

SIXTH FORM CURRICULUM PLANS 2022 - 2023



St Bede's
Catholic School
& Sixth Form College



SIXTH FORM CURRICULUM PLANS 2022 - 2023

Year 12 Art		
Term 1	Term 2	Term 3
<p>Year 12 Induction: Project challenge</p> <p>Assignment Five one-week projects covering a range of starting points. The aim of this introduction is to explore ways to develop initial ideas, through experimentation with a wide range of fine art and textiles media and techniques.</p> <p>Task Each project will follow a different theme allowing you the opportunity to consider strengths and weaknesses within your current skill set.</p> <p>Week 1: Line</p> <p>Week 2: Artist/Designer lucky dip</p> <p>Week 3: Unusual materials</p> <p>Week 4: Word response lucky dip</p> <p>Week 5: Close-ups</p> <p>You will receive an individual guidance sheet and introduction to each mini project. You will have access to the Art / textiles department rooms and ICT facilities every day from 8am-4.30pm to continue your work outside of lesson time. Each project should represent a minimum of 10hours of work. Presentation of work and feedback (All projects): Week 6</p>	<p><u>Extended mini project.</u> <u>Develop a chosen theme considering the following:</u></p> <p>Skills Throughout the project you must use a wide range of materials or techniques which reflect your skills. Take this opportunity to experiment and explore new materials in response to each given starting point. <u>Supporting context and sources</u> For each project consider a range of sources for inspiration to develop your own ideas. Use of first-hand photographs, artist / designer research and first-hand sources will add depth to your work and allow you to show greater analysis in your working process.</p> <p>Media and techniques You will have access to all materials for each project. You can decide to explore both 2D and 3D techniques. Such as pencil, pen, pastels, ink, paint, clay, wire, string, print making, Photoshop, batik, wax resist, textile techniques, collage, mixed media.</p> <p>Presentation Projects should be presented to demonstrate the line of enquiry you have chosen to follow. All research, experiments, annotations, and responses should be presented on design sheets. Choose the most appropriately sized paper / card to present your work.</p> <p><u>NOTE: all endorsements: Textiles, Graphics & Fine Art</u></p>	<p>Personal Investigation Unit This unit incorporates two elements: Practical work and Personal study.</p> <ul style="list-style-type: none"> • the outcomes for both elements must form separate presentations • understanding should be communicated through integrated images and texts that include a written element of approximately 3000 words • the supporting studies will support the work for both elements <p>Each element will be presented as separate final outcomes. For both parts of this unit of work you must pick something that you can view in the flesh, not just in books or on the internet. It is especially important that you can give your Personal Opinion, informed from viewing the work.</p> <p>Knowledge, understanding and skills This unit aims to develop students' ability to generate and develop ideas for their own practical work and a linked personal study from a self-selected or negotiated focus. This will involve:</p> <ul style="list-style-type: none"> • developing ideas • experimenting with media, developing, and applying skills • researching recording, analysing, and reviewing • creating and presenting outcomes.

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Term 1	Term 2	Term 3
<p><u>Personal Investigation Unit</u> Research and analysis In their Portfolio of work/Personal study students will:</p> <ul style="list-style-type: none"> • identify and select a focus for a personal study on a selected aspect of others’ art, craft, design, or an art movement • develop and sustain a personal enquiry in the light of their chosen focus for the practical coursework for this unit • document investigative and research work from a range of relevant sources with appropriate use of critical vocabulary • select appropriate research from first-hand experience in galleries and museums or of buildings or design objects, to inform the development of their investigation • critically analyse and develop insight into selected historical and contemporary references • sustain an ongoing critical and analytical review of their developing study • include a bibliography and a list of references <p>ANNOTATION Students must thoroughly Annotate each Design Sheet/sketchbook page to explain their opinions & feelings about; the images & objects that they are drawing, the materials that you are experimenting with & the artist’s work that you are looking at. Comment on what interests you in the objects & images that you have chosen to draw, explain what your intentions are for each technique, did it work out as planned? Describe your personal views & thoughts about the artists that you are looking at.</p>	<p><u>Project theme: NEA/Exam Unit-</u> AQA release exam question paper 1st February 2023. 8 questions to choose from. In response to a chosen theme, students develop a sketchbook of work and will produce an outcome (15 hours) to develop their skills and understanding of working in a selected choice of media & techniques. Students will learn the following:</p> <ol style="list-style-type: none"> 1. Understand the processes of working with specific materials. 2. Record what has been seen from observation. 3. Ability to draw/sculpt (if appropriate to project) accurately & imaginatively. 4. Gain knowledge and appreciation of other artist's/designers/craftspeople work. 5. Apply knowledge of other artist's/designers/craftspeople work to student's own work. 6. Ability to research, resource, investigate, experiment, document & realise ideas & intentions. 7. Analyse & evaluate sources & own work through annotation. 8. Make connections between own work & the work of others 9. Fulfil the assessment criteria AO1, AO2, AO3, AO4. <p>Exam sessions will be spread over a few days in school:</p> <ol style="list-style-type: none"> 1. 2-hour session 2. 3-hour session 3. 5-hour session 4. 5-hour session <p>DATES WILL BE CONFIRMED WITH STUDENTS NEARER THE TIME- END OF APRIL 2023 NOTE: all endorsements: Textiles, Graphics & Fine Art</p>	<p>Tasks for NEA/Exam unit:</p> <p>In their Practical work students will:1. Demonstrate skilful use of the formal elements, including line, tone, colour, shape, pattern, texture, form, and structure .2. Select and explore appropriate media and processes experimenting with a wide range of media and methods in developing visual language skills. 3. Use materials and techniques to explore the potential of ideas 4. Develop and communicate ideas through an informed use of visual language. 5. Produce an outcome(s), demonstrating appropriate connections to contexts.6. Identify and select a focus for personal creative ideas. 7. Undertake investigative and research work appropriate to their focus and use this research to inform the development of ideas. 8. Select appropriate research from primary and other sources and contexts 9. Incorporate their Personal study research as an integral part of the contexts that inform and inspire their practical work. 10. Analyse their own and others’ work in the context of developing and refining ideas. 11. Show evidence for an ongoing critical and analytical review of their progress.</p>

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Year 12 Biology		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Cell Structure and Function • Biological Molecules (Biochemistry) • Enzymes • Cell Membranes • Cell Division • Exchange Surfaces • Mechanisms of Breathing • Classification • Theory of Evolution 	<ul style="list-style-type: none"> • Natural Selection • Biodiversity • Factors affecting biodiversity • Reasons and methods of maintaining biodiversity • Immune System • Circulatory System and Structure • Transport in Plants 	<ul style="list-style-type: none"> • Immune System • Antibiotic Resistance • Respiration • Bacteria uses in industry

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Year 13 Biology		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Control of the Nervous System • Plant Hormones and their Uses • Control of the Hormonal System • Role of the Pancreas • Blood Glucose Control and Diabetes • Photosynthesis • Homeostasis • Kidney Structure • Respiration • Genetics of living organisms 	<ul style="list-style-type: none"> • Inheritance and Variation • DNA Profiling • Genetic Engineering • Culturing Microorganisms • Ecosystems • Predator-Prey Relationships 	<ul style="list-style-type: none"> • Gene Technology • Culturing Microorganisms in Industry • Revision

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Year 12 Business		
Term 1	Term 2	Term 3
<p><u>Theme 1</u></p> <ul style="list-style-type: none"> • 1.1.1 The market • 1.1.2 Market research • 1.1.3 Market positioning • 1.2.1 Demand • 1.2.2 Supply • 1.2.3 Markets • 1.2.4 Price elasticity of Demand • 1.2.5 Income elasticity of demand <p><u>Theme 2</u></p> <ul style="list-style-type: none"> • Sources of Finance - Internal (2.1.1) • Sources of Finance – External (2.2.1) • Liability and Planning (2.1.3) • Cash flow – forecasts and planning (2.1.4) • Sales forecasting (2.2.1) • Sales, revenue and costs (2.2.2) 	<p><u>Theme 1 continued</u></p> <ul style="list-style-type: none"> • 1.3.1 Product/service design • 1.3.2 Branding and promotion • 1.3.3 Pricing strategies • 1.3.4 Distribution • 1.3.5 Marketing strategy • 1.4.1 Approaches to Staffing • 1.4.2 Recruitment, selection and Training • 1.4.3 Organisational design • 1.4.4 Motivation in theory and practice • 1.4.5 Leadership <p><u>Theme 2 continued</u></p> <ul style="list-style-type: none"> • Break even (2.2.3) • Budgets (2.2.4) • Profit (2.3.1) • Liquidity (2.3.2) • Business failure (2.3.3) • Production, Productivity and Efficiency (2.4.1) • Capacity Utilisation (2.4.2) • Stock Control (2.4.3) 	<p><u>Theme 1 continued</u></p> <ul style="list-style-type: none"> • 1.5.1 Role of an entrepreneur • 1.5.2 Entrepreneurial motives and characteristics • 1.5.3 Business objectives • 1.5.4 Forms of business • 1.5.5 Business choices • 1.5.6 Moving from entrepreneur to leader <p><u>Theme 2 continued</u></p> <ul style="list-style-type: none"> • Quality Management (2.4.4) • Economic Influences (2.5.1) • Legislation (2.5.2) • The Competitive Environment (2.5.3) <p><u>Theme 3</u></p> <ul style="list-style-type: none"> • Corporate aims, objectives and mission statements (3.1.1) • Corporate strategy (3.1.2)

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Term 1	Term 2	Term 3
<p><u>Theme 3 continued</u></p> <ul style="list-style-type: none"> Corporate strategy continued (3.1.2) SWOT analysis (3.1.3) PESTEL influences (3.1.4) Business growth (3.2.1) Organic growth (3.2.3) Reasons for staying small (3.2.4) Mergers and takeovers (3.2.2) Quantitative sales forecasting (3.3.1) Investment appraisal (3.3.2) Decision trees (3.3.3) Critical Path Analysis (3.3.4) <p><u>Theme 4</u></p> <ul style="list-style-type: none"> 4.1.1 Growing economies 4.1.2 International trade and business growth 4.1.3 Factors contributing to increased globalisation 4.1.4 Protectionism 4.1.5 Trading blocs 4.2.1 Conditions that prompt trade 4.2.2 Assessment of a country as a market 4.2.3 Assessment of a country as a production location <p>(Paper 3 pre-release published in November)</p>	<p><u>Theme 3 continued</u></p> <ul style="list-style-type: none"> Financial statements (3.5.1) Ratio analysis (3.5.2) Human resources assessment (3.5.3) Corporate influences (3.4.1) Corporate culture (3.4.2) Shareholders vs stakeholders (3.4.3) Business ethics and CSR (3.4.4) <p><u>Theme 4 continued</u></p> <ul style="list-style-type: none"> 4.2.4 Reasons for global mergers or joint ventures 4.2.5 Global competitiveness 4.3.1 Marketing 4.3.2 Niche markets 4.3.3 Cultural/social factors 4.4.1 The impact of MNCs 4.4.2 Ethics 4.4.3 Controlling MNCs 	<p><u>Theme 3 continued</u></p> <ul style="list-style-type: none"> Causes and effects of change (3.6.1) Key factors in change (3.6.2) Scenario planning (3.6.3) <p>Revision</p> <p><u>Theme 4 continued</u></p> <p>Revision</p>

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Year 12 Chemistry		
Term 1	Term 2	Term 3
<p>Module 2:</p> <ul style="list-style-type: none"> • Atomic and Ionic Structure • Isotopes • Relative mass • Electron configuration including shells, subshells and orbitals • Review of metallic, ionic and covalent bonding (GCSE) • Dative Covalent • Shapes of molecules • Electronegativity • Intermolecular forces • Hydrogen bonding and properties of water • Amount of substance (moles) • Determination of formula • Formulae of hydrated salts • Moles and solutions • Moles and gases (ideal gas equation) • Acid base titrations • Oxidation numbers and redox <p>Module 4:</p> <ul style="list-style-type: none"> • Nomenclature (naming molecules) • Isomers • Reaction mechanisms 	<p>Module 3:</p> <ul style="list-style-type: none"> • Periodicity • Ionisation energy • Metallic bonding • Giant covalent • Trends in melting point • Group 2 • Group 7 • Displacement reactions • Identifying ions • Enthalpy changes • Hess' Law <p>Module 4:</p> <ul style="list-style-type: none"> • Alkanes- properties and reactions • Alkenes- properties and reactions • Alkenes- stereoisomers • Alkenes- Polymerisation • Properties and reactions of alcohols • Chemistry of haloalkanes 	<p>Module 3:</p> <ul style="list-style-type: none"> • Rates and catalysts • Boltzmann distribution • Equilibrium • Kc <p>Module 4:</p> <ul style="list-style-type: none"> • Practical Techniques • Synthetic Routes • Mass Spectrometry • Infrared spectrometry

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Year 13 Chemistry		
Term 1	Term 2	Term 3
<p>Module 5:</p> <ul style="list-style-type: none"> • Rates and Orders • Rate determining step • Rate constant • Kc and Kp • pH scale, acids and bases • Ka- acid dissociation • pH of strong and weak acids • Buffers • Buffers in the body • Neutralisation • Redox • Redox titrations • Electrode potentials • Storage and fuel cells <p>Module 6:</p> <ul style="list-style-type: none"> • Organic synthesis • Benzene • Phenol • Disubstitution of directing groups • Carbonyl compounds • Aldehydes • Carboxylic acids • Amines and Amino acids • Amides and Chirality • Condensation polymers • Carbon-carbon bond and synthetic routes 	<p>Module 5:</p> <ul style="list-style-type: none"> • Transition metals • Complex ions • Ligand substitution • Redox and analysis • Enthalpy • Entropy and free energy <p>Module 6:</p> <ul style="list-style-type: none"> • Chromatography • NMR (C-12 and Proton) • Combined techniques 	<p>Revision and exam preparation</p>

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Year 12 Computer Science		
Term 1	Term 2	Term 3
<ul style="list-style-type: none">• 1.1.1 Structure and function of the processor• 1.1.2 Types of processor• 1.1.3 Input, output and storage• 1.2.1 Systems Software• 1.2.2 Applications Generation• 1.2.3 Software Development	<ul style="list-style-type: none">• 1.2.4 Types of Programming Language• 1.3.1 Compression, Encryption and Hashing• 1.3.2 Databases• 1.3.3 Networks• 1.3.4 Web Technologies	<ul style="list-style-type: none">• 1.4.1 Data Types• 1.4.2 Data Structures• 1.4.3 Boolean Algebra• 1.5.1 Computing related legislation• 1.5.2 Moral and ethical Issues

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Year 12 Core Maths		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Numerical calculations • Percentages • Interest rates • Repayments and the cost of credit • Graphical representation • Taxation and NI and Student Loan and VAT • Solution to financial problems 	<ul style="list-style-type: none"> • The modelling cycle • Fermi estimation • Data • Collecting and sampling data • Representing data numerically • Representing data diagrammatically 	<ul style="list-style-type: none"> • Correlation • The product moment correlation coefficient (pmcc) • Regression lines • Calculations

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Year 13 Core Maths		
Term 1	Term 2	Term 3
<ul style="list-style-type: none">• Properties of the normal distribution• Notation• Calculating probabilities• Population and sample• The mean of sample size n• Confidence intervals	<ul style="list-style-type: none">• Presenting logical and reasoned arguments in context• Communicating mathematical approaches and solutions• Analysing critically <p>Revision</p>	Revision

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Year 12 English Language		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Introduction to grammar and technical language • Introduction to frameworks • Develop understanding of how to analyse and explore meaning and representation in appropriate texts • Introduction to Linguistic issues 	<ul style="list-style-type: none"> • Introduction to Language and Identity, including language and race, language and age, language and gender, language and social class • Introduction to accent and dialect including MLE • Development of ability to analyse texts for meaning and representation • Development of ability to discuss and write about linguistic issues 	<ul style="list-style-type: none"> • Development of understanding of Language and Identity • Introduction of creative writing coursework and Language Investigation • Further practice of analytical and critical writing – meaning and representation/linguistic issues

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Year 13 English Language		
Term 1	Term 2	Term 3
<ul style="list-style-type: none">• Introduction to Child Language Acquisition• Introduction to Language Change and World Englishes• Continuing development of creative writing coursework and Language Investigation	<ul style="list-style-type: none">• Completion of CLA• Completion of Language Change and World Englishes• Finalising of coursework pieces• Revision of Language and Identity, frameworks, technical language and grammar	<ul style="list-style-type: none">• Revision of all units

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Year 12 English Literature		
Term 1	Term 2	Term 3
<p>Component 1: Drama 'Othello' or 'Hamlet'</p> <ul style="list-style-type: none"> • Introduction to tragedy and critical theory • Introduction to historical, social and cultural contexts • Develop knowledge and understanding of the play, exploring Shakespeare's use of language, structure and form to develop characterisation and key themes • Respond to and evaluate different attitudes within and about the play, developing critical, personal responses to the text and various critical viewpoints. <p>Component 3: Poetry Anthology of Post-2000 Poetry and Unseen Poetry</p> <ul style="list-style-type: none"> • Introduction to poetic form, language and structure • Develop knowledge and understanding of a selection of modern poetry, analysing the poets' use of language structure and form. • Make effective comparisons between the poems studied and unseen poetry. 	<p>Component 1: Drama 'Othello' or 'Hamlet'</p> <ul style="list-style-type: none"> • Develop knowledge and understanding of the play, exploring Shakespeare's use of language, structure and form to develop characterisation and key themes • Respond to and evaluate different attitudes within and about the play, developing critical, personal responses to the text and various critical viewpoints. <p>Component 1: Drama 'A Streetcar Named Desire'</p> <ul style="list-style-type: none"> • Introduction to historical, social and cultural contexts • Develop knowledge and understanding of the play, exploring Williams' use of language, structure and form to develop characterisation and key themes • Respond to and evaluate different attitudes within and about the play, developing critical, personal responses to the text. <p>Component 3: Poetry Anthology of Post-2000 Poetry and Unseen Poetry</p> <ul style="list-style-type: none"> • Introduction to poetic form, language and structure • Develop knowledge and understanding of a selection of modern poetry, analysing the poets' use of language structure and form. • Make effective comparisons between the poems studied and unseen poetry. <p>Component 3: Poetry. John Keats or 'The Wife of Bath'</p> <ul style="list-style-type: none"> • Introduction to historical, social and cultural contexts • Develop knowledge and understanding of a selection of specified poetry, analysing the poets' use of language structure and form. • Respond to and evaluate different attitudes within and about key poems, developing critical, personal responses to the texts 	<p>Component 1: Drama 'A Streetcar Named Desire'</p> <ul style="list-style-type: none"> • Introduction to historical, social and cultural contexts • Develop knowledge and understanding of the play, exploring Williams' use of language, structure and form to develop characterisation and key themes • Respond to and evaluate different attitudes within and about the play, developing critical, personal responses to the text. <p>Component 3: Poetry. John Keats or 'The Wife of Bath'</p> <ul style="list-style-type: none"> • Develop knowledge and understanding of a selection of specified poetry, analysing the poets' use of language structure and form. • Respond to and evaluate different attitudes within and about key poems, developing critical, personal responses to the texts.

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Year 13 English Literature		
Term 1	Term 2	Term 3
<p>Component 2: Prose ‘Wuthering Heights’ and ‘A Thousand Splendid Suns’ OR ‘War of the Worlds’ and ‘Never Let me Go’</p> <ul style="list-style-type: none"> Introduction to historical, social and cultural contexts Develop knowledge and understanding of the novels, comparing writers’ use of language, structure and form to develop characterisation and key themes/ concepts Developing critical, personal responses to the texts. Make effective comparisons between the novels studied. <p>Component 4: Non-examination Assessment ‘The Handmaid’s Tale’</p> <ul style="list-style-type: none"> Students have free choice of two texts to produce a comparative essay of 2500-3000 words. Understand key historical, social and cultural contexts Develop knowledge and understanding of the texts, comparing writers’ use of language, structure and form to develop characterisation and key themes/ concepts Developing critical, personal responses to the texts. Make effective comparisons between the texts studied. 	<p>Component 2: Prose ‘Wuthering Heights’ and ‘A Thousand Splendid Suns’ OR ‘War of the Worlds’ and ‘Never Let me Go’</p> <ul style="list-style-type: none"> Develop knowledge and understanding of the novels, comparing writers’ use of language, structure and form to develop characterisation and key themes/ concepts Developing critical, personal responses to the texts. Make effective comparisons between the novels studied. <p>Component 4: Non-examination Assessment ‘The Handmaid’s Tale’</p> <ul style="list-style-type: none"> Students have free choice of two texts to produce a comparative essay of 2500-3000 words. Understand key historical, social and cultural contexts Develop knowledge and understanding of the texts, comparing writers’ use of language, structure and form to develop characterisation and key themes/ concepts Developing critical, personal responses to the texts. Make effective comparisons between the texts studied. <p>Revision of Components 1 and 3</p>	<p>Revision of Components 1, 2 and 3.</p>

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Year 12 Extended Project		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Choosing an appropriate topic/ title. • Activity Logs • Proposal forms • How to research • Referencing • Plagiarism • Literature Review 	<ul style="list-style-type: none"> • Introduction • Plan • Discussion Write up • Conclusion • Evaluation • Abstract • Oral Presentation 	<ul style="list-style-type: none"> • If students are not following the Fast Track approach they will continue to complete their EPQ by June for Nov entry. • Some Year 12 students will start the course at this point. See Term 1.

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Year 13 Extended Project		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> Complete Year 12 Projects from where they are up to and up date activity Logs and proposal Forms accordingly. Check referencing and oral presentations. For Nov entry. Some will continue into Term 2 <p>New starters to EPQ:</p> <ul style="list-style-type: none"> Choosing an appropriate topic/ title. Activity Logs Proposal forms How to research Referencing Plagiarism Literature Review 	<p>Fine tune essays and hand in completed work.</p> <p>New starters to EPQ:</p> <ul style="list-style-type: none"> Introduction Plan Discussion Write up Conclusion Evaluation Abstract Prepare Oral Presentations 	<ul style="list-style-type: none"> Final changes before submission. Oral Presentations. Evaluate. Marking and moderation.

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Year 13 French		
Term 1	Term 2	Term 3
<p>Revision of novel and film Positive aspects of social diversity</p> <ul style="list-style-type: none"> • Benefits of an ethnically diverse society • Diversity, tolerance and respect • How to promote diversity <p>Life for the socially marginalised</p> <ul style="list-style-type: none"> • Who are the socially marginalised? • Help for marginalised groups • Attitudes towards the socially marginalised <p>Young people, the right to vote and political engagement</p> <ul style="list-style-type: none"> • For or against the right to vote • Engagement of young people in politics • The future of politics and political engagement <p>Grammar covered</p> <ul style="list-style-type: none"> • Present tense • Future tense • Conditional tense • Imperfect tense • Perfect tense • Pluperfect tense • Passive voice • Subjunctive 	<p>Revision of novel and film</p> <p>Independent research project and speaking exam preparation</p> <p>The treatment of criminals</p> <ul style="list-style-type: none"> • Attitudes towards crime • The merits and problems of prison • Alternative forms of punishment <p>Demonstrations and strikes</p> <ul style="list-style-type: none"> • The power of syndicates • Strikes and protests • Attitudes towards political tensions <p>Politics and immigration</p> <ul style="list-style-type: none"> • Political solutions to immigration • Immigration and political parties • Political engagement amongst immigrants <p>Grammar covered</p> <ul style="list-style-type: none"> • Past historic • Using different tenses with 'si' • Infinitive constructions • Subject and object pronouns • Relative pronouns • Demonstrative pronouns and adjectives • Imperfect and perfect • Future perfect and conditional perfect 	<p>Paper 1 (language), 2 (essays) and 3 (speaking) exam practice and revision.</p>

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Year 12 Further Maths		
Term 1	Term 2	Term 3
<p>Maths and Further Maths taught together:</p> <ul style="list-style-type: none"> • 00-Problem solving and proof - no chapter test • 01-Surds and indices • 02/03-Quadratic functions, equations and inequalities • 04-Coordinate geometry • 06-Polynomials • 08-Binomial expansion • 07-Graphs • 05-Trigonometry • 09-Differentiation • 10-Integration • 11-Vectors • 12-Exponentials and logarithms • 18-Kinematics • 19-Forces and motion • Data collection • Data processing • Probability • Discrete random variables 	<ul style="list-style-type: none"> • Complex numbers • Algebra • Proof and series • Vectors • 20-Variable acceleration • Kinematics • Forces and motion • Moments of force • Projectiles • A model for friction • Binomial distribution • Poisson distribution • Geometric distribution • Binomial hypothesis testing • Bivariate data • Regression • Chi squared 	<ul style="list-style-type: none"> • Binomial expansion • Sequences • Functions • Algebra • Trigonometry (using radians) • Differentiation

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Year 13 Further Maths		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Sequences and series • Integration • Functions • Numerical methods • Proof • Trigonometry • Parametric equations • Vectors • Differential equations • Matrices • Series and induction • Further calculus • Polar coordinates • Mechanics review • Forces • Work, energy, power • Probability • Statistical distributions • Hypothesis testing • Continuous random variables • Combining normal distributions 	<ul style="list-style-type: none"> • Complex numbers • Hyperbolics • Differential equations • Further vectors • Maclaurin series • Impulse and momentum • Centre of mass • Dimensions • Confidence intervals • Hypothesis testing • Simulation • Large data set 	<p>Revision</p>

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Year 12 Geography		
Term 1	Term 2	Term 3
<p>Topic - Tectonic Processes</p> <p>1.1 The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes.</p> <p>1.2 There are theoretical frameworks that attempt to explain plate movements.</p> <p>1.3 Physical processes explain the causes of tectonic hazards.</p> <p>1.4 Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster.</p> <p>1.5 Tectonic hazard profiles are important to an understanding of contrasting hazard impacts, vulnerability and resilience.</p> <p>1.6 Development and governance are important in understanding disaster impact, vulnerability and resilience.</p> <p>1.7 Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts.</p> <p>1.8 Theoretical frameworks can be used to understand the prediction, impact and management of tectonic hazards.</p> <p>1.9 Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness.</p> <p>Topic – Globalisation</p> <p>3.1 Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses.</p> <p>3.2 Political and economic decision making are important factors in the acceleration of globalisation.</p> <p>3.3 Globalisation has affected some places and organisations more than others.</p> <p>3.4 The global shift has created winners and losers for people and the physical environment.</p> <p>3.5 The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment.</p> <p>3.6 The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is one outcome of globalisation.</p> <p>3.7 Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality.</p> <p>3.8 Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation.</p> <p>3.9 Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society.</p>	<p>Topic – Coastal Landscapes and Change</p> <p>2B.1 The coast, and wider littoral zone, has distinctive features and landscapes.</p> <p>2B.2 Geological structure influences the development of coastal landscapes at a variety of scales.</p> <p>2B.3 Rates of coastal recession and stability depend on lithology and other factors.</p> <p>2B.4 Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes.</p> <p>2B.5 Sediment transport and deposition create distinctive landforms and contribute to coastal landscapes.</p> <p>2B.6 Subaerial processes of mass movement and weathering influence coastal landforms and contribute to coastal landscapes.</p> <p>2B.7 Sea level change influences coasts on different timescales.</p> <p>2B.8 Rapid coastal retreat causes threats to people at the coast.</p> <p>2B.9 Coastal flooding is a significant and increasing risk for some coastlines.</p> <p>2B.10 Increasing risks of coastal recession and coastal flooding have serious consequences for affected communities.</p> <p>2B.11 There are different approaches to managing the risks associated with coastal recession and flooding.</p> <p>2B.12 Coastlines are now increasingly managed by holistic integrated coastal zone management (ICZM).</p> <p>Topic – Regenerating Places (Part 1)</p> <p>4A.1 Economies can be classified in different ways and vary from place to place.</p> <p>4A.2 Places have changed their function and characteristics over time.</p> <p>4A.3 Past and present connections have shaped the economic and social characteristics of your chosen places.</p> <p>4A.4 Economic and Social inequalities Changes people’s perceptions of an area.</p> <p>4A.5 There are significant variations in the lived experience of place and engagement with them.</p> <p>4A.6 There is a range of ways to evaluate the need for regeneration.</p>	<p>Topic – Physical Systems (Water Part 1)</p> <p>5.1 The global hydrological cycle is of enormous importance to life on earth.</p> <p>5.2 The drainage basin is an open system within the global hydrological cycle.</p> <p>5.3 The hydrological cycle influences water budgets and river systems at a local scale.</p> <p>Topic – Regenerating Places Part 2</p> <p>4A.7 UK Government policy decisions play a key role in regeneration.</p> <p>4A.8 Local government policies aim to represent areas as being attractive for inward investment.</p> <p>4A.9 Rebranding attempts to represent areas as being more attractive by changing public perception of them.</p> <p>4A.10 The success of Regeneration uses a range of measures: economic, demographic, social and environmental.</p> <p>4A.11 Different urban stakeholders have different criteria for judging the success of urban regeneration.</p> <p>4A.12 Different rural stakeholders have different criteria for judging the success of rural regeneration.</p>

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Year 13 Geography		
Term 1	Term 2	Term 3
<p>Topic - Physical Systems and Sustainability (Water) 5.4 Deficits within the hydrological cycle results from physical processes but can have significant impacts. 5.5 Surpluses within the hydrological cycle can lead to flooding, with significant impacts for people. 5.6 Climate change may have significant impacts on the hydrological cycle globally and locally. 5.7 There are physical causes and human causes of water insecurity. 5.8 There are consequences and risks associated with water insecurity. 5.9 There are different approaches to managing water supply, some more sustainable than others.</p> <p>Topic – Superpowers 7.1 Geopolitical power stems from a range of human and physical characteristics of superpower. 7.2 Patterns of power change over time and can be uni-, bi-, or multi-polar. 7.3 Emerging powers vary in their influence on people and the physical environment, which can change rapidly over time. 7.4 Superpowers have a significant influence over the global economic system. 7.5 Superpowers and emerging nations play a key role in international decision making concerning people and the physical environment. 7.6 Global concerns about the physical environment are disproportionately influenced by superpower actions. 7.7 Global influence is contested in a number of different economic, environmental and political spheres. 7.8 Developing nations have changing relationships with superpowers with consequences for people and the physical environment. 7.9 Existing superpowers face ongoing economic restructuring, which challenges their power.</p> <p>NEA Lake District Fieldwork and subsequent write up. December deadline.</p>	<p>Topic – Physical Systems and Sustainability (Carbon) 6.1 Most global carbon is locked in terrestrial stores as part of the long-term geological cycle. 6.2 Biological processes sequester carbon on land and in the oceans on shorter timescales. 6.3 A balanced carbon cycle is important in sustaining other earth systems but is increasingly altered by human activities. 6.4 Energy security is a key goal for countries, with most relying on fossil fuels. 6.5 Reliance on fossil fuels to drive economic development is still the global norm. 6.6 There are alternatives to fossil fuels but each has costs and benefits. 6.7 Biological carbon cycles and the water cycle are threatened by human activity. 6.8 There are implications for human wellbeing from the degradation of the water and carbon cycle. 6.8 Further planetary warming risks large-scale released of stored carbon, requiring responses from different players at different scales.</p> <p>Topic – Migration, Identity and Sovereignty 8B.1 Globalisation has led to an increase in migration both within countries and among them. 8B.2 The causes of migration are varied, complex and subject to change. 8B.3 The consequences of international migration are varied and disputed. 8B.4 Nation states are highly varied and have very different histories. 8B.5 Nationalism has played a role in the development of the modern world. 8B.6 Globalisation has led to the deregulation of capital markets and the emergence of new state forms. 8B.7 Global organisation are not new but have been important in the post-1945 world. 8B.8 IGOs established after the Second World War have controlled the results of world trade and financial flows. 8B.9 IGOs have been formed to manage environmental problems facing the world, with varying success. 8B.10 National identity is an elusive and contests concept. 8B.11 There are no challenges to national identity. 8B.12 There are consequences for disunity within nations.</p>	<p>Revision and preparations for Paper 3 (Issues analysis)</p>

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Year 12 BTEC Health and Social Care		
Term 1	Term 2	Term 3
<p>Human Lifespan Development (External Exam)</p> <ul style="list-style-type: none"> PIES development across all life stages Theories linked to development <p>Individual Care and Support Needs (Coursework)</p> <ul style="list-style-type: none"> Discrimination and Equality Ethics and morals, theories relating to ethics Empathy and theories relating to empathy Skills for supporting individuals 	<p>Human Lifespan Development (External Exam)</p> <ul style="list-style-type: none"> Physical Factors affecting development Lifestyle factors affecting development Social/ Cultural Factors affecting development Emotional Factors affecting development Theories relating to factors affecting development Life Events <p>Individual Care and Support Needs (Coursework)</p> <ul style="list-style-type: none"> Conflict management Legislation protecting individuals Methods of supporting individuals Challenges and overcoming them 	<p>Human Lifespan Development (External Exam)</p> <ul style="list-style-type: none"> Ageing Theories linked to ageing Revision <p>Individual Care and Support Needs (Coursework)</p> <ul style="list-style-type: none"> Personalisation Working Practices Multidisciplinary working Data Protection and safeguarding Coursework development and moderation

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Year 13 BTEC Health and Social Care		
Term 1	Term 2	Term 3
<p>Working in Health and Social Care (External Exam)</p> <ul style="list-style-type: none"> Roles and responsibilities of workers Settings Empowerment and Rights Supporting Individual Differences Cases of failure in Health and Social Care <p>Supporting individuals with additional needs</p> <ul style="list-style-type: none"> Diagnosing additional needs Prognosis and needs Challenges faced by individuals 	<p>Working in Health and Social Care (External Exam)</p> <ul style="list-style-type: none"> Legislation protecting individuals Policies and Procedures Monitoring Internal \external Bodies protecting professionals Barriers Specific needs <p>Supporting individuals with additional needs</p> <ul style="list-style-type: none"> Attitudes to additional needs Statutory Support available for children Statutory Support available for adults 	<p>Working in Health and Social Care (External Exam)</p> <ul style="list-style-type: none"> Revision <p>Supporting individuals with additional needs</p> <ul style="list-style-type: none"> Coursework development and moderation

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Year 12 History		
Term 1	Term 2	Term 3
<p>Russia in Revolution 1894-1924 Key Topic 1 1894-1905</p> <ul style="list-style-type: none"> • The Nature of Tsardom • Reforms and Repression • Opposition to the Government • The Great Spurt • The Russo-Japanese War • The 1905 Revolution • Key Topic 2 1905-1914 • The October Manifesto • The creation of the Duma • Vyborg Appeal <p>Alongside-</p> <p>Britain, 1625 – 1701: conflict, revolution and settlement Themes 1 and 2 combined: religion and politics</p> <ul style="list-style-type: none"> • Charles I as king • Tensions to 1629 • Personal Rule • The failure to compromise and outbreak of war • The English Civil Wars • Trial and Execution 	<p>Russia in Revolution 1894-1924 Key Topic 2 1905-1914</p> <ul style="list-style-type: none"> • Stolypin’s Repression and Reform • The 3rd and 4th Duma • Russia’s entry into WW1 • Russia’s performance in WW1 • The Home Front in WW1 • The February Revolution • Key Topic 3 The Revolutions of 1917 • The nature of Dual Power • The Milyukov Crisis • Lenin’s Return • The Second Provisional Government <p>Alongside</p> <p>Britain, 1625 – 1701: conflict, revolution and settlement Themes 1 and 2 combined: religion and politics</p> <ul style="list-style-type: none"> • The Interregnum • Political instability under Cromwell • The Restoration of Charles II • Restoration Settlement • Religious and political instability to 1685 • The reign of James II 	<p>Russia in Revolution 1894-1924 Key Topic 3 The Revolutions of 1917</p> <ul style="list-style-type: none"> • The June offensive • The July Days • The Kornilov Affair • Preparation for Revolution • October 1917 and the downfall of the Provisional Government • Coursework reading <p>Alongside</p> <p>Britain, 1625 – 1701: conflict, revolution and settlement Theme 3 + 4: Social and intellectual challenge</p> <ul style="list-style-type: none"> • Population increases • Changes to structure of society • Gentry, poverty, women • Radical political ideas • Changes to agriculture • Changes to trading patterns • Imperial expansion, Empire and EIC <p>Historical interpretations</p> <ul style="list-style-type: none"> • The Glorious Revolution – Bill of Rights, Act of Settlement • Toleration Act • Financial Revolution

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Year 13 History		
Term 1	Term 2	Term 3
<p>Coursework reading continued and writing.</p> <p>Alongside –</p> <p>Germany, 1871 – 1990: united, divided and reunited</p> <ul style="list-style-type: none"> • Ruling the Second Reich • New German constitution • Bismarck’s attempts to create unity • Birth of Democratic Germany • Strains of WW1 • German Revolution • Creating unity through democracy • Gleichschaltung 1933 – 1934 • Hitler’s approach to rule • Nature of the Nazi state 	<p>Russia in Revolution 1894-1924</p> <p>Key Topic 4 1918-24</p> <ul style="list-style-type: none"> • Consolidation of Bolshevik Power • Closing of the Constituent Assembly • Centralisation of power and elimination of opposition • The Civil War • Foreign Intervention • The Red Terror • Bolshevik Economic Policy-War Communism and New Economic Policy • Creation of the USSR and legacy <p>Alongside –</p> <p>Germany, 1871 – 1990: united, divided and reunited</p> <ul style="list-style-type: none"> • Creation of the FRG • New German constitution • Adenauer and shaping the new Germany • De-Nazification • Reunification • Refugees • Revolution in GDR of 1989 • Kohl’s Ten Point Plan • Economic disparity 	<p>Revision</p> <p>Alongside –</p> <p>Germany, 1871 – 1990: united, divided and reunited</p> <ul style="list-style-type: none"> • Social change • Growth of urban working class, declining power of Junkers • Changing role of women • Economic change • Growth of manufacturing, decline of agriculture • Role of Government in economic change • Marshall Aid and EEC

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Year 13 CTEC IT		
Term 1	Term 2	Term 3
<ul style="list-style-type: none">• UNIT 2: Global information• UNIT 3: Cyber security	<ul style="list-style-type: none">• UNIT 3: Cyber security• Exam	<ul style="list-style-type: none">• UNIT 2: Global information – complete unit.

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Year 12 BTEC Law		
Term 1	Term 2	Term 3
<p>Unit 1</p> <ul style="list-style-type: none"> A Civil dispute resolution Features of civil law Structure and jurisdiction of the English civil courts Alternatives to the courts in civil dispute resolution Legal skills Enforcement of civil law Sources of advice Sources of funding <p>Unit 2</p> <ul style="list-style-type: none"> Explore the various legal personnel involved in a criminal trial The legal profession Financing advice and representation in a criminal trial Lay people Judiciary Apply the key elements of crime and sentencing in non-fatal offence case studies Elements of a crime Non-fatal offences 	<p>Unit 1</p> <ul style="list-style-type: none"> The cost of taking legal action How precedent works Precedent Application of the law of negligence Duty of care <p>Unit 2</p> <ul style="list-style-type: none"> Aims of sentencing Factors involved in sentencing Types of sentences Legal skills Influences on Parliament The law-making procedure in Parliament How statutes are interpreted by the courts 	<p>Unit 1</p> <ul style="list-style-type: none"> Breach of duty Damage Damages Burden of proof and res ipsa loquitur <p>Unit 2</p> <ul style="list-style-type: none"> Delegated legislation The European legislative process and its institutions

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Year 13 BTEC Law		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> Murder Voluntary manslaughter Involuntary manslaughter Corporate manslaughter Theft: Section 1–6 of the Theft Act 1968 Robbery: Section 8 of the Theft Act 1968 Burglary: Section 9 of the Theft Act 1968 Fraud by false representation: Section 2 of the Fraud Act 2006 Criminal damage: Section 1 of the Criminal Damage Act 1971 Duress Intoxication Self-defence Insanity and automatism An overview of police powers Stop and search 	<ul style="list-style-type: none"> Arrest Detention, interviews, searches and samples <p>External Exam</p> <p>Unit 4</p> <ul style="list-style-type: none"> Marriage and civil partnership Cohabitation Legal rights and obligations of marriage/civil partnership and cohabitation Nullity Divorce and dissolution Judicial separation Financial orders available to the court on divorce/dissolution Factors the court will take into account when deciding what order to make Orders for children Parenthood and parental responsibility Children’s rights Disputes over children 	<p>Coursework completion</p>

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Year 12 Maths		
Term 1	Term 2	Term 3
00-Problem solving and proof 01-Surds and indices 02/03-Quadratic functions, equations and inequalities 04-Coordinate geometry 06-Polynomials 08-Binomial expansion 07-Graphs 05-Trigonometry 09-Differentiation	10-Integration 12-Exponentials and logarithms 13-Data collection - no chapter test 14-Data processing 15-Probability 16-Binomial distribution 18-Kinematics 19-Forces and motion	17-Binomial hypothesis tests 20-Variable acceleration Algebra Binomial expansion Sequences and series

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Year 13 Maths		
Term 1	Term 2	Term 3
Sequences and series, binomial expansion Algebra Trigonometry (using radians) Functions Differentiation Integration Numerical methods Proof	Trigonometry Parametric equations Vectors Differential equations Working with data Probability Statistical Distributions Kinematics Forces and Motion Moments of Forces	Statistical Hypothesis Testing Projectiles A model for friction Revision Large data set

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Year 12 Music		
Term 1	Term 2	Term 3
<p>Appraisal content:</p> <ul style="list-style-type: none"> Unit 1- Music for Film: Cues from Batman Returns (<i>Elfman</i>) Unit 2- Music for Film: Cues from Psycho (<i>Herrmann</i>) Unit 3- Vocal Music: Cantata 'Ein feste Burg ist unser Gott' BWV 80 movements 1, 2 and 8 (<i>Bach</i>) <p>Performance</p> <ul style="list-style-type: none"> Individual progress plans supported by ongoing practice and lessons through instrumental tuition. <p>Composition</p> <ul style="list-style-type: none"> Pastiche research and practice composition exercises. 	<p>Appraisal content:</p> <ul style="list-style-type: none"> Unit 3- Vocal Music: Cantata 'Ein feste Burg ist unser Gott' BWV 80 movements 1, 2 and 8 (<i>Bach</i>) continued Unit 4- Fusions: <i>Estampes</i>, Nos. 1 and 2 (<i>Debussy</i>) Unit 5- Popular Music and Jazz: Tracks from <i>Hounds of Love</i> (<i>Kate Bush</i>) Unit 6- Popular Music and Jazz: Tracks from <i>Back in the Day</i> (<i>Courtney Pine</i>) <p>Performance</p> <ul style="list-style-type: none"> Individual progress plans supported by ongoing practice and lessons through instrumental tuition. <p>Composition</p> <ul style="list-style-type: none"> Pastiche research and formal composition task. 	<p>Appraisal content:</p> <ul style="list-style-type: none"> Unit 6- Popular Music and Jazz: Tracks from <i>Back in the Day</i> (<i>Courtney Pine</i>) continued Unit 7- New Directions: <i>Petals</i> (<i>Saariaho</i>) Unit 8- Detailed recap of all set works <p>Performance</p> <ul style="list-style-type: none"> Individual progress plans supported by ongoing practice and lessons through instrumental tuition. <p>Composition</p> <ul style="list-style-type: none"> Research, initial ideas and formal composition work for free composition brief.

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Year 13 Music		
Term 1	Term 2	Term 3
<p>Appraisal content:</p> <ul style="list-style-type: none"> • Unit 1- Instrumental Music: <i>Symphonie fantastique</i>, Movement 1 (Berlioz) • Unit 2- Instrumental Music: Piano Trio in G minor Op. 17, Movement 1 (C. Schumann) • Unit 3- Vocal Music: <i>On Wenlock Edge</i>, Nos. 1, 3 and 5 (V. Williams) <p>Performance</p> <ul style="list-style-type: none"> • Individual progress plans supported by ongoing practice and lessons through instrumental tuition. <p>Composition</p> <ul style="list-style-type: none"> • Research and formal composition work for free composition brief. 	<p>Appraisal content:</p> <ul style="list-style-type: none"> • Unit 4- New Directions: Movements from <i>Le sacre du printemps</i> (Stravinsky) • Unit 5- Fusions: Tracks from <i>Breathing Under Water</i> (Anoushka Shankar) • Unit 6- Popular Music and Jazz: Tracks from <i>Revolver</i> (Beatles) <p>Performance</p> <ul style="list-style-type: none"> • Individual progress plans supported by ongoing practice and lessons through instrumental tuition. <p>Composition</p> <ul style="list-style-type: none"> • Research and formal composition work for free composition brief. • Begin work on brief composition. 	<p>Appraisal content:</p> <ul style="list-style-type: none"> • Unit 7- Detailed recap of all set works <p>Performance</p> <ul style="list-style-type: none"> • Complete performance examinations. <p>Composition</p> <ul style="list-style-type: none"> • Complete free compositions. • Complete brief composition.

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Year 12 Physics		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Scalars/Vectors • Uncertainties in measurements • Equations for constant acceleration. • Graphs to describe motion • Acceleration due to gravity • Projectile motion • Centre of mass • Free-body diagrams • Terminal velocity • Moments, couples, torques • Equilibrium • Density, pressure and Archimedes' Principle • Charge and current • Kirchhoff's laws • Mean drift velocity • Potential difference and e.m.f. • Resistance • IV Characteristics • Resistivity • Resistors • Electrical energy and power • Internal resistance • Potential dividers and sensing circuits 	<ul style="list-style-type: none"> • Work done • Conservation of energy • Power and efficiency • Hooke's law • Elastic potential energy • Stress, strain and Young modulus • Newton's Laws of Motion • Impulse and collisions • Wave properties • Reflection, refraction, diffraction • Polarisation • Electromagnetic waves • Total internal reflection • Superposition and interference of waves • Young double slit experiment • Stationary waves and harmonics 	<ul style="list-style-type: none"> • Thermal physics • Specific heat capacity • Internal energy • Specific latent heat • Photons • Photoelectric effect • Wave-particle duality • Capacitors • Energy stored by capacitors • Charging and discharging capacitors

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Year 13 Physics		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Angular velocity and acceleration • Centripetal force • Oscillations and simple harmonic motion • Damping and driving oscillations • Resonance • Kinetic theory and gas laws • Root mean square speed • Boltzmann constant • Newton's law of gravitation • Kepler's laws • Satellites • Gravitational potential and energy • • Capacitors in circuits • Energy stored by capacitors • Charging and discharging capacitors • Coulomb's law • Electric fields • Motion of charged particles in electric fields • Electric potential and energy • Magnetic fields • Charged particles in magnetic fields • Electromagnetic induction • Faraday's and Lenz's law • Transformers 	<ul style="list-style-type: none"> • Life cycle of stars • Hertzsprung-Russell diagrams • Energy levels in atoms • Diffraction gratings and spectra • Luminosity • Astronomical distances • Doppler effect • Hubble's law • The Big Bang Theory • Evolution of the Universe • • Alpha scattering experiment • The nucleus • Antiparticles, hadrons, leptons, quarks • Beta decay • Half life • Nuclear decay equations • Radioactive decay calculations • Modelling radioactive decay • Einstein's mass-energy equation • Nuclear fission and fusion • X-rays and CAT scans • Gamma camera • PET scans • Ultrasound and Doppler imagine 	<ul style="list-style-type: none"> • Revision

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Year 12 Psychology		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Research Methods (Paper 2) <ul style="list-style-type: none"> ○ How to systematically investigate areas within psychology. ○ Experimental methods, non-experimental methods, correlations, data analysis, peer review, reliability, validity and statistical testing. • Attachment (Paper 1) <ul style="list-style-type: none"> ○ Early attachment behaviour, stages of attachment, attachment styles, explanations of attachment, disruption to attachment and the influence of attachment in later life. • Social Influence (Paper 1) <ul style="list-style-type: none"> ○ Conformity, obedience, resisting social influence and social change. 	<ul style="list-style-type: none"> • Interleaved Research Methods – every two weeks. • Memory (Paper 1) <ul style="list-style-type: none"> ○ Models of memory, forgetting, improving memory and eyewitness testimony. • Approaches (Paper 2) <ul style="list-style-type: none"> ○ Origins of Psychology and approaches in Psychology: psychodynamic, learning theories, cognitive, biological, and humanistic. 	<ul style="list-style-type: none"> • Interleaved Research Methods – every two weeks. • Psychopathology (Paper 2) <ul style="list-style-type: none"> ○ Definitions of ‘abnormality’, explanations and treatments for phobias, depression and obsessive-compulsive disorder. • Biopsychology (Paper 2) <ul style="list-style-type: none"> ○ The nervous system and endocrine system, neurons and synaptic transmission, localisation of brain function, plasticity and functional recovery after trauma, lateralisation, ways of studying the brain and biological rhythms. • Group research projects <ul style="list-style-type: none"> ○ Students carry out their own psychological research.

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Year 13 Psychology		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Interleaved Research Methods – every two weeks. • Biopsychology (Paper 2) <ul style="list-style-type: none"> ○ The nervous system and endocrine system, neurons and synaptic transmission, localisation of brain function, plasticity and functional recovery after trauma, lateralisation, ways of studying the brain and biological rhythms. • Schizophrenia (Paper 3) <ul style="list-style-type: none"> ○ Issues with the diagnosis and classification of schizophrenia. Explanations and treatments for schizophrenia. • Issues & Debates (Paper 3) <ul style="list-style-type: none"> ○ Gender and culture bias within research, free will vs determinism, nature vs nurture, holism vs reductionism, idiographic vs nomothetic and ethical implications in research. 	<ul style="list-style-type: none"> • Interleaved Research Methods – every two weeks. • Forensic Psychology (Paper 3) <ul style="list-style-type: none"> ○ Defining and measuring crime, offender profiling, biological and psychological explanations and dealing with offending behaviour. • Cognition & Development (Paper 3) <ul style="list-style-type: none"> ○ Theories of cognitive development in children, theories of perspective taking, theory of mind and the mirror neuron system. 	<ul style="list-style-type: none"> • Interleaved Research Methods – every two weeks. • Revision- Paper 3. • Revision- Paper 2. • Revision- Paper 1.

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Year 12 RE		
Term 1	Term 2	Term 3
<p>Christianity: Religious figures and sacred texts.</p> <ul style="list-style-type: none"> A Jesus: his birth. B Jesus: his resurrection; The views of Bultmann and N.T. Wright. C The Bible as a source of wisdom and authority in daily life. D The Bible as a source of wisdom and authority. E The early Church: Bultmann and Dodd. F Two views of Jesus: N.T. Wright and J.D. Crossan. <p>Religious concepts:</p> <ul style="list-style-type: none"> A The Nature of God – Is God male? Can God suffer? B The Trinity. C The atonement: definition, theories. <p>Alongside</p> <p>Philosophy: Arguments for the existence of God – inductive</p> <ul style="list-style-type: none"> A Inductive proofs; the concept of ‘a posteriori’. Cosmological argument: St Thomas Aquinas’ first Three Ways: A The Kalam cosmological argument with reference to William Lane Craig. B Teleological: St Thomas Aquinas’ Fifth Way - William Paley; F. R. Tennant. C Challenges to inductive arguments: Hume; Darwin. D Deductive: origins of the ontological argument: St Anselm and Descartes E developments of the ontological argument: Norman Malcolm F Challenges to the ontological argument: Gaunilo. <p>Challenges to religious belief - the problem of evil and suffering:</p> <ul style="list-style-type: none"> A The types of evil: Mackie and Rowe B Augustinian type theodicy: C Irenaean type theodicy: D Religious belief as a product of the human mind – Sigmund Freud. E Carl Jung. 	<p>Christianity: Religious life:</p> <ul style="list-style-type: none"> D faith and works. E the community of believers. F Key moral principles. <p>Significant social and historical developments in religious thought:</p> <ul style="list-style-type: none"> A Attitudes towards wealth B migration and Christianity in the UK C The relationship between religion and society: religion, equality and discrimination; feminist theology and the changing role of men and women D The relationship between religion and society. E Historical developments in religious thought – challenges from <u>secularisation</u>. F Historical developments in religious thought – challenges from pluralism and diversity within a tradition. <p>Religious practices that shape identity:</p> <ul style="list-style-type: none"> A Religious identity through diversity in baptism. B Religious identity through diversity in Eucharist. C Religious practices that shape identity Christmas. <p>Alongside</p> <p>Philosophy: Religious Experience.</p> <ul style="list-style-type: none"> A The nature of religious experience. B Mystical experience: William James’ four characteristics of mystical experience. Rudolf Otto. C Religious Experience Challenges to the objectivity and authenticity of religious experience. D The influence of religious experience on religious practice and faith. E Religious experience: Miracles the definitions. F Religious experience: A comparative study. <p>Religious language:</p> <ul style="list-style-type: none"> A Inherent problems of religious language. B: Religious language: Religious language as cognitive (traditional religious view), but meaningless (Logical Positivists’ view). C Religious language: Religious language as non-cognitive and analogical. D Religious language as non-cognitive and symbolic. E Religious language as non-cognitive and mythical. F. Religious language as a language game. 	<p>Christianity: Religious practices that shape identity</p> <ul style="list-style-type: none"> C Easter D Religious identity through unification. E Religious identity through religious experience. F Religious identity through responses to poverty and injustice. <p>Ethics: Ethical Thought:</p> <ul style="list-style-type: none"> A Divine Command Theory B Virtue Theory C Ethical Egoism D Meta-ethical approaches – Naturalism E Intuitionism F Emotivism <p>Alongside:</p> <p>Ethics: Deontological Ethics:</p> <ul style="list-style-type: none"> C Aquinas’ Natural Law D John Finnis’ development of Natural Law E. Bernard Hoose’s overview of the Proportionalist debate F. Finnis’ Natural Law and Proportionalism: application of the theory: Immigration and capital punishment.

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Year 13 RE		
Term 1	Term 2	Term 3
<p>Ethics Teleological ethics:</p> <ul style="list-style-type: none"> • D Classical Utilitarianism - Jeremy Bentham's Act Utilitarianism • E. John Stuart Mill's development of Utilitarianism • F. Bentham's Act Utilitarianism and Mill's Rule Utilitarianism - application of the theory. <p>Determinism and Free will – Determinism</p> <ul style="list-style-type: none"> • A Religious concepts of predestination, Augustine and Calvin. • B Concepts of determinism. • C The implications of predestination / determinism. • Determinism and Free will – Free will. • D. Religious concepts of free will, Pelagius and Arminius. • E. Concepts of libertarianism: • F. The implications of libertarianism and free will. <p>Ethical Thought Meta-ethical approaches –</p> <ul style="list-style-type: none"> • D Naturalism: Challenges. • E Intuitionism: Challenges. <p>Alongside:</p> <p>Philosophy:</p> <ul style="list-style-type: none"> • A Religious Experience. The nature of religious experience. • B Mystical experience: William James' four characteristics of mystical experience. • C Religious Experience Challenges to the objectivity and authenticity of religious experience. • D Religious experience: The influence of religious experience on religious practice and faith. • E Miracles. • F: Religious experience: Swinburne and Hume. • Religious language: • A Inherent problems of religious language. • B Religious language as cognitive but meaningless. • C: Religious language as non-cognitive and analogical: • D Religious language as non-cognitive and symbolic. • E Religious language as non-cognitive and mythical. • F. Religious language as a language game. 	<p>Ethical Thought Meta-ethical approaches:</p> <ul style="list-style-type: none"> • F Emotivism and Challenges and issues. <p>Deontological Ethics:</p> <ul style="list-style-type: none"> • D John Finnis' development of Natural Law. • E. Bernard Hoose's overview of the Proportionalist. • F. Finnis' Natural Law and Proportionalism. <p>Christianity: Significant social and historical developments in religious thought:</p> <ul style="list-style-type: none"> • A Attitudes towards wealth. • B migration and Christianity in the UK. • C The relationship between religion and society: religion, equality and discrimination. <p>Alongside:</p> <p>Philosophy: Religious language</p> <ul style="list-style-type: none"> • Christianity: Religious figures and sacred texts: • D The Bible as a source of wisdom and authority. • E The early Church in Acts of the Apostles. • F Two views of Jesus. • Religious practices that shape identity • D Religious identity through unification. • E Religious identity through religious experience. • F Religious identity through responses to poverty and injustice. <p>Christianity:</p> <p>The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims.</p> <ul style="list-style-type: none"> • Historical developments in religious thought: • D challenges from secularisation. • E. Challenges from science. • F. challenges from pluralism and diversity within a tradition. 	<ul style="list-style-type: none"> • Consolidate, review and revise for exams.

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Year 12 BTEC Science		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Unit 1 Principles and Applications of Science Biology: Cell structure and function. Chemistry: Structure and bonding in applications in science. Physics: Working with waves. • Unit 2 Practical Scientific Procedures and Techniques Learning aim A: Undertake titration and colorimetry to determine the concentration of solutions. Learning aim B: Undertake calorimetry to study cooling curves. 	<ul style="list-style-type: none"> • Unit 1 Principles and Applications of Science Biology: Cell specialisation. Chemistry: Production and uses of substances in relation to properties. Physics: Waves in communication. • Unit 2 Practical Scientific Procedures and Techniques Learning aim C: Chromatographic techniques to identify components in mixtures. 	<ul style="list-style-type: none"> • Unit 1 Principles and Applications of Science Biology: Tissue structure and function. Chemistry: Understanding the chemical properties of elements. Physics: Use of electromagnetic waves in communication. • Unit 2 Practical Scientific Procedures and Techniques Learning aim D: Review personal development of scientific skills for laboratory work.

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Year 13 BTEC Science		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Unit 3 Science Investigation Skills Planning a scientific investigation: Enzymes in action, Diffusion of molecules, and Electrical Circuits. • Unit 8 Learning aim A: Understand the impact of disorders of the musculoskeletal system and their associated corrective treatments. 	<ul style="list-style-type: none"> • Unit 3 Science Investigation Skills Planning a scientific investigation: Energy Content of Fuels, and Plants and the Environment. • Unit 8 Learning aim B: Understand the impact of disorders on the physiology of the lymphatic system and the associated corrective treatments. Learning aim C: Explore the physiology of the digestive system and the use of corrective treatments for dietary-related diseases. 	<ul style="list-style-type: none"> • Unit 3 Science Investigation Skills Planning a scientific investigation revision and examinations. • Unit 8 Learning aim C (completion).

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Year 12 Sociology		
Term 1	Term 2	Term 3
<p><u>An introduction to Sociology</u> – Culture, Norms and Values, Introduction to Sociological Theories</p> <p><u>Paper 1 – Education with Methods in Context:</u></p> <ul style="list-style-type: none"> • Differential educational achievement (Social Class, Ethnicity, Gender and education) • Role of education (inc. theories to education) • Education policies • Applying research methods to the study of education. 	<p><u>Paper 1 and Paper 3 - Research Methods -</u> Inc. Difference between positivism and interpretivism, quantitative methods (lab experiments, comparative method, questionnaires, structured interviews, official statistics), qualitative methods (field experiments, unstructured interviews, observation, documents, other forms of primary research)/</p> <p><u>Paper 2 – Families and Households:</u></p> <ul style="list-style-type: none"> • Definitions of the family • Role of the family • The conjugal roles debate • Demography • Patterns of marriage, divorce, co-habitation 	<p><u>Paper 2 – Families and Households:</u></p> <ul style="list-style-type: none"> • Family diversity and postmodernism, • Childhood • Social policy <p><u>Papers 1 and 2 Exam skills and Revision</u></p>

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Year 13 Sociology		
Term 1	Term 2	Term 3
<p><u>Paper 3 – Crime and Deviance:</u></p> <ul style="list-style-type: none"> Introduction to Crime and Deviance (Sociological) Explanations of Crime Patterns of Crime (Social distribution by age, class, ethnicity, gender) Crime and the Media <p><u>Paper 3 – (Sociological Theory and Methods):</u></p> <ul style="list-style-type: none"> Functionalism Marxism Feminism Social Action Theory Modernity/ Post-modernity/ Late-modernity Sociology and Science Value-Freedom Debate Sociology and Social Policy 	<p><u>Paper 2 – Beliefs In Society:</u></p> <ul style="list-style-type: none"> Sociological definitions of religion Religion as a Conservative Force Religion as a Force for Social Change Religious Organisations Religion and Social Groups The Secularisation Debate (inc. post-modernism) Globalisation and Religion Science and Ideology 	<p><u>Papers 1, 2 and 3 Exam skills and Revision</u></p>

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Year 12 Spanish		
Term 1	Term 2	Term 3
<p>Traditional and modern values</p> <ul style="list-style-type: none"> Changes in the family Attitudes towards marriage and divorce The influence of the Catholic church <p>Cyberspace</p> <ul style="list-style-type: none"> The influence of the internet Smart phones in our society Social networks: benefits and dangers <p>Grammar covered</p> <ul style="list-style-type: none"> Present and present continuous Imperfect and imperfect continuous Preterite Using both preterite and imperfect together Comparatives and superlatives Ser and estar Future and conditional 	<p>Equality of the sexes</p> <ul style="list-style-type: none"> Women in the world of work Male chauvinism and feminism LGBT rights <p>The influence of idols</p> <ul style="list-style-type: none"> Singers and musicians TV and film stars Role models <p>Film- Volver (Pedro Almodovar)</p> <p>Grammar covered</p> <ul style="list-style-type: none"> Indefinite adjectives and pronouns Perfect and pluperfect Future and conditional perfect Indirect object pronouns Passive voice Direct object pronouns 	<p>Regional identity in Spain</p> <ul style="list-style-type: none"> Traditions and customs Food Languages <p>Cultural heritage</p> <ul style="list-style-type: none"> Historic and pre-Hispanic civilizations Art and architecture Musical heritage and its diversity <p>Novel- El coronel no tiene quien le escriba (Gabriel García Márquez)</p> <p>Grammar covered</p> <ul style="list-style-type: none"> Present subjunctive Perfect subjunctive Numerals Demonstrative and possessive adjectives Imperatives

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Year 13 Spanish		
Term 1	Term 2	Term 3
<p>Revision of novel and film</p> <p>Immigration</p> <ul style="list-style-type: none"> • Benefits and negatives • Immigration in the Hispanic world • Illegal immigrants <p>Racism</p> <ul style="list-style-type: none"> • Racist and xenophobic attitudes • Measures against racism • Anti-racist legislation <p>Coexistence</p> <ul style="list-style-type: none"> • Coexistence of cultures • Education • Religions <p>Grammar covered</p> <ul style="list-style-type: none"> • Present tense revision • Imperfect and preterite tense revision • Compound tenses • Improve use of nouns and adjectives • Conditional tenses • Future tenses • Prepositions • Pronouns • Adverbs 	<p>Revision of novel and film</p> <p>Independent research project and speaking exam preparation</p> <p>Youth of today, citizens of tomorrow</p> <ul style="list-style-type: none"> • The attitudes of young people towards politics • Youth unemployment • Ideal society <p>Monarchies and dictatorships</p> <ul style="list-style-type: none"> • The Franco dictatorship • The evolution of the Spanish monarchy • Dictatorships in Latin America <p>Popular movements</p> <ul style="list-style-type: none"> • Protests and strikes • The power of syndicates • Social protests <p>Grammar covered</p> <ul style="list-style-type: none"> • Present subjunctive • Imperatives • Perfect subjunctive • Preterite tense revision • Imperfect subjunctive • Sequence of tenses • 'If' clauses and imperfect subjunctive • Passive voice 	<p>Paper 1 (language), 2 (essays) and 3 (speaking) exam practice and revision.</p>

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Year 12 CTEC Sports Science		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • <u>Unit 3 Sports Organisation and Development</u> • How sport in the UK is organised • Sports development • How the impact of sports development can be measured • Sports development in practice • <u>Unit 1 Body Systems and the effects of physical activity</u> • Understand the skeletal system in relation to exercise and physical activity • Understand the muscular system in relation to exercise and physical activity • Understand the cardiovascular system in relation to exercise and physical activity 	<ul style="list-style-type: none"> • <u>Unit 19 Sport and exercise psychology</u> • Factors that affect motivation for sport and exercise • Attribution theory in relation to sport and exercise • <u>Unit 1 Body Systems and the effects of physical activity</u> • Understand the cardiovascular system in relation to exercise and physical activity • Understand the respiratory system in relation to exercise and physical activity • Understand the different energy systems in relation to exercise and physical activity 	<ul style="list-style-type: none"> • <u>Unit 19 Sport and exercise psychology</u> • The effects of stress, anxiety and arousal in sport and exercise • The importance of group dynamics in team sports and group exercise • <u>Unit 1 Body Systems and the effects of physical activity</u> • Exam practice and revision • <u>Unit 17 Sports injuries and rehabilitation</u> • Common sports injuries and their effects

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Year 13 CTEC Sports Science		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <u>Unit 19 Sport and exercise psychology</u> The psychological impact of sport and exercise on mental health and wellbeing <u>Unit 2 Sports coaching and activity leadership</u> Roles and responsibilities of sports coaches and activity leaders Principles which underpin coaching and leading Methods to improve skills, techniques and tactics <u>Unit 17 Sports injuries and rehabilitation</u> Minimising the risk of sports injuries Responding to acute sports injuries when they occur The role of different agencies in the treatment and rehabilitation of sports injuries 	<ul style="list-style-type: none"> <u>Unit 2 Sports coaching and activity leadership</u> Planning sports and activity sessions Preparing sports and activity environments Delivering sports and activity sessions Reviewing sports and activity sessions <u>Unit 17 Sports injuries and rehabilitation</u> Planning a rehabilitation programme for a specific sports injury 	<ul style="list-style-type: none"> Coursework completion