لاتخاذ إجراءات؟ ما هي أهم الاستراتيجيات لبناء مهارات الاتصال الشفوي الفعال؟ ما هي السمات المميزة للجملة؟ وكيف يساهم اختلافها في تغيير المعنى؟</p>	
<p>Term 2 – Topics/ Key Content حديث شريف لكل شيء إذا ما تم نقصان الصيف والجماعات التغلب على التوتر النفسي الأمير الصغير كيف تكشف المغالطات عرض تقديمي للرواية طرح تجربة شخصية كتابة سيرة غيرية في مجال الأعمال- كتابة ورقة بحثية الجملة الفعلية ومكملاتها- المنصوبات</p>	<p>ما هي القوالب اللغوية التي تدعم المعنى وتقويه؟ كيف يساعدنا شرح العناصر الأدبية للنص في فهم ما قرأناه؟ كيف يساعدنا طرح الأسئلة والإجابة عليها على فهم الأحداث بشكل أفضل؟ كيف تساعدنا معرفة الغرض من المؤلف على فهم النص بشكل أفضل؟ كيف يمكننا تحديد الكلمات والعبارات في القصص والقصائد التي تظهر المشاعر والحواس؟ كيف يساهم الحقل الدلالي في النص في رسم الصور والمشاعر والأحداث والتنقل بينها؟ كيف نعلق على النص باستخدام المعرفة السابقة؟ كيف يتم بناء فهمنا للثقافة والمجتمع والتاريخ من خلال اللغة؟ كيف يتم استخدام اللغة للتلاعب بنا؟ كيف تؤثر اللغة على طريقة تفكيرنا وتصرفنا وإدراكنا للعالم؟ كيف يستخدم المؤلفون موارد اللغة للتأثير على الجمهور؟ ما هي التجارب التي قد تكون دفعت الكاتب لإبداع هذا النص؟ كيف يكشف الأدب عن قيم ثقافة معينة أو فترة زمنية معينة؟ من أين ينبع النص؟ من داخله؟ من داخل القارئ، أو في التفاعل بينهما؟ ما الذي يمكن للقارئ معرفته عن نوايا المؤلف بناءً على قراءة النص فقط؟ ما هي الأسئلة والصراعات الدائمة التي واجهت الكاتب (وثقافته) منذ منات السنين وما زالت صالحة حتى اليوم؟ هل هناك موضوعات عالمية في الأدب، أي موضوعات تهتم جميع الثقافات والمجتمعات؟ ما هو الغرض من: الخيال العلمي؟ هجاء؟ الروايات التاريخية...؟</p>	
<p>Term 3 – Topics/ Key Content شعر التفعيلة- إلى أمي محمود درويش الموسيقى في العلم الإعلانات التلفزيونية قصة طفل وكلب الغرافين مادة المستقبل فلم وثائقي تسجيلي كتابة سيرة غيرية- تأملية- استجابة أدبية الاستعارات كتابة استجابة أدبية الجر والإضافة- التوابع</p>	<p>Assessment Overview and Format: Formative assessments include regular and on-going listening, oral presentations, composition, projects, and diagnostic assessments. Summative Assessments include unit tests, mid/year, and end of year exams during the school's Key Assessment cycle.</p>	<p>Links for Home Learning/Extension Resources: 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. 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 & Design Curriculum Year 12

Term 1 – Topics/ Key Content The first term is all about skill-building and experimentation. Students will experiment with marking making and drawing techniques. They will experience working in a variety of materials such as textiles and modelling materials. They will also look at ways in which to create sculptures and creating work in scale. The theme will be Pattern and Texture with Natural Forms.	Term 1 - Overarching Key Questions How can we manipulate materials for art purposes? What materials work best together? How will you know you have picked the best solutions?
Term 2 – Topics/ Key Content Students will start their Personal Study in which they will create a selection of mini studies and this will continue from January to January next year. Students will need to ensure the topic is one that personally interests them so that they will be able to study the subject in depth. The work will be students led and the teacher will only be there to facilitate and give advice. Students will have regular interviews on progress to ensure students are critically thinking about their chosen topic.	Term 2 - Overarching Key Questions How will you know you have chosen the best personal study for you? What is your personal interest in the topic? What methods will you use? What will make your sketchbook different to that of others? How will you create a path to your final outcome?
Term 3 – Topics/ Key Content This term will be a continuation of the above with the first development finished and the second being worked towards. The direction would now be very clear. Students should now be thinking about their Art assignment of 4000 words. They must be clear on the direction of this so that they are ready to type this up in the summer holiday.	Course Structure The A Level Art and Design course content is broken down into 2 components: Components 1 Personal Study makes up 60% of the total grade. Component 2 Exam makes up 30% of the total grade. Students will be choosing their own topics for the Personal Study.
Assessment Overview and Format: There will be a continuous assessment through the skill building in term one and in the progress of the Personal Study. These	Links for Home Learning/Extension Resources: All students must be spending 5-6 hours on their artwork in their own time. The work will not be a standalone exercise but part of their project.



will help monitor ongoing progress of the students.

Students will complete 3 Outcomes and be assessed on these in this year.

Students will not complete their Personal study until January in year 2. At this stage, they will receive their final estimated grade based on internal moderation.

Students will all be part of the Showbie group on which all work will be submitted and marked.

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



Key Stage 5 Biology Curriculum Year 12

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

TERM 1 – UNIT 1	
Textbook Chapters: 1. Biological Molecules 3. Biochemical Reactions in Cells 6. Variation 7. DNA, genes and Chromosomes 8. Protein Synthesis 10. Biodiversity Exam practice and gap filling	Textbook Chapters: 2. Cells and Cell Structure 4. Transport in and out of Cells 5. Gas Exchange 6. Variation 9. Genetic Diversity 10. Biodiversity Exam practice and gap filling
TERM 2 – UNIT 2	
Textbook Chapters: 11. Causes of Disease 13. Human Disease 15. Mass transport systems 18. Populations Exam practice and gap filling	Textbook Chapters: 12. Digestion and Absorption 14. Mammalian Blood 16. Cell Division 18. Populations Exam practice and gap filling
TERM 3 - Revision	
Revision Preparation for Exams	
Assessment Overview and Format: For each topic, students will complete: - exam questions for homework - short end of unit tests 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.	Links for Home Learning/Extension Resources: All resources will be shared with students on TEAMS. The 'Physics and Maths Tutor' website provides exam questions and revision notes: https://www.physicsandmathstutor.com/ IAQA specification: oxfordaqa-international-as-and-a-level-physics-specification.pdf (oxfordaqaexams.org.uk)



Key Stage 5 BTEC International Curriculum Year 12

Year 12	Subsidiary	Diploma
Term 1	<p><u>Unit 2: Research and Plan a Marketing Campaign</u></p> <p><i>Explore how different markets are researched using different models and tools</i></p> <ul style="list-style-type: none"> ▪ A1 The role of marketing ▪ A2 Market research methods ▪ A3 Business models used in marketing <p><i>Explore approaches to product marketing nationally and internationally</i></p> <ul style="list-style-type: none"> ▪ B1 Research the characteristics of a market ▪ B2 Research marketing campaigns ▪ B3 Research the application of the promotional mix <p><i>Develop a plan for a marketing campaign for a new product</i></p> <ul style="list-style-type: none"> ▪ C1 Marketing aims and objectives ▪ C2 Developing the rationale ▪ C3 The application of the marketing mix ▪ C4 The marketing campaign ▪ C5 Appropriateness of a marketing campaign ▪ C6 Formal business reports 	<p><u>Unit 2: Research and Plan a Marketing Campaign</u></p> <p><i>Explore how different markets are researched using different models and tools</i></p> <ul style="list-style-type: none"> ▪ A1 The role of marketing ▪ A2 Market research methods ▪ A3 Business models used in marketing <p><i>Explore approaches to product marketing nationally and internationally</i></p> <ul style="list-style-type: none"> ▪ B1 Research the characteristics of a market ▪ B2 Research marketing campaigns ▪ B3 Research the application of the promotional mix <p><i>Develop a plan for a marketing campaign for a new product</i></p> <ul style="list-style-type: none"> ▪ C1 Marketing aims and objectives ▪ C2 Developing the rationale ▪ C3 The application of the marketing mix ▪ C4 The marketing campaign ▪ C5 Appropriateness of a marketing campaign ▪ C6 Formal business reports <p><u>Unit 33: Enterprise and Entrepreneurs</u></p> <p><i>Explore the nature of enterprise</i></p> <ul style="list-style-type: none"> ▪ A1 Enterprise and entrepreneurship ▪ A2 Mindset of the entrepreneur <p><i>Investigate the motivations for entrepreneurship</i></p> <ul style="list-style-type: none"> ▪ B1 The role of motivation when starting a new venture ▪ B2 Barriers to setting up a venture ▪ B3 Importance of entrepreneurs to the economy
Term2	<u>Unit 33: Enterprise and Entrepreneurs</u>	<u>Unit 33: Enterprise and Entrepreneurs (C and D)</u>



	<p><i>Explore the nature of enterprise</i></p> <ul style="list-style-type: none">▪ A1 Enterprise and entrepreneurship▪ A2 Mindset of the entrepreneur <p><i>Investigate the motivations for entrepreneurship</i></p> <ul style="list-style-type: none">▪ B1 the role of motivation when starting a new venture▪ B2 Barriers to setting up a venture▪ B3 Importance of entrepreneurs to the economy	<p><i>Examine the opportunities and constraints for enterprises and entrepreneurs</i></p> <ul style="list-style-type: none">▪ C1 Sources of internal and external finance▪ C2 Government support and non-governmental support▪ C3 Competition and competitive advantage▪ C4 External influences <p><i>Examine the entrepreneurial skills required to launch an enterprise</i></p> <ul style="list-style-type: none">▪ D1 Entrepreneurial skills▪ D2 Assess potential enterprise opportunities▪ D3 Develop the idea <p>Unit 22: Market Research</p> <p><i>Examine the types of market research used in business</i></p> <ul style="list-style-type: none">▪ A1 Purpose of market research▪ A2 Types of research▪ A3 Appropriateness of choice of research
Term 3	<p>Unit 33: Enterprise and Entrepreneurs (C and D)</p> <p><i>Examine the opportunities and constraints for enterprises and entrepreneurs</i></p> <ul style="list-style-type: none">▪ C1 Sources of internal and external finance▪ C2 Government support and non-governmental support▪ C3 Competition and competitive advantage▪ C4 External influences <p><i>Examine the entrepreneurial skills required to launch an enterprise</i></p> <ul style="list-style-type: none">▪ D1 Entrepreneurial skills▪ D2 Assess potential enterprise opportunities▪ D3 Develop the idea	<p>Unit 22: Market Research (B&C)</p> <p><i>Plan and implement a market research activity to meet a specific marketing objective</i></p> <ul style="list-style-type: none">▪ B1 Planning stage▪ B2 Implementation stage <p><i>Analyse and present market research findings and recommend process improvements</i></p> <ul style="list-style-type: none">▪ C1 Statistical analysis and interpretation of primary and secondary research▪ C2 Presentation of research results▪ C3 Value of the information <p>Unit 7: Business Decision Making</p> <p><i>Examine the business principles and practices that determine business decisions</i></p> <ul style="list-style-type: none">▪ A1 Business ideas and objectives▪ A2 Purpose and structure of a business



- A3 Business practices and operations
- A4 the use of business models to aid decision making

Review and interpret business data and information

- B1 Sources for data collection and their presentation
- B2 Techniques to analyse data effectively for business purposes

Formulate decisions and solutions to business problems

- C1 Analysis and interpretation of financial projections
- C2 Analysis and interpretation of financial statements
- C3 Creation and interpretation of a break-even chart
- C4 Interpreting the outcome of investment appraisal

Prepare business documents to present business decisions

- D1 'What if' scenarios and sensitivity analysis
- D2 Contingency plans
- D3 Use IT skills to create appropriate documentation



Key Stage 5 Business Curriculum Year 12

<p>Term 1 – Topics/ Key Content</p> <p>Unit 1 Marketing & People - This unit enables students to understand how businesses identify opportunities and to explore how businesses focus on developing a competitive advantage through interacting with customers.</p> <p>Key concepts covered:</p> <ul style="list-style-type: none">• Meeting customer needs• The market• Marketing mix and strategy• Managing people• 1.5 Entrepreneurs and leaders	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• What is the distinction between mass markets and niche markets and dynamic markets?• How can businesses use market research information to target market segmentation?• Analyse supply and demand using YED/PED• What are the benefits and limitations of using design mix and how this might change?• Explain the product life cycle Boston Matrix?• What is the Importance of motivation theories?
<p>Term 2 – Topics/ Key Content</p> <p>Unit 2: Managing business activities - This unit enables students to develop an understanding of raising and managing finance and measuring business performance. It outlines the importance of using resources efficiently within a business to ensure that goods or services can be delivered effectively and efficiently, and to a high quality.</p> <p>Key concepts covered:</p> <ul style="list-style-type: none">• 2.1 Raising finance• 2.2 Financial planning and 2.3 Managing finance• 2.3 Managing finance• 2.4 Resource management• 2.5 External influences	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are the different sources of finance available for growth?• What are the Legal implications of liability?• What are the different ways of sales forecasting purpose and the factors influencing sales forecasts?• Can you calculate BEP and explain the limitations of break-even analysis?• What are the different methods of production?• Analyse the implications and ways of improving capacity utilisation?
<p>Term 3 – Topics/ Key Content</p> <p>Unit 3: Business decisions and strategy - Once the examination for unit 2 has been completed we will move onto unit 3. 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. We will work to complete the below.</p> <ol style="list-style-type: none">1. 3.1 Business objectives and strategy2. 3.4 Influences on business decisions	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Which Macroeconomic variables affect business success?• Explain the different areas of businesses affected by legislation?
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback and work check. Peer</p>	<p>Links for Home Learning/Extension Resources:</p>



assessment techniques used to stretch students' knowledge and understanding. Homework set as summative assessment used at every week to monitor students' progress and benchmark against examinations.

Mini internal exam used in Week 6 of delivery for each unit covering first sections. Internal formal mock exam held at end of unit delivery.

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 12

TERM 1	
3.1 Physical Chemistry 3.1.1 Atomic structure 3.1.2 Amount of substance 3.1.3 Bonding 3.1.4 Energetics 3.1.5 Redox Exam practice and gap filling	3.2 Inorganic Chemistry 3.2.1 Periodicity 3.2.2 Group 2 3.2.3 Group 7 Exam practice and gap filling
Revision Preparation for Exams (unit 1)	
TERM 2	
3.1 Physical Chemistry 3.1.6 Kinetics 3.1.7 Equilibria Exam practice and gap filling	3.3 Organic Chemistry 3.3.1 Introduction to organic chemistry 3.3.2 Alkanes 3.3.3 Halogenoalkanes 3.3.4 Alkenes 3.3.5 Alcohols 3.3.6 Organic Analysis Exam practice and gap filling
TERM 3	
Core Practical Revision Preparation for Exams (unit 2)	
3.2 Inorganic Chemistry 3.2.4 Properties of Period 3 elements and their oxides	3.1 Physical Chemistry 3.1.8 Thermodynamics
Assessment Overview and Format: For each topic, students will complete. - exam question homework - short end of unit quizzes Key Assessments will assess all content to the date of the assessment. They will have the format of AS papers.	Links for Home Learning/Extension Resources: All resources will be shared with students on TEAMS. Physics and Maths Tutor – exam questions and revision notes https://www.physicsandmathstutor.com/ AQA https://www.aqa.org.uk/subjects/science/as-and-a-level Chemguide https://www.chemguide.co.uk/



Key Stage 5 Design Technology Curriculum Year 12

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Theory <i>Materials: Timber and Metal</i> 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><i>Project 1: Design movement chair</i> Students will undertake research into the different design movements and designers they need to know for their exam. They will then choose one of these for inspiration when designing and making a scale model of a chair using timber materials. Students will follow the design process for this project.</p> <p><i>Project 2: Pewter Keyring</i> Students will develop their design skills during this project. They will understand how convert their design to a mould using CAD/CAM and will use this to cast a keyring using the metal pewter. Students will apply appropriate finishing techniques to their product.</p>	<p>What are the performance characteristics of timbers? Can you give examples of applications of timber? Describe the process for forming, redistributing and adding timbers? Can you identify suitable finishes for timbers?</p> <p>What are the performance characteristics of metals? Can you give examples of applications of metals? Describe the process for forming, redistributing and adding metals? Can you identify suitable finishes for metals?</p> <p>How can historic designs influence current design thinking? Why is being open-minded important when analysing and interpreting another designers work? (Agile) What methods can you use to showcase fluent thinking and originality in your designs? (Creating) How can you demonstrate quality control when manufacturing a product, especially when applying speed and accuracy? (Realising)</p> <p>Can you create a sophisticated product from a simple concept? Why should you develop your initial design idea during the iterative design process? (Creating) How can you use resilience to overcome problems you may face during manufacture? (Hard-working) Why is planning a significant step before manufacturing a project? (Analysing)</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p>Theory <i>Materials: Papers & Boards and Plastic</i> 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>What are the performance characteristics of papers & boards? Can you give examples of applications of papers & boards? Describe the process for forming, redistributing and adding papers & boards? Can you identify suitable finishes for papers & boards?</p> <p>What are the performance characteristics of plastics?</p>



<p><i>Project 3: Water Bottle</i> Students will focus on how to sketch and present design work during this project. They will use Styrofoam to make a high-quality prototype of their final design. Students will also create a 3D CAD version of their design which will be 3D printed.</p> <p><i>Project 4: Candle Holder</i> Students will spend time producing detailed research for this project and explore how to incorporate a theme into their design work. Students will develop their 2-point perspective drawing skills and create an acrylic candle holder using CAD/CAM which will be laser cut.</p>	<p>Can you give examples of applications of plastics? Describe the process for forming, redistributing and adding plastics? Can you identify suitable finishes for plastics?</p> <p>Does your design work tell a story? How will you use what you learnt during the previous projects to support you during this project? (Meta-thinking, Linking) Why is it important to be flexible and bend the rules when generating designs? (Creating) Why is prototyping important before making your final product? (Hard working)</p> <p>Will digital design and manufacture replace traditional methods? How does having an inquiring mind benefit the research process? (Agile) Why is so important to consider our target market in the design and development of new products? (Empathetic) What effective process for problem solving have you found? (Analysing)</p>
<p>Term 3 – Topics/ Key Content</p> <p>Theory</p> <ul style="list-style-type: none">• <i>Modern & industrial scales of practice</i>• <i>Digital design and manufacture</i>• <i>The requirements for product design and development</i>• <i>Health and Safety</i>• <i>Protecting designs and intellectual property</i>• <i>Design for manufacturing maintenance, repair and disposal</i>• <i>Feasibility studies</i>• <i>Enterprise and marketing in the development of products</i>• <i>Design communication</i>	<p>Term 3 - Overarching Key Questions</p> <p>What are the different scales of production? How are computer systems used in production distribution and storage? What is the relationship between material cost, manufacturing processes and the scale of production? How are CAD/CAM used to develop and present ideas and manufacture products? What is rapid prototyping? Why is it important to critically assess products? Why should we design inclusive products? What are ergonomics and anthropometrics and how are they used in design? Why do we use risk assessments? What does COSHH stand for and why is it important? What legislation and standards body are used to ensure safe working practices and safe products? Why are copyright, patents registered designs, trademarks and logos important to a designer? What is 'open design'?</p>



<p>Non-Exam Assessment (NEA) 50% of the final grade</p> <p>Students need to identify a design problem and write their own design brief for this project. Once they have decided they will work through the design process to create a design solution to the problem they have identified. This term they will focus on research and design development.</p> <p><i>This coursework will continue in Year 13.</i></p>	<p>How can we apply the six Rs of sustainability to product design and manufacture? How can products be designed to allow for efficient manufacture and disassembly? How are feasibility studies used to assess the practicality of production? Why are marketing and branding important for a product? How are products advertised and promoted? How can you present design proposals effectively?</p> <p>What design problem do you want to solve? What is an iterative design process? How will you ensure you maximise the marks set out by the exam board? How can you include primary research in your NEA? Why is it important to have a client as you progress through your project? How can looking at existing products benefit your design work? What information does a design specification give us? How can you write an effective design brief? What strategies and techniques will you use to demonstrate originality and creativity on your designs? Why are annotations important in your design work? What information should be included in annotations? How can you evaluate the success of your designs?</p>
<p>Assessment Overview and Format:</p> <p><i>Final Assessment:</i> 50% NEA – Coursework project. 50% Exam – Paper 1: Technical Principles (30%) 2 hours Paper 2: Designing and making principles (20%) 1.5 hours</p> <p>The exams and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives:</p> <ul style="list-style-type: none">• AO1: Identify, investigate and outline design possibilities to address needs and wants.• AO2: Design and make prototypes that are fit for purpose.• AO3: Analyse and evaluate:	<p>Links for Home Learning/Extension Resources:</p> <p>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. On occasions, this can be related to research for a topic, analysis of a design work piece, skill building exercises or revision for exams.</p>



- design decisions and outcomes, including prototypes made by themselves and others
- wider issues in design and technology.
- AO4: Demonstrate and apply knowledge and understanding of:
 - technical principles
 - designing and making principles.



Key Stage 5 Drama Curriculum Year 12

<p>Acting Technique Class: From September onward.</p> <p>This weekly class allows students to focus on their acting technique, vocal skills, physical skills, breathing techniques and use of space. They will create and perform original pieces as well as explore published plays.</p> <p>Movement Technique Class: From September Onwards</p> <p>Students will focus on movement, stage presence and different forms of dance and physical theatre within this unit of work.</p>	<p>How does breathing help to support the voice when performing?</p> <p>Why is dance and movement important for an actor?</p>
<p>Term 1 & 2 – Topics/ Key Content</p> <p><u>Module A1: Exploring Performance Styles</u></p> <p>Students will take participate in a range of master classes, workshops, practitioner studies and technique classes to explore a wide range of performance styles. These workshops and classes are led both by teachers and external, professional practitioners.</p> <p>For their assessment, students then choose two contrasting performance styles to present to an audience.</p> <p><u>Module F16: Planning a Career in the industry.</u></p> <p>Unit F allows the students to understand the development of the performing arts industry in relation to 3 specific areas within of performance. They will consider how technological and sociological changes and advancements have had an effect on their chosen specialisms and how they are consumed.</p>	<p>Term 1 - Overarching Key Questions</p> <p>How have you been influenced by theatre practitioners in your piece?</p> <p>How has the events of the last year effected your chosen specialism and the way it is consumed?</p>



<p>Term 2 & 3 – Topics/ Key Content</p> <p><u>Unit G18: Personal Project (Diploma Only)</u></p> <p>Students will devise and develop a personal performing arts project around a chosen theme. This unit allows students to consider the planning, organisation and innovation necessary to create a successful performance for an audience. The final completed work could include workshop plans, a performance showreel or a live performance.</p>	<p>Term 2 - Overarching Key Questions</p> <p>What different elements of design, performance, and production do you need to consider to ensure your project is a success.</p>
<p>Assessment Overview and Format:</p> <p>Unit A1 is an assignment that is set by Pearson. It is a practical assignment, followed by a review of the performance and rehearsal process.</p> <p>Unit F16 is a research-based assignment, however, it can be submitted as a presentation, a written report, or a vlog, for example.</p>	<p>Links for Home Learning/Extension Resources:</p> <ul style="list-style-type: none">• <i>The Frantic Assembly book of Devising Theatre</i> by Scott Graham• https://www.digitaltheatreplus.com/education• Stanislavski – An Actor Prepares



Key Stage 5 Drama Curriculum Year 12

<p>Term 1 – Topics/ Key Content</p> <p><u>Unit 1: Markets in action</u></p> <p>This unit gives students an introduction to the nature of economics and examines how the price mechanism allocates resources in local, national, and global markets. Students will learn to apply supply and demand analysis to real-world situations and will be able to suggest reasons for consumer behaviour. This will involve looking at how consumers act in a rational way to maximise utility and how firms maximise profit but also why consumers may not behave rationally. Key concepts covered;</p> <p>1.1 Nature of Economics 1.1 Nature of economics 1.2 How markets work 1.3 Market failure 1.4 Government intervention</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• Can you distinguish between positive and normative economic statements?• The importance of opportunity costs to economic agents and Scarcity?• Label and the use of production possibility frontiers• Can you distinguish between Specialisation and the division of labour?• What are the reasons why consumers may not behave rationally?• Can you analyse supply and demand curves with the concept of diminishing marginal utility?• Explain the significance of elasticities of demand to firms and government?
<p>Term 2 – Topics/ Key Content</p> <p><u>Unit 2: Macroeconomic performance and policy</u></p> <p>This unit introduces the key measures of economic performance and the main objectives and instruments of economic policy in an international context. Students will learn how to use a basic AD/AS model to analyse changes in real output and the price level. Students will look at when demand and/or supply-side policies may be appropriate ways of improving an economy's performance. Key concepts covered;</p> <p>2.1 Quantitative methods 2.1 Measures of economic performance 2.2 Aggregate demand (AD) 2.3 Aggregate supply (AS) 2.4 National income 2.6 Macroeconomic objectives and policies</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• Can you explain the different rates of change of real Gross Domestic Product (GDP) as a measure of economic growth?• What is the distinction between unemployment and under-employment?• What are the components of the balance of payments?• Can you analyse the main influences on government expenditure?• Can you distinguish between aggregate supply and demand?• What is the distinction between income and wealth?• Can you access the limitations of CPI/RPI in measuring the rate of inflation?
<p>Term 3 – Topics/ Key Content</p> <p><u>Unit 3: Business behaviour</u></p> <p>Once the examination for unit 2 has been completed we will move on to unit 3. This unit develops the content of Unit 1 and examines how pricing and the nature of competition</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• What factors could cause economic growth?• Reasons why some firms tend to remain small and why others grow?• What are the reasons for demergers?



between firms are affected by the number and size of market participants. At the end of this unit, students should be able to analyse and evaluate the pricing and output decisions of firms in different contexts and understand the role of competition in business decision-making. They should also be capable of making an appraisal of government intervention aimed at promoting competitive markets. We will work to complete the below.
3.1 Business Growth

Assessment Overview and Format:

Formative assessment completed during delivery by teacher Q&A, verbal feedback, and work check. Peer assessment techniques used to stretch students' knowledge and understanding. Homework is set as summative assessment used at every week to monitor students' progress and benchmark against examinations.
The mini internal exam used in Week 6 of delivery for each unit covering first sections. Internal formal mock exam held at end of unit delivery.

Links for Home Learning/Extension Resources:

Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.



Key Stage 5 Economic Curriculum Year 12

<p>Term 1 – Topics/ Key Content</p> <p><u>Unit 1: Markets in action</u></p> <p>This unit gives students an introduction to the nature of economics and examines how the price mechanism allocates resources in local, national, and global markets. Students will learn to apply supply and demand analysis to real-world situations and will be able to suggest reasons for consumer behaviour. This will involve looking at how consumers act in a rational way to maximise utility and how firms maximise profit but also why consumers may not behave rationally. Key concepts covered;</p> <p>1.1 Nature of Economics 1.1 Nature of economics 1.2 How markets work 1.3 Market failure 1.4 Government intervention</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• Can you distinguish between positive and normative economic statements?• The importance of opportunity costs to economic agents and Scarcity?• Label and the use of production possibility frontiers• Can you distinguish between Specialisation and the division of labour?• What are the reasons why consumers may not behave rationally?• Can you analyse supply and demand curves with the concept of diminishing marginal utility?• Explain the significance of elasticities of demand to firms and government?
<p>Term 2 – Topics/ Key Content</p> <p><u>Unit 2: Macroeconomic performance and policy</u></p> <p>This unit introduces the key measures of economic performance and the main objectives and instruments of economic policy in an international context. Students will learn how to use a basic AD/AS model to analyse changes in real output and the price level. Students will look at when demand and/or supply side policies may be appropriate ways of improving an economy's performance. Key concepts covered;</p> <p>2.1 Quantitative methods 2.1 Measures of economic performance 2.2 Aggregate demand (AD) 2.3 Aggregate supply (AS) 2.4 National income 2.6 Macroeconomic objectives and policies</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• Can you explain the different rates of change of real Gross Domestic Product (GDP) as a measure of economic growth?• What is the distinction between unemployment and under-employment?• What are the components of the balance of payments?• Can you analyse the main influences on government expenditure?• Can you distinguish between aggregate supply and demand?• What is the distinction between income and wealth?• Can you assess the limitations of CPI/RPI in measuring the rate of inflation?
<p>Term 3 – Topics/ Key Content</p> <p><u>Unit 3: Business behaviour</u></p> <p>Once the examination for unit 2 has been completed we will move onto unit 3. This unit</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• What factors which could cause economic growth?• Reasons why some firms tend to remain small and why others grow?



<p>develops the content of Unit 1 and examines how pricing and the nature of competition between firms is affected by the number and size of market participants. At the end of this unit, students should be able to analyse and evaluate the pricing and output decisions of firms in different contexts and understand the role of competition in business decision-making. They should also be capable of making an appraisal of government intervention aimed at promoting competitive markets. We will work to complete the below.</p> <p>3.1 Business Growth</p>	<ul style="list-style-type: none">• What are the reasons for demergers?
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback and work check. Peer assessment techniques used to stretch students' knowledge and understanding. Homework set as summative assessment used at every week to monitor students' progress and benchmark against examinations.</p> <p>Mini internal exam used in Week 6 of delivery for each unit covering first sections. Internal formal mock exam held at end of unit delivery.</p>	<p>Links for Home Learning/Extension Resources:</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 5 English Language Curriculum Year 12

<p>Term 1 – Topics/ Key Content</p> <p>AS Unit One: Language and Context</p> <p>Section A: <i>Understanding texts</i> <i>Understanding context: audience, purpose, genre, and mode.</i></p> <p>Students will be introduced to the six frameworks of linguistic study: lexis, grammar, pragmatics, phonetics, graphology, and discourse. This will be done through the study of a range of fiction and non-fiction texts. Pupils will sit a short baseline assessment at the end of this topic.</p> <p>Section B: <i>Directed writing</i> Writing to a specific brief, involving the transformation of some or all of the material in Section A in order to create a new text.</p>	<p>Term 1 - Overarching Key Questions</p> <p>Is individual language use as unique as a fingerprint? What factors affect our language use? What are the linguistic frameworks and why are they important? When is what we say different from what we mean? How do our lexical choices affect the way we present ideas? Why does grammar matter? How do writers use language to create meanings and representations? How have contextual factors influenced the producer’s language? What are the similarities and differences between texts? What linguistic terminology can we apply to our analysis?</p>
<p>Term 2 and Term 3 – Topics/ Key Content</p> <p>AS Unit 2: Language and society</p> <p>Section A: <i>Language and social groups: texts</i> <i>Understanding the ways in which people use language to express identities, construct and maintain relationships, mark group membership, claim power and status, and play and entertain themselves and others.</i></p> <p>Section B: <i>Language and social groups: writing</i> <i>Developing the skills of academic argument in written language.</i></p>	<p>Term 2 - Overarching Key Questions</p> <p>To what extent do men speak differently to women? How does your accent affect the way that people view you? Is some language better than others? How does slang change and why do people use slang?</p>
<p>Assessment Overview and Format:</p> <p>Students will complete a timed response for each teacher at least once a month. In addition, there will be an assessed piece each half term.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students should be revisiting their notes outside of the classroom to consolidate their learning. Furthermore, it is recommended that</p>



As the AS course is modular, students can sit the external AS exams in January and June.

they engage in wider reading of academic journals related to the topics of study using <https://www.jstor.org>



Key Stage 5 English Literature Curriculum Year 12

<p>Term 1 – Topics/ Key Content</p> <p>AS Unit One: Language and Context</p> <p>Section A: <i>Understanding texts</i> <i>Understanding context: audience, purpose, genre, and mode.</i></p> <p>Students will be introduced to the six frameworks of linguistic study: lexis, grammar, pragmatics, phonetics, graphology, and discourse. This will be done through the study of a range of fiction and non-fiction texts. Pupils will sit a short baseline assessment at the end of this topic.</p> <p>Section B: <i>Directed writing</i> Writing to a specific brief, involving the transformation of some or all of the material in Section A in order to create a new text.</p>	<p>Term 1 - Overarching Key Questions</p> <p>Is individual language use as unique as a fingerprint? What factors affect our language use? What are the linguistic frameworks and why are they important? When is what we say different from what we mean? How do our lexical choices affect the way we present ideas? Why does grammar matter? How do writers use language to create meanings and representations? How have contextual factors influenced the producer’s language? What are the similarities and differences between texts? What linguistic terminology can we apply to our analysis?</p>
<p>Term 2 and Term 3 – Topics/ Key Content</p> <p>AS Unit 2: Language and society</p> <p>Section A: <i>Language and social groups: texts</i> <i>Understanding the ways in which people use language to: express identities, construct and maintain relationships, mark group membership, claim power and status, and play and entertain themselves and others.</i></p> <p>Section B: <i>Language and social groups: writing</i> <i>Developing the skills of academic argument in written language.</i></p>	<p>Term 2 - Overarching Key Questions</p> <p>To what extent do men speak differently to women? How does your accent affect the way that people view you? Is some language better than others? How does slang change and why do people use slang?</p>
<p>Assessment Overview and Format:</p> <p>Students will complete a timed response for each teacher at least once a month. In addition, there will be an assessed piece each half term.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students should be revisiting their notes outside of the classroom to consolidate their learning. Furthermore, it is recommended that they engage in wider reading of academic</p>



As the AS course is modular, students can sit the external AS exams in January and June. journals related to the topics of study using <https://www.jstor.org>

Term 1 – Topics/ Key Content

The course is taught by two teachers who each cover different topics from the specification.

Unit 1, Section A: Elizabethan and Jacobean tragedy William Shakespeare – Othello

Students will explore the play ‘Othello’, focusing on how Shakespeare uses language, structure and form to present love and relationships. They will also focus on characterisation and how the themes of the play are conveyed.

Unit 1, Section B: Later dramatic tragedies

Tennessee Williams - A Streetcar Named Desire

Students will read and study the play ‘A Streetcar Named Desire’ focusing on how characters are presented. They will look closely at Williams’ writing style and consider what makes it so unique.

Term 1 - Overarching Key Questions

How is love presented in ‘Othello’?
To what extent is Othello a tragic hero?
How does Shakespeare use language, structure and form to present relationships?
How has Othello been influenced by its context?

How does Williams present characters and their relationships? What methods does he use to present these ideas?
How has the play been affected by its context?

Term 2 & 3 –Topics/ Key Content

Unit 2, Section A: Prose - F. Scott Fitzgerald - The Great Gatsby

Students will study F. Scott Fitzgerald’s ‘The Great Gatsby.’ They will focus, in particular, on Fitzgerald’s language, structure and presentation of key themes; they will also consider how contextual factors may have impacted Fitzgerald’s choices.

Unit 2, Section B: Poetry: Seamus Heaney selection

Students will read a collection of poems by Seamus Heaney. They will analyse his linguistic choices and evaluate how these choices help to create a strong poetic voice.

Term 2 - Overarching Key Questions

How does Fitzgerald present key themes in ‘The Great Gatsby’?
To what extent are the relationships in the novel doomed?
What point(s) may Fitzgerald be trying to make about 1920s America?

How does Heaney use linguistic devices to create a poetic voice?
What are the key themes explored by Heaney?

Assessment Overview and Format:

Links for Home Learning/Extension Resources:



Students will complete a timed response for each teacher at least once a month. In addition, there will be an assessed piece each half term.

As the AS course is modular, students can sit the external AS exams in January and June.

Students will be given critical reading and study guides for their set texts. Students must engage in independent critical reading around the texts. They should also be adding to their annotations outside of the classroom.



Key Stage 5 Geography Curriculum Year 12

<p>Term 1 – Topics/ Key Content <i>Students will study a Core Human Geography and Core Physical Geography unit concurrently. Each unit will have a 6-8-week duration.</i></p> <p>Core Physical: Geography Hydrology and fluvial geomorphology</p> <p>Core Human: Settlement dynamics</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• What is the drainage basin system?• What are discharge relationships within drainage basins?• Analysing river channel processes and landforms• Investigating human impacts <ul style="list-style-type: none">• Investigating Changes in rural settlements• Analysing Urban trends and issues of urbanization• Analysing the changing structure of urban settlements• How are urban settlements being managed?
<p>Term 2 – Topics/ Key Content Core Human: Population</p> <p>Core Physical Rocks and weathering</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• Investigating Natural increase as a component of population change• Analysing Demographic transition• Investigating Population–resource relationships• How is natural increase managed? <ul style="list-style-type: none">• Investigating Plate tectonics• Investigating weathering and slope processes• What are the human impacts?
<p>Term 3 – Topics/ Key Content Core Human: Migration</p> <p>Core Physical: Atmosphere and weather</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Investigating Migration as a component of population change• Analysing Internal and International migration• How is international migration managed? <ul style="list-style-type: none">• What are Diurnal and Global energy budgets?• Investigating Weather processes and phenomena• What are the human impacts?



<p>(IA Level unit, to be completed in Year 13)</p> <p>Advanced Human: Environmental Management</p> <p>Advanced Physical: Hazardous environments</p>	<ul style="list-style-type: none">• Investigating Sustainable energy supplies• How are energy supplies managed?• Analysing environmental degradation• Investigating the management of a degraded environment• Investigating Hazards resulting from tectonic processes• Analysing Hazards resulting from mass movements• Analysing Hazards resulting from atmospheric disturbances• Investigating Sustainable management in hazardous environments
<p>Assessment Overview and Format:</p> <p>In June students will sit their IAS Level Geography exam. Each unit has an examination of 1 hour and 30 minutes.</p> <p>Once the examination has been completed, students will continue to follow the IA Level programme.</p> <p>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.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will be issued a copy of the Cambridge International Examination IA Level Geography textbook.</p> <p>This is an essential website, which gives you the specification. https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-geography-9696/</p> <p>Useful websites for revision and exam practice www.bbc.co.uk https://www.theguardian.com/uk http://www.nationalgeographic.com/</p> <p>The school subscribes to two online magazines. Use these resources which are free and you would otherwise have to pay for!</p> <p>Geographical Magazine https://login.exacteditions.com/login.do username: r.madaser_wek@gemsedu.com password: exactly</p> <p>Wide World Magazine – Hodder Username 35496140 Password erteach Centre ID 354961</p>



Key Stage 5 History Curriculum Year 12

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Revolution and Dictatorship: Russia 1917-1953</u></p> <p>*This year, both Year 12 and Year 13 will study this Revolution and Dictatorship: Russia, 1917-1953 course. Year 12 will study Stuart Britain and the Crisis of Monarchy 1603-1702 next year. Last year we started with the Stuarts course.</p> <p>The Rise of Stalin 1917-1929</p> <p>Stalin’s rule 1929-1941</p> <p>Stalinism: politics and control 1929-1941</p>	<ul style="list-style-type: none">• What was Russia like before 1917?• What caused the February revolution?• What changed between February and October?• Was the October revolution a revolution or a Bolshevik coup d’etat?• How was the revolution consolidated?• Reds v Whites! Who will win?• How did the Bolsheviks deal with early economic problems?• What was the impact of the foreign powers on the Soviet takeover?• How was Lenin’s death used as in the balance of power• Who were the candidates to take over from Lenin?• What was the NEP?• How did Stalin manipulate governmental and political control?• What was the Stalinist cult? <ul style="list-style-type: none">• How did Stalin change the countryside?• What was the impact of Collectivisation?• What were the problems within industry and how did Stalin change this?• What were the five-year plans?• How effective were the five-year plans?• How did the Stalinist cult develop? <ul style="list-style-type: none">• How did Stalin organise the Soviet Union?• What was the role of the NKVD?• How did Stalin purge the Soviet Union?• What was the mysterious case of Sergey Kirov?• What was the Yezhovshchina?• How did Stalin control religion and the Church?• How did Stalin change the lives of women?• How did Stalin change the lives of young men?• How did Stalin change the lives of young people?• How did Leninism and Stalinism compare?• What was Stalin’s foreign policy?• Was the Nazi-Soviet pact just an agreement to postpone an inevitable conflict?
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions



The 'Great Patriotic War' and the emergence of the Soviet Union as a Superpower

- What was Operation Barbarossa?
- How did Leningrad change the war and change the Soviet Union?
- How did Stalin beat Hitler?
- How did the economy and agriculture change in the post war world?
- What was 'High Stalinism'?
- How did the USSR emerge as a world Superpower?
- How did Stalin draw an Iron Curtain across Europe?
- Why did the Cold War develop between 1945-53?
- Why do Russians consider the greatest mass murderer in human history as the greatest Russian leader?

A Level coursework: Civil War to Civil Rights: The struggle for Civil Rights for Black Americans 1863-1968

- How did Lincoln reconstruct America?
- What was the reaction of Congress to reconstruction?
- What were the 'Black Codes'?
- What were the problems faced by Black Americans 1880-1920?
- Who were the early Civil Rights pioneers?
- How significant was Plessy v Ferguson?
- What was the 'Great Migration'?
- What did Black Americans get out of World War I?
- How did the Great Migration transform American culture?
- What was life like in the inter war years?

Term 3 – Topics/ Key Content

Term 3 - Overarching Key Questions

Coursework on America: Civil Wars to Civil Rights 1863-1968

- What was the Double V campaign?
- Did the Civil Rights movement begin with Truman?
- How significant was Brown v Board of Topeka?
- How planned was the Montgomery Bus Boycott?
- How did the federal government intervene 1957-1964?
- What was the 1964 Civil Rights Act?
- What was the impact of the SNCC and NAACP until 1968?
- Who were the heroes of Selma?
- How significant was the Voting Rights Act?
- How did Black Power rise?
- How and why did Black Americans participate in the Vietnam War?



	<ul style="list-style-type: none">• Why was Martin Luther King killed and what was his legacy?
<p>Assessment Overview and Format:</p> <p>Students complete two key assessments across the year and do essays and source questions that match the format and style that they will experience in the final exams.</p> <p>1) Stuart Britain and the Crisis of Monarchy 1603-1702 = 40% of the final mark 2) Revolution and Dictatorship: Russia 1917-1953 = 40% of the final mark 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>Links for Home Learning/Extension Resources:</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. Also, the library will be stocked with plenty of reading material relating to Stalinist Russia and also the struggle for Black Americans from 1863-1968.</p>



Key Stage 5 Information Technology Curriculum Year 12

<p>Term 1 – Topics/ Key Content</p> <p>UNIT 1 - Information Technology Systems – Strategy, Management and Infrastructure Students</p> <p>Information technology systems play a significant role in the world around us. They play a key part in almost everything we do. They give individuals and organisations opportunities to access goods, information and services from around the world to an extent not possible before. Having a sound understanding of how to select and use appropriate IT systems will benefit you personally and professionally. Students will explore the relationships between the hardware and software that form an IT system. They will look at the way that systems work individually and together, as well as the relationship between the user and the system. Alongside this, they will examine issues related to the use of IT systems and the impact that they have on organisations and their stakeholders. The students will then explore how IT systems enable organisations to access data, information and users locally and globally</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• <i>Is there more to I.T than just computers and laptops?</i>• <i>How big of a role does I.T really play in businesses?</i>• <i>Are we so used to the technology we take for granted today, that we forgot how reliant our businesses are on it?</i>
<p>Term 2 & 3 – Topics/ Key Content</p> <p>UNIT 3: Using Social Media in Business</p> <p>Unit 3 delves into the impact of social media on the ways in which businesses promote their products and services. This is something students may be familiar. The students will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. They will also develop a plan to use social media strategies for business purposes to achieve specific aims and objectives.</p>	<p>Term 2 & 3- Overarching Key Questions</p> <ul style="list-style-type: none">• <i>Is social media the success story behind a lot of the modern businesses today?</i>• <i>Is there more to social media than simply communicating with our friends & family?</i>• <i>Can social media be used to montize up and coming businesses?</i>



<p>Assessment Overview and Format:</p> <p>UNIT 1 ASSIGNMENT: Students will be allocated a business and a case study. They will then be asked to implement all the delivered theory into a series of reports for the business. The fundamental goal here is for them to understand how I.T can be used in a personal and a professional capacity, as well as the implications that come with it.</p> <p>UNIT 3 ASSIGNMENT 1: Once again, students will be allocated a business and a case study. They will then be asked to present a presentation that explores the impact of social media on the ways in which businesses promote their products and services.</p> <p>UNIT 3 ASSIGNMENT 2: Following on from the first assignment of this unit (Presentation), the students will be asked to create a social media campaign for a business that will be provided to them in the assignment case study. This social media campaign will consist of them Developing a plan to use social media in a business to meet requirements, and then Implementing that plan into the use of social media in a business.</p>	<p>Links for Home Learning/Extension Resources:</p> <ul style="list-style-type: none">• <i>Documentary on Netflix – ‘The Social Dilemma’</i>• The use of it - Business Case Studies• The Importance of Information Technology In Business Today - Business 2 Community



Key Stage 5 Islamic Curriculum Year 12

Term 1 – Topics/ Key Content <ul style="list-style-type: none">• Surah Al Ahzab• (Steadfastness to the truth (Ayah 1-8)• Aql and Naql (Reason and Revelation)• Aspects of Prophet’s mercifulness• Equity in Islam• Authentic, Good and weak Hadith• The prohibited degree of female relationship.	Term 1 - Overarching Key Questions <ul style="list-style-type: none">• Can you interpret verses 1-8 of Surah Al Ahzab?• Differentiate between Tawakkul and Tawakul.• What are the rules of Shariah regarding adopted children?• How would you prove the relationship between reason and revelation?• How did Prophet PBUH show mercy to his family, friends and animals?• How would you evaluate the methodology followed by the Prophet PBUH?• How would you differentiate between weak and authentic Hadith?
Term 2 – Topics/ Key Content <ul style="list-style-type: none">• Surah Al Ahzab Ayah 28-35 Ethical advice and instructions• The methodology of Islam in family building• Shura (Consultation) in Islam• Financial Contracts in Islam• Source of Islamic Sharia• Abstinence• Planning milestones in the Seerah of Prophet Muhammad PBUH	Term 2 - Overarching Key Questions <ul style="list-style-type: none">• How would you analyse the ethical advice mentioned in Surah Ahzab?• How does Islam emphasise family building?• Can you explain the aspects of care for family in Islam?• Can you explain the sources of Islamic Shariah?• How would you prove the importance of Shura from Qur’an and Hadith?• Would you give evidence from Qur’an and Hadith for the family building in Islam?• Why does Islam emphasize on Shura?• Can you discover the efforts exerted by the UAE in the field of sustainability?• Differentiate between various types of financial contracts in Is• What are the sources of Islamic Shariah?• Differentiate between primary and secondary sources of Shariah.
Term 3 – Topics/ Key Content <ul style="list-style-type: none">• Surah Al Ahzab (36-48) Allah’s Messenger, the Seal of Prophets	Term 3 - Overarching Key Questions <ul style="list-style-type: none">• How would prove that the Prophet Muhammad PBUH is the seal of Prophets?



<ul style="list-style-type: none">• The Ruling and etiquette specific to the Prophet's House (Surah Al-Ahzab 49-56)• Methodology of Thinking in Islam• Equity in Islam	<ul style="list-style-type: none">• What are the etiquettes of entering the house of Prophet Muhammad PBUH?• Why does Islam promote critical thinking?• How would you demonstrate the need of commitment to the characteristic of equity in speech and action?• How would you explain the following domains of equity?• Man being equitable to himself• Equity towards relatives• Equity in work• Equity in society• Describe the effect of equity on society.
<p>Assessment Overview and Format:</p> <p>Students will have 3 key assessments throughout the year. Students will be judged on the following criteria</p> <ul style="list-style-type: none">• Qur'an recitation• Qur'an memorisation• Written Assessment• Home learning/notebooks	<p>Links for Home Learning/Extension Resources:</p> <p>www.awqaf.gov.ae www.quranexplorer.com www.iacad.gov.ae www.quran.com www.islamreligion.com http://harunyahya.com https://scholar.google.ae http://www.sultan.org https://sunnah.com</p>



Key Stage 5 Media Curriculum Year 12

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Media language</u> <u>Semiotics including Barthes.</u></p> <ul style="list-style-type: none">• Sign• Signifier• Signified• Icon• Index• Symbol• Denotation• Connotation• Myth• Ideology	<p>How are the different modes and language associated with different media forms communicate multiple meanings?</p> <p>How are the combination of elements of media language influence meaning?</p> <p>How do audiences respond to and interpret media language?</p>
<p>Students to engage with a number of media products and identify media language use, genre codes, narrative devices in a relatively informal way.</p>	
<p><u>Genre theory</u></p>	
<p><u>Narratology</u></p>	
<p><u>Media representation</u> Development of analysis to include representational ideas from Hall and Gauntlett.</p>	<p>How are events, issues, individuals (including self-representation) and social groups (including social identity) are represented through processes of selection and combination?</p>
<p><u>Theories of representation</u> Hall's ideas and theories on representation</p> <ul style="list-style-type: none">• Encoding/decoding	
<p><u>Theories of identity as summarized by Gauntlett</u></p> <ul style="list-style-type: none">• Fluidity of identity• Constructed identity• Negotiated identity• Collective identity	<p>How are media products encoded by producers using media language?</p> <p>How are products designed to be decoded by the target audience?</p>
<p><u>Theories of representation</u></p> <ul style="list-style-type: none">• Positive and negative stereotypes• Countertypes• Misrepresentation• Selective representation• Dominant ideology• Constructed reality• Audience positioning	<p>How do media producers target, attract, reach, address and potentially construct audiences?</p>
<p>Hall's ideas and theories on representation</p> <ul style="list-style-type: none">• Encoding/decoding	



<p><u>Media effects including Bandura</u></p> <ul style="list-style-type: none">• Uses and gratifications• Hypodermic needle theory• Moral panic• Imitation• Cumulation• Media literacy <p><u>Reception theory including Hall</u></p> <ul style="list-style-type: none">• Encoding/decoding• Hegemonic/negotiated/oppositional• Agenda setting• Framing• Myth making• Conditions of consumption <p><u>Media industries</u> Processes of production, distribution and circulation by organisations, groups, and individuals in a global context.</p> <p><u>Power and media industries as summarised by Curran and Seaton</u></p> <ul style="list-style-type: none">• Regulation• De-regulation• Free market• Media concentration• Public Service Broadcasting (PSB)• Globalisation• Conglomerates• Neo-liberalism• Surveillance• Privacy• Security <p><u>Regulation as summarized by Livingstone and Lunt</u></p> <ul style="list-style-type: none">• Public sphere• Governance• Regulation• Public interest/PSB• Media literacy• Power• Value• Transnational culture• Globalisation.	<p>How do audiences use media in different ways, reflecting demographic factors as well as aspects of identity and cultural capital?</p> <p>How do audience interpretations reflect social, historical and cultural circumstances?</p> <p>How have the various media industries had to adapt to the changing climate of technology and globalisation?</p> <p>The changing social values of society have led to media companies having to change the ways they address their audiences. How do the chosen CSP products reflect this change and how do they show evidence of social context?</p>
<p>Term 2 – Topics/ Key Content</p> <p><u>Advertising and Marketing</u></p>	<p>Term 2 - Overarching Key Questions</p>



These are targeted CSPs and need to be studied with reference to two elements of the theoretical framework (media language and media representation) and all relevant contexts.

- Maybelline *That Boss Life part 1* Manny Gutterez (online ad)
- Score hair cream print advert *Get what you always wanted* (1970s)

Media Language

Detailed study of the Maybelline *That Boss Life* should enable students to develop an understanding of how conventions of advertising are socially and historically relative, dynamic and can be used in a hybrid way.

Score advert

Media language

Detailed study of Score *Get what you always wanted* should enable students to develop an understanding of the dynamic and changing relationships between media forms, products and audiences

Techniques of Persuasion

Historical, social and cultural contexts

Television

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.

Either *Capital* (Series 1, Episode 1) and *Deutschland 83* (Series 1, Episode 1)

Or

Witnesses (Series 1, Episode 1) and *The Missing* (Series 2 Episode 1)

Or

No Offence (Series 1, Episode 1) and *The Killing* (Series 1, Episode 1)

Two set products

Magazines

- How does the Maybelline advert position its audience?
- How does the Maybelline advert construct a narrative that appeals to its target audience?
- How does the advert attract a range of responses and interpretations?
- How does this advert create desire for the product?

- How does *Score* construct a narrative that appeals to its target audience?
- How and why have audience responses to the narrative to this advert changed over time?
- How does this advert create desire for the product?

- 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?
- 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.



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.

Men's Health magazine, Jan/Feb 2017

Oh Comely (issue 35)

Social and cultural contexts

Oh, Comely is part of a development in lifestyle and environmental movements of the early twenty first century, which rebrand consumerism as an ethical movement. Its representation of femininity reflects an aspect of the feminist movement which celebrates authenticity and empowerment.

- Consider the way the front cover creates a narrative about character and lifestyle in order to attract an audience.
- How do cover stories create enigma and anticipation for the reader – to be fulfilled by reading on?
- Can you apply Structuralism including Lévi-Strauss?
- Can you apply Narratology including Todorov?

Term 3 – Topics/ Key Content **Video games**

These are in-depth CSPs and needs to be studied with reference to all four elements of the theoretical framework and all relevant contexts.

Tomb Raider Anniversary (2007)
Extracts can be accessed online.

Sims Freeplay
Metroid Prime 2 Echoes

Tomb Raider

The study focuses on:

- the game
- the game covers.

The NEA briefs will be released on 1 June. The main focus of the second half of this term will be on the NEA.

The final half term needs to focus on the application of the theoretical framework using both targeted and in-depth CSPs. Students will need to present their knowledge and understanding in the completion of a mock

Term 3 - Overarching Key Questions

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.

How have these products been created to be decoded by their target audiences?



<p>exam which may include unseen media products</p>	
<p>Assessment Overview and Format:</p> <p>A mock exam to test knowledge and skills. 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.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>All resources including lesson slides, writing frames, media examples, and the content will be available on Microsoft Teams.</p> <p>The year textbooks will be made available to all students.</p>



Key Stage 5 Moral Social and Cultural Studies Curriculum Year 12

<p>Term 1 – Topics/ Key Content/Learning Objectives</p> <p><u>Peace and Conflict Studies</u></p> <ul style="list-style-type: none">- Explain what conflict is and give an account of different ways of responding when they find themselves in conflict with another person/other people.- Discuss the notion of ‘non-violence’ and its relevance in the contemporary world.- Give an account of the main causes of conflict and war.- Know what criteria to apply to evaluate whether a specific, imminent or ongoing war between states is a ‘just war’ or not. <p><u>Reflection and Transition</u></p> <ul style="list-style-type: none">- Confidently self-evaluate in order to recognise their own strengths and areas for development.- Articulate to a range of audiences what their goals and ambitions are and how they hope to achieve them.- Acquire knowledge of a range of different career paths, which will enable them to make informed decisions about their future.- Effectively prepare for an interview and deliver an engaging presentation- Create a record of their achievements as a way of showcasing their skills, knowledge and experience.	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">- What is Conflict and How Can Conflicts be Resolved?- How Can We Make Conflict Resolution Work?- What is War and What are the Causes of War?- Is There Such a Thing as a ‘Just War’?- What is the Role of International Organisations in Peacekeeping?- What is the Nature of Peace and Non-violence Traditions? <ul style="list-style-type: none">- What is Meant by the Term ‘Reflection’?- What is Meant by the Terms ‘Goals and Ambitions’?- What are Key Employability Skills: ‘Organisation, Teamwork, and Negotiation’?- What is Meant by the Terms ‘Leadership and Management’?- What is a Good Way to Prepare for an Interview and Deliver a Presentation?- What is the Best Way to Present Your Skills, Knowledge, and Experience?
<p>Term 2 – Topics/ Key Content/Learning Objectives</p> <p><u>Universal Culture</u></p> <ul style="list-style-type: none">- Debate the extent to which there is a ‘universal culture’.- Explain some key underpinning concepts of universal culture.- Analyse and discuss the notion of culturally determined moral relativity.- Analyse and evaluate the impact of a range of factors on cultural developments globally. <p><u>Global Citizenship (Part 1)</u></p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">- What Is Meant by the Term ‘Universal Culture’?- What Are the Key Concepts of ‘Universal Culture’?- How Do Values and Ethical Issues Vary from Different Cultural Perspectives?- How Have Global Media, Social Media and Information Communication Technology Affected Different Cultures?- How Have Tourism and Migration Affected Culture Globally?- How Does the UAE Exhibit the Core Values and Beliefs of ‘Universal Culture <ul style="list-style-type: none">- What is ‘Citizenship’?



<ul style="list-style-type: none">- Know about, and understand, global governance structures, international legal systems, global issues and connections between global, national and local systems and processes.- Have a developing sense of belonging to a common humanity, sharing values and responsibilities.- Show empathy, solidarity and respect for differences and diversity.	<ul style="list-style-type: none">- What is 'Global Citizenship'?- What is 'Governance'?- Looking Outward: What is the Significance of Regional Governance Structures?- What is the Significance of Global Governance Structures?- How do International Judicial Structures and Processes Work?- How are We Interconnected Through the 'Global Commons'?
<p>Term 3 – Topics/ Key Content/Lesson Objectives</p> <p><u>Global Citizenship (Part 2)</u></p> <ul style="list-style-type: none">- Know how to participate in, and contribute to, debates on contemporary global issues at local, national, and global levels as informed, engaged, responsible, and responsive global citizens.- Have further insights into the challenges and opportunities of living in an increasingly interconnected and diverse world.- Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives.- Critically reflect on what it means to be a member of the global community and how to respond to common problems and issues. <p><u>Developing a Global Outlook</u></p> <ul style="list-style-type: none">- Develop a 'global outlook' or 'global mindset'.- Become aware of and understand the global, social and political relationships in which they find themselves.- Articulate and enact their rights and responsibilities as inhabitants of an interdependent world.- Critically analyse what changes would be necessary to achieve a just and sustainable world.	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">- What Are the Significant Global Issues of Our Time?- What are the Challenges to Global Citizenship and Peace?- What Does It Mean to be an Empathic, Compassionate, Engaged Global Citizen?- How Can Global Citizens Debate, Make Decisions About and Act to Promote Social Justice- How Can Global Citizens Debate, Make Decisions About and Act to Promote Environmental Justice? <ul style="list-style-type: none">- What Is A 'Global Outlook'?- What Is Meant by 'Becoming a Global Citizen'?- Why Do We Need to Understand Diversity?- Who Are The 'Digital Youth'?- How Do We Participate in a Knowledge Society and Knowledge Economy?- What Is It Meant by 'Working for Common Good'?
<p>Assessment Overview and Format:</p> <p>Students will have summative assessment throughout the year. This may be in the</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will need to prepare at home for their assessments and they can revise the Moral Education</p>



form of key word tests or short essay style questions.

curriculum by using their notebook and class resources.



Key Stage 5 Nutrition & food science Curriculum Year 12

Term 1 – Topics/ Key Content AS1: Principles of Nutrition	Term 1 - Overarching Key Questions
Protein	<p>What are the functions of protein? Identify plant, animal and novel sources of protein? What are dispensable and indispensable amino acids, complementary value, biological value? Explain nitrogen balance?</p>
Fat	<p>What are the functions of fat? What are the sources of fat? Explain the structure of fats? What are the effects of blood cholesterol on the following fatty acids -- saturated, mono-unsaturated and polyunsaturated fats? What is the role of essential fatty acids in the diet?</p>
Carbohydrates	<p>What are the functions of carbohydrate? What are the sources of carbohydrate? What is the nutritional significance of the following carbohydrates –? Sugars – intrinsic, extrinsic, non-milk extrinsic sugars Starch Non-starch polysaccharides (NSP) What are the effects of different carbohydrates on blood sugar levels? What is glycaemic index and glycaemic loading in relation to carbohydrate absorption?</p>
Vitamins	<p>What is the role of fat soluble and water-soluble vitamins? What are valuable food sources of both these groups? Describe the effects on health deficiencies and excesses of each vitamin? What factors affect bioavailability and absorption of vitamins?</p>
Minerals	<p>What are the respective functions of the different minerals? What are valuable food sources of the various minerals? Describe the effects on health deficiencies and excesses of each major mineral and trace element? What factors affect bioavailability and absorption of major mineral and trace elements?</p>
Water	<p>What are the sources and functions of water and other fluids in the body?</p>



<p>Nutrition through life</p> <p>Nutrient requirements</p>	<p>What are the nutritional benefits derived from consuming fluids other than water? What factors impact on hydration? What are the effects of dehydrations and water intoxication?</p> <p>What are the specific nutritional needs and energy requirements for –? Pre- conception, pregnancy and lactation Infants and preschool children School age children and teenagers Adult men and women Older adults and frail elderly</p> <p>How can these specific nutritional needs and energy requirements be met through appropriate food choices?</p> <p>Describe Dietary Reference Values (DRV's) for nutrients and Estimated Average Requirements (EARs) for energy? How can DRV's and EAR's be used to evaluate diets?</p>
<p>Term 2 – Topics/ Key Concepts</p> <p>AS2: Diet Lifestyle and Health</p> <p>Eating Patterns</p> <p>Energy and Energy Balance</p> <p>Diet Related Disorders</p> <p>Obesity</p> <p>Cardiovascular disease</p> <p>Cancer</p>	<p>What trends in food consumption have led to increased prevalence of diet- related disorders? Discuss the barriers that prevent consumers from making healthy food choices?</p> <p>Why does the body need energy? What factors affect energy expenditure? What is energy balance?</p> <p>Define overweight and obesity and describe ways these can be measured? What are the possible reasons for trends in childhood and adult obesity? What possible barriers are there to achieving a healthy weight What is cardiovascular disease? What are the non-modifiable and modifiable risk factors? Discuss these factors? Propose and justify dietary and lifestyle recommendations that help to prevent CHD? Define cancer and outline how it can develop? Discuss factors which may influence an individuals cancer risk?</p>



<p>Type 2 Diabetes</p> <p>Alcohol</p> <p>Physical Activity</p>	<p>Propose and justify dietary and lifestyle recommendations that help to prevent CHD?</p> <p>Define type two diabetes and outline its symptoms? Outline the risk factors for Type 2 Diabetes? Propose and justify dietary and lifestyle recommendations for the management and prevention of Type 2 Diabetes?</p> <p>What is the relationship between alcohol and obesity, CHD and cancer? Explain how alcohol consumption in pregnancy can affect the baby? Explain the nutritional consequences for adult men and women of excess alcohol consumption?</p> <p>What are the current guidelines for physical activity for children and adults? Discuss the health benefits of regular physical activity for children and adults?</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Internal assessment</u></p> <p><u>A mini research-based project.</u> <u>On an AS Topic.</u></p> <p><u>For example:</u></p> <p>Antioxidant Supplements: Friend or Foe!</p> <p>In this unit, students submit a report on a research project of their own choice. The report should not exceed 4000 words. The project gives students opportunities to demonstrate appropriate knowledge, understanding and skills demanded by the process. In this project, students</p> <ul style="list-style-type: none">• identify and discuss issues associated with their chosen research area;• select and interpret appropriate and relevant information;	<p>Term 3 - Overarching Key Questions</p> <p>What topic will you choose and why? What issues are associated with your chosen area? What information will you research? What type of research will you use? What methods will you use to present findings? What reasoning shall you use to draw conclusions? What recommendations will you make for future study</p>



- analyse information and judge its relevance to their chosen research area;
- plan and conduct primary research
- present and interpret findings from research they have undertaken;
- draw conclusions using reasoned arguments; and
- make recommendations for future study.

Assessment Overview and Format:

Students will be assessed both formatively and summatively

Verbal feedback will be given to students in the lesson.

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.

Links for Home Learning/Extension Resources:

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

Students will be part of the showbie and teams groups where resources will be stored

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 12

<p>Term 1 – Topics/ Key Content</p> <p>The first term is all about skill building and experimentation. Students will experiment with cameras, lenses and editing software. They will experience working with artificial lighting as well as natural. They will also look at ways in which to create narratives through images.</p> <p>The theme will be Shadow and Light.</p>	<p>Term 1 - Overarching Key Questions</p> <p>How can we produce photographs for a purpose?</p> <p>What lenses work best for different scenarios?</p> <p>How will you know you have picked the best settings and lens?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Students will start their Personal Study in which they will create a selection of mini studies and this will continue from January to January next year.</p> <p>Students will need to ensure the topic is one that personally interests them so that they will be able to study the subject in depth.</p> <p>The work will be student led and the teacher will only be there to facilitate and give advice. Students will have regular interviews on progress to ensure students are critically thinking about their chosen topic.</p>	<p>Term 2 - Overarching Key Questions</p> <p>How will you know you have chosen the best personal study for you?</p> <p>What is your personal interest in the topic?</p> <p>What methods will you use?</p> <p>What will make your portfolio different to that of others?</p> <p>How will you create a path to your final outcome?</p>
<p>Term 3 – Topics/ Key Content</p> <p>This term will be a continuation of the above with the first development finished and the second being worked towards.</p> <p>The direction would now be very clear. Students should now be thinking about their Art assignment of 4000 words. They must be clear on the direction of this so that they are ready to type it up in the summer holiday.</p>	<p>Course Structure</p> <p>The A Level Art and Design course content is broken down into 2 components:</p> <p>Component 1: Personal Study makes up 60% of the total grade.</p> <p>Component 2: Exam makes up 40% of the total grade.</p> <p>Students will be choosing their own topics for the Personal Study.</p>
<p>Assessment Overview and Format:</p> <p>There will be a continuous assessment through the skill building in term one and in the progress of the Personal Study. These will help monitor ongoing progress of the students.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>All students must be spending 5-6 hours on their artwork in their own time. The work will not be a standalone exercise but part of their project.</p> <p>Students will all be part of the Teams group on which all work will be submitted and marked.</p>



Students will complete 3 Outcomes and be assessed on these in this year.
Students will not complete their Personal study until January in year 2. At this stage, they will receive their final estimated grade based on internal moderation.

Students will create a digital pdf file of 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 12

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

TERM 1	
3.1 Measurements and their errors 3.1.1 SI Units and their prefixes	3.1 Measurements and their errors 3.1.2 Limitation of physical measurement 3.1.3 Estimation of physical quantities
3.2 Mechanics and materials 3.2.1 Force, energy and momentum	3.2 Particles and Radiation 3.3.1 Particles 3.3.2 Electromagnetic radiation and quantum phenomena
Exam practice and gap filling	Exam practice and gap filling
Revision Preparation for Exams (unit 1)	
TERM 2	
3.5 Waves 3.5.1 Progressive and stationary waves 3.5.2 Refraction, diffraction and interference	3.4 Electricity 3.4.1 Current electricity
TERM 3	
Revision Preparation for Exams (unit 2)	
3.6 Further mechanics and thermal physics 3.6.2 Thermal physics	3.7 Fields and their consequences 3.7.1 Fields
Assessment Overview and Format: For each topic, students will complete. - exam question homework - short end of unit quizzes Key Assessments will assess all content to the date of the assessment. They will have the format of AS papers.	Links for Home Learning/Extension Resources: All resources will be shared with students on TEAMS. Physics and Maths Tutor – exam questions and revision notes https://www.physicsandmathstutor.com/iaqa-specification-oxfordaqa-international-as-and-a-level-physics-specification.pdf (oxfordaqaexams.org.uk)



Section 3 – Political participation in the UK

- The relative power of the prime minister and cabinet
- The power of the prime minister and cabinet to dictate events and determine policy.

The supreme court

- The role and composition of the Supreme Court
- Key doctrines and principles that underpin the work of the Supreme Court
- The power of the UK Supreme Court
- The overall impact of the UK Supreme court
- The potential impact of Brexit on the jurisdiction, power and authority of the UK Supreme court
- Conclusions

The European Union

- The development of the European Union
- The aims of the European Union
- The roles and functions of European institutions
- The European Union political system
- The impact of the European Union on British politics
- The decision to leave the European Union

Democracy and political participation

- What is democracy
- Forms of democracy
- How effectively does democracy operate in the UK
- Extending the franchise
- Political participation
- How do pressure groups and other organisations promote democracy and political participation
- The protection of rights in a democracy
- What could be done to improve democracy in the UK

Electoral systems

- Elections and democracy
- The first-past-the-post system
- Advantages and disadvantages of the first-past-the-post system
- Other electoral systems used in the UK
- The impact of the electoral systems used in the UK
- Referendums in the UK

Voting behaviour and the role of the media in politics

- How do different regions of the UK vote
- How do class, gender, age and ethnicity affect voting
- Changes in voting trends
- Explaining voter choice
- The role of the party leader



	<ul style="list-style-type: none">• Voting trends across elections• The role of the media in politics <p><u>Political parties</u></p> <ul style="list-style-type: none">• What is a political party• Types of political party in the UK• The UK party system• The three main political parties in the UK• The structure and organization of the three main UK parties• Political party funding in the UK
Term 3 – Topics/ Key Content	Term 3 - Overarching Key Questions <u>Voting behaviour and the role of the media in politics</u> <ul style="list-style-type: none">• How do different regions of the UK vote• How do class, gender, age and ethnicity affect voting• Changes in voting trends• Explaining voter choice• The role of the party leader• Voting trends across elections• The role of the media in politics <p><u>Political parties</u></p> <ul style="list-style-type: none">• What is a political party• Types of political party in the UK• The UK party system• The three main political parties in the UK• The structure and organization of the three main UK parties• Political party funding in the UK <p><u>Political ideologies</u></p> <p><u>Liberalism</u></p> <ul style="list-style-type: none">• Introduction to Liberalism• The origins of liberalism• The core ideas of liberalism• Different types of liberalism• Tensions within liberalism• Conclusion – liberalism today <p><u>Conservatism</u></p> <ul style="list-style-type: none">• Introduction – the politics of maintenance• The origins of conservatism• The core ideas of conservatism• Tensions within conservatism• Conclusion – conservatism today
<u>Political ideas</u>	
Assessment Overview and Format: Students complete two key assessments across the year and do essays and source questions that match the format and style	Links for Home Learning/Extension Resources: All lessons and reading from the lessons will be available for students to access at all time. Also, students will be recommended to participate in areas



that they will experience in the final exams.

around politics, newspapers, tv shows, social media etc.



Key Stage 5 Psychology Curriculum Year 12

Term 1 – Topics/ Key Content	Overarching Key Questions
<p>Introduction to A-Level exam terminology and assessment objectives.</p> <p>Research Methods</p> <ul style="list-style-type: none">• Scientific breakdown of how psychological research is conducted.• Conducting scientific research.• Scientific processes of research.• Data handling and analysis• Inferential testing <p>Approaches</p> <ul style="list-style-type: none">• How Psychology emerged and became a Science; Introspection.• Different approaches of schools of thought and their beliefs and explanations of behaviour.• Biopsychology; structures of nervous system, neurons, endocrine system, adrenaline and fight or flight response. <p>Biopsychology</p> <ul style="list-style-type: none">• Brain scanning techniques• Post-mortem examinations• Biological rhythms – sleep	<ul style="list-style-type: none">• How is psychological research conducted?• Is Psychology a science?• How did psychology start?• How can we explain behaviour?• How do we investigate the brain?• What happens to our brain when we sleep?
<p>Term 2 – Topics/ Key Content</p> <p>Memory</p> <ul style="list-style-type: none">• Types of memories and how they are structured; including models of memory.• Explanations of forgetting.• Factors affecting eyewitness testimony and how to improve the accuracy.• Including theories and studies investigating Memory. <p>Attachment</p> <ul style="list-style-type: none">• Babies development and interactions with caregivers.• Explanations of attachment types.• Importance of mother and father and early attachment for children.• Impact of maternal deprivation.• Research studies and theories investigating attachment of children animals.	<ul style="list-style-type: none">• How is our memory structured?• Why is some people’s memory better than others?• What factors affect our ability to recall information?• How important are our experiences as babies/ young children?• How do our childhood experiences affect adulthood?• Who is most important for the development of children; mother or father?• How similar is the development of attachment in animals to human children?
<p>Term 3 – Topics/ Key Content</p> <p>Psychopathology</p> <ul style="list-style-type: none">• Defining abnormality• Mental health	<ul style="list-style-type: none">• What is normal behavior?• What affects does the labels ‘abnormal’ and ‘mental health’ have on individuals?



<ul style="list-style-type: none">• Characteristics, explanations and treatments of OCD, depression and phobias. <p><u>Social Influence</u></p> <ul style="list-style-type: none">• Types of conformity and explanations of behaviour.• Explanations of obedience and factors affecting levels of obedience.• The role of social influence in the processes of social change.• Research investigating social influence including theories and studies.	<ul style="list-style-type: none">• How do other people affect our behaviour?• Why do we obey authority?• How does our environment or situation affect our behaviour?• Are we likely to obey people in uniform?• How can a minority of people impact society?
<p>Assessment Overview and Format:</p> <p>Students will be tested at the end of each topic area. There will be various exam questions set for homework for students to practice longer style questions.</p> <p>Key assessments will include a combination of topic areas replicating exam papers.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Link for exam board and previous exam materials: https://www.aqa.org.uk/subjects/psychology/as-and-a-level</p> <p>Revision materials and exam practice: https://www.tutor2u.net/psychology https://youtu.be/0PokyYvuL7Q</p>



Key Stage 5 Sociology Curriculum Year 12

Term 1 – Topics/ Key Content <u>UNIT 1 – Socialisation and Identity</u>	Term 1 - Overarching Key Questions What is the process of learning and socialisation? How does society balance consensus and social control? How does social identity form and change?
Term 2 – Topics/ Key Content UNIT 1 –Research Methods UNIT 2- Family	Term 2 - Overarching Key Questions How is research conducted? What are the theoretical approaches to research and Sociology as a Science? What are the practical, ethical, and theoretical issues of sociological research? What is the role of the family? Diversity in family What are the changing roles within family, marriage, and relationships?
Term 3 – Topics/ Key Content UNIT 2 - Family UNIT 3 Education (IA Level unit, to be completed in Year 13)	Term 3 - Overarching Key Questions What are the challenges of the social construct of age? What are theories about the role of education?
Assessment Overview and Format: In June students will sit their IAS Level Sociology exam. Each unit has an examination of 1hour 30 minutes. Once the examination has been completed, students will continue to follow the IA Level programme and begin the Education unit. During the year, students will be assessed informally through	Links for Home Learning/Extension Resources: Students will be issued a copy of the Cambridge International Examination IA Level Sociology textbook. 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/



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.

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>



Key Stage 5 Sport Curriculum Year 12

<p>Term 1 – Topics/ Key Content</p> <p>Unit 25: Sport Injuries Management</p> <p>Learners develop the skills to identify common sporting injuries, their potential causes and how these can be managed with different rehabilitation interventions and exercises.</p>	<p>Course Structure</p> <p>In this unit you will:</p> <p>A Explore different types and causes of common sporting injuries and how they affect sports performers</p> <p>B Explore risk factors for the management and prevention of common sporting injuries</p> <p>C Develop treatment and rehabilitation programmes for common sporting injuries.</p>
<p>Term 2 – Topics/Key Content</p> <p>Unit 27: Sports Psychology</p> <p>Learners develop an understanding of the psychological demands of sport and develop techniques to improve sporting performance.</p> <p>The unit covers three key areas in sport and exercise psychology and looks at a range of techniques which can be used to enhance performance. Firstly, learners will explore methods used to promote and develop motivation in sport and exercise; secondly, learners will look at the skills of imagery and mental rehearsal and consider their psychological applications. Thirdly, learners will be introduced to methods of managing and controlling arousal levels within the sporting environment to ensure optimum arousal levels are achieved to match the requirements of the activity.</p>	<p>Course Structure</p> <p>In this unit you will:</p> <p>A Explore the effect of personality and motivation on sports performance</p> <p>B Explore the relationship between stress, anxiety, arousal, team dynamics and sports performance</p> <p>C Plan a psychological skills training programme to enhance sports performance</p>
<p>Term 3 – Topics/Key Content</p> <p>Unit 28: Fitness Testing</p> <p>The aim of this unit is to enable learners to gain an understanding of fitness testing and the importance of health screening and health monitoring tests.</p>	<p>Course Structure</p> <p>In this unit you will:</p> <p>A Examine a range of laboratory-based and field-based fitness tests</p>



B Use health screening techniques and fitness tests for a specified purpose

C Interpret the results of fitness tests and health screening techniques for a specified purpose.



Key Stage 5 Technology Curriculum Year 12

<p>Term 1 – Topics/ Key Content</p> <p>During this term, students will be introduced to the course, will begin to explore the course, and explained the overview for the next two years.</p> <p>During this term, students will be challenged to design and make a chair taking into consideration a designer and design movement of their choice. Students will be expected to work with a range of materials; this will allow them to understand the material properties and the different techniques needed to work with each material.</p> <p>Students will follow a similar layout the NEA that they will be undergoing in year 13. They will be expected to:</p> <ul style="list-style-type: none">• Research• Design• Develop and model• Manufacture• Test and Evaluate	<p>Term 1 - Overarching Key Questions</p> <p>What is a design movement and how does my work link to a chosen designer?</p> <p>How am I using ergonomic and anthropometric data to develop and model design ideas?</p> <p>What skills and techniques am I using, how am I documenting the quality control checks I am going through?</p>
<p>Term 2 – Topics/ Key Content</p> <p>During this term, students will be challenged to design and make a lamp that is designed and manufactured with a client in mind. It would benefit students to work with a range of materials; this will allow them to understand the material properties and the different techniques needed to work with each material. It will be expected that students attempt at least one new technique or process during this project, during either the modelling or the manufacture of their final product.</p> <p>Students will follow a similar layout the NEA that they will be undergoing in year 13. They will be expected to:</p> <ul style="list-style-type: none">• Research• Design• Develop and model• Manufacture• Test and Evaluate	<p>Term 2 - Overarching Key Questions</p> <p>Am I meeting the needs of my client?</p> <p>What techniques do I need to develop on from last term?</p> <p>What makes a successful an aesthetically pleasing lamp?</p> <p>How is modelling informing the design development?</p>
<p>Term 3 – Topics/ Key Content</p> <p>During this term, students will be challenged to design and make a scale model of a building that</p>	<p>The NEA</p> <p>Setting the task Students must undertake a small-scale design and make task and produce a</p>



they have designed. This project will have a heavy focus on their CAD skills. Students will also be asked to create a scale model, which will challenge them mathematically.

It will be expected that students attempt at least one new technique or process during this project, during either the modelling or the manufacture of their final product.

One of the techniques they will be expected to complete is a CAD Rendering of their final model. Students will follow a similar layout the NEA that they will be undergoing in year 13. They will be expected to:

- Research
- Design
- Develop and model
- Manufacture
- Test and Evaluate

During Term 3 students will begin to research into their chosen topic for their NEA. This Design and make tasks should aim to solve a real-world solution and holds no boundaries or framework. Students can choose a problem they face in their day-to-day lives. A problem they notice in their community or a global issue.

final prototype based on a context and design brief developed by the student.

Taking the task with reference to the context, students will develop a specific brief that meets the needs of a user, client or market. The brief must be of an appropriate level of complexity and contain a degree of uncertainty of the outcome so that students can engage in an iterative process of designing, making, testing and evaluating. Students must produce a final prototype based on the design brief they have developed, along with a written or digital design folder or portfolio. Students must produce a written or digital design folder clearly evidencing how the assessment criteria have been met together with photographic evidence of the final manufactured prototype outcome.

Evidence Students must produce a final prototype based on the design brief that they have developed. Students should produce a concise folder. We recommend that this folder should not exceed 45 pages. Students who do not follow these guidelines will penalise themselves by not meeting the expectations of the assessment appropriately. Students that exceed the recommended length will self-penalise by not being appropriately focused on the demands of the task. Students that produce work that is shorter than the recommended page count will self-penalise by not allowing appropriate coverage of the assessment objectives.

Time limits Time limits for completion of the NEA are not specified because the process of producing the design portfolio is iterative and undertaken independently, while the final prototype is manufactured under immediate guidance or supervision in school/college. Where specialist processes or equipment are required beyond the school/college they may be utilised but this must be documented in the Candidate Record Form (CRF). We expect students to be selective in their choice of material to include, and to manage their time appropriately

Assessment Overview and Format:

In Design Technology assess using the same format as in A Level in which students are assessed on the following:

- Research skills
- Design and Development skills
- Practical

Links for Home Learning/Extension Resources:

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 prepare for the style of homework if the subject is taken at GCSE.



<ul style="list-style-type: none">• Testing and Evaluative Skills. <p>Students will also participate in mock exams through the academic year. These exams will be formal exams in the form of a past paper submitted by the exam board</p>	<p>On occasions, this can be related to research for a topic, analysis of a design work piece or a skill building exercise.</p>
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Keys Stage 5 Physical Education Curriculum Year 12

<p>Term 1 – Topics/ Key Content</p> <p><u>Skill Acquisition</u> – Skills, skill continuums and the transfer of skills, Skill classification and practice for learning, Theories of learning, Guidance and feedback, information processing.</p> <p><u>Anatomy and Physiology</u> - Cardiovascular System, Respiratory System, Neuromuscular System</p> <p><u>Sport and Society</u> - Pre-industrial, industrial and post-industrial impact on sport. Post-world war two. Sociological theory applied to equal opportunities</p>	<p>Course Structure</p> <p>The A Level PE course content is broken down into 4 components:</p> <ol style="list-style-type: none">1. Skill Acquisition2. Anatomy and Physiology3. Sport and Society4. Practical and Practical Coursework <p>Components 1-3 makes up 70% of the total grade Component 4 makes up 30% of the total grade.</p> <p>Students will be taught by a separate teacher for each component</p>
<p>Term 2 – Topics/ Key Content</p> <p><u>Skill Acquisition</u> – Efficiency of information processing model system, Aspects of personality, Attitudes, Arousal,</p> <p><u>Anatomy and Physiology</u> - Musculo-Skeletal system and analysis of movement in PA, Energy Systems, Diet and Nutrition and their effect on PA and Performance, Preparation and training methods in relation to maintaining PA and Performance.</p> <p><u>Sport and Society</u> – Social theory applied to equal opportunities. Concepts of physical activity and sport. Development of elite performers in sport.</p>	<p>Practical Work</p> <p>Students are required to be assessed in one activity in the role of player/performer or coach. Students can be assessed only in activities identified in the specification, which are those stipulated in the Department for Education's (DfE) GCE AS and A-level activity list for physical education.</p> <p>They will be assessed in three areas of assessment. Students will be assessed for all of the activities in the following skills:</p> <ul style="list-style-type: none">• Area of assessment 1: Technical quality – aspect 1 (15 marks).• Area of assessment 2: Technical quality – aspect 2 (15 marks).• Area of assessment 3: Application of strategic/tactical awareness (15 marks). (15% of overall A level)
<p>Term 3 – Topics/ Key Content</p> <p><u>Skill Acquisition</u> – Anxiety, Aggression, Motivation, Achievement motivation theory, social facilitation</p> <p><u>Anatomy and Physiology</u> - Injury prevention and rehabilitation.</p>	<p>Practical Coursework</p> <p>Students will complete a verbal or written analysis of their chosen sport. 45 Marks (15% of overall A level)</p>



<p><u>Sport and Society</u> – Ethics in sport. Violence in sport. Drugs in sport.</p>	
<p>Assessment Overview and Format:</p> <p>There will be a continuous assessment of topics from all three theoretical components throughout the year. These will help monitor ongoing progress.</p> <p>Students will complete 3 formal key assessments in each theoretical component.</p> <p>Students will also be assessed in one practical sporting activity and supporting coursework.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Each student will receive a course textbook. All students have access to Everlearner. This will be used to support students' preparation for lessons.</p> <p>Students will all be part of the A Level PE Microsoft TEAMS where other resources/ class notes and notifications will be posted.</p>