



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

## YEAR 13: IGS CURRICULUM OVERVIEW

In this booklet you will find all Curriculum Overviews for each subject, detailing:

- What is being taught;
- The sequence it is being taught in;
- The 'powerful' knowledge in the curriculum for that subject- this is the most important knowledge that students need to know to be successful in the subject (e.g. key concepts and skills);
- What is being assessed;
- How you can support their learning further at home.



PRIDE



RESPECT



COURAGE



RESPONSIBILITY



KINDNESS



RESILIENCE

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## Year 13 Curriculum Overview: Level 3 National Extended Certificate in Applied Science



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<b>Unit 3</b> Science Investigation Skills 1.Planning a scientific investigation 2. Data collection, processing, analysis and interpretation. 3.Drawing conclusions and evaluations. 4. Enzymes in action 5.Diffusion of molecules 6.Plants and their environments 7.Energy content of fuels 8.Electrical circuits	1.Planning a scientific investigation 2. Data collection, processing, analysis and interpretation. 3.Drawing conclusions and evaluations. 4. Enzymes in action 5.Diffusion of molecules 6.Plants and their environments 7.Energy content of fuels 8.Electrical circuits	To complete the written task in Part B, learners will be provided with Part A. Part A will outline the method/materials used to generate results/observations from a practical investigation.  This unit will be assessed through a written task (Part 8) worth 60 marks. The task is set and marked by Pearson and will be completed in one sitting, within a supervised assessment session timetabled by Pearson. The assessment task will assess learners' ability to plan, record, process, analyse and evaluate scientific findings, using secondary information/data from scientific investigations related to the unit content.	Encourage the use of Showbie to access lesson resources. Ensure they are spending time studying the content during the week. Encourage the attendance of afterschool interventions. Remind to check <u>Classcharts</u> on a regular basis and to complete all homework on time.
<b>Spring Term</b>	<b>Unit 8</b> Physiology of Human Body Systems  Learners will focus on the physiological make up of three human body systems (musculoskeletal, lymphatic and digestive), how the systems function and what occurs during dysfunction.	1. Structure of the musculoskeletal system 2. Function of the musculoskeletal system 3. Health matters and treatments related to the musculoskeletal system 4. Structure of the lymphatic system 5. Function of the lymphatic system 6. Function of the lymphatic system 7. Health matters and treatments related to the lymphatic system 8. Structure of the digestive system 9. Function of the digestive system 10. Health matters and treatments related to the digestive system	In this unit, you will focus on three body systems: musculoskeletal, lymphatic and digestive. You will submit reports for each assignment.  There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is: Learning aim: A (A.P1, A.P2, A.M1, A.D1) Learning aim: B (B.P3, B.P4, B.M2, B.D2) Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.M4, C.D3)	Encourage the use of Showbie to access lesson resources and attendance to all lessons to ensure you complete all the practical's required for each assignment. Ensure they are spending time studying the content during the week. Encourage the attendance of afterschool interventions. Remind to check <u>Classcharts</u> on a regular basis and to submit your coursework on time.



## Year 13 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	COURSEWORK: Personal Investigation (practical portfolio) & Personal Study (art history essay)	Responding to a self-set brief (Personal Investigation). Development and refinement of ideas, skills and outcomes using the structure of "6 stages of a project".	COURSEWORK DEADLINE – End of January (60% of final grade).  Coursework is assessed against Edexcel assessment objectives: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<ul style="list-style-type: none"> <li>If visiting large cities, pop into the city gallery. Viewing art first hand is invaluable in helping with ideas and seeing highest quality work by renowned artists.</li> <li>Sign your child up for life drawing classes locally.</li> <li>Watch art related programmes.</li> <li>Talk about their work and ideas. Students often choose to explore themes personal to them. Your insights may give them greater focus.</li> <li>Help with locations for photoshoots. They may need to visit a family member or embark upon a trip to a specific place to source images for their work.</li> <li>Proofreading written work to help pick up SPAG errors.</li> </ul>
<b>Spring Term</b>	EXTERNALLY SET ASSIGNMENT (exam)  London Galleries visit	Inspirational London Galleries visit – to support early ideas Responding to a given theme (exam paper)  The 6 stages of an A Level project: Stage 1 – Initial ideas Stage 2 – Inspirational artists Stage 3 – Recording observations Stage 4 – Planning Stage 5 – Experimental trials Stage 6 – Response 1	Coursework and mock exam work are assessed against Edexcel assessment objectives: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<p>As above.</p> <ul style="list-style-type: none"> <li>This is the term to now scale back part-time work.</li> <li>Supporting emotionally and physically during the run-up to exam sessions.</li> </ul>
<b>Summer Term</b>	EXTERNALLY SET ASSIGNMENT (exam)	Stage 6 – Final exam – Make final response over 3 days (15 hours)	Externally set assignment is assessed against Edexcel assessment objectives: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<p>As above.</p>



## Year 13 Curriculum Overview: Biology \*subject to change



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Decomposition, Nutrient Cycles and Fertilisers Succession Photosynthesis Respiration Monohybrid Inheritance and Sex Linkage Gene Technology – Fingerprinting, Screening, Gene therapy + Sequencing Nervous System Stem Cells	Role of saprobionts + hydrolysis reactions in the break-down of detritus, and factors that affect the rate of decay. Events and importance of the nitrogen and phosphorous cycles. Evaluation of the use of fertilisers to increase crop yields. Light dependent and light independent stages of photosynthesis, + factors that affect the rate of photosynthesis. Steps in respiration to include: glycolysis, link reaction, Krebs's cycle, substrate and oxidative phosphorylation. Inheritance of one gene with dominant and recessive alleles, multiple alleles and co-dominance. Genetic crosses where the gene is only located on the X chromosome. Interpreting pedigrees. Features of the genome, mutations and their consequences. Role of the genome project in determining the base sequence of DNA, its importance and issues. Use of electrophoresis, probes, labelling and microarrays in screening for disease alleles. Using gene therapy to enable the production of functional proteins to treat genetic diseases. Features of the nervous system + structure of cells. Resting potential, action potentials, refractory periods and saltatory conduction. Synaptic transmission and the effects of toxins and drugs. Features of stem cells and their uses, including induced pluripotent stem cells and their advantages. <b>Skills:</b> Detailed factual recall, written communication, application of knowledge, data handling + analysis, evaluation, comprehension, practical competencies, synoptic essays	<b>End of topic booklets</b> assess factual knowledge, written communication, application, data handling + analysis, and evaluation through short and long answer questions <b>Practical Competencies</b> <b>Assessment 1</b> – Named Year 12 topics + Decomposition, fertilisers, nutrient cycles, ecological techniques and population size, survival and response <b>Assessment 2</b> – Named year 12 topics + Gene Tech 1 and Nervous System	Ensure students complete all homework thoroughly, using their lesson notes to help.  Encourage them to make lists of questions/problem areas to ask teachers about.  Ensure they use the checklists to methodically revise all topics.
Spring Term	Population genetics Speciation Recombinant Gene Technology Gene Machine Energy and Ecosystems Regulation of Transcription and Translation Gene Expression and Cancer Skeletal Muscle Contraction Homeostasis	Frequency of alleles in a population + the application of the Hardy Weinberg principle to determine frequency. How new species form through natural selection. Types of speciation (allopatric and sympatric) and genetic drift. Genetic Engineering to transfer genes from one species to another so they produce the protein product. To include the engineering of bacteria, plants and animals, and genetic markers to identify recombinants. The production of genes without a DNA template. How energy is transferred along a food chain and dissipated. The technique of calorimetry to determine energy levels within biomass. How the expression of genes is switched on and off using transcription factors, oestrogen and <b>iRNA</b> . Role of tumour suppressor genes and oncogenes in cancer. Epigenetics + the role of methylation and acetylation in gene expression, including links to cancer + treatments. Structure of skeletal muscles + the sliding filament hypothesis of contraction. Roles of calcium ions + ATP. Differences between Fast twitch and slow twitch muscle fibres linking to type of exercise. Negative feedback and the importance of maintaining a constant internal environment. <b>Skills:</b> Detailed factual recall, written communication, application of knowledge, data handling and analysis, evaluation, comprehension, practical competencies, synoptic essays	<b>End of topic booklets</b> assess factual knowledge, written communication, application, data handling + analysis, and evaluation through short and long answer questions <b>Practical Competencies</b> <b>Mock Exam (Assessment 3):</b> Paper 1 – Any year 12 Topic Paper 2 – Any year 13 topic from the Autumn term, including ecology and survival and response work from the summer of year 12 <b>Essay Writing</b>	Make revision a part of the regular routine throughout the course i.e. revise year 12 topics as well as completing work and revision for year 13 topics.  Prompt them to use the course study guide for tips on how to learn  Produce a timetable for increased revision for mock/external exams.  Encourage them to practice planning for essays. Use recall first to identify topics, then checklists to see if there are others. Then, consider if there are topics on the list that they can't easily write about, these should be their focus for revision.
Summer Term	Control of Heart Rate Control of Blood Glucose Levels Kidneys and the Control of Water Potential Inheritance – Dihybrid, Epistasis and Autosomal Linkage	How heart rate is increased or decreased in response to changes in carbon dioxide levels and blood pressure. Detecting blood glucose levels and the roles of insulin, glucagon and adrenaline in returning levels to normal. Second messenger model to explain how binding to receptors leads to stimulation of events within cells. Structure of the kidney, ultrafiltration, selective reabsorption, counter-current multiplier mechanism and the production of a concentrated urine. Role of the pituitary gland and ADH in the control of water potential. Genetic inheritance of two genes located on different types of chromosomes, and how one gene can affect the expression of another in the phenotype. Genetic inheritance of two genes located on the same chromosome and the role of crossing over in forming recombinants. <b>Skills:</b> Detailed factual recall, written communication, application of knowledge, data handling and analysis, evaluation, comprehension, practical competencies, synoptic essays	<b>End of topic booklets</b> assess factual knowledge, written communication, application, data handling + analysis and evaluation through short and long answer questions <b>Practical Competencies</b> <b>Essay Writing</b> <b>Assessment 4</b> – Any Spring term topic <b>External Exams:</b> <b>Paper 1</b> – Any Year 12 topic or practical <b>Paper 2</b> – Any year 13 topic of practical <b>Paper 3</b> – Any topic or practical from either year + extended data handling and essay	



## Year 13 Curriculum Overview: Business



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<p><b>Theme 3 – Business decisions &amp; strategy</b></p> <p>3.1 Business objectives &amp; strategy 3.4 Influences on business decisions 3.2 Business growth</p> <p><b>Theme 4 – Global business</b></p> <p>4.2 Global markets and business expansion 4.4 Global industries and companies 4.1 Globalisation</p>	<p>Corporate objectives Corporate influences Shareholders vs stakeholders Corporate culture Business ethics Theories of corporate strategy SWOT analysis Impact of external influences Growth Mergers and takeovers Organic growth Reasons for staying small Quantitative sales forecasting</p> <p>Conditions that prompt trade Assessment of a country as a market Assessment of a country as a production location Global mergers or joint ventures Global competitiveness Cultural and social issues The impact of MNCs Ethics Controlling MNCs Growing economies</p>	<p>End of unit tests – Theme 3 Common Assessment 1 – 3.1 Business objectives and strategy 3.4 Influences on business decisions Common Assessment 2 – 3.2 Business growth</p> <p>End of unit Tests – Theme 4 Common Assessment 1 – 4.2 Global markets &amp; business expansion Common Assessment 2 – 4.4 Global industries and companies</p>	<ul style="list-style-type: none"> <li>Encourage students to read and stay up-to-date with business in the real world</li> <li>Help students revise for the end of unit tests</li> <li>Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions</li> </ul>
<b>Spring Term</b>	<p>3.3 Decision-making techniques 3.5 Assessing Competitiveness</p> <p>4.1 Globalisation 4.3 Global marketing</p> <p>Mock Preparation</p>	<p>Investment appraisal Decision trees Critical Path Analysis Interpretation of financial statements Ratio Analysis Human Resources</p> <p>International trade and growth Factors contributing to increased globalisation Protectionism Trading blocs Marketing Niche markets</p>	<p>Mock exam – Paper 1 – Theme 1&amp;4 Paper 2 – Theme 2&amp;3</p> <p>End of unit tests – Theme 3 Common Assessment 3 – 3.3 Decision-making techniques &amp; 3.5 Assessing competitiveness</p> <p>End of unit Tests – Theme 4 Common Assessment 3 – 4.1 Globalisation &amp; 4.3 Global marketing</p>	<ul style="list-style-type: none"> <li>Encourage students to read and stay up-to-date with business in the real world</li> <li>Help students revise for the end of unit tests</li> <li>Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions</li> <li>Use showbie to access past papers</li> </ul>
<b>Summer Term</b>	<p>3.6 Managing change</p> <p>Paper 3 preparation (pre-release material)</p> <p>Exam Preparation</p>	<p>Causes and effects of change Key factors in change Scenario planning Pre-release</p>	<p>A-level exams</p> <p>Paper 1 – Theme 1&amp;4 Paper 2 – Theme 2&amp;3 Paper 3 – All themes based on a pre-released industry</p>	<ul style="list-style-type: none"> <li>Encourage students to read and stay up-to-date with business in the real world</li> <li>Help students revise for the end of unit tests</li> <li>Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions</li> <li>Use showbie to access past papers</li> </ul>





# Year 13

## Curriculum Overview: A-Level Computer Science



### Autumn Term

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. Computer System Part 2 (CISC and RISC processors) 2. Input, output and storage 3. Software Development 4. Application Generation Part 2 (Stages of compilation) 5. System Analysis 6. Object-oriented languages 7. Modes of addressing memory 8. Encryption  10. Coursework preparation	Define, explain and give examples of: <ul style="list-style-type: none"> <li>Structure and function of different processors</li> <li>Stages of compilation (lexical analysis, syntax analysis, code generation and optimisation)</li> <li>Modes of addressing memory (immediate, direct, indirect and indexed).</li> <li>Object-oriented languages, understanding of classes, objects, methods, attributes, inheritance, encapsulation &amp; polymorphism.</li> <li>Run length encoding, dictionary coding, lossless compression</li> </ul> Demonstrate: <ul style="list-style-type: none"> <li>Analysis of coursework scenario</li> <li>Develop prototype, iterative development / testing</li> </ul>	All elements of Powerful knowledge Recall of facts Application of theory within a scenario  Topics 1-9 (Autum Term) via practice exam questions Topic 10 (Autum Term) via practical exercises	Encourage your child to:  Recall key concepts from lessons Work through practice papers from 2018-2022 Engage with on-line learning material / videos Work through the Year 13 project every day (a minimum of 7 hours per week)  Review and complete the revision Year 12 CS revision plan.

### Spring Term

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Recap and revision of: 1. Networking Part 2 2. Data structures 3. Binary Manipulation Part 2 4. Computation thinking 5. Little Man Computer 6. Web Technologies Part 2 7. Boolean Algebra Part 2  Coursework preparation:	Define, explain and give examples of: <ul style="list-style-type: none"> <li>Packet and circuit switching.</li> <li>Characteristics of networks, protocols and standards.</li> <li>PageRank algorithm.</li> <li>Server and client side processing.</li> <li>Representation and normalisation of floating point numbers in binary.</li> <li>Floating point arithmetic, positive and negative numbers, addition and subtraction.</li> <li>Bitwise manipulation and masks: shifts, combining with AND, OR, and XOR</li> </ul> <ul style="list-style-type: none"> <li>Demonstrate the design of prototype, testing and evolution.</li> </ul>	All elements of Powerful knowledge Recall of facts Application of theory within a scenario  Topics 1-9 (Autum Term) via practice exam questions Topics 1-7 (Spring Term) via practice exam questions  Topic 10 (Autum Term) via practical exercises Topic 8 (Spring Term) via practical exercises	Encourage your child to:  Recall key concepts from lessons Work through practice papers from 2018-2022 Engage with on-line learning material / videos Work through the Year 13 project every day (a minimum of 7 hours per week)  Review and complete the revision Year 12 CS revision plan.

### Summer Term

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. Ethical and moral issues 2. Computing related legislation 3. Algorithmic complexity 4. Preparation for the external examination.	Define, explain and give examples of: <ul style="list-style-type: none"> <li>Measures and methods to determine the efficiency of different algorithms, Big O notation (constant, linear, polynomial, exponential and logarithmic complexity).</li> <li>Comparison of the complexity of algorithms.</li> <li>Algorithms for the main data structures, (stacks, queues, trees, linked lists, depth-first (post-order) and breadth-first traversal of trees).</li> <li>Standard algorithms (bubble sort, insertion sort, merge sort, quick sort, Dijkstra's shortest path algorithm, A* algorithm, binary search and linear search).</li> </ul>	All elements of Powerful knowledge Recall of facts Application of theory within a scenario  Topics 1-9 (Autum Term) via exam questions Topics 1-7 (Spring Term) via exam questions Topics 1-2 (Summer Term) via exam questions Topics 9- 10 (Autum Term) via practical exercises Topics 7- 10 (Spring Term) via practical exercises Topics 7 (Summer Term) via practical exercises  All of H406 Exam 1 via the Year 12 Mock Exam	Encourage your child to:  Recall key concepts from lessons Work through practice papers from 2018-2022 Engage with on-line learning material / videos Work through the Year 13 project every day (a minimum of 7 hours per week)  Review and complete the revision Year 12 CS revision plan.





## Year 13 Curriculum Overview: Criminology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Unit 3: Understand the process of criminal investigations	Evaluate the effectiveness of the roles of personnel involved in Criminal,		
	Unit 3: understand the process for prosecution of witnesses	Assess the usefulness of investigative techniques in criminal investigations,		
	Unit 3: Be able to review Criminal cases	Explain how evidence is processed. Examine the rights of individuals in criminal investigations, Requirements of the CPS for prosecuting suspects Describe the trial process, Understand the rules in relation to use of evidence in criminal cases Assess key influences affecting outcomes of criminal cases. Discuss the use of lay people in criminal cases Examine Information for Validity Draw Conclusions from information	At the end of each topic cycle (roughly every 2 weeks) your files will be checked to ensure you have completed the assessment criteria for that topic cycle.	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.
Spring Term	Unit 4: Understand the criminal justice system in England and Wales	Describe the processes of law making, Describe the organisation of the CJS in England and Wales, Describe models of criminal justice. Explain forms of social control and aims of punishment Assess how forms of punishment meet the aims of punishment.	At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.
	Unit 4: Understand measures used in Social control	Explain the role of agencies in social control Describe the contribution of agencies to achieving social control.		
Summer Term	Unit 4: Understand measures used in Social control	Examine the limitations of agencies in achieving social control.	At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods: 1. Short answer key knowledge check 2. Short answer exam questions 3. Extended answer exam questions	Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.
		Evaluate the effectiveness of agencies in achieving social control.		



## Year 13 Curriculum Overview: Design & Technology; Product Design



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?	
<b>Autumn Term</b>	NEA and focused examination questions 1. Conduct specific project research 2. Research materials performance 3. Product Disassembly 4. Ideation 5. 2 <sup>nd</sup> / 3 <sup>rd</sup> iteration concepts 6. Client and user feedback 7. Product development 8. Core – Design methods and processes 9. Core- Design Theory 10. Core- Technology and cultural changes 11. Core- Design Processes	NEA coursework, 50% of grade; • Developing expertise in project management for the A level NEA • Opportunity to demonstrate advanced understanding and insight in 3D construction methods and associated materials technology • Work with nearing commercial standards and practice of sketching, drawing and CAD skills • Extending Core Knowledge and examination skills	Core exam knowledge, 50% of grade; • Continue from year 12 • 1.12 Feasibility • 1.13 Enterprise & Marketing • 1.14 Design Communication • 2.1 to 2.10 paper 2 topics following the textbook. • Many recall paper 1 and build on knowledge and link with the NEA coursework.	• NEA on going monitoring, peer and <u>self assessment</u> AO2 & 3 • Specific more challenging examination questions practicing extended mark questions • ½ termly examination questions 40mins	Encourage active reading – Design & Technology Product Design by Ian Granger  Resources for projects and examination Core materials are stored in Showbie.  Monitor and encourage a proactive approach to the NEA schedule  If asked, become a client for projects, answer questions and supporting the design process.
<b>Spring Term</b>	NEA and focused examination questions 1. Prototype development 2. CAD modelling 3. Planning Manufacture 4. Manufacturing the prototype 5. Manufacturing the prototype 6. Core- Critical analysis and evaluation 7. Core- Selecting tools, equipment and processes 8. Core- Accuracy in design and manufacture 9. Core – National and international standards 10. Maths in Product Design	NEA coursework, 50% of grade; • Demonstrate the discipline of industry Workshop Health and Safety • Expertly manufacturing with hand and machine tools  • Master high level communication skill in completing the NEA digital portfolio • Supporting deeper Core Knowledge and examination skills	Core exam knowledge, 50% of grade; • Paper 1 & 2 mock exam.  • Once NEA is complete we use all lessons for intensive revision, recall and exam question practise to support independent revision which needs to be ongoing throughout the course.	• NEA on going monitoring, peer and <u>self assessment</u> AO3  • Exploring and practicing past examination papers  • ½ termly examination questions 40mins	Continue support with resources for projects and examination. Core materials are stored in Showbie.  Persist in encouraging reading the textbook and help studying around topics with documentary watching and museum/ sites of interest to visit.  Encourage active revision activities to promote long term recall for exam questions.
<b>Summer Term</b>	• NEA finalisation for final A level assessment before Easter  Core exam knowledge: • Recall and retrieval of all topic areas. • Rehearsal of examination questions and feedback • In preparation for two exams; • Paper 1 150 minutes and 120 marks • Paper 2, 90 minutes and 80 marks			Continue support with resources for the final examinations. Core materials are stored in Showbie.  Encourage active revision activities to promote long term recall for exam questions.	

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## Year 13 Curriculum Overview: Economics



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<b>Micro</b> Concept of margin Business Objectives Market Structures Contestable markets Labour demand and Supply <b>Macro</b> Circular flow and Multiplier (revisited) SR and LR Philips curve Operation of fiscal and monetary policy Trade Policy and Negotiations	<b>Micro</b> Marginal utility Diminishing Returns Business Objectives – sales, revenue and profit max, satisfying Economies and Diseconomies of Scale Monopoly, oligopoly, monopolistic competition and perfect competition <b>Macro</b> Accelerator and Multiplier Phillips Curve Customs Union, Single market Tariffs and Quota (deadweight loss)	<b>Micro</b> CA1 Business Objectives CA2 Market Structures <b>Macro</b> CA1 Multiplier and Phillips curve CA2 Trade Policy and negotiations	
<b>Spring Term</b>	<b>Micro</b> The interaction of Labour markets Recap-Market Failure/Government and information Failure <b>Macro</b> The Financial Sector (5.1,5.2,5.3)	<b>Micro</b> Labour as a derived Demand Wage Elasticity Economic Rent and Transfer Earnings Monopsony and bilateral Monopoly <b>Macro</b> Functions and characteristics of Money Broad and narrow money Fisher Theory Micro finance Financial Regulation and bodies responsible	<b>Micro</b> CA3 Labour markets CA4 Labour Markets and Labour market failure <b>Macro</b> CA3 Globalisation and Trade CA4 Financial Sector	
<b>Summer Term</b>	<b>Micro &amp; Macro</b> Paper 3 themes revision and prep (synoptic) Paper 3 Techniques and Practice	Examination Practice and Revision	Final A level Examination Paper 1 Micro Economics Paper 2 Macro Economics Paper 3 Themes in Economics (synoptic paper)	

Year 13

Term	Microeconomics	Macroeconomics	Key concepts/ core knowledge/ key vocabulary	Assessments/ checkpoints(where relevant)	Careers' Links
Autumn Term 1	Business Objectives  Costs and economies of scale  Revenue and profit  Perfect competition  Monopoly	The current macro economy and the economic cycle  Recap of circular flow and the multiplier  The Phillips Curve  Fiscal policy: direct & indirect taxes  Monetary policy: money supply	Maximisation objectives: profit, sales revenue, sales volume, growth and utility Non-maximising objectives: profit satisficing, social welfare, corporate social responsibility (CSR) The principal-agent problem Fixed costs Variable costs Total costs Average costs Marginal costs The law of diminishing returns Internal and external economies of scale Diseconomies of scale Minimum efficient scale Total, average and marginal revenue Profit/loss Accounting, normal and supernormal profit The characteristics of perfect competition The characteristics of monopoly Dynamic efficiency X-inefficiency The short-run Phillips Curve The long-run Phillips Curve Natural rate of unemployment	Common assessment 1-Micro Common assessment 1-Macro	Economist Banker Chartered accountant Investment analyst Management consultant Civil servant Government policy advisor



			Non-accelerating inflation rate of unemployment (NAIRU) Direct taxes Indirect taxes Money supply Bank of England Monetary Policy Committee Quantitative Easing		
Autumn Term 2	Monopolistic Competition  Oligopoly  Contestable markets	Income distribution and welfare  Globalisation  Trade policies and negotiations	The characteristics of monopolistic competition Short run monopolistic competition; supernormal profit/loss Long run monopolistic competition; normal profits Equilibrium price and output for a firm in monopolistic competition Characteristics of oligopoly Non-price competition Interdependence Types of collusion Product differentiation Concentration ratios The characteristics of a contestable market Productive & allocative efficiency in contestable markets Income and wealth; distribution and inequality Absolute and relative poverty Gini coefficients Lorenz curve International competitiveness Absolute and comparative advantage Terms of trade Marshall-Lerner condition and J-curve	Common assessment 2-Micro Common assessment 2-Macro	Economist Banker Chartered accountant Investment analyst Management consultant Civil servant Government policy advisor



			Protectionism Economic integration Free trade areas Customs unions Monetary unions Economic unions World Trade Organisation		
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## Year 13 Curriculum Overview: **ENGLISH LITERATURE**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<b>Elements of Political/Social Protest Writing:</b> <ol style="list-style-type: none"> <li>1. Induction to PSPW genre</li> <li>2. How to tackle an unseen extract</li> <li>3. The Handmaid's Tale by Margaret Atwood</li> <li>4. Harvest by Jim Crace</li> </ol>	The powerful v the powerless Power of the state Courage of the individual Resistance Authority Figures Control, conspiracy and corruption Freedom	<ul style="list-style-type: none"> <li>• An essay responding to an unseen extract, testing your interpretation, analysis skills and ability to exploration the presentation of aspects of the genre</li> <li>• Essays responding to a critical viewpoint about aspects of the genre within 'The Handmaid's Tale'</li> <li>• Essays responding to a critical viewpoint about aspects of the genre within 'Harvest'</li> </ul>	<ul style="list-style-type: none"> <li>• Read widely within the genre of political, social protest to develop your understanding of conventions, using the wider reading list as a guide</li> <li>• Use revision study skills to start learning key quotes from all set texts and to chart the development of key characters / key themes</li> </ul>
<b>Spring Term</b>	<b>Elements of Political/Social Protest Writing:</b> <ol style="list-style-type: none"> <li>1. The poetry of William Blake</li> <li>2. Harvest by Jim Crace</li> <li>3. Revision for Paper 2 Section C questions</li> <li>4. Revision of Paper 1 texts</li> </ol>	The powerful v the powerless Power of the state Courage of the individual Resistance Authority Figures Control, conspiracy and corruption Freedom	<ul style="list-style-type: none"> <li>• Essays responding to a critical viewpoint about aspects of the genre within the poetry of William Blake</li> <li>• Essays exploring an aspect of the genre across two texts of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Harvest Lit Chart on Showbie</li> <li>• The Handmaid's Tale Lit Chart on Showbie</li> <li>• Re-read set texts from year 12</li> </ul>
<b>Summer Term</b>	<b>Elements of Political/Social Protest Writing:</b> <ol style="list-style-type: none"> <li>1. Revision of all aspects of the course.</li> </ol>	The powerful v the powerless Power of the state Courage of the individual Resistance Authority Figures Control, conspiracy and corruption Freedom Tragic hero Tragic villain Tragic victims Tragic Women The tragic fall Blindness and ignorance Fate Pride Suffering	Exams will test you on: <ul style="list-style-type: none"> <li>• An extract response to 'Othello'</li> <li>• A response to a critical viewpoint about 'Othello'</li> <li>• Explore how aspects of tragedy are presented in 'Death of a Salesman' and Keats' poetry</li> <li>• A response to an unseen extract</li> <li>• An essay responding to a critical viewpoint in either 'The Handmaid's Tale', 'Harvest of Blake's poetry'</li> <li>• Explore how aspects of PSPW are presented in two texts of your choice</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of revision strategies to explore the presentation of key characters and themes, in relation to aspects of the genre, and learn key quotes</li> <li>• Practise exam questions in timed conditions</li> </ul>



## Year 13 Curriculum Overview: FRENCH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1.The benefits of living in diverse society</li> <li>2.Tolerance and respect of diversity</li> <li>3. Promoting diversity</li> <li>4. Different groups who are marginalised in France</li> <li>5. Measures to help those who are marginalised.</li> <li>6. Contrasting attitudes to those who are marginalised</li> <li>7. Introduction and preparation for the Independent Research Project (IRP)</li> <li>8. Introduction to novel 'No et Moi' (Delphine de Vigan)</li> </ol>	<ul style="list-style-type: none"> <li>➤ Revision of pres., fut., and cond. tenses</li> <li>➤ Revision of the perfect and imperfect tenses</li> <li>➤ The Pluperfect tense</li> <li>➤ Using synonyms</li> <li>➤ Pronunciation</li> <li>➤ Comprehension strategies</li> <li>➤ Exampro revision activities</li> <li>➤ Weekly sessions with the French Assistant (FLA)</li> <li>➤ Photocard /speaking booklets</li> <li>➤ No Et Moi - Context and intro to characters, themes, and techniques</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exampro revision exercises and past papers questions</li> <li>➤ Short writing tasks (translations/comprehensions etc)</li> <li>➤ Vocab tests</li> </ul>	<ul style="list-style-type: none"> <li>➤ Join both teacher Showbie group</li> <li>➤ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➤ Support with student organisation</li> <li>➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)</li> </ul>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>1. The French political system</li> <li>2. Political engagement amongst young people</li> <li>3. The future of political engagement</li> <li>4. The role of unions</li> <li>6. Attitudes to strikes and different methods of protesting.</li> <li>7. No et Moi continued</li> <li>8. IRP and photocards</li> </ol>	<ul style="list-style-type: none"> <li>➤ The Passive</li> <li>➤ Revision of the subjunctive</li> <li>➤ Translation both ways</li> <li>➤ Subject and object pronouns</li> <li>➤ Relative pronouns and demonstrative adjectives and pronouns</li> <li>➤ Weekly sessions with the French Assistant (FLA)</li> <li>➤ Photocards and speaking booklets</li> <li>➤ Writing presentation</li> <li>➤ Essay writing skills (film and literature)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Speaking mock 1 (January)</li> <li>➤ Speaking mock 2 (March tbc)</li> <li>➤ Paper 1 (listening, reading and writing mock</li> <li>➤ Paper 3 (writing) mock</li> <li>➤ Vocab tests</li> </ul>	<ul style="list-style-type: none"> <li>➤ Join both teacher Showbie group</li> <li>➤ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➤ Support with student organisation</li> <li>➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)</li> </ul>
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>1.Attitudes to crime</li> <li>2.Prison – merits and problems</li> <li>3.Alternative forms of punishment</li> <li>4.History of immigration</li> <li>5.Immigration issues in the francophone world</li> <li>6.Political parties and immigration</li> <li>7.Immigration from the standpoint of immigrants</li> <li>8. IRP and photocards</li> <li>9.No et Moi and revision of La Haine</li> <li>10. Revision techniques</li> </ol>	<ul style="list-style-type: none"> <li>➤ The past historic tense</li> <li>➤ Si clauses in different tenses</li> <li>➤ Revision of infinitive constructions</li> <li>➤ General tense revision and using combined tenses</li> <li>➤ Exampro revision activities / new revision folder</li> <li>➤ Weekly sessions with the French Assistant (FLA)</li> <li>➤ Essay planning in timed conditions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exampro revision exercises and past papers questions</li> <li>➤ Short writing tasks (translations/comprehension etc)</li> <li>➤ Real exams May/June</li> </ul>	<ul style="list-style-type: none"> <li>➤ Join both teacher Showbie group</li> <li>➤ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➤ Support with student organisation</li> <li>➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)</li> </ul>



## Year 13 Curriculum Overview: Geography



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Water and carbon Cycles</b>	<p>Water and carbon cycles as natural systems</p> <ul style="list-style-type: none"> <li>Inputs, outputs, stores, flows and dynamic equilibrium</li> </ul> <p>The water cycle</p> <ul style="list-style-type: none"> <li>Size of stores</li> <li>Processes driving change</li> <li>Basin basins and processes</li> <li>Road hydrographs</li> </ul> <p>The carbon cycle</p> <ul style="list-style-type: none"> <li>Size of stores</li> <li>Factors driving change</li> <li>Changes over time</li> <li>Carbon budget</li> </ul> <p>Water, carbon climate and life on earth</p> <ul style="list-style-type: none"> <li>Relationship between water and carbon cycles</li> <li>Human intervention</li> </ul>	<p>Global stores and distribution (water and carbon cycles) – lithosphere, hydrosphere, cryosphere and atmosphere.</p> <p>Factors driving change (water cycle) – evaporation, condensation, clouds, precipitation, cryospheric processes.</p> <p>Drainage basin – stores and flows.</p> <p>Flood hydrographs – seasonal variations</p> <p>Changes over time to the water cycle – farming, land use, water abstraction</p> <p>Factors driving change (carbon cycle) – photosynthesis, respiration, decomposition, combustion, carbon sequestration</p> <p>Changes over time to the carbon cycle – natural variation and human impact</p> <p>Carbon budget</p> <p>Feedback systems (water and carbon cycles)</p> <p>Mitigation of climate change</p>	<p>Regular knowledge checks</p> <p>Practice exam questions within lessons</p> <p>Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.</p>	<p>Media</p> <ul style="list-style-type: none"> <li>Follow news stories regarding volcanic eruptions, seismic events, tropical storms and wildfires from around the world</li> <li>Follow news stories about climate change</li> <li>Follow news stories about Antarctica</li> <li>Watch any documentaries about the relevant hazards/ climate change</li> <li>Follow @IGSgeog on twitter</li> <li>Watch 'Before the Flood' documentary to give an insight into the impact that the use of fossil fuels is having on the planet and what future implications this might have.</li> </ul> <p>Classwork</p> <ul style="list-style-type: none"> <li>Keep folders and notes organised</li> <li>Recap on classwork to consolidate key concepts and knowledge</li> <li>Use course checklists to monitor your own progress</li> </ul> <p>Independent work</p> <ul style="list-style-type: none"> <li>Challenge yourself to read around the subject, using the resources on Showbie</li> <li>Use the practice questions and mark schemes on Showbie</li> <li>Use the intervention strategies available in the A-level revision on Showbie</li> </ul> <p>Visits</p> <ul style="list-style-type: none"> <li>Local areas to see the management of water/ changes in river flow throughout the year</li> <li>Visit the 'Cliffe Castle in Museum' in Keighley to see one of the best geology exhibitions in the UK - <a href="https://www.visitbradford.com/thedms.aspx?dms=3&amp;venue=2180332">https://www.visitbradford.com/thedms.aspx?dms=3&amp;venue=2180332</a></li> </ul> <p>Discussions</p> <ul style="list-style-type: none"> <li>Past natural hazards or ones that happen whilst studying A-Level Geography</li> <li>Have family/relatives noticed a change in their lifetime regarding the use of fossil fuels and the impact that has had regarding foreign policy and change to more renewable energy sources.</li> <li>Global trade</li> </ul>
<b>Hazards</b>	<p>The concept of hazards</p> <ul style="list-style-type: none"> <li>Nature, forms and potential impacts,</li> <li>Hazard perception</li> <li>Characteristic human responses and their relationship to hazard</li> <li>The Park Model and Hazard Management Cycle</li> </ul> <p>Plate Tectonics</p> <ul style="list-style-type: none"> <li>Earth structure</li> <li>Plate tectonic theory of crustal evolution</li> <li>Plate margins, process and associated landforms including magma plumes</li> </ul> <p>Volcanic/ Seismic/ Storm hazards/ Fires in Nature</p> <ul style="list-style-type: none"> <li>Nature, Forms, Impacts, Responses</li> <li>Impacts and human responses of a recent event</li> </ul> <p>Case Studies</p> <ul style="list-style-type: none"> <li>Multi-hazardous environment beyond the UK</li> <li>Hazard on a local scale</li> </ul>	<p>Hazard perception, Characteristic human responses and their relationship to hazard, The Park model, The Hazard Management Cycle.</p> <p>Earth structure, Plate tectonic theory, plate movement, destructive, constructive and conservative plate margins. Characteristic processes: seismicity and volcanicity and associated landforms. Magma plumes.</p> <p>The nature of volcanicity and seismicity and its relation to plate tectonics, forms of hazard.</p> <p>The nature of tropical storms and their underlying causes.</p> <p>Nature, conditions favouring and causes of wild fires</p> <p>For volcanic, seismic, storm hazards and fires in nature</p> <p>Spatial distribution, magnitude, frequency, regularity and predictability of hazard events.</p> <p>Impacts and short and long-term responses</p> <p>A recent example to illustrate impacts and responses</p> <p>Case Study: Multi-hazardous environment beyond the UK to illustrate and analyse nature, risks, responses</p> <p>Case Study: Local scale to illustrate nature and analyse how the character reflects presence of impacts and responses</p>	<p>Regular knowledge checks</p> <p>Practice exam questions within lessons</p> <p>Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.</p>	
<b>Global Systems and Global Governance</b>	<p>Globalisation</p> <ul style="list-style-type: none"> <li>Dimensions and factors of globalisation</li> </ul> <p>Global Systems</p> <ul style="list-style-type: none"> <li>Interdependence</li> <li>Unequal flows of people, money, ideas and technology</li> <li>Unequal power relations</li> </ul> <p>International trade and access to markets</p> <ul style="list-style-type: none"> <li>Volumes and patterns of trade</li> <li>Trading relationships and trading blocs</li> <li>Differential access to markets</li> </ul> <p>The nature and role of TNCs</p> <ul style="list-style-type: none"> <li>World Trade in a food commodity or manufactured product</li> </ul> <p>Global Governance</p> <ul style="list-style-type: none"> <li>Agencies (UN) in the post-1945 era</li> <li>Interactions between the local, regional, national and international and global scales</li> </ul> <p>The 'global commons'</p> <ul style="list-style-type: none"> <li>Antarctica</li> </ul> <p>Globalisation Critique</p>	<p>Economies of scale</p> <p>Interdependence</p> <p>Global financial systems</p> <p>Trade agreements and trading blocs</p> <p>SDT agreements</p> <p>Fair Trade</p> <p>Containerisation</p> <p>Supply chains</p> <p>Specialisation</p> <p>Outsourcing</p> <p>NGOs</p> <p>Remittance and repatriation of profits</p> <p>Brain drain</p> <p>Inequalities, Conflict and injustices</p> <p>Power relations</p> <p>Global institutions – IMF WTO World Bank</p> <p>Growth and stability</p> <p>Antarctic Treaty, IWC and UNBP</p> <p>Imports and exports</p> <p>FDI</p> <p>protectionism</p>	<p>Regular knowledge checks</p> <p>Practice exam questions within lessons</p> <p>Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.</p>	



## Year 13 Curriculum Overview: History



Unit 1: Britain Challenge and Transformation, c.1851-1914	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
	<ol style="list-style-type: none"> <li>1. Britain 1914-1928 including the impact of the First World War, changing fortunes of the political parties, economic problems and the Irish revolution.</li> <li>2. Britain 1929-39 including national government and economic crisis.</li> <li>3. Britain 1939-64 including impact of the Second World War, changing political fortunes, economic prosperity and social change.</li> </ol>	<p>This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:</p> <ul style="list-style-type: none"> <li>• How did democracy and political organisations develop in Britain?</li> <li>• How important were ideas and ideologies?</li> <li>• How and with what effects did the economy develop?</li> <li>• How and with what effects did society and social policy develop?</li> <li>• How and why did Britain's relationship with Ireland change?</li> <li>• How important was the role of key individuals and groups and how were they affected by developments?</li> </ul> <p>More detail about this unit can be found here:  <a href="https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1g-challenge-and-transformation-britain.-c18511964">https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1g-challenge-and-transformation-britain.-c18511964</a></p>	<p>The examination paper for this component is designed to test students' ability in relation to AO1 and AO3. There are two sections to the paper.</p> <p>In Section A there will be a compulsory question which tests students' ability to analyse and evaluate the views of historians (AO3).</p> <p>In Section B, three questions will be set of which students answer one. Either question tests AO1 and is designed to test historical understanding over an extended period.</p> <p>Students will practice these questions across Year 12 before completing a mock exam at the end of the year.</p>	<p>There are a wide variety of books written about this period in British history. Reading anything relating to the first half of the 20th century in Britain will help to develop student's sense of period.</p> <p>Watch the BBC documentary The Making of Modern Britain by Andrew Marr</p>
Unit 2: France in Revolution, c.1774-1795	<ol style="list-style-type: none"> <li>1. The Directory and Napoleon's rise to power, including the Thermidorian reaction, the Directory, military campaigns abroad and Napoleon's rise to power.</li> <li>2. Napoleon's impact on France including political, social, economic and social changes.</li> <li>3. Napoleon's impact on Europe, including expansion and empire, control and challenge, and Napoleon's defeat.</li> </ol>	<p>This option provides for the study in-depth of a key period of history which was to change the relationship between the ruler and the governed, not only in France but throughout Europe and, in time, the wider world. A study of France in revolution embraces concepts such as absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship. It also encourages consideration of issues such as the relationship between rulers and the ruled, the place of the Church in the State, the power of the people and promotes reflection on what makes and perpetuates revolution.</p> <p>More detail about this unit can be found here:  <a href="https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2h-france-in-revolution.-17741815">https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2h-france-in-revolution.-17741815</a></p>	<p>The examination paper for this component is designed to test students' ability in relation to AO1 and AO2. There are two sections to the examination paper.</p> <p>In Section A there will be a compulsory question testing students' ability to analyse and evaluate the value of primary sources to an historian studying a particular issue or development (AO2).</p> <p>Section B will contain three essay questions of which students are required to answer two. Each essay tests AO1 and is designed to test historical understanding in depth, by a focus on events, issues and developments and the interrelationships of various perspectives as they apply to the question.</p> <p>Students will practice these questions across Year 12 before completing a mock exam at the end of the year.</p>	<p>There are a wide variety of books written about the French Revolution and Napoleon. Reading anything relating to the French Revolution will help to develop student's sense of period and wider subject knowledge.</p> <p>Watch the BBC documentary Napoleon by Andrew Roberts</p>
Unit 3: Non-Examined Assessment	<p>The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification. Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work.</p>	<p>The Historical Investigation contributes towards meeting the aims and objectives of the A-level specification. In particular it encourages students to:</p> <ul style="list-style-type: none"> <li>• ask relevant and significant questions about the past and undertake research</li> <li>• develop as independent learners and critical and reflective thinkers</li> <li>• acquire an understanding of the nature of historical study</li> <li>• organise and communicate their knowledge and understanding in a piece of sustained writing</li> </ul>	<p>Students must complete a Historical Investigation. This tests AO1, AO2 and AO3. The Historical Investigation must:</p> <ul style="list-style-type: none"> <li>• be independently researched and written by the student</li> <li>• take the form of a question in the context of approximately 100 years that does not duplicate content within option chosen for Components 1 and 2</li> <li>• be presented in the form of a piece of extended writing of between 3500 and 4500 words in length, with a limit of 4500 words</li> <li>• draw upon the student's investigation of sources (both primary and secondary) which relate to the development or issue chosen and the differing interpretations that have been placed on this.</li> </ul> <p>The Historical Investigation carries 40 marks.</p>	





# Year 13

## Curriculum Overview: BTEC Level 3 Information Technology



**Autumn Term**

**Spring Term**

**Summer Term**

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<ol style="list-style-type: none"> <li>1. Digital devices in IT systems</li> <li>2. Digital devices, their functions and use</li> <li>3. Peripheral devices and media</li> <li>4. Computer software in an IT system</li> <li>5. Emerging technologies</li> <li>6. Choosing IT systems</li> <li>7. Transmitting data</li> <li>8. Connectivity</li> <li>9. Networks</li> <li>10. Issues relating to transmission of data</li> </ol>	<p>Being able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of information technology terms, standards, concepts and processes.</li> <li>• Apply knowledge and understanding of information technology terms, standards, concepts and processes</li> <li>• Select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context</li> </ul>	<p>All elements of Powerful knowledge Recall of facts Application of theory within a scenario</p> <p>Topics 1-10 (Autum Term) via homework</p>	<p>Encourage your child to:</p> <p>Recall key concepts from lessons</p> <p>Work through the case-study requirements (a minimum of 4 hours a weeks)</p> <p>Engage with on-line learning material / videos</p> <p>Review and complete the revision Year 13 Unit 1 revision plan.</p>
<ol style="list-style-type: none"> <li>1. Operating online</li> <li>2. Online systems &amp; communities</li> <li>3. Protecting data and information</li> <li>4. Impact of IT systems</li> <li>5. Moral, Legal and ethical issues community building</li> <li>6. Data gathering and analysis</li> <li>7. Building queries &amp; forms</li> <li>8. Database testing</li> <li>9. Evaluating databases</li> <li>10. Preparation for Unit 2 exam.</li> </ol>	<p>Being able to:</p> <ul style="list-style-type: none"> <li>• Analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems.</li> <li>• Make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems.</li> <li>• Describe the stages in the decision making process</li> <li>• Describe the spreadsheet features used to support data modelling</li> <li>• Demonstrate using data modelling to consider alternatives</li> </ul>	<p>All elements of Powerful knowledge Recall of facts Application of theory within a scenario</p> <p>Topics 1-10 (Autum Term) via homework Topics 1-5(Spring Term) via homework</p> <p>A presentation or report evaluating the role of data modelling in the decision-making process.</p>	<p>Encourage your child to:</p> <p>Recall key concepts from lessons</p> <p>Work through the case-study requirements (a minimum of 4 hours a weeks)</p> <p>Engage with on-line learning material / videos</p> <p>Review and complete the revision Year 13 Unit 1 revision plan.</p>
<ol style="list-style-type: none"> <li>1. Evaluation of a social media plan</li> <li>2. Evaluation of a social media campaign.</li> <li>3. Creating accounts and profiles</li> <li>4. Implementation of online community building</li> <li>5. Data gathering and analysis</li> <li>6. Digital devices in IT systems</li> <li>7. Digital devices, their functions and use.</li> </ol>	<p>Being able to:</p> <ul style="list-style-type: none"> <li>• Evaluating models, documenting and justifying your decisions</li> <li>• Produce a functional specification, spreadsheet model design and be able to review and refine data model designs</li> <li>• Developed a data model solution, testing the data model Solution, review and refining the data model solution</li> </ul>	<p>Your ability to design and develop a data model to fulfil identified client requirements.</p> <p>Your ability to design a functional specification, design documentation, spreadsheet development and testing logs.</p> <p>A report that evaluates the effectiveness of the alternatives considered, and suggests ways in which the alternatives could be improved if the task were to be repeated.</p>	<p>Encourage your child to:</p> <p>Recall key concepts from lessons</p> <p>Work through the case-study requirements (a minimum of 4 hours a weeks)</p> <p>Engage with on-line learning material / videos</p> <p>Review and complete the revision Year 13 Unit 1 revision plan.</p>





## Year 13 Curriculum Overview: Media Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<p>Unit 22: Scripting for media Products Coursework: Study scripts and create a script for Unit 21 TV Drama 9% of Qualification</p> <p>Unit 20: Advertising Media Coursework: Create advertising media for TV drama (posters, Trailers, radio etc.) 16% of Qualification</p>	<p>LO1 Understand scripted elements for a range of media products</p> <p>LO2 Be able to generate ideas and plan the script for a media product, in response to a client brief</p> <p>LO3 Be able to produce the script for a media product, in response to a client brief</p>	<p>UNIT 22: Pass, Merit and Distinction Completed by <b>October</b></p> <p>UNIT 20: Pass Tasks Completed by <b>December</b></p>	<p><b>Exam Board Unit Booklet</b></p> <p><a href="#">UNIT 22</a></p> <p><a href="#">UNIT 20</a></p> <p><b>Student Checklists</b></p> <p><a href="#">UNIT 22 Marksheet</a></p> <p><a href="#">UNIT 20 Marksheet</a></p>
<b>Spring Term</b>	<p>Unit 20: Advertising Media Coursework: Create advertising media for TV drama (posters, Trailers, radio etc.)</p> <p>Unit 2: Pre-production and Planning Exam: 2 Hours 25% of qualification</p>	<p>LO1 Know how existing advertising campaigns embed advertisements across a range of media products</p> <p>LO2 Be able to plan a cross media advertising campaign to a client brief</p> <p>LO3 Be able to produce the planned media components</p> <p><b>Unit 2:</b> You will learn about the constraints that need to be considered when planning a new media production, including timescales and resources. You will understand how to create pre-production documents in relation to client requirements and how to plan projects to meet these needs.</p>	<p>UNIT 20: Merit and Distinction Tasks Completed by <b>February</b></p> <p>UNIT 2: Pre-Production and Planning 2hr Exam <b>MAY</b></p>	<p><b>Exam Board Unit Booklet</b></p> <p><a href="#">UNIT 20</a></p> <p><a href="#">UNIT 2</a></p> <p><b>Student Checklists</b></p> <p><a href="#">UNIT 20 Marksheet</a></p>
<b>Summer Term</b>	Updating any Coursework Units for any re-submissions			



## Year 13 Curriculum Overview: UNIT 3: Metaphysics of God



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1. The concept and nature of God</li> <li>2. Arguments relating to the existence of God</li> </ol>	<ol style="list-style-type: none"> <li>1. God's attributes</li> <li>2. Arguments for the incoherence of God's attributes</li> <li>3. Ontological Arguments (Anselm, Descartes and Malcolm) with issues and responses</li> <li>4. Teleological Arguments (Hume, Paley and Swinburne) with issues and responses</li> <li>5. Cosmological Arguments (Kalam, Aquinas, Descartes and Leibniz) with issues and responses</li> </ol>	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> <li>1. Test and key terminology from this unit</li> <li>2. Go through knowledge organisers and check understanding</li> <li>3. Use the course companions to delve deeper into understanding and ask students to explain things to you.</li> <li>4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses</li> </ol>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>3. The Problem of Evil</li> <li>4. Religious Language.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess whether God's attributes can be resolved alongside the issue of evil.</li> <li>2. Assess responses and further issues</li> </ol> <ol style="list-style-type: none"> <li>1. Assess whether religious language is meaningful                             <ul style="list-style-type: none"> <li>• Cognitivism and non-cognitivism</li> <li>• Logical positivism with issues and responses</li> <li>• The University debate with issues and responses</li> </ul> </li> </ol>	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> <li>1. Test and key terminology from this unit</li> <li>2. Go through knowledge organisers and check understanding</li> <li>3. Use the course companions to delve deeper into understanding and ask students to explain things to you.</li> <li>4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses</li> </ol>



## Year 13 Curriculum Overview: UNIT 4: Metaphysics of Mind



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1. What do we mean by mind?</li> <li>2. Substance Dualism</li> <li>3. Property Dualism</li> <li>4. Issues with Dualism</li> </ol>	<ol style="list-style-type: none"> <li>1. Indivisibility argument for Substance Dualism with issues and responses</li> <li>2. Conceivability argument for Substance Dualism with issues and responses</li> <li>3. Mary/Knowledge argument for Property Dualism with issues and responses</li> <li>4. Philosophical argument for Property Dualism with issues and responses</li> <li>5. Issues with Dualism: The problem of others minds, Issues with interactionism and issues with epiphenomenalism</li> </ol>	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> <li>1. Test and key terminology from this unit</li> <li>2. Go through knowledge organisers and check understanding</li> <li>3. Use the course companions to delve deeper into understanding and ask students to explain things to you.</li> <li>4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses</li> </ol>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>5. Physicalist Theories</li> <li>6. Functionalism</li> </ol>	<ol style="list-style-type: none"> <li>1. Hard and soft behaviourism as an argument for physicalism with issues and responses</li> <li>2. Mind Brain Identity theory as an argument for physicalism with issues and responses</li> <li>3. Eliminative Materialism as an argument for physicalism with issues and responses</li> <li>4. Functionalism as a way of arguing mutiply realisability with issues and responses</li> </ol>	<p>A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.</p> <p>Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.</p>	<ol style="list-style-type: none"> <li>1. Test and key terminology from this unit</li> <li>2. Go through knowledge organisers and check understanding</li> <li>3. Use the course companions to delve deeper into understanding and ask students to explain things to you.</li> <li>4. Support with the creation of Crib sheets and essay planning to ensure there is a balance of issues and responses</li> </ol>



## Year 13 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1. Features of the Twentieth Century composition schools (Area of Study E) and the 2 set works</li> <li>2. Composing skills- Brief comp</li> <li>3. The Romantics (1830-1900)</li> <li>4. A look at performance repertoire- final recital planned</li> </ol>	<ol style="list-style-type: none"> <li>1. Impressionism; Expressionism &amp; Neo-Classicism.</li> <li>2. Brief composition- creating plan and using past work as exemplars</li> <li>3. Building on Year 12 content and making links across the 150 year time period ready for essay writing.</li> </ol>	<p>Fortnightly performance uploads/class performance</p> <p>Exam-style questions on AoSE content</p>	<p>Testing knowledge on Development of the Symphony (1750-1900) and AoSE - flashcards</p>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>1. Revisit Haydn and pre-Classical/Classical genre</li> <li>2. Set works AoS E revise/revisit</li> <li>3. Finalising Brief Composition work</li> <li>4. Formal and informal performances</li> </ol>	<ol style="list-style-type: none"> <li>1. Exam- style questions on Haydn/AoS E</li> <li>2. Timed essays (1750-1900)</li> <li>3. Full recital runs to class then at a Live@Lunch informal concert</li> <li>4.Spring concert performance of recital repertoire.</li> </ol>	<p>Exam-style questions</p> <p>Performance Feedback (written) to inform final recital</p>	<p>Performing in front of family and friends!</p>
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>1. Final recital preparation; paperwork (March-April)</li> <li>2. Revision for exam</li> <li>3. Final composition tweaks ahead of submission</li> </ol>	<p>Feedback will be very regular and detailed to support next steps ahead of exam/submission.</p>	<p>Exam-style questions</p> <p>Performance and Composition Feedback (written) to inform final submission</p>	<p>Revision support!</p>



## Year 13 Curriculum Overview: A LEVEL PE Paper 1



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<p><b>1.1.c Energy For Exercise.</b></p> <p><b>1.3 Biomechanics.</b></p>	<p>1.ATP and energy transfer.</p> <p>2. Energy systems and ATP resynthesis.</p> <p>3.Atp resynthesis during exercise of differing intensities and durations.</p> <p>4.The recovery process.</p> <p>5.Exercise at altitude.</p> <p>6.Exercise in the heat.</p> <p>7.Linear motion.</p> <p>8.Angular motion.</p>	<p>AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>	<ol style="list-style-type: none"> <li>1. PowerPoint presentations, Youtube video links etc</li> <li>2. Support students accessing resources on Showbie.</li> <li>3. Check <u>Classcharts</u>.</li> <li>4. Note questions – to consolidate knowledge (see resource file)</li> <li>5. Recall and retention – Starter activities (see resource file)</li> <li>6. Exam questions (see resource file)</li> <li>7. Green pen answers using mark schemes on Showbie.</li> <li>8. Support in completion of homework and revision</li> </ol>
<b>Spring Term</b>	<b>1.3 Biomechanics</b>	<ol style="list-style-type: none"> <li>1..Fluid mechanics.</li> <li>2..Projectile motion.</li> </ol>	<p>AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>	<ol style="list-style-type: none"> <li>1. PowerPoint presentations, Youtube video links etc</li> <li>2. Support students accessing resources on Showbie.</li> <li>3. Check <u>Classcharts</u>.</li> <li>4. Note questions – to consolidate knowledge (see resource file)</li> <li>5. Recall and retention – Starter activities (see resource file)</li> <li>6. Exam questions (see resource file)</li> <li>7. Green pen answers using mark schemes on Showbie.</li> <li>8. Support in completion of homework and revision</li> </ol>
<b>Summer Term</b>	<b>REVISION</b>	<ol style="list-style-type: none"> <li>1.Consolidation of Year 12 and 13 content.</li> <li>2.Exam technique, identification and understanding of command words.</li> <li>3.Personalised revision programme based on past exam papers and self-reflection.</li> <li>4. Timed practice exams and self-reflection using mark schemes and model answers.</li> </ol>	<p>AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>	<ol style="list-style-type: none"> <li>1. PowerPoint presentations, Youtube video links etc</li> <li>2. Support students accessing resources on Showbie.</li> <li>3. Check <u>Classcharts</u>.</li> <li>4. Note questions – to consolidate knowledge (see resource file)</li> <li>5. Recall and retention – Starter activities (see resource file)</li> <li>6. Exam questions (see resource file)</li> <li>7. Green pen answers using mark schemes on Showbie.</li> <li>8. Support in completion of homework and revision</li> </ol>



## Year 13 Paper 2 Curriculum Overview:



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	2.2 – Sports Psychology 2.1 – Skill Acquisition	8.1 Attribution 8.2 - Confidence and self-efficacy in sports performance 8.3 Leadership in sport 8.4 Stress management to optimise performance 9.1 - Memory models	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.  AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.  AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	1. PowerPoint presentations, YouTube video links etc 2. Note questions – to consolidate knowledge (see resource file) 3. Recall and retention – Starter activities (see resource file) 4. Exam questions (see resource file) 5. Green pen answers using mark schemes on Showbie.
<b>Spring Term</b>	2d – Performance in physical education	1. EAPI Preparation 2. Section 1 -Evaluative of performance 3. Section 2 - Development plan 4. Section 3 – Application 5. Independent time in lessons to make notes and improve knowledge and understanding. 6. Mock Exam preparation 7. Synoptic assessment	1. AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. 2. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. 3. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	PowerPoint presentations, YouTube video links etc Note questions – to consolidate knowledge (see resource file) Recall and retention – Starter activities (see resource file) Exam questions (see resource file) Green pen answers using mark schemes on Showbie.
<b>Summer Term</b>	Revision Assessment	1. REVISION 2. Go through year 13 content 3. Exam technique 4. Past paper questions 5. REVISION 6. Personalised revision based on topic areas highlighted from the student's past exam papers and student self-reflection using revision checklist 7. REVISION 8. Timed practice exams and self-reflection using mark schemes and model answers.	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.  AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.  AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	1. PowerPoint presentations, YouTube video links etc 2. Note questions – to consolidate knowledge (see resource file) 3. Recall and retention – Starter activities (see resource file) 4. Exam questions (see resource file) 5. Green pen answers using mark schemes on Showbie.





## Year 13 Curriculum Overview: A level PE Paper 3



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	Ethics and Deviance in Sport	Drugs and doping in sport Violence in Sport Gambling in Sport	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	<ul style="list-style-type: none"> <li>Support students accessing subject resources on Showbie.</li> <li>Encourage students to actively participate in their three practical sports and/or attend school extra-curricular.</li> <li>Check ClassCharts</li> <li>Support in completion of homework and revision</li> </ul>
<b>Spring Term</b>	Commercialisation Routes to Excellence in Sport Modern Technology	Factors that influence the commercialisation of sport  Impact on Elite level sport, participation, fair outcomes and entertainment  Development routes from talent identification through to elite performance • the role of school, clubs, universities in contributing to elite sporting success • the role of UK Sport and National Institutes in developing sporting excellence/high performance sport • strategies to address drop-out/failure rates from elite development programmes	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	<ul style="list-style-type: none"> <li>Support students accessing subject resources on Showbie.</li> <li>Encourage students to actively participate in their three practical sports and/or attend school extra-curricular.</li> <li>Check ClassCharts</li> <li>Support in completion of homework and revision</li> </ul>
<b>Summer Term</b>	Revision			



## Year 13 Curriculum Overview: Sports leadership (Year 2)



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<p>1. Recap the basic expectations of IGS leadership, allocated IGS clubs and recap the skills and behaviours needed for effective, inclusive leadership</p> <p>2. Know different types of sports/physical activity event and the associated pros/cons</p> <p>3. Understand how to make sport/physical activity sessions inclusive to the needs of participants</p> <p>4. Lead an inclusive sports/physical activity event</p>	<p>Understand how to make sport/physical activity sessions inclusive to the needs of participants</p> <p>Understand how to gather, collate and organise sporting results</p>	<p>Task 3.2 – Making sport/physical activity sessions inclusive. Complete the task worksheet</p> <p>Task 5.2 – Plan, lead and evaluate an inclusive sports and physical activity event</p> <p>Task 5.3 – Event Leadership Log inclusive sports/physical activity</p>	<p>Engage in conversations gauging what makes sport inclusive and what barriers and benefits there are from engaging in physical activity.</p> <p>Question students what the pros/cons are for the different types of tournament and event structures.</p>
<b>Spring Term</b>	<p>1. Unit 6 practical leadership: Be able to plan inclusive sport/physical activity sessions for a range of participant groups</p> <p>The six session plans must include examples of how a given session has been made inclusive for the participant group(s).</p>	<p>Possible participant groups</p> <ul style="list-style-type: none"> <li>• Children</li> <li>• Older people</li> <li>• Disabled people</li> <li>• Women and girls</li> <li>• Minority ethnic groups</li> <li>• Deaf people</li> </ul>	<p>Task 6.1 – Plan, lead and evaluate inclusive sport/physical activity sessions to a range of participant groups. Complete <u>six</u> sessions</p> <p>IGS prescribe 2 strands of activity and give 1 personal choice.</p> <ul style="list-style-type: none"> <li>- Children (IGS feeder primaries): 4 hours Min</li> <li>- Children with a variety of learning needs (Green meadows primary, IGS SRP): 4 hours min</li> <li>- Personal choice (Any other in the community): 4 hours min</li> </ul>	<p>Assist students in gaining placements within the Ilkley and local community for their personal choice strand.</p> <p>Discuss and question how their experiences shaped their leadership style and instruction delivery and why</p>
<b>Summer Term</b>	<p>Any necessary mop-up of LER tasks or theory hours for those behind, to be completed during Y13 study leave with an early may deadline</p>			



## Year 13 Curriculum Overview: PHOTOGRAPHY



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1. Edexcel A level Component 1 practical project: The Personal Investigation</li> </ol>	<p>Developing a problem or brief set by self Responding effectively to feedback. Being able to identify own artistic strengths and weaknesses, developing and addressing these Analysis and research Technical and creative vocabulary Conceptual thinking Technical camera and editing skills led by chosen area of study Research, development and writing of formal academic essay</p>	<p>AO1: Research, analysis, responding practically to the work of other artists and photographers AO2: Edits and experimental work developing ideas AO3: Planning and research photography</p>	<p>Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcasts e.g. Sky Arts Masters of Photography Proofreading written work to help pick up SPAG errors</p>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>1. Edexcel A level component 1 essay: The Personal Study completion</li> <li>2. Completion of Edexcel A level Component 1</li> <li>3. Edexcel A Level Component 2 : The externally Set Assignment</li> <li>4. London Galleries Visit</li> </ol>	<p>Developing a problem or brief set by the exam board Responding effectively to feedback. Analysis and research Technical and creative vocabulary Conceptual thinking Technical camera and editing skills led by chosen area of study Presentation and making skills pertinent to the creation and display of final photographic piece as chosen by the student Decision making and bringing a body of work to an effective conclusion</p>	<p>Completed Personal Investigation and The Personal Study using the following Assessment Objectives set by Edexcel AO1: Research, analysis, responding practically to the work of other artists and photographers AO2: Edits and experimental work developing ideas AO3: Planning and research photography AO4: Realisation of final piece and the project journey</p>	<p>Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcasts e.g. Sky Arts Masters of Photography Proofreading written work to help pick up SPAG errors</p>
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>1. Edexcel A Level Component 2 : The externally Set Assignment Final preparations and exam sessions</li> </ol>	<p>Working under exam conditions to create a final piece in 15 hours. Presentation and making skills pertinent to the creation and display of final photographic piece as chosen by the student Decision making and bringing a body of work to an effective conclusion</p>		<p>Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos. Proofreading written work to help pick up SPAG errors Supporting emotionally and physically during the run-up to exam sessions</p>



## Year 13 Curriculum Overview: **Physics**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<p>Electric Fields</p> <p>Circular Motion &amp; Gravity</p> <p>Periodic Motion inc. Simple Harmonic Motion</p> <p>Capacitors</p> <p>Electromagnetism</p> <p>Thermal Physics</p>	<p>Forces between charges. Electric field strength &amp; potential. Uniform &amp; radial fields. Circular motion &amp; centripetal force. Simple harmonic motion. Forced vibrations and resonance.</p> <p>Gravitational fields and potential. Orbits of planets and satellites. Escape velocity.</p> <p>Parallel plate capacitors. Equations re capacitance, area, PD, electric permittivity. Internal energy, specific heat capacity &amp; latent heat capacity. Ideal gases and equations modelling their behaviour. Brownian Motion.</p>	<p>Electric Fields</p> <p>Circular Motion &amp; Gravity</p> <p>Periodic Motion</p> <p>Capacitors</p>	<ul style="list-style-type: none"> <li>- Question students to test their recall of the topics</li> <li>- Encourage students to turn superglossaries into fact cards</li> <li>- Encourage students to use fact cards properly</li> <li>- Encourage students to use practice topic questions, or work on them together</li> </ul> <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y12".</p>
<b>Spring Term</b>	<p>Electromagnetism</p> <p>Thermal Physics</p> <p>Nuclear Physics</p> <p>Astrophysics</p>	<p>Magnetic fields. The motor effect. Faraday &amp; Lenz's laws of electromagnetic induction. Alternating currents and transformers.</p> <p>Radioactivity, Rutherford scattering, Nuclear radiations. Exponential decay. N-Z plot &amp; how N:Z ratios determine decay paths. Investigating the nuclear structure. Mass-energy equivalence. Nuclear reactors &amp; induced fission.</p>	<p>Y12 Topics &amp; Electric Fields</p> <p>Circular Motion &amp; Gravity</p> <p>Periodic Motion</p> <p>Capacitors</p> <p>Electromagnetism</p> <p>Thermal Physics</p>	<ul style="list-style-type: none"> <li>- Question students to test their recall of the topics</li> <li>- Encourage students to turn superglossaries into fact cards</li> <li>- Encourage students to use fact cards properly</li> <li>- Encourage students to use practice topic questions, or work on them together</li> </ul> <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y12".</p>
<b>Summer Term</b>	<p>Astrophysics</p> <p>Revision of all Y12 &amp; Y13 topics</p>	<p>Telescopes: Optical &amp; radio telescopes. Classification of stars by luminosity. Absolute magnitude. Black-body radiation. The Hertzsprung-Russell diagram. Supernovae, neutron stars &amp; black holes. Cosmology: Doppler effect and red shift. Hubble's law. Quasars. Detection of exoplanets.</p>	<p>All topics.</p>	<ul style="list-style-type: none"> <li>- Question students to test their recall of the topics</li> <li>- Encourage students to turn superglossaries into fact cards</li> <li>- Encourage students to use fact cards properly</li> <li>- Encourage students to use practice topic questions, or work on them together</li> </ul> <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y12".</p>



## Year 13 Curriculum Overview: Politics



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<p>Comparative Politics – US option</p> <p>1. The US Constitution and federalism</p> <p>4 US Supreme Court and civil rights</p> <p>3. Powers of the president</p> <p>Core ideologies (unit 1) Socialism</p>	<p><u>Comparative Politics</u></p> <p>Bipartisanship</p> <p>Checks and balances</p> <p>Codified/ uncodified</p> <p>Enumerated Powers</p> <p>Federalism</p> <p>Separation of the powers</p> <p>Executive Order</p> <p>Imperial/Imperial</p> <p>Informal powers</p> <p>Unified Government</p> <p>Socialism</p> <p>Fraternity</p> <p>Collectivism</p> <p>Marxism</p> <p>Keynesian economics</p>	<p>Common Assessment 1a – Constitution and Federalism (1.1- 1.4)</p> <p>Common Assessment 2a Supreme Court (4.1-4.6)</p> <p>Common Assessment 1b US presidency (3.1-3.4)</p>	<p>•Encourage students to read and stay up-to-date with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum</p> <p>•Use showbie to engage with the concepts and concepts we are working on at that time</p>
<b>Spring Term</b>	<p>2 US Congress Elections ; Primaries, campaign funding strengths and weaknesses of US Electoral system</p> <p>Republican and Democrat parties</p> <p>Interest Groups</p> <p>Comparative Questions</p> <p>Recap of Year 12 work and UK comparisons</p>	<p>Congress</p> <p>Congressional caucuses</p> <p>Divided Government</p> <p>Fillibuster</p> <p>Gridlock</p> <p>Incumbency</p> <p>Mid terms</p> <p>Oversight</p> <p>Partisanship</p> <p>Factions</p> <p>Invisible primary</p> <p>PACS</p> <p>Partysystem</p> <p>Policy Group</p> <p>Religious Right</p> <p>Comparative Theories – structural, cultural and rational</p>	<p>Mock Examination in January</p> <p>Comparative Practice Questions on all Topics</p>	<p>•Encourage students to read and stay up-to-date with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum</p> <p>•Use showbie to engage with the concepts and concepts we are working on at that time</p>
<b>Summer Term</b>	<p>1. Recap/ Retrieval/ consolidation of Previous learning</p> <p>2. Examination Practice</p>	<p>Examination Practice and revision</p>	<p>A'Level Final Exam</p> <p>Paper 1 UK Politics and Core Political Ideas</p> <p>Paper 2 UK Government and Non Core Political Ideas</p> <p>Paper 3 Comparative Politics</p>	<p>•Encourage students to read and stay up-to-date with Politics in the real world by encouraging watching of news programs and reading broadsheet news from across the political spectrum</p> <p>•Use showbie to access past papers and revision resources</p> <p>•Use showbie to engage with the concepts and concepts we are working on at that time</p>



# Year 13 CEP (PSHE) Curriculum Overview



## Subject – Personal development

### Autumn Term

### Spring Term

#### Health and wellbeing

#### Relationships

#### Session Content

1. Self-care for exams
2. Creating and maintaining a work-life balance
3. Substance abuse and stress
4. Managing my online presence
5. Building professional relationships
6. Impact of alcohol and drugs on your career

1. Managing conflicting views
2. Managing intimacy and ending romantic relationships
3. Faith and culture in relationships
4. Challenging toxic cultures
5. Keeping safe whilst independent

Remaining sessions ->  
Guided revision time

#### Powerful Knowledge

1. In an exam series maintaining your wellness routine is important as it can help you to keep up your stamina as you are sitting your exams. Diet, sleep and exercise are all important parts of self-care that when kept in balance help improve academic outcomes.
2. A work life balance is how you choose to balance your time between professional/educational and personal commitments. A healthy work-life balance will mean different things to different people, it means being fulfilled and content in both areas of your life, this can be challenging but is very important for your personal wellbeing and mental health.
3. Stress can be defined as a state of worry or mental tension caused by a difficult situation. Stress is a natural human response that prompts us to address challenges and threats in our lives. Everyone experiences stress to some degree. Some people use drugs or alcohol as a negative coping strategy to manage stress – this makes the stress worse.
4. Information including photos and videos and well as online posts and comments all forms part of your online presence. Managing online status, and understanding appropriate behaviour online helps to build and maintain positive relationships.
5. Relationships form an important part of professional relationships. Your digital presence and footprint as well as how you relate to and connect to people is an important part of your personal brand. Professional relationships are generally more formal than personal relationships as a workplace's culture and professional expectations dictate how people behave towards each other.
6. Most workplaces will have an agreed policy on drug/alcohol misuse that is written into their health and safety policy. Alcohol, drugs and substance abuse has serious implications for employees' health, safety and performance in the workplace. In the UK it is illegal to buy, be bought or buy someone under 18 alcohol. In the UK it is illegal to possess, supply and produce controlled drugs. controlled drugs fall into 3 different categories. Class A, B or C.

1. Individuals may have conflicting views on a variety of issues such as current affairs, politics, economics, relationships, religion and many other areas. Listening and learning to people from different cultural backgrounds to your own helps to give an informed and rounded view of a variety of issues. Recognising microaggressions and being an upstander is important. Being tolerant of different views reduces conflict. Not challenging microaggressions can lead to prejudice and discrimination.
2. Ending romantic relationships can be emotionally difficult and challenging. Thin king about strategies that could help with this and improving emotional intelligence by being able to read body language and cues is important.
3. Whatever background you come from, there'll always be some differences between you and your partner. Whether that's over something as small as your favourite cereal or as big as coming from a different religious community. The issue only comes in when you can't find a compromise between your viewpoints. That's why 'how does religion affect relationships?' is a pretty subjective question. To some extent, the answer will depend on how much your beliefs shape your life and how strongly you want your partner's beliefs to align with your own.
4. Culture is a concept that encompasses the social behaviour, institutions, and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, and habits of the individuals in these groups. Culture is often originated from or attributed to a specific region or location. A toxic culture is a culture in which conflict is common and the work environment is negative because of unethical behaviours, a lack of inclusion, and disrespect.
5. When you move away from home for the first time, it is important to recognise that your support network may be further away than you are used to. Coping strategies include self-care, maintaining relationships, making new friends, accessing support services amongst others. Recognising that burglary and theft can be crimes committed disproportionately against students is important to safeguard yourself and belongings. Taking responsibility for yourself, especially on nights out with new groups of people in unfamiliar settings that are new to you.

#### How can you help at home?

- Use the resources on Showbie as a discussion point prompt for the lessons in the lesson series
- Discuss how to register with a GP and on University open days explore wellbeing support on and off campus or discuss how to register with a GP generally.

- Use the resources on Showbie as a discussion point prompt for the lessons in the lesson series
- Discuss how to register with a GP and on University open days explore wellbeing support on and off campus or discuss how to register with a GP generally.





## Year 13 Curriculum Overview: Psychology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<p>Research Methods</p> <p>Approaches</p> <p>Comparison of Approaches</p> <p>Biopsychology</p> <p>Forensic Psychology</p>	<p>Research methods: statistical tests, case studies and content analysis, validity and reliability, Features of Science.</p> <p>Approaches: Humanistic approach, Psychodynamic approach, comparison of approaches</p> <p>Biopsychology: localisation of brain function, plasticity and recovery from trauma, hemispheric specialisation, ways of studying the brain.</p> <p>Forensic Psychology: profiling, Biological explanations, psychological explanations</p>	<p>At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:</p> <ol style="list-style-type: none"> <li>1. Short answer key knowledge check</li> <li>2. Short answer exam questions</li> <li>3. Extended answer exam questions</li> </ol>	<p>Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.</p>
<b>Spring Term</b>	<p>Forensic Psychology</p> <p>Cognition and Development</p> <p>Schizophrenia</p>	<p>Forensic Psychology: custodial sentencing, behaviour modification, restorative justice</p> <p>Cognition and development: Piaget, Baillargeon, Vygotsky, levels of perspective taking, theory of mind, the mirror neuron system</p> <p>Schizophrenia: Diagnosis and classification, biological explanations, drug treatments, Psychological explanations</p>	<p>At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:</p> <ol style="list-style-type: none"> <li>1. Short answer key knowledge check</li> <li>2. Short answer exam questions</li> <li>3. Extended answer exam questions</li> </ol>	<p>Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.</p>
<b>Summer Term</b>	<p>Schizophrenia</p> <p>Issues and Debates</p> <p>A level Preparation</p>	<p>Schizophrenia: CBT and Family Therapy, the interactionist approach</p> <p>Issues and debates: gender and culture bias, nature/nurture, free will s. determinism, Holism vs. reductionism, idiographic/nomothetic approaches, ethical implications</p>	<p>At the end of each topic cycle (roughly every 2 weeks) you will be assessed on this content through one of these methods:</p> <ol style="list-style-type: none"> <li>1. Short answer key knowledge check</li> <li>2. Short answer exam questions</li> <li>3. Extended answer exam questions</li> </ol>	<p>Students have key knowledge checklists for all of the content they need to know which are uploaded to Showbie. You can help at home by asking them these questions to check their knowledge and understanding.</p>

RESPECT  
COURAGE  
RESPONSIBILITY  
KINDNESS  
RESILIENCE

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## Year 13 Curriculum Overview: SPANISH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1. Immigration in the Spanish- speaking world.</li> <li>2. Racism</li> <li>3. Integration of different cultures.</li> <li>4. Volver – feminine solidarity (film)</li> </ol>	<ol style="list-style-type: none"> <li>1. Positive and negative aspects of immigration</li> <li>2. Problems for illegal migrants</li> <li>3. Recap of the present tense</li> <li>4. Revision of the imperfect and preterite tenses</li> <li>5. Use of compound tenses</li> <li>6. Describing racist and xenophobic attitudes</li> <li>7. Understand legislation and combating racism</li> <li>8. Recap of the conditional and future tenses</li> <li>12. Understand cultural integration and issues surrounding it</li> <li>13. Quotations, themes, essay skills</li> <li>14. Research skills for IRP</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paper 1 (L/ R / W)</li> <li><input type="checkbox"/> Paper 2 covering essay on film</li> <li><input type="checkbox"/> Y13 Speaking Mock 1 Paper 3 (Stimulus card + IRP) – w/c 8<sup>th</sup> December</li> </ul>	<ul style="list-style-type: none"> <li>➢ Join teacher Showbie group</li> <li>➢ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➢ Encourage further reading to improve cultural capital, reading books/magazines/ newspapers in Spanish</li> <li>➢ Encourage listening to Spanish music/ podcasts/radio, watching Spanish TV/films</li> </ul>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>1. La Casa de Bernarda Alba – literature</li> <li>2. Young people today, citizens of tomorrow, political movements in the Hispanic world.</li> <li>3. Monarchies and dictatorships</li> </ol>	<ol style="list-style-type: none"> <li>1. Quotations, themes, key scenes and essay skills</li> <li>2. Understanding politics, unemployment and the type of society young people want to live in in the Hispanic world</li> <li>3. Understanding the impact of the civil war, Franco's dictatorship</li> <li>4. Understanding changing attitudes towards monarchies, republics and dictatorships</li> <li>5. Use of present, perfect and imperfect subjunctive</li> <li>6. Imperative commands</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paper 1 (L/ R / W)</li> <li><input type="checkbox"/> Paper 2</li> <li><input type="checkbox"/> Paper 3 Speaking Mock 2 (Stimulus card + IRP) – w/c 2<sup>nd</sup> March</li> </ul>	As above
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>1. Social protests and campaigns in the Spanish world.</li> <li>2. Recap of Volver</li> <li>3. Revision</li> </ol>	<ol style="list-style-type: none"> <li>1. Passive voice</li> <li>2. If- clauses + pluperfect / imperfect subj.</li> <li>3. Analysing the effectiveness of protests and strikes</li> <li>4. Understanding the power of trade unions</li> <li>5. Understanding the 15M movement in Spain and the mothers of La Plaza de Mayo in Argentina</li> <li>6. Essay writing skills</li> <li>7. Speaking skills</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paper 3 Real A Level Speaking w/c 20<sup>th</sup> April</li> <li><input type="checkbox"/> Actual A-level exams</li> </ul>	As above