

Subject	HT1	HT 2	HT 3	HT 4	HT 5	HT 6
German	Racism Germany and the European Union	Politics and youth Reunification of Germany	Study the book Der Vorleser by Bernhard Schlink	Exam practice and Independent Research Project	Exam practice	
French	How criminals are treated Teenagers and politics	Demonstrations and strikes Politics and youth	Study the book No et moi by Delphine de Vigan	Exam practice and Independent Research Project	Exam practice	
Digital Media (Miss Dandy)	Continue with Unit 20 <b>Advertising media coursework. (Planning)</b> Be able to plan a cross media Advertising campaign to a client brief. Evaluation of brief. Aims and objectives. Target audience. Pertinent issues or concerns. Generation of appropriate ideas. Campaign plan. Legal and ethical issues. Regulatory bodies. OFCOM. BBFC. Advertising standards authority. Risk assessments. Recces.	<b>Be able to produce the planned components.</b> Setting up appropriate equipment. Use the pre-production materials. Follow safe working practices. Follow relevant production processes according to the media component requirements. Follow postproduction processes according to the media component requirements. Meeting technical and aesthetic properties	Same as HT2 Making their media products.	Same as HT2+3 Making their media products.	Revision for exam Unit 1 if need to resist.	

Digital Media (Mr Williamson)	<b>Unit 3 coursework</b> <b>Create a media product.</b> Be able to create a proposal with sample materials for an original media product to a client brief. How to develop ideas. Proposal for an original media product. Type and purpose of proposal. Sample materials. How to develop pre-production materials. Audio. Audio visual. Print based and graphics. Pre-production materials. Health and safety requirements. Timescales and milestones. to use techniques to create audio products, audio visual products, print based and graphic products. To apply production techniques and	Set up relevant equipment. Postproduction processes. Audio. Audio visual. Print based graphics. Analyse how postproduction techniques and processes enhance meaning in the final product. Audio. Audio visual. Print based graphics. Analyse how postproduction techniques and processes enhance meaning in the final product. Ensure safe working practices are followed. Ensure codes and conventions are adhered to.	<b>Unit 16 coursework</b> <b>The creation and use of sound in media.</b> Understand how sound elements are used across media industries. The characteristics of media products. Educate. Entertain. Inform. Sell. Know the techniques and processes used to create sound elements. Techniques and processes. Considerations.	Be able to plan the production of sound elements for identified media purposes. How to plan for production. Narrative and exported sound elements. Be able to record edit and review sound elements. How to record and edit sound elements. Use equipment. How to combine elements to form final soundtrack. Technical qualities.	Revision for exam Unit 2 if need to resist.	
					Complete Unit 16 coursework	

	methods. Use planning materials.					
Geography					Exams	
<b>Computer Science</b> [+ ongoing NEA project work, coding & programming practice throughout the year]	Revision of Year 12 Topics; Types of Programming Language.	Compression, Encryption & Hashing; Databases; Networks; Web Technologies; Data Types; Data Structures.	Boolean Algebra; Computer Related Legislation; Moral & Ethical Issues.	Computational Thinking; Programming Techniques; Computational Methods; Algorithms.	<i>Revision</i>	<i>Revision and Exams</i>
<b>Maths</b>	<b>Pure 2 (P2)</b> ~ Trig Functions; Trig Modelling; Differentiation.	<b>P2</b> ~ Parametric Equations; Integration; Numerical Methods; <b>Statistics 2 (S2)</b> ~ Regression, Correlation, Hypothesis Testing.	<b>Mechanics 2 (M2)</b> ~ Moments; Forces & Friction. <b>S2</b> ~ Conditional Probability; Normal Distribution.	<b>P2</b> ~ Sequences & Series; <b>M2</b> ~ Projectiles; Forces.	<b>P2</b> ~ Binomial Expansion; Vectors. <b>M2</b> ~ Further Kinematics.  + Revision	<i>Revision and Exams</i>
<b>Further Maths</b>	<b>Core Pure 2 (CP2)</b> ~ Complex Numbers; Calculus; Series.	<b>CP2</b> ~ Methods in Calculus; Volumes of Revolution; Hyperbolic	<b>CP2</b> ~ Hyperbolic Functions; Methods in Differential Equations;	<b>CP2</b> ~ Modelling with Differential Equations. <b>FS1</b> ~ Central Limit Theorem.	<i>Revision</i>	<i>Revision and Exams</i>

		<p>Functions; Polar Coordinates.</p> <p><b>Further Statistics (FS1)</b></p> <p>~ Probability</p> <p>Generating Functions.</p>	Modelling with Differential Equations.	<p>+ <i>if not covered in year 12:</i></p> <p><b>FS1</b> ~ Geometric and Negative Binomial; Hypothesis Testing; Quality of Tests. <i>OR</i></p> <p><b>FM1</b> ~ Momentum as a Vector; Elastic Strings and Springs; Elastic Collisions 2D.</p>		
English Literature	<p>A Level Course: Paper 2A: Elements of Crime Writing and NEA.</p> <p>In addition to 'When Will There be Good News?' pupils will study the Poetry Crime Anthology and 'The Rime of the Ancient Mariner.'</p>	<p>A Level Course: Paper 2A: Elements of Crime Writing and NEA.</p> <p>In addition to 'When Will There be Good News?' pupils will study the Poetry Crime Anthology and 'The Rime of the Ancient Mariner.'</p>	Revision of Paper 1 and Paper 2 texts.	Revision of Paper 1 and Paper 2 texts.	Revision of Paper 1 and Paper 2 texts.	Revision and exams.

English Language	<p>Paper 1 &amp; Paper 2</p> <p>Meanings and Representation focusing on comparing texts across time and Child Language Acquisition</p> <p>Paper 2</p> <p>Language change and Diversity. Study of theoretical approaches and content of language change unit. Study of critical and evaluative writing.</p> <p>NEA in</p>	<p>Paper 1 &amp; Paper 2</p> <p>Meanings and Representation focusing on comparing texts across time and Child Language Acquisition</p> <p>Paper 2</p> <p>Language change and Diversity. Study of theoretical approaches and content of language change unit. Study of critical and evaluative writing.</p> <p>NEA completion work</p>	<p>Exam practise – Extended writing of essays and evaluative writing.</p> <p>Revision of previous works</p>	<p>Revision of paper 1 and paper 2</p>	<p>Revision Paper 1 and Paper 2</p>	
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History	<p><b>Paper 1: The Tudors: England, 1485-1603</b> Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563</p> <p><b>Paper 2: France in Revolution, 1774-1815</b> The Directory and Napoleon's rise to power, 1795–1799</p> <p><b>NEA- The Black American Civil Rights Movement, 1865-1968</b></p>	<p><b>Paper 1: The Tudors: England, 1485-1603</b> Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563</p> <p><b>Paper 2: France in Revolution, 1774-1815</b> The Directory and Napoleon's rise to power, 1795–1799 &amp; The impact of Napoleon's rule on France, 1799–1815</p> <p><b>NEA- The Black American Civil Rights Movement, 1865-1968</b></p>	<p><b>Paper 1: The Tudors: England, 1485-1603</b> The triumph of Elizabeth, 1563–1603</p> <p><b>Paper 2: France in Revolution, 1774-1815</b> The impact of Napoleon's rule on France, 1799–1815 &amp; The impact of Napoleon's rule on Europe, 1799–1815</p> <p><b>NEA- The Black American Civil Rights Movement, 1865-1968</b></p>	<p><b>Paper 1: The Tudors: England, 1485-1603</b> The triumph of Elizabeth, 1563–1603</p> <p><b>Paper 2: France in Revolution, 1774-1815</b> The impact of Napoleon's rule on Europe, 1799–1815</p> <p><b>NEA- The Black American Civil Rights Movement, 1865-1968</b></p>	Revision and Exams	Exams
Religious studies	<p>Paper 3: DCT</p> <p>Paper 3: DCT</p>	<p>Paper 1: philosophy</p> <p>Paper 2: Ethics</p>	<p>Paper 1: philosophy</p> <p>Paper 2: Ethics</p> <p>Paper 3: DCT</p>	<p>Paper 3: DCT</p> <p>Paper 3: DCT</p>	<p>Paper 3: DCT</p> <p>Paper 3: DCT</p> <p>Revision</p>	Revision

H&SC single award	<p><b>Unit 4 Anatomy and Physiology for Health and Social Care</b> exam January LO1, LO2, LO3 LO4, LO5 and LO6</p> <p>Learner will learn about the body systems. This aims to introduce you to the basic structure and functions of the body systems involved in everyday activities and maintenance of health, including cardiovascular, respiratory and digestive systems. You will also understand the part played by organs such as the pancreas, liver and kidney. You will investigate the systems and organs involved in detecting and responding to change such as the nervous system as well as the eyes and ears. Unfortunately, things do go wrong, and each system has well-known diseases and disorders. Also, as individuals grow older, they are likely to be affected by malfunctions because of degeneration. Some of these will simply be inconvenient; others will be life changers. You will understand the effects on individuals and what must be done daily to enable them to lead as full and independent a life as possible.</p> <p><b>Externally assessed unit for January resits available in May</b></p>	<p><b>Unit 13 Sexual Health, reproduction and early development stages</b></p> <p>Learners will learn about Health and wellbeing is not just relevant when you are an adult; it is just as relevant when you are a child and, as this unit demonstrates, health and wellbeing is of vital importance even before you are born. How can you be sexually healthy? What types of contraception are available? These kinds of questions are essential in contributing to an individual's overall health and wellbeing. The health and wellbeing of an individual who is pregnant and the process of birth is impacted by many factors. How do you care for a newborn? What needs does a newborn have and how does this differ to a one-year-old? All these questions will be considered in this unit. This unit will look at the development from conception to a one-year-old child. On successful completion you will have a sound understanding of the importance of sexual health and contraception. You will understand pre-natal health and the various stages of pregnancy and the factors that could have an impact.</p>	Revision for resit exams Unit 2 Unit 3 Unit 4	
		<p><b>Unit 24 Public Health 30GLH</b></p> <p>This unit is about how we protect and improve the health of the population, rather than focusing on the health of the</p>		

		<p>individual. Through this unit you will develop an understanding of the ways public health and wellbeing is promoted in order to benefit society as a whole and to reduce health inequalities. You will gain an understanding of current public health strategies and initiatives and consider the effectiveness and the implications of health policy for the wider population.</p> <p>LO1 Understand the systems for the protection of public health</p> <p>LO2 understand public health strategies</p> <p><b>Coursework unit that must be completed by Easter Holidays for moderation in May.</b></p>		
H&SC double award	<p><b>Unit 22 Psychology for Health and Social Care</b></p> <p>LO1 to understand psychological theories and approaches relevant in health, social care and childcare.</p> <p>LO2 Understand Health psychology.</p> <p>LO3 Understand the impact of chronic illness. LO4 Know the psychological impacts of requiring care</p> <p>This unit introduces you to the human mind and why we behave the way we do. It will introduce you to a range of psychological perspectives and you will be able to make links between these, behaviour change</p>	<p><b>Unit 17 Supporting people with mental health conditions</b></p> <p>The aim of this unit is to enable you to support individuals with mental health conditions to plan their own care and support suitable to their needs. It does this through exploring the meaning of mental health and mental health needs, and considering issues closely linked with mental health promotion and support. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation. You will learn about</p>	<p><b>Resit opportunities for Unit 6 Unit 7</b></p>	



	<p>and health and wellbeing. It will help you apply your understanding of human behaviour to a health and social care context, from helping individuals overcome emotional problems, understanding why individuals may ignore symptoms, to how to overcome barriers which may prevent individuals from maintaining health and wellbeing.</p> <p><b>Internally assessed Coursework unit that must be completed for 15<sup>th</sup> December in preparation for January moderation</b></p>	<p>the main types of mental health conditions, how these may affect the life of the individual, and different ways that the person may be supported to promote their mental well-being, develop coping strategies to manage their illness, and different forms of treatment that they may be offered. You will gain an understanding of possible ways and models of understanding the nature of mental health needs, and how different factors may come together in a complex way to influence the mental health of an individual.</p> <p><b>Coursework unit that must be completed by Easter Holidays for moderation in May.</b></p>		
	<b>Unit 14 know the impact long-term physiological conditions</b>	<b>Unit 14 know the impact long-term physiological conditions</b>	Revision for resits Unit 6	

	<p>LO2 Understand effects of long-term physiological conditions. LO3 Be able to support individuals with long-term conditions. LO4 know about end-of-life care.</p> <p>Learners will learn about long-term physiological conditions, the different types, symptoms and ways in which they can be monitored and treated and the barriers that may arise from this. They will learn about the current legal frameworks.</p> <p><b>Internally assessed</b></p>	<p>LO3 Be able to support individuals with long-term conditions. LO4 know about end-of-life care.</p> <p>Completion of coursework for April Easter holidays for moderation in May</p>	Unit 7	
CPLD single award	<p>Unit 3: Play and Learning</p> <p>Learning aim A: Examine types of play and learning activities and the benefits for children's learning and development</p>	<p>Unit 3: Play and Learning</p> <p>Learning aim B: Investigate theoretical perspectives to learning and development, curriculum approaches to play and their influence on current early years practice</p> <p>Learning aim C: Demonstrate skills required by early years professionals to support children's purposeful play and learning opportunities</p>		

		Coursework unit must be completed for Easter Half term for moderation in May		
	<b>Unit 5 Keeping Children Safe</b> Learner will learn about the fundamentals of how to keep children safe. As well as wanting their children to learn and be happy, parents want to know that their children will be safe and secure when they leave them in someone else's care. LAA investigate legal responsibilities and approaches to health and safety in early years settings LAA Explore procedures for prevention and control of infection in early years settings.	<b>Unit 5 Keeping Children Safe</b> Learner will learn about the fundamentals of how to keep children safe. As well as wanting their children to learn and be happy, parents want to know that their children will be safe and secure when they leave them in someone else's care. LAC Examine how early years professionals safeguard children and respond to concerns that a child has been abused. LAD demonstrate how to recognise and assess hazards and risks to children and respond to emergencies in early years settings Internally <b>assessed unit that must be completed by Easter half term holidays</b>		
Sport Science	Unit 1: Anatomy and Physiology Level: Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. (External Exam)	Unit 5 - Unit 5: Application of Fitness Testing Learners gain an understanding of the requirements of fitness testing and learn how to safely conduct a range of fitness tests for different components of fitness (Internally Assessed)		

	Unit 2: Fitness Training and Programming for Health, Sport and Well-being: Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being (External Exam)	Unit 3 - Unit 3: Professional Development in the Sports Industry Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities (Internally Assessed)	
Business	<b>Unit 3 – Personal &amp; Business Finance. Learning Aims C, D, E &amp; F</b> Learners will explore principles of Business finance. They will learn the purpose of accounting, be able to select and evaluate different sources of Business Finance, learn how to calculate Break even Points and create Break even graphs and cash flow forecasts. They will also learn through calculation methods how to complete statements of comprehensive income and financial position and be able to evaluate Business performance. <b>This is examined through External Exam and equates to 33% of the final grade.</b>	<b>Unit 14 – Investigating customer service</b> Learners will explore the skills require to work in customer service, legislation which impacts customer service. Types of Customers and their needs and expectations which is put into practise either through work experience, part time working or role plays where learners will undertake three different customer service interactions. This is finished with learners completing a self-reflection of their performance and creating a development plan to improve their own interpersonal skills. <b>This unit is assessed through internal assessment in the form of coursework which is worth 17% of the final grade</b>	
Art. Fine art and Art craft and deisgn	<b>September to Feb 60% of final grade</b>	<b>Feb till May</b>	

	<p><b>Students complete the coursework as directed by their own personal study.</b></p> <p><b>They follow this process</b></p> <ol style="list-style-type: none"> <li>1 Topic research</li> <li>2 Artists research</li> <li>3 Samples and experiments</li> <li>4 Designs</li> <li>5 Final outcome</li> <li>6 Evaluation.</li> </ol> <p><b>The evaluation makes the conclusion of the written element, and it is assessed holistically.</b></p>	<p>The externally set task is started in February and leads to a 15-hour practical exam where students complete the project with an outcome. This is worth 40% of the final grade.</p> <p>Students answer one of 8 set questions to create full new project following the same stages as before.</p> <ol style="list-style-type: none"> <li>1 Topic research</li> <li>2 Artists research</li> <li>3 Samples and experiments</li> <li>4 Designs</li> <li>5 Final outcome</li> <li>6 Evaluation.</li> </ol> <p>Students must complete all the preparation work before entering the supervised time where they will complete the project.</p>
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