

# RAYNES

PARK HIGH SCHOOL

KS5 CURRICULUM INFORMATION  
2024-2025

Respect  
Resilience  
Results

## SIXTH FORM KEY STAFF

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## English Literature Curriculum Map 2024-2025

### Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>12</b> Edexcel/ 9ET0	<p><b>Teacher A – A Streetcar Named Desire</b> Exploring the work of Tennessee Williams and the era in which he writes. A focus on the craft of a playwright.</p> <p><b>Teacher B - Frankenstein</b> Exploring the work of Mary Shelly and the era in which she writes. A focus on the craft of a novelist.</p>	<p><b>Teacher A - Streetcar/ Poems of the Decade</b> Exploring the work of modern poets and the era in which they write. A focus on the craft of a poet.</p> <p><b>Teacher B -Handmaid’s Tale</b> Exploring the work of Margret Atwood and the era in which she writes. A focus on the craft of a novelist.</p>	<p><b>Teacher A - Poems of the Decade &amp; Unseen Poetry</b> Exploring the work of modern poets and the skills of how to analyse an unseen text. A focus on the craft of a poet.</p> <p><b>Teacher B - Prose comparison</b> Exploring themes, form and quotes for comparison.</p>	<p><b>Teacher A - Poems of the Decade &amp; Unseen Poetry</b> Exploring the work of modern poets and the skills of how to analyse an unseen text. A focus on the craft of a poet.</p> <p><b>Teacher B - Preparing for Shakespeare</b> Exploring his era and the significance of this time on the work of Shakespeare.</p>	<p><b>Teacher A – A05 Critical Anthologies &amp; applying critical appreciation to Othello and chosen coursework texts</b></p> <p><b>Teacher B – Othello</b> Exploring the work of ‘Othello’. A focus on the craft of the playwright.</p>	<p><b>Teacher A - Coursework Text 2</b> Anthologies &amp; applying critical appreciation to Othello and chosen coursework texts</p> <p><b>Teacher B – Othello</b> Exploring themes, form and quotes for comparison.</p>
<b>13</b> Edexcel/ 9ET0	<p><b>Teacher A – CWK &amp; Rossetti</b> Exploring the work of Christina Rossetti and the context of her work. A focus on Rossetti’s craft and common themes.</p> <p><b>Teacher B – Revision: Othello</b> Exploring the key quotations, messages and written skills necessary for the A level alongside the taught texts.</p>	<p><b>Teacher A – CWK &amp; Rossetti</b> Exploring the work of Christina Rossetti and the context of her work. A focus on Rossetti’s craft and comparison techniques.</p> <p><b>Teacher B – Revision: PoD &amp; Unseen</b> Exploring the key quotations, messages and written skills necessary for the A level alongside the taught texts.</p>	<p><b>Teacher A – CWK</b> Exploring the key quotations, messages and written skills necessary for the A level alongside the taught texts.</p> <p><b>Teacher B – Revision: Prose</b> Exploring the key quotations, messages and written skills necessary for the A level alongside the taught texts.</p>	<p><b>*Coursework</b> <b>*Revise Streetcar</b> <b>*Revise Othello</b></p> <p>Exploring the key quotations, messages and written skills necessary for the A level alongside the taught texts.</p>	<p><b>*Revise Prose</b> <b>*Revise PoD</b> <b>*Revise Rossetti</b></p> <p>Exploring the key quotations, messages and written skills necessary for the A level alongside the taught texts.</p>	

## Core Maths Curriculum Map 2024-2025

### Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>12</b> <b>Exam spec/ code</b> <b>Edexcel Level 3</b> <b>Certificate in</b> <b>Mathematics in</b> <b>Context (7MC0)</b>	<b>Social Networking</b> <ul style="list-style-type: none"> <li>Applying statistics to real life data</li> <li>Construct and interpret diagrams for grouped discrete and continuous data</li> <li>Calculate and use variance</li> <li>Calculate and use standard deviation</li> </ul> <b>Society</b> <ul style="list-style-type: none"> <li>Product Moment Correlation Coefficient</li> <li>Evaluate Risk</li> <li>Moving Averages and Time Series</li> </ul>	<b>Society</b> <ul style="list-style-type: none"> <li>Linear Programming 1</li> <li>Arithmetic and Geometric Sequences</li> </ul> <b>Sport</b> <ul style="list-style-type: none"> <li>Spearman's rank correlation coefficient</li> <li>Interpolation and extrapolation and outliers</li> <li>Regression lines 1</li> <li>Least squares regression lines 1</li> <li>Probability and Venn Diagrams</li> </ul>	<b>Clothing Industry</b> <ul style="list-style-type: none"> <li>Linear Programming 2</li> <li>Straight line graphs 1</li> <li>Analysing Clothing Industry data</li> </ul>	<b>Finance</b> <ul style="list-style-type: none"> <li>Writing formula – Tax Rates, APR,</li> <li>Iterative formulae 1 - Car Loans</li> <li>Life Insurance (geometric sequences)</li> <li>Mortgages (percentages, substituting into formula and cumulative frequency graphs)</li> </ul>	<b>Creative Arts</b> <ul style="list-style-type: none"> <li>Ratio</li> <li>Calculating Wavelength</li> <li>Construct and interpret diagrams</li> <li>Nth term 1</li> </ul>	<b>Health</b> <ul style="list-style-type: none"> <li>Probability Trees</li> <li>Expectation</li> <li>Iterative formulae 2 – Paracetamol</li> </ul>
<b>13</b> <b>Exam spec/ code</b> <b>Edexcel Level 3</b> <b>Certificate in</b>	<b>Economy</b> <ul style="list-style-type: none"> <li>Calculating APR</li> <li>Calculating gradient of a curve</li> </ul>	<b>Travel</b> <ul style="list-style-type: none"> <li>Calculating stopping, thinking</li> </ul>	<b>Environment</b> <ul style="list-style-type: none"> <li>Straight line graphs 2</li> <li>Nth term 2</li> </ul>	<b>Disasters</b> <ul style="list-style-type: none"> <li>Least squares regression lines 2</li> </ul>	<ul style="list-style-type: none"> <li>Revision for external exams</li> </ul>	<ul style="list-style-type: none"> <li>Revision for external exams</li> </ul>

<p><b>Mathematics in Context (7MC0)</b></p>	<ul style="list-style-type: none"> <li>▪ Histograms</li> <li>▪ Geometric Sequences</li> </ul>	<p>and braking distances</p> <ul style="list-style-type: none"> <li>▪ Regression Lines 2</li> <li>▪ Speed, distance and time</li> <li>▪ Calculating adjustments for inflation</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>▪ Revision for internal exams</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analysing Climate and Weather data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using PMCC to explore disaster data</li> <li>▪ Analysing disaster data</li> </ul> <p><b>Engineering</b></p> <ul style="list-style-type: none"> <li>▪ Linear Programming 3</li> <li>▪ Reciprocal relationships</li> <li>▪ Project Management and Risk</li> </ul>		
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## A Level Maths Curriculum Map 2024 -2025

### Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>12</b> <b>Exam spec/ code</b> <b>EDEXCEL</b> <b>Pure Maths : 8MA0-01 (AS)</b> <b>Statistics and Mechanics : 8MA0-02 (AS)</b>	<b>Pure Maths</b> Algebraic Expressions Quadratics Equations and inequalities Algebraic Methods Binomial Expansion 1  <b>Applied (Mechanics)</b> Modelling in mechanics Constant acceleration  <b>Applied (Statistics)</b> Measure of location and spread Statistical distribution	<b>Pure Maths</b> Straight line graphs Circles Differentiation  <b>Applied (Mechanics)</b> Constant acceleration  <b>Applied (Statistics)</b> Statistical distribution 2 Probability	<b>Pure Maths</b> Integration Graphs and transformations  <b>Applied (Mechanics)</b> Force and motion 1  <b>Applied (Statistics)</b> Data collection	<b>Pure Maths</b> Trigonometric ratios Trig identities and equations Vectors  <b>Applied (Mechanics)</b> Force and motion 2  <b>Applied (Statistics)</b> Hypothesis testing  Representation of data 1	<b>Pure Maths</b> Exponentials and Logs  <b>Applied (Mechanics)</b> Variable acceleration  <b>Applied (Statistics)</b> Representation of data 2	<b>Pure Maths</b> Radians  <b>Applied (Mechanics)</b> Moments  <b>Applied (Statistics)</b> Correlation Normal distribution 1
<b>13</b> <b>Exam spec/ code</b> <b>EDEXCEL</b> <b>Pure Maths 1 : 9MA0-01 (A)</b> <b>Pure Maths 2 : 9MA0-02 (A)</b>  <b>Statistics and Mechanics : 9MA0-03 (A)</b>	<b>Pure Maths</b> Algebraic methods Functions and graphs Series and sequences Binomial Expansion 2 <b>Applied (Mechanics)</b> Moments 2 Forces and friction Projectiles 1 <b>Applied (Statistics)</b> Normal distribution 2	<b>Pure Maths</b> Radians 2 Trig functions Trig Modelling 1 <b>Applied (Mechanics)</b> Projectiles 2 Application of forces 1 <b>Applied (Statistics)</b> Normal distribution 2	<b>Pure Maths</b> Trig Modelling 2 Parametric equations <b>Applied (Mechanics)</b> Application of forces 2 Further kinematics 1  <b>Applied (Statistics)</b> Conditional probability 1	<b>Pure Maths</b> Differentiation 2 Numerical Methods <b>Applied (Mechanics)</b> Further kinematics  <b>Applied (Statistics)</b> Conditional probability 2 Regression 1	<b>Pure Maths</b> Integration 2 Vectors  <b>Applied (Mechanics)</b> Further kinematics  <b>Applied (Statistics)</b> Regression 2	<b>Pure Maths</b> Revision for external exams <b>Applied (Mechanics)</b> Revision for external exams <b>Applied (Statistics)</b> Revision for external exams

## Science Curriculum Map 2024-2025

### Key Stage 5

#### AQA A Level Biology

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

## AQA A Level Chemistry

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



## AQA A Level Physics

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

## Edexcel BTEC Applied Science

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Year 12</b>	Unit 1: Principles and Applications of Science <ul style="list-style-type: none"> <li>• Topic A: Periodicity and properties of elements</li> <li>• Topic B: Structure and function of cells and tissues</li> <li>• Topic C: Waves and communication</li> </ul> Unit 1 external exam (January) Unit 2: Practical Scientific Procedures and Techniques <ul style="list-style-type: none"> <li>• Learning aim A: Undertake titration and colorimetry to determine the concentration of solutions</li> <li>• Learning aim B: Undertake calorimetry to study cooling curves</li> <li>• Learning aim C: Undertake chromatographic techniques to identify components in mixtures</li> </ul> Learning aim D: Review personal development of scientific skills for laboratory work			Unit 1: Principles and Applications of Science <ul style="list-style-type: none"> <li>• Topic A: Periodicity and properties of elements</li> <li>• Topic B: Structure and function of cells and tissues</li> <li>• Topic C: Waves and communication</li> </ul> Unit 1 external exam (June)		Final deadline and resubmissions of Unit 2 written assignments.
<b>Year 13</b>	Unit 8: Physiology of Human Body Systems <ul style="list-style-type: none"> <li>• Learning aim A: Musculoskeletal disorders</li> <li>• Learning aim B: Impact of lymphatic disorder and associated treatments.</li> <li>• Learning aim C: Explore the physiology of the digestive system and the use of corrective treatments for dietary related diseases.</li> </ul>			Unit 3: Science Investigation Skills <ul style="list-style-type: none"> <li>• Topic D: Enzymes in action</li> <li>• Topic E: Diffusion of molecules</li> <li>• Topic F: Plants and their environment</li> <li>• Topic G: Energy content of fuels</li> <li>• Topic H: Electrical circuits</li> </ul> Unit 3 external exam (June)		Final deadline and resubmissions of Unit 8 written assignments

## Art and Photography Curriculum Maps 2024-2025

(Please note, this will be updated by our new Head of Art)

### Key Stage 5

### Art

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

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

## Business Curriculum Map

### OCR Cambridge Technical Extended Certificate (Business)

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p><b>Year 12</b> Unit 1 (Exam Unit) alongside Units 4 and 17 (Coursework Units)</p>	<p>Teacher 1</p> <p><b>Unit 1 The business Environment</b></p> <ul style="list-style-type: none"> <li>Financial Terms</li> <li>Break Even analysis</li> <li>Profit and Loss</li> <li>Using financial information</li> </ul>	<p>Teacher 1</p> <p><b>Unit 1 The business Environment</b></p> <ul style="list-style-type: none"> <li>Understand different types of activity</li> <li>Aims and Objectives</li> <li>Legal Ownership</li> <li>Functional areas of businesses</li> </ul>	<p>Teacher 1</p> <p><b>Unit 1 The business Environment</b></p> <ul style="list-style-type: none"> <li>Organisation Charts</li> <li>Stakeholders</li> <li>External Factors and influences</li> <li>Legislation</li> </ul>	<p>Teacher 1</p> <p><b>Unit 1 The business Environment</b></p> <ul style="list-style-type: none"> <li>Sources of Finance</li> <li>Assessing business performance</li> <li>SWOT Analysis</li> <li>Ethics</li> <li>Understand why businesses plan</li> <li>Factors affecting success and failure</li> </ul>	<p>Teacher 1</p> <p><b>Unit 1 The business Environment</b></p> <p>Pre-release preparation</p> <p>Past Exam Paper Practice</p>	<p>Teacher 1</p> <p><b>Unit 1 The business Environment</b></p> <p>Pre-release prep</p> <p>Revision</p> <p><b>May 2025 External examination Unit 1</b></p>
	<p>Teacher 2</p> <p><b>Unit 17 Responsible Business Practices</b></p> <p>Understand how and why businesses operate responsibly</p> <p>Understand the importance of adopting responsible business practices</p>	<p>Teacher 2</p> <p><b>Unit 17 Responsible Business Practices</b></p> <p>The impact of responsible business practices on different stakeholders</p> <p>The difficulties faced by businesses when operating responsibly</p>	<p>Teacher 2</p> <p><b>Unit 17 Responsible Business Practices</b></p> <p>How businesses deal with conflicts of interest</p> <p>The successes and failures associated with stakeholder compromise</p>	<p>Teacher 2</p> <p><b>External Visit from exam board: Unit 17</b></p> <p><b>Unit 4 Customer &amp; Communication</b></p> <p>Influences on customer behaviour</p> <p>Business actions in response to the differing needs of customers</p>	<p>Teacher 2</p> <p><b>Unit 4 Customer &amp; Communication</b></p> <p>Explain the range of customer services a specific business provides</p> <p>Analyse the benefits to a specific business and to its customers of</p>	<p>Teacher 2</p> <p><b>Unit 4 Customer &amp; Communication</b></p> <p>Explain the importance of listening skills</p> <p>Structure and deliver written/verbal business communication so that its content and type of communication is</p>

	<p>The consequences of a business failing to operate responsibly</p> <p>Justify the choice of responsible business practices that a specific business has implemented</p>			<p>Review 3 mediums of communication i.e. a newsletter, social media page, application form or website</p> <p>Summarise the corporate standards and corporate profile</p> <p>Explain how a specific business manages its corporate profiles through media activity</p> <p>Describe the legal constraints, ethical and security issues</p>	<p>maintaining and developing customer service</p> <p>Recommend and justify changes to the customer service provided by a specific business</p> <p>Demonstrate non-verbal and verbal skills when communicating with a specific customer</p> <p>Review own use of non-verbal and verbal skills</p>	<p>appropriate for its audience and purpose</p> <p>Review own use of verbal and written skills when communicating business messages and recommend improvements</p> <p>Justify how to adapt the structure, method of delivery and any other considerations</p> <p><b>External Visit from exam board: Unit 4</b></p>
<p><b>Year 13</b> Unit 2 (Exam Unit) alongside Unit 8 (Coursework Unit)</p>	<p>Teacher 1</p> <p><b>Unit 2 Working in Business</b></p> <p>Authority and confidentiality protocols</p> <p>Constraints on document content</p>	<p>Teacher 1</p> <p><b>Unit 2 Working in Business</b></p> <p>The purpose, interpretation and completion of business and other documents</p> <p>The purpose, completion and checking of meeting documentation</p>	<p>Teacher 1</p> <p><b>Unit 2 Working in Business</b></p> <p><b>Unit 2 External Exam Jan 2025</b></p>	<p>Teacher 1</p> <p><b>Unit 2 Working in Business</b></p> <p>Exam resit support if required</p> <p>Students will work on individual coursework requirements for Unit 17</p>	<p>Teacher 1</p> <p><b>Unit 2 Working in Business</b></p> <p>Exam resit support if required</p> <p>Students to finalise any outstanding coursework</p>	<p>Teacher 1</p> <p><b>Unit 2 Working in Business</b></p> <p>Exam resit support if required</p>

	<p>IT, Security, employment and checking protocols</p> <p>Factors that influence meeting arrangements</p> <p>The factors that influence business travel arrangements</p> <p>The factors that influence business accommodation arrangements</p>	<p>How to make payments and the advantages and disadvantages of each payment method</p> <p>The reasons for prioritising business tasks</p> <p>Work-based prioritising</p> <p>Business communications design</p>		<p><b>External Visit from exam board: Unit 17</b></p>		
	<p>Teacher 2</p> <p><b>Unit 17 Responsible Business Practices</b></p> <p>Understand how and why businesses operate responsibly</p> <p>Understand the importance of adopting responsible business practices</p> <p>The consequences of a business failing to operate responsibly</p>	<p>Teacher 2</p> <p><b>Unit 17 Responsible Business Practices</b></p> <p>The impact of responsible business practices on different stakeholders</p> <p>The difficulties faced by businesses when operating responsibly</p>	<p>Teacher 2</p> <p><b>Unit 17 Responsible Business Practices</b></p> <p>How businesses deal with conflicts of interest</p> <p>The successes and failures associated with stakeholder compromise</p>	<p>Teacher 2</p> <p><b>Unit 17 Human Resource Planning</b></p> <p>Coursework final submission to Exam Board</p> <p><b>External Visit from exam board: Unit 17</b></p>	<p>Teacher 2</p> <p>Exam resit support if required</p> <p>Students to finalise any outstanding coursework</p>	<p>Teacher 2</p> <p><b>Unit 2 Examination Resit opportunity</b></p>

	Justify the choice of responsible business practices that a specific business has implemented					
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## Criminology Curriculum Map 2023-2024

### Key Stage 5 WJEC Criminology

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>12</b>	<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>▪ AC1.1 Exemplify different types of crime</li> <li>▪ AC1.2 Explain the reasons that certain crimes are not reported</li> <li>▪ AC1.3 Explain the consequences of unreported crime</li> <li>▪ AC1.4 Describe media representation of crime</li> <li>▪ AC1.5 Explain the impact of media representation on public perception of crime</li> </ul>	<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>▪ AC1.6 Evaluate methods of collecting information about crime</li> <li>▪ AC2.1 Evaluate campaigns for change</li> <li>▪ AC2.2 Evaluate media used in campaigns for change</li> <li>▪ AC3.1 Plan a campaign for change relating to crime</li> <li>▪ AC3.2 Design materials for use in campaigning for change</li> <li>▪ AC3.3 Justify a campaign for change</li> </ul> <p><b>Controlled Assessment Unit 1 – to be completed before Christmas break (dates to be confirmed)</b></p>	<p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>▪ AC1.1 Compare criminal behaviour and deviance</li> <li>▪ AC1.2 Explain the social construction of criminality</li> <li>▪ AC2.1 Describe biological theories of criminality</li> <li>▪ AC2.2 Describe individualistic theories of criminality</li> <li>▪ AC2.3 Describe sociological theories of criminality</li> <li>▪ AC3.1 Analyse situations of criminality</li> </ul>	<p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>▪ AC3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality</li> <li>▪ AC4.1 Assess the use of criminological theories in informing policy development</li> <li>▪ AC4.2 Explain how social changes affect policy development</li> <li>▪ AC4.3 Discuss how campaigns affect policy making</li> </ul>	<p><b>Unit 2 – Exam summer term</b></p> <ul style="list-style-type: none"> <li>▪ AC4.2 Explain how social changes affect policy development</li> <li>▪ AC4.3 Discuss how campaigns affect policy making</li> </ul>	<p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>▪ AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations</li> <li>▪ AC1.2 Assess the usefulness of investigative techniques in criminal investigations</li> <li>▪ AC1.3 Explain how evidence is processed</li> <li>▪ AC1.4 Examine the rights of individuals in criminal investigations</li> <li>▪ AC2.1 Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects</li> </ul>

<p><b>13</b></p>	<p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>▪ AC2.2 Describe trial processes</li> <li>▪ AC2.3 Understand rules in relation to the use of evidence in criminal cases</li> <li>▪ AC2.4 Assess key influences affecting the outcomes of criminal cases</li> <li>▪ AC2.5 Discuss the use of laypeople in criminal cases</li> <li>▪ AC3.1 Examine information for validity</li> <li>▪ AC3.2 Draw conclusions from information</li> </ul> <p><b>Controlled Assessment Unit 3 – to be completed before October half term (dates to be confirmed)</b></p>	<p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>▪ Prison project – Introduction to Unit 4 Crime and Punishment</li> <li>▪ AC1.1 Describe processes used for law making</li> <li>▪ AC1.2 Describe the organisation of the criminal justice system in England and Wales</li> <li>▪ AC1.3 Describe models of criminal justice</li> </ul>	<p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>▪ AC2.1 Explain forms of social control</li> <li>▪ AC2.2 Discuss the aims of punishment</li> <li>▪ AC2.3 Assess how forms of punishment meet the aims of punishment</li> </ul>	<p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>▪ AC3.1 Explain the role of agencies in social control</li> <li>▪ AC3.2 Describe the contribution of agencies to achieving social control</li> <li>▪ AC3.3 Examine the limitations of agencies in achieving social control</li> <li>▪ AC3.4 Evaluate the effectiveness of agencies in achieving social control</li> </ul>	<p><b><u>Revision</u></b></p>	
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## Geography Curriculum Map 2024-2025

### Key Stage 5

### Edexcel A Level Geography

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Year 12</b>	<p>Tectonic Processes and Hazards</p> <ul style="list-style-type: none"> <li>Disaster risk</li> </ul> <p>Globalisation</p> <ul style="list-style-type: none"> <li>Causes and acceleration</li> </ul>	<p>Tectonic Processes and Hazards</p> <ul style="list-style-type: none"> <li>Hazard management</li> <li>Impacts of processes</li> </ul> <p>Globalisation</p> <ul style="list-style-type: none"> <li>Impacts</li> </ul>	<p>Coastal landscapes and Change</p> <ul style="list-style-type: none"> <li>Landforms</li> <li>Change and risk</li> </ul> <p>Globalisation</p> <ul style="list-style-type: none"> <li>Consequences</li> </ul> <p>Non-examination assessment:</p> <ul style="list-style-type: none"> <li>Independent Investigation</li> <li>Fieldwork</li> </ul>	<p>Coastal landscapes and Change</p> <ul style="list-style-type: none"> <li>Management</li> </ul> <p>Regenerating Places</p> <ul style="list-style-type: none"> <li>How and why places vary</li> <li>The need for regeneration</li> </ul> <p>Non-examination assessment:</p> <ul style="list-style-type: none"> <li>Independent Investigation</li> </ul>	<p>Regenerating Places</p> <ul style="list-style-type: none"> <li>Evaluation</li> </ul> <p>Non-examination assessment:</p> <ul style="list-style-type: none"> <li>Independent Investigation</li> </ul>	Revision
<b>Year 13</b>	<p>The Water Cycle and Water Insecurity</p> <ul style="list-style-type: none"> <li>Hydrological processes</li> <li>Factors influencing the hydrological process</li> </ul> <p>Superpowers</p> <ul style="list-style-type: none"> <li>Changing superpowers</li> </ul>	<p>The Water Cycle and Water Insecurity</p> <ul style="list-style-type: none"> <li>Causes of water insecurity</li> </ul> <p>Superpowers</p> <ul style="list-style-type: none"> <li>Impacts of superpowers</li> <li>Contesting superpowers</li> </ul>	<p>The Carbon Cycle and Energy Security</p> <ul style="list-style-type: none"> <li>Operation of the carbon cycle</li> <li>Increasing energy demand</li> </ul> <p>Migration, Identity and Sovereignty</p> <ul style="list-style-type: none"> <li>Impacts of globalisation on migration</li> </ul>	<p>The Carbon Cycle and Energy Security</p> <ul style="list-style-type: none"> <li>Carbon, water and climate</li> </ul> <p>Migration, Identity and Sovereignty</p> <ul style="list-style-type: none"> <li>Nation states</li> <li>Global organisations</li> </ul>	<p>Synoptic Geography</p> <p>Revision</p>	

## Health and Social Care Curriculum Map 2024-2025

### Key Stage 5

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half Term 6
Year 12 Single (includes double student)	<p><b>Introduction to the course</b></p> <p><b><u>Unit 4 Anatomy &amp; Physiology for Health and Social Care (3 lessons a week - exam unit)</u></b></p> <p>The cardiovascular system, malfunctions and their impact on individuals</p> <p><b><u>Unit 3 health, safety &amp; security (2 lessons a week - exam unit)</u></b></p> <p>Understand potential hazards in health, social care and child care environments.</p> <p>Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments.</p>	<p><b><u>Unit 4 Anatomy &amp; Physiology for Health and Social Care (exam unit)</u></b></p> <p>The respiratory system, malfunctions and their impact on individuals.</p> <p><b><u>Unit 3 health, safety &amp; security (exam unit)</u></b></p> <p>Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments</p> <p>Know how to respond to incidents and emergencies in a health, social care or child care environment.</p>	<p><b><u>Unit 4 Anatomy &amp; Physiology for Health and Social Care (exam unit)</u></b></p> <p>The digestive system, malfunctions and their impact on individuals.</p> <p><b><u>Unit 3 health, safety &amp; security – Exam Jan 2024</u></b></p> <p><b><u>Unit 17: Mental Health Unit (Coursework – 2 lessons a week)</u></b></p> <p>Know the main concepts, types, causes and effects of mental health conditions.</p>	<p><b><u>Unit 4 Anatomy &amp; Physiology for Health and Social Care (exam unit)</u></b></p> <p>The musculoskeletal system, malfunctions and their impact on individuals.</p> <p>The control and regulatory systems, malfunctions and their impact on individuals.</p> <p><b><u>Unit 17: Mental Health Unit (Coursework – 2 lessons a week)</u></b></p> <p>Be able to support individuals with mental health conditions to plan their care, treatment and support.</p>	<p><b><u>Unit 4 Anatomy &amp; Physiology for Health and Social Care (exam unit)</u></b></p> <p>The sensory systems, malfunctions and their impact on individuals.</p> <p><b><u>Unit 17: Mental Health Unit (Coursework – 2 lessons a week)</u></b></p> <p>Completing CW tasks/ corrections for External Moderation.</p>	<p>Revision and exam preparation <b>May 2023</b></p> <p><b><u>Unit 17: Mental Health Unit (Coursework – 2 lessons a week)</u></b></p> <p>Completing CW tasks/ corrections for External Moderation.</p>

## Health and Social Care Curriculum Map 2024-2025

### Key Stage 5

<p>Year 12 Double (double only)</p>	<p><b>Introduction to the course</b></p> <p><b><u>Unit: 6 Personalisation &amp; a Person Centred Approach (exam unit – 3 lessons a week)</u></b></p> <p>Understand personalisation in health and social care.</p> <p>Understand what is meant by a person-centred approach to care.</p> <p><b><u>Unit 13: Sexual Health, Reproduction and Early Development (Coursework unit – 2 lessons a week)</u></b></p> <p>Understand sexual health and contraception Understand the importance of prenatal health and the process of conception.</p>	<p><b><u>Unit: 6 Personalisation &amp; a Person Centred Approach (exam unit – 3 lessons a week)</u></b></p> <p>Understand methods used to implement a person centred approach.</p> <p>Know how to plan and conduct review meetings using a person-centred approach.</p> <p><b><u>Unit 13: Sexual Health, Reproduction and Early Development (Coursework unit – 2 lessons a week)</u></b></p> <p>Understand sexual health and contraception Understand the importance of prenatal health and</p>	<p><b><u>Unit: 6 Personalisation &amp; a Person Centred Approach Exam Jan 2025</u></b></p> <p><b><u>Unit 18 Caring for older people (coursework)</u></b></p> <p>Understand the ageing process.</p> <p>Be able to support older people to plan their care and support.</p> <p><b><u>Unit 13: Sexual Health, Reproduction and Early Development (Coursework unit – 2 lessons a week)</u></b></p> <p>Know the factors that could affect health in pregnancy and the success of the birth. Understand the stages of pregnancy and birth and the postnatal care of the mother.</p>	<p><b><u>Unit 18 Caring for older people (coursework)</u></b></p> <p>Understand the potential vulnerability of older people.</p> <p><b><u>Unit 13 Sexual health, reproduction and early development (Coursework unit – 2 lessons a week)</u></b></p> <p>Understand the care and development of the baby in the first year of life.</p>	<p><b><u>Unit 18 Caring for older people (coursework)</u></b></p> <p>Completion of coursework tasks for External Moderation</p> <p><b><u>Unit 13 Sexual health, reproduction and early development (Coursework unit – 2 lessons a week)</u></b></p> <p>Completion of Unit 13 coursework.</p>	<p><b><u>Unit 12: Promoting Positive Behaviour (Coursework)</u></b></p> <p>Understand how to promote positive behaviour.</p> <p>Continue in Year 13</p>

## Health and Social Care Curriculum Map 2024-2025

### Key Stage 5

		the process of conception.				
Year 13 Single	<p><b><u>Unit 2</u></b> <b><u>Equality, diversity and rights in health and social care (exam unit)</u></b></p> <p>Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments.</p> <p>Understand the impact of discriminatory practices on individuals in health, social care and child care environments.</p> <p><b><u>Unit 1 building positive relationships (coursework)</u></b></p> <p>Understand relationships in health, social care or child care environments.</p>	<p><b><u>Unit 2</u></b> <b><u>Equality, diversity and rights in health and social care (exam unit)</u></b></p> <p>Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and childcare environments.</p> <p>Understand how equality, diversity and rights in health, social care and childcare environments are promote.</p> <p><b><u>Unit 1 building positive relationships (coursework)</u></b></p> <p>Understand how a person centred</p>	<p><b><u>Unit 2</u></b> <b><u>Equality, diversity and rights in health and social care (exam unit Jan 2025)</u></b></p> <p><b><u>Unit 1 building positive relationships (coursework)</u></b></p> <p>Complete all Coursework tasks</p>	<p><b><u>Unit 17: Mental Health Unit (Coursework)</u></b></p> <p>Corrections from Year 12.</p>	Retake Revision	Resit opportunity

## Health and Social Care Curriculum Map 2024-2025

### Key Stage 5

	Understand the factors that influence the building of relationships.	<p>approach builds positive relationships in health, social care or child care environments.</p> <p>Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment.</p>				
Year 13 Double	<p><b><u>Unit 7 safeguarding (exam unit)</u></b></p> <p>Understand types and signs of abuse.</p> <p>Understand factors which may lead to abusive situations.</p> <p>Understand legislation, regulatory requirements and guidance which govern the safeguarding of adults, young people and children.</p> <p><b>Unit 5: Infection Control Coursework Unit</b></p>	<p><b><u>Unit 7 safeguarding (exam unit)</u></b></p> <p>Understand how to deal with suspected abuse and disclosures of abuse.</p> <p>Understand working strategies and procedures for the safeguarding and protection of adults, young people and children.</p> <p>Understand how workers within health,</p>	<p>Unit 7 Safeguarding exam Jan 2025</p> <p><b>Unit 5: Infection Control Coursework Unit</b> Complete all Coursework tasks before moving onto Unit 12.</p> <p><b><u>Unit 12: Promoting Positive Behaviour (coursework)</u></b></p> <p>Be able to promote positive behaviour. Understand situations in which staff are required to use</p>	<p><b><u>Unit 12: Promoting Positive Behaviour (Coursework)</u></b> Be able to use interventions to promote positive behaviour, considering the impact on the individual.</p> <p>Know relevant legislation and guidance related to promoting positive behaviour.</p>	Revision for resits and final coursework corrections.	<b>Resit opportunity for Year 12 and 13 exam units.</b>

## Health and Social Care Curriculum Map 2024-2025

### Key Stage 5

	<p>Continued from Year 12</p> <p>Understand infection control in health and social care.</p> <p>Know the chain of infection.</p>	<p>social care and child care environments can minimise the risk of abuse.</p> <p><b>Unit 5: Infection Control Coursework Unit</b></p> <p>Be able to control the spread of infection.</p> <p>Understand the role of the health and social care worker in controlling infection.</p>	<p>reactive and restrictive interventions.</p>			
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## History Curriculum Map 2024-2025

### Key Stage 5

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Year 12 (3 x a week)</b>	<b>Paper 1: Britain Transformed 1918-1997</b> <ul style="list-style-type: none"> <li>Changing political environment, 1918-1997</li> <li>Creating a Welfare State., 1918-1997</li> </ul>	<b>Paper 1: Britain Transformed 1918-1997</b> <ul style="list-style-type: none"> <li>Creating a Welfare State, 1918-1997</li> <li>Society Transition, 1918-1997</li> </ul>	<b>Paper 1: Britain Transformed 1918-1997</b> <ul style="list-style-type: none"> <li>Society in Transition, 1918-1997</li> <li>Changing Quality of Life, 1918-1997</li> </ul>	<b>Paper 1: Britain Transformed 1918-1997</b> <ul style="list-style-type: none"> <li>Changing Quality of Life, 1918-1997</li> <li>Revision [2 weeks]</li> </ul>	<b>Paper 1: Britain Transformed 1918-1997</b> <ul style="list-style-type: none"> <li>What impact did Thatcher's governments [1979-90] have on Britain 1979-97?</li> </ul>	<b>Paper 1: Britain Transformed 1918-1997</b> <ul style="list-style-type: none"> <li>What impact did Thatcher's governments [1979-90] have on Britain 1979-97?</li> <li>Revision and Exam</li> </ul>
<b>Year 12 (2 x a week)</b>	<b>Paper 2: The USA 1955-92: Conformity and Challenge</b> <ul style="list-style-type: none"> <li>Transition work</li> <li>Affluence and Conformity, 1955-63</li> </ul>	<b>Paper 2: The USA 1955-92: Conformity and Challenge</b> <ul style="list-style-type: none"> <li>Protest and Reaction 1963-72</li> </ul>	<b>Paper 2: The USA 1955-92: Conformity and Challenge</b> <ul style="list-style-type: none"> <li>Protest and Reaction, 1963-72</li> </ul>	<b>Paper 2: The USA 1955-92: Conformity and Challenge</b> <ul style="list-style-type: none"> <li>Social and political change, 1973-80</li> </ul>	<b>Paper 2: The USA 1955-92: Conformity and Challenge</b> <ul style="list-style-type: none"> <li>Republican dominance and its opponents, 1981-92</li> </ul>	<b>Paper 2: The USA 1955-92: Conformity and Challenge</b> <ul style="list-style-type: none"> <li>Revision</li> <li>Introduction to coursework</li> <li>Coursework reading for summer holidays</li> </ul>

<p><b>Year 13 (3 x a week)</b></p>	<p><b>Paper 3: Option 35.2: The British Experience of Warfare 1790-1918</b></p> <ul style="list-style-type: none"> <li>▪ Britain and the French Wars, 1793–1815</li> <li>▪ The Crimean War, 1854–56</li> </ul>	<p><b>Paper 3: Option 35.2: The British Experience of Warfare 1790-1918</b></p> <ul style="list-style-type: none"> <li>▪ The second Boer War, 1899–1902</li> </ul>	<p><b>Paper 3: Option 35.2: The British Experience of Warfare 1790-1918</b></p> <ul style="list-style-type: none"> <li>▪ Trench warfare on the Western Front, 1914–18</li> <li>▪ The war in the air, 1914–18</li> </ul>	<p><b>Paper 3: Option 35.2: The British Experience of Warfare 1790-1918</b></p> <ul style="list-style-type: none"> <li>▪ Changes in organising the military</li> <li>▪ Changes in weaponry and the role of the people</li> </ul>	<p><b>Paper 3: Option 35.2: The British Experience of Warfare 1790-1918</b></p> <ul style="list-style-type: none"> <li>▪ Revision and exam prep</li> </ul>	
<p><b>Year 13 (2x a week)</b></p>	<p><b>Coursework</b></p> <ul style="list-style-type: none"> <li>▪ Introduction to coursework unit</li> <li>▪ Guide to writing effective coursework</li> <li>▪ Assisted selection of topic for coursework</li> <li>▪ Research for sources for chosen topic.</li> </ul>	<p><b>Coursework</b></p> <p>Students researching and drafting coursework</p>	<p><b>Coursework</b></p> <ul style="list-style-type: none"> <li>▪ First and only draft submitted for marking feedback</li> <li>▪ Students researching and drafting coursework</li> </ul>	<p><b>Coursework</b></p> <ul style="list-style-type: none"> <li>▪ Students researching and drafting final coursework</li> <li>▪ Final coursework submitted last week of term.</li> </ul>	<p><b>Revision of Units 1 and 2.</b></p>	

## ICT Curriculum Map 2024-2025

### Key Stage 5

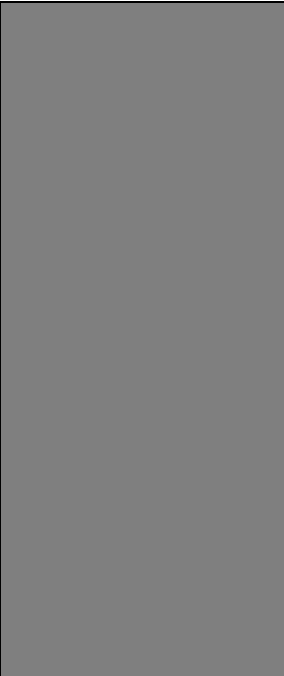
Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12 CT/ 05840	<p><b>Unit 21 Web design and prototyping coursework.</b> LO1-LO2</p> <p>Understand the fundamentals of web design</p> <p>Be able to plan the development of an interactive website for an identified client</p> <p>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

	Be able to investigate potential solutions for application developments	Be able to present application solutions to meet client and user requirements				
	Unit 1 Exam prep	Unit 2 Exam Prep				

## Media Studies Curriculum Map 2024-2025

### Key Stage 5

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 12	<p>Introduction to the Media and the Theoretical Framework</p> <p>Component Two Section A: TV</p> <ul style="list-style-type: none"> <li>• The Bridge</li> <li>• Black Mirror</li> </ul> <p>Component Two Section B: Film Industry</p> <ul style="list-style-type: none"> <li>• Black Panther</li> <li>• I Daniel Blake</li> </ul> <p><b>EXAM PRACTICE</b></p>	<p>Component One Section A: Advertising and Marketing</p> <ul style="list-style-type: none"> <li>• Tide print advert</li> <li>• Kiss of the Vampire film poster</li> <li>• Super. Human. Tokyo 2020 Paralympic Games AV. Advertisement</li> <li>• Unseen Print &amp; A/V</li> </ul> <p>Component Two Section C: Online Blog/Magazine</p> <ul style="list-style-type: none"> <li>• Zoella</li> <li>• Attitude</li> </ul> <p><b>EXAM PRACTICE</b></p>	<p>Component One Section A: Newspapers</p> <ul style="list-style-type: none"> <li>▪ Daily Mirror</li> <li>▪ The Times <ul style="list-style-type: none"> <li>– Media Language</li> <li>– Representation</li> <li>– Media Context</li> </ul> </li> </ul> <p>Component One Section A: Music Video</p> <ul style="list-style-type: none"> <li>• Beyonce – Formation</li> <li>• Vance Joy – Riptide</li> </ul> <p><b>EXAM PRACTICE</b></p>	<p>Component One Section B: Newspapers</p> <ul style="list-style-type: none"> <li>• Daily Mirror</li> <li>• The Times <ul style="list-style-type: none"> <li>– Audience</li> <li>– Industry</li> <li>– Media Context</li> </ul> </li> </ul> <p>Component One Section B: Radio</p> <ul style="list-style-type: none"> <li>• Woman’s Hour</li> </ul> <p><b>EXAM PRACTICE</b></p>	<p>Component Two Section B: Magazines</p> <ul style="list-style-type: none"> <li>• Vogue</li> <li>• Big Issue</li> </ul> <p>Component 3 – Non-Examination Assessment</p> <p><b>EXAM PRACTICE</b></p>	<p>REVISION &amp; FULL MOCK</p> <p>Component 3 – Non-Examination Assessment</p> <ul style="list-style-type: none"> <li>• Magazine/Film Marketing print</li> </ul> <p><b>EXAM PRACTICE</b></p>

<p>Year 13</p>	<p>Component One Section A: Video Games Assassins Creed -</p> <ul style="list-style-type: none"> <li>▪ Daily Mirror</li> <li>▪ The Times             <ul style="list-style-type: none"> <li>▪ Audience</li> <li>• Industry</li> <li>• Media</li> <li>Contex</li> </ul> </li> </ul>	<p>Component Two Section B: Magazines</p> <ul style="list-style-type: none"> <li>▪ Vogue</li> <li>▪ Big Issue</li> </ul> <p>Component Two Section A: TV</p> <ul style="list-style-type: none"> <li>▪ The Bridge</li> <li>▪ Life on Mars</li> </ul> <p><b>EXAM PRACTICE</b></p>	<p>Component Two Section C: Online Blog/Magazine</p> <ul style="list-style-type: none"> <li>▪ Zoella</li> <li>▪ Attitude</li> </ul> <p>Component 3 – Non- Examination Assessment</p> <p><b>EXAM PRACTICE</b></p>	<ul style="list-style-type: none"> <li>▪ <b>REVISION</b></li> <li>▪ <b>EXAM PRACTICE</b></li> <li>▪ <b>NEA FINALISATION</b></li> </ul>	<p>Public examinations</p>	
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## Performing Arts (Drama) Curriculum Maps 2024-2025

### Key Stage 5 Drama – BTEC Level 3 National Extended Certificate in Performing Arts (Acting)

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12	<p><b>Unit 2 – Developing Skills and Techniques for Performance</b></p> <p>A: Understand the role and skills of a performer            B: Develop performance skills and techniques for live performance            C: Apply performance skills and techniques in selected styles            D: Review and reflect on development of skills and techniques for live performance</p>	<p><b>Unit 2 – Developing Skills and Techniques for Performance</b></p> <p>A: Understand the role and skills of a performer            B: Develop performance skills and techniques for live performance            C: Apply performance skills and techniques in selected styles            D: Review and reflect on development of skills and techniques for live performance</p>	<p><b>Unit 3 – Acting Styles</b></p> <p>A: Understand acting styles and techniques for performance            B: Develop acting styles, skills and techniques for performance            C: Apply acting styles, skills and techniques in rehearsal and performance            D: Review personal development and own performance</p>	<p><b>Unit 3 – Acting Styles</b></p> <p>A: Understand acting styles and techniques for performance            B: Develop acting styles, skills and techniques for performance            C: Apply acting styles, skills and techniques in rehearsal and performance            D: Review personal development and own performance</p>	<p><b>Unit 4 – Performing Arts in the Community</b></p> <p>A: Understand community performance and practice            B: Develop ideas for a community performance            C: Apply skills to a community performance            D: Review own development and final community performance</p>	<p><b>Unit 4 – Performing Arts in the Community</b></p> <p>A: Understand community performance and practice            B: Develop ideas for a community performance            C: Apply skills to a community performance            D: Review own development and final community performance</p>
13	<p><b>Unit 34– Developing Skills and Techniques for Performance</b></p> <p>A: Understand the role and skills of a performer            B: Develop performance skills and techniques for live performance            C: Apply performance skills and techniques in selected styles            D: Review and reflect on development of skills and techniques for live performance</p>	<p><b>Unit 34– Developing Skills and Techniques for Performance</b></p> <p>A: Understand the role and skills of a performer            B: Develop performance skills and techniques for live performance            C: Apply performance skills and techniques in selected styles            D: Review and reflect on development of skills and techniques for live performance</p>	<p><b>Unit 3 – Group Performance Workshop</b></p> <p>A: Understand how to interpret and respond to stimulus for a group performance            B: Develop and realise creative ideas for a group performance in response to stimulus            C: Apply personal management and collaborative skills to a group performance workshop process            D: Apply performance skills to communicate creative intentions during performance workshop            E: Review and reflect on the effectiveness of the working process and the workshop performance</p>	<p><b>Unit 3 - Group Performance Workshop</b></p> <p>A: Understand how to interpret and respond to stimulus for a group performance            B: Develop and realise creative ideas for a group performance in response to stimulus            C: Apply personal management and collaborative skills to a group performance workshop process            D: Apply performance skills to communicate creative intentions during performance workshop            E: Review and reflect on the effectiveness of the working process and the workshop performance</p>	<p><b>Unit 17 – Screen Acting</b></p> <p>A: Understand the context of screen acting            B: Develop acting skills and techniques for performance in front of a camera            C: Apply acting skills and techniques to a performance in front of a camera            D: Review own development and screen acting performance.</p>	

## Music Curriculum Map 2024-2025

### KS5 BTEC Level 3 National Extended Certificate in Music Technology (Sound Engineering)

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Year 12</b>	<b>Unit 2 Studio Recording Techniques</b> <ul style="list-style-type: none"> <li>A: Explore the equipment and processes used for a multi-track studio recording</li> <li>B: Music recording session planning</li> <li>C: Multi-track recording using techniques and processes</li> <li>D: Review the processes and techniques used in multi-track recording</li> </ul>	<b>Unit 1 – Live Sound Unit 2 Studio Recording Techniques</b> <ul style="list-style-type: none"> <li>A: Explore the equipment and processes used for a multi-track studio recording</li> <li>B: Music recording session planning</li> <li>C: Multi-track recording using techniques and processes</li> <li>D: Review the processes and techniques used in multi-track recording</li> </ul>	<b>Unit 13 – Mixing and Mastering Techniques</b> <ul style="list-style-type: none"> <li>A: Understand mixing and mastering software techniques</li> <li>B: Develop a mixdown of a multi-track project</li> <li>C: Carry out the production of a mastered stereo audio file</li> </ul>	<b>Unit 13 – Mixing and Mastering Techniques</b> <ul style="list-style-type: none"> <li>A: Understand mixing and mastering software techniques.</li> <li>B: Develop a mixdown of a multi-track project</li> <li>C: Carry out the production of a mastered stereo audio file</li> </ul>	<b>Unit 18 – Working and Developing as a Production Team</b> <ul style="list-style-type: none"> <li>A: Understand different roles and responsibilities involved in the music production process.</li> <li>B: Undertake a music production project</li> <li>C: Review the music production project</li> </ul>	<b>Unit 18 – Working and Developing as a Production Team</b> <ul style="list-style-type: none"> <li>A: Understand different roles and responsibilities involved in the music production process.</li> <li>B: Undertake a music production project.</li> <li>C: Review the music production project.</li> </ul>
<b>Year 13</b>	<b>Unit 1 – Live Sound</b> <ul style="list-style-type: none"> <li>A: Examine live sound technology, equipment and roles</li> <li>B: Carry out the set-up and soundcheck of a live sound system to meet the needs of performers and audience</li> <li>C: Develop live recording and mixing techniques</li> </ul>	<b>Unit 1 – Live Sound</b> <ul style="list-style-type: none"> <li>A: Examine live sound technology, equipment and roles</li> <li>B: Carry out the set-up and soundcheck of a live sound system to meet the needs of performers and audience</li> <li>C: Develop live recording and mixing techniques</li> </ul>	<b>Unit 6 – DAW Production</b> <ul style="list-style-type: none"> <li>A: Digital audio</li> <li>B: MIDI sequencing skills and techniques</li> <li>C: Manipulating digital Audio</li> <li>D: Processing and mixing on a DAW</li> <li>E: Undertake creative projects on a DAW</li> </ul>	<b>Unit 6 – DAW Production</b> <ul style="list-style-type: none"> <li>A: Digital audio</li> <li>B: MIDI sequencing skills and techniques</li> <li>C: Manipulating digital Audio</li> <li>D: Processing and mixing on a DAW</li> <li>E: Undertake creative projects on a DAW</li> </ul>	<b>Unit 6 – DAW Production</b> <ul style="list-style-type: none"> <li>A: Digital audio</li> <li>B: MIDI sequencing skills and techniques</li> <li>C: Manipulating digital Audio</li> <li>D: Processing and mixing on a DAW</li> <li>E: Undertake creative projects on a DAW</li> </ul>	



## Physical Education Curriculum Maps 2024-2025

### Key Stage 5

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
12 OCR Cambridge Technical Level 3 Diploma	Unit 4: Working safely in sport, exercise and physical activity	Unit 4: Working safely in sport, exercise and physical activity	Unit 5: Performance analysis and sport and exercise	Unit 5: Performance analysis and sport and exercise	Unit 5: Performance analysis and sport and exercise  Unit 17: Sports injuries and Rehabilitation	Unit 17: Sports injuries and Rehabilitation
12 OCR Cambridge Technical Level 3 Extended Certificate	Unit 1: Body systems and the effects of physical activity	Unit 1: Body systems and the effects of physical activity	Unit 2: Sports coaching and leadership	Unit 2: Sports coaching and leadership	Unit 2: Sports coaching and leadership  Unit 19: Sport and Exercise psychology	Unit 19: Sport and Exercise psychology
13 OCR Cambridge Technical Level 3 Diploma	Unit 13: Health and Fitness Testing for Sport and Exercise	Unit 13: Health and Fitness Testing for Sport and Exercise	Unit 5: Performance analysis and sport and exercise	Unit 5: Performance analysis and sport and exercise	Re sits (units 1, 3 and 4)	Exam period

<p>13 OCR Cambridge Technicals Level 3 Extended Certificate</p>	<p>Unit 3: Sports organisation and development</p> <p>Unit 2: Sports coaching and leadership (recovery curriculum/ completion.)</p>	<p>Unit 3: Sports organisation and development</p> <p>Unit 2: Sports coaching and leadership (recovery curriculum/ completion.)</p>	<p>Unit 18: Practical Sports</p>	<p>Unit 18: Practical Sports</p>	<p>Re sits (units 1, 3 and 4)</p>	<p>Exam period</p>
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## Psychology Curriculum Map 2024-2025

### Key Stage 5

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p><b>Year 12</b> <b>AQA 7182</b></p> <p><b>Mrs Pugh</b> <b>3 lessons a week</b></p> <p><b>2024-2025</b></p>	<p><b>Introduction to A level Psychology- what is Psychology?</b></p> <hr/> <p><b>Topic 1 Social Influence</b> -Types of conformity -Explanations for obedience -Resistance to social change -Minority influence -Social change</p>	<p><b>Topic 1 Social Influence</b> -Types of conformity -Explanations for obedience -Resistance to social change -Minority influence -Social change</p> <p><b>Topic 3 Attachment</b> -caregiver/ infant interactions -Animal studies -Explanations of attachment - Ainsworth’s ‘Strange Situation’ -Bowlby’s theory of maternal deprivation. - Romanian orphan studies: effects of institutionalisation. -The influence of early attachment on childhood</p>	<p><b>Topic 3 Attachment</b> -caregiver/ infant interactions -Animal studies -Explanations of attachment - Ainsworth’s ‘Strange Situation’ -Bowlby’s theory of maternal deprivation. - Romanian orphan studies: effects of institutionalisation. -The influence of early attachment on childhood</p> <p><b>Research Methods:</b> Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test.</p>	<p><b>Research Methods</b> Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors. Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman’s rho, Pearson’s r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.</p> <p><b>Topic 5 Approaches</b> - Origins of Psychology  -The basic assumptions of the following approaches  -Learning approaches: the behaviourist approach</p>	<p><b>Topic 5 Approaches</b> - Origins of Psychology  -The basic assumptions of the following approaches  -Learning approaches: the behaviourist approach and social learning theory  -The cognitive approach and mental processes. Including emergence of cognitive neuroscience  -The biological approach  - The psychodynamic approach  -The humanistic approach</p> <p><b>Revision of Paper 1 and Paper 2</b> for mocks  Research Methods, Social Influence,</p>	<p><b>Mocks Paper 1 full paper and ¾ of Paper 2</b></p> <p><b>Option 1 Relationships</b>  -The evolutionary explanations for partner preferences behavior -Factors affecting attraction in romantic relationships -Theories of romantic relationships - Duck’s phase model of relationship breakdown -Virtual relationships in social media relationships -Parasocial relationships in explaining celebrity and fandom</p> <p><u>(Relationships will be completed in the first half term of Year 13)</u></p>

				<p>approach and social learning theory</p> <p>-The cognitive approach mental processes.</p> <p>-The biological approach</p>	Attachment and Approaches	
<p><b>Year 12</b> <b>AQA 7182</b></p> <p><b>Ms Thumwood</b> <b>2 lessons a week</b></p> <p><b>2024-2025</b></p>	<p><b>Topic 7 Research Methods (2 lessons a week)</b></p> <ul style="list-style-type: none"> <li>-Experimental method</li> <li>-Scientific processes</li> <li>-Data handling and analysis</li> <li>-Descriptive statistics</li> <li>-Display of data</li> <li>-Observational techniques</li> <li>-Self-report techniques</li> <li>-Correlations</li> <li>- Content analysis</li> <li>-Case studies processes</li> </ul>	<p><b>Topic 2 Memory (2 Lesson a week to start on completion of Research Methods)</b></p> <ul style="list-style-type: none"> <li>-intro to memory</li> <li>-Multi Store Model</li> <li>- Types of memory</li> <li>-Working memory model</li> <li>-Explanations for forgetting</li> <li>-Eye witness testimony, factors and accuracy</li> </ul>	<p><b>Completion of Memory</b></p> <p><b>Topic 4 Psychopathology</b></p> <ul style="list-style-type: none"> <li>-Definitions of abnormality</li> <li>-The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).</li> <li>-The behavioural approach to explaining and treating phobias</li> <li>-The cognitive approach to explaining and treating depression</li> <li>-The biological approach to explaining and treating OCD</li> </ul>	<p><b>Completion of Psychopathology</b></p> <p><b>Topic – Research Methods and Stats Revision</b></p> <ul style="list-style-type: none"> <li>-Recap of research methods</li> </ul>	<p><b>Topic – Paper 1 revision</b></p> <ul style="list-style-type: none"> <li>-Topics</li> <li>- exam and essay writing skills</li> <li>-application questions</li> <li>-embedding research methods</li> <li>-how to revise for psychology</li> <li>-A01 revision of psychologists and studies</li> <li>-A03 peel paragraphs</li> </ul>	<p><b>Topic – Paper 1 revision</b></p> <ul style="list-style-type: none"> <li>-_Topics</li> <li>-exam and essay writing skills</li> <li>-application questions</li> <li>-embedding research methods</li> <li>-how to revise for psychology</li> <li>-A01 revision of psychologists and studies</li> <li>-A03 peel paragraphs</li> </ul>
	<p><b>Topic 8 Issues and debates</b></p> <ul style="list-style-type: none"> <li>-Holism and reductionism</li> </ul>	<p><b>Topic 8 Issues and debates End of Topic Assessment:</b></p>	<p><b>Option 3 Aggression</b></p> <ul style="list-style-type: none"> <li>-Neural and hormonal mechanisms</li> </ul>	<p><b>Option 3 Aggression</b></p> <ul style="list-style-type: none"> <li>-Neural and hormonal mechanisms</li> </ul>	<p><b>Revision Papers 1-3</b></p>	<p><b>Paper 1 2 hours</b> <b>Paper 2 2 hours</b> <b>Paper 3 2 hours</b></p>

<p><b>Year 13</b> <b>AQA 7182</b></p> <p><b>Mrs Pugh</b> <b>3 lessons a week</b></p> <p><b>2024-2025</b></p>	<p>-Biological reductionism and environmental (stimulus-response) reductionism -Idiographic and nomothetic approaches</p> <hr/> <p><b><u>Option 1 Relationships</u></b> <b><u>Continued from Year 12</u></b></p> <p>-The evolutionary explanations for partner preferences behaviour -Factors affecting attraction in romantic relationships -Theories of romantic relationships - Duck’s phase model of relationship breakdown -Virtual relationships in social media relationships -Parasocial relationships in explaining celebrity and fandom</p>	<p>-Holism and reductionism -Biological reductionism and environmental (stimulus-response) reductionism -Idiographic and nomothetic approaches</p> <p><b><u>Topic 5: Approaches</u></b> recap of year 12 and comparison of approaches</p>	<p>-The ethological explanation of aggression -Evolutionary explanations of human aggression. -Social psychological explanations of human aggression -Institutional aggression -Media influences on aggression</p>	<p>-The ethological explanation of aggression -Evolutionary explanations of human aggression. -Social psychological explanations of human aggression -Institutional aggression -Media influences on aggression</p>		
<p><b>Year 13</b> <b>AQA 7182</b></p>	<p><b><u>Topic 8 Issues and debates</u></b></p>	<p><b><u>Topic 6 Biopsychology</u></b> - The divisions of the nervous system</p>	<p><b><u>Option 2 Schizophrenia</u></b> -Biological explanations for schizophrenia</p>	<p><b><u>Option 2 Schizophrenia</u></b> -Biological explanations for schizophrenia</p>	<p><b><u>Paper 1, 2 and 3 Revision</u></b></p>	<p><b>Paper 1 2 hours</b> <b>Paper 2 2 hours</b> <b>Paper 3 2 hours</b></p>

<p><b>Ms Wollaston</b> <b>2 lessons a week</b>  <b>2024-2025</b></p>	<p>-Free will and determinism - The scientific emphasis on causal explanations -Ethical Implications of research studies and theory (inc. social sensitivity)</p> <p><b>Topic 6 Biopsychology</b> - The divisions of the nervous system -The structure and function of sensory, relay and motor neurons. -The process of synaptic transmission, -The function of the endocrine system -The fight or flight response</p>	<p>-The structure and function of sensory, relay and motor neurons. -The process of synaptic transmission, -The function of the endocrine system -The fight or flight response</p>	<p>-Psychological explanations for schizophrenia -Drug therapy in treating schizophrenia -Cognitive behaviour therapy and family therapy -The importance of an interactionist approach</p>	<p>-Psychological explanations for schizophrenia -Drug therapy in treating schizophrenia -Cognitive behaviour therapy and family therapy -The importance of an interactionist approach</p>		
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## Sociology Curriculum Map 2024-2025

### Key Stage 5

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

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
13	<u>Research Methods</u>	<u>Crime and Deviance</u>	<u>Crime and Deviance</u>	<u>Crime and Deviance</u>	<u>Revision</u>	<u>Revision</u>





## Travel and Tourism Curriculum Map 2024-2026

### Key Stage 5 Pearson BTEC National Extended Certificate in Travel and Tourism

Year	Autumn Half term 1	Autumn Half term 2	Spring Half term 3	Spring Half term 4	Summer Half term 5	Summer Half term 6
Y12 Teacher 1	<b>Unit 1: World of Travel and Tourism</b> <b>Learning aim A/b</b> <ul style="list-style-type: none"> <li>Types of T&amp;T</li> <li>Types of Tourism</li> <li>Types of Travel</li> <li>Types of T&amp;T customer</li> <li>The Types of T&amp;T organisation</li> <li>Ownership and operating aims</li> <li>Key sectors</li> <li>Interrelationships and interdependencies</li> </ul>	<b>Unit 1: World of Travel and Tourism</b> <b>Learning aim C/D</b> <ul style="list-style-type: none"> <li>Technology</li> <li>Scale of the T&amp;T industry</li> <li>Employment</li> <li>Visitor numbers</li> <li>Income and spending</li> <li>Factors affecting T&amp;T industry</li> <li>Product development</li> <li>Other factors affecting the T&amp;T industry</li> <li>Responses of T&amp;T industry</li> </ul> <p><b><u>(Unit 1 exam Christmas year 1)</u></b></p>	<b>Unit 2: Global Destinations</b> <b>Learning aim A</b> <ul style="list-style-type: none"> <li>Geographical awareness</li> <li>Features and appeal of destinations</li> <li>Appeal and types of tourism</li> </ul>	<b>Unit 2: Global Destinations</b> <b>Learning Aim B</b> <ul style="list-style-type: none"> <li>Different types of gateways and transport hubs and their facilities</li> <li>Potential advantages and disadvantages of travel routes</li> </ul>	<b>Unit 2: Global Destinations</b> <b>Learning Aim C</b> <ul style="list-style-type: none"> <li>Travel planning and the potential advantages and disadvantages</li> <li>Understanding of travel itineraries</li> <li>Cost factors</li> <li>Types of customers and their needs</li> </ul>	<b>Unit 2: Global Destinations</b> <b>Learning aim D</b> <ul style="list-style-type: none"> <li>Consumer trends affecting the appeal of global destination</li> <li>Motivating and enabling factors affecting the appeal of global destinations</li> </ul> <p><b>Unit 1: External exam</b></p>
Y12 Teacher 2			<b>Unit 3: Principles of Marketing</b> <b>Learning aim A</b> Explore the role of marketing activities in influencing customer decisions and meeting customer needs in travel and tourism	<b>Unit 3 LLA continued</b>	<b>Unit 3: Principles of Marketing</b> <b>Learning aim B</b> Examine the impact that marketing activities have on the success of different travel and tourism organisations <b><u>(premier inn trip)</u></b>	<b>Learning aim B continued</b> <b>Set research for Learning aim C + D.</b>

## Travel and Tourism Curriculum Map 2024-2026

### Key Stage 5 Pearson BTEC National Extended Certificate in Travel and Tourism

<p><b>Y13 Teacher 1</b></p>	<p><b>Unit 2: Global destinations Learning aim E</b></p> <ul style="list-style-type: none"> <li>Political factors</li> <li>Economic factors</li> <li>Accessibility and availability</li> </ul>	<p><b>Unit 2: Global destinations Learning aim E continued</b></p> <ul style="list-style-type: none"> <li>Image and promotion</li> <li>Changing markets</li> <li>Natural disasters</li> <li>Climate and its influence on travel</li> </ul>	<p><b>Unit 3: Unit 3: Principles of Marketing Learning aim C</b></p> <p>Carry out market research in order to identify a new travel and tourism product or service <b>(Morden hall park trip data collection)</b></p>	<p><b>Unit 2 Exam in January Unit 9: Visitor Attractions Learning aim A</b></p> <p>Investigate the nature, role and appeal of visitor attractions</p>	<p><b>Unit 9: Visitor Attractions Learning aim C</b></p> <p>Explore how visitor attractions respond to competition and measure their success and appeal</p>	<p><u>Exam retake / coursework catch up.</u></p>
<p><b>Y13 Teacher 2</b></p>		<p><u>(Unit 2 exam, Christmas year 2).</u></p>	<p><b>Unit 3: Principles of Marketing Learning aim D</b></p> <p>Produce a promotional campaign for a new travel and tourism product or service, to meet stated objectives</p>	<p><b>Unit 9: Visitor Attractions Learning aim B</b></p> <p>Examine how visitor attractions meet the diverse expectations of visitors</p>		