SMHC	0 - manufa	Term 1		Term 2		Term 3		
Y9 Curriculum	Concepts	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Maths		Students will develop fluency with special types of number such as indices, roots and proficiency in standard form, whilst also considering how fractions interact. This proficency has important links with scientific and medical notation	Students develop a deeper understanding of number through application of ratio, whilst also exploring the significance of percentage change. Crucial financial skills are developed through understanding of repeated percent change and it's real life application	Students develop their data analysis and statistical awareness through study of averages, probability and data presentation. These skills have professional applications and students are taught to understand inference and bias	Students expand their algebraic vocabulary through becomiing confident at manipulating, solving and simplifying. These skills are applied to graphs and this continues the earlier taught skills of inference and understanding	Students apply algebraic skills developed earlier into finding perimeters, areas, legnths and volumes of complex and uncommon shapes. The also further develop the twin skills of algebra and geometry to solve specific angle problems involving 2D shapes	Students are able to understand and apply the relationships between compound measures and how they relate to real iffe problems. This is coupled with a deeper understanding of transformations and how they can be combined	
English Language & Literature		Unit 7: C To explore the ways in which writers try to understa Students will study the WW1 play, Journey's E undetstand the destruction Text: Journ	onflict nd why and how humans can be so destructive. nd and look at conflict poetry across time to and power of mankind. sy's End	Unit 8: Dystopia To understand how writers have exploited ideology and manipulated mindsets in order to explore our deepest fears of the future whilst studying George Orwell's "Ninteene Eighty-Four."		Unit 3: Rhetoric and Revolution To explore how great orators can influence, shape and change our world through a number of influential speeches. Students will learn the art of rhetoric in preparation for their Spoken Language Assessment.		
Triple Science	Students learn about science through the key concepts of enquiry, expertise, experimentation and explanation	Biology: Cells and Microscopy, Health and Disease, Communicable Diseases. Chemistry: Atoms, elements and the perioidic table, separating mixtures and analytical techniques Physics: The particle model and matter. An introduction to forces	Biology: Non-communicable diseases, Human Defences Against Disease, Treating Diseases Chemistry: Chemical Equations, Earth's Resources, Earth's Atmosphere, Human Impacts on the Earth and its Atmosphere Physics: Forces and their effects and motion	Biology: Movement of Particles, Plants & Photosynthesis Chemistry: Wastewater Managemet, Bonding Physics: Power & Efficiency; Energy Transfers and Resources, Energy Stores & Transfers	Biology: Plants & Photosynthesis, Cloning, Sexual & Asexual Reproduction Chemistry: Bonding, Alloys, Properties and Uses of Nanoparticles. Physics: energy transfers and energy resources	Biology: Cell division, DNA & Protein Synthesis Chemistry: Alkanes, Alkenes, Organic Compounds, Physics: Waves & Properties, Reflection, Refraction & Sound, The Electromagnetic Spectrum,	Biology: Digestiona and Enzymes Chemistry: Polymers and Polymerisation Physics: Reflection, Refraction & Sound, The Electromagnetic Spectrum,	
French		My life: Students will use the present tense to descr gramma through the use of reflexive verbs to descr write, translate and speak about their own experient	be themself and others. They will develop their be their daily rouine. This will enable students to es in the first and third person.	The world around me: Students begin to expand their skills to include the past and the future tense. Therwy will do this through dicussing what they do in hteir free time and what they used to do when they were younger. Students discuss their use of technology and media. Students will develop their listening and reading skills		En bonne santé Body parts, healthy living, food + drink, exercise		
Spanish		Wy III Students will use the present tense to describe then through the use of reflexive verbs to describe their translate and speak about their own exp	ie: eself and others. They will develop their grammar daily rouine. This will enable students to write, ereinces in the first and thrid person.	The world around me: Students begin to expand their skills to include the past and the future tense. They will obt is through flucussing what they do in hteir free time and what they used to do when they were younger. Students factors will develop their listening and reading skills through this topic.		School and Study: Students begin to use opinions and reasons to discuss what they study. Students use the past present and future tenses to explore this topic which includes discussing school rules and school culture. Students build towards their speaking, listening, readign and writing exam within these topics.	Work and Future plans: Students deal with the future tense in much more detaill and start to look towards future jobs, work experience and part time job opportunities. Students build towards their speaking, listening, reading and writing exam within these topics.	
Geography	Students engage in our 5 key concepts of geography: Location, Processes, Interactions, Sustainability and Cultural Capital.	Our Urban World Economic sectors (linked to the health industry), TNC's, clone towns, dereliction, regeneration, suburbanisation, sustainable trapport. Students learn about key urban processes and connect these to a sustainable thrure for our urban areas. Within sustainable thrure s, students consider the impact of sustainable thrus of our urban areas. Within health. Local examples throughout build cultural capital and an understanding of the local place.	Tectonic Hazards Plate movement, earthquake formation, effects and responses (Kopal 2015 and Chile 2010), with a specific focus on medical responses to hazards, including 'shefetbox' example. Volcances formation, effects and responses (fong 2022); this management. Consolidating the foundations of geological time and the structure of the earth, student also learn about the processes that affect the surface of the earth. Cultura capital is built through an empathetic approach to effects and responses.	The geography of health hazards The UN identifies Climate Change, global pandemics and health equily among the major global health threats, and in this unit students will study these issues. Each element includes a significant focus on locational geography alongside the identification and assessment of risk and potential management / response strategies.	River processes and landforms Fluvial processes, erosional and depositional landforms. Students focus on key processes that create the shape and landforms found in rivers. An understanding of the interactions between natural processes is developed. Flooding, flood hydrographs, hard and soft engineering: Students further consider the interact with the human process of urbanisation. Sustainable fluxes are considered in flood management and environmental design linked Io STEAM through the context of engineering.	Coastal processes and Indforms Coastal processes, encional and depositional landforms. Students focus on key processes that create the shape and landforms found along the coastile. An understanding of the interactions between nature processes is developed. Students develop locational knowledge as they learn about the Dorset coastine, specifically Swanage and Studand. Flood management, hard and soft engineering. Students further consider the interactions between human and physical processes as the natural process of unsatesion. Sub-standarb futures are considered in flood management and environmental design and cultural capital is built through the consideration of the real world flood management examples of Ume Regis	Fieldwork visit. In this unit, students experience a geographical enquiry process, considering; creating a hypothesis, data collection, data presentation, conclusions and evaluation. The investigation is based around the question 'Are the sea defences at Lyme regis successfu?, with stud questions; Is there evidence of longshore drift at Lyme Regis? What is the human response to the sea defences at Lyme Regis?	
History	The History Curriculum has been created to embrace the key disciplianary skills we want students to develop (explanation, consequence, similarity, difference, narration and perspective). At Year 9 it has taken inb account the National Curriculum requirements of History in schools. It aims to challenge assumprions, give students knowledge of their contemporary world, while inspiring a liefong love of History	Life in Nazi Germany explores how the lives of ordinary people were changed by Hitler and the Nazis. Iy looks at these changes through the meduim of sources devioping the skills of inetrpretation. The end of this term moves into a Study of the Holocaust	Holocaust is studied during the first part of this half term. This is a compulsory unit on the National Curriculum. This leads on to looking at certain events like Part Harbour and the dropping of the atom bomb which have specific significance for WW2 and te postwar workd. The term culminates in a short case study of Russia around 1917	An introduction to the Cold War 1943-61- this looks at how the Cold war develops, the causes and consequences	This term builds on the introduction to the Cold warby focusing on its main flashpoints	This looks at significant events and people which can be seen as a turning point in the 20th century. It aims to explore why these are seen as such significant events and looks at the persective It is viewed from to question the stereotyical view	Thus is a continuation of term 5	
PE and Health	Components required for successful participation. Physiological impacts of exercise and preparation for this. Understanding, improving and monitoring performance.	Sport understanding - Key subject knowledge is delivered providing all students with appropriate information of team sports and outdoor adventurous activities critical to enhancing knowledge application.	Sport understanding - Key subject knowledge is delivered providing all students with appropriate information of individual sports and fitness activities critical to enhancing knowledge application.	Components of fitness - This content develops knowledge that is synoptic through all three components, exploring how physical attributes can impact performance in a rare of sports and activities.	Preparing for activity - Programme of study includes: Body systems, nutrition, injuries and warm ups.	Fitness Training Principles - Students further develop their knowledge of how to improve physical and skill related element of performance and how to track this.	Fitness testing - The importance and impact that testing can have on performance and health is investigated, allowing students to monitor the impact of training.	
PSE/RSE	Life Beyond School, Celerbating Differences, Health and wellbeing, Staying Safe Online and Offline, Relationships and Sex Education, Careers	Essential Life Skills: Getting to Know People, Saving and Managing Money, Labour Market Information, Finance, Budgeting and Employment, Social media and Online Stress, First Aid, Unifrog Launch	Body Confidence: Media and Airbrushing, Positive Body Image, How Self Esteem Changes, Bullying in all Forms, What is a Penis?, What is a Vulva?	Sex, The Law and Consent: Sexual Consent, FGM and the Law, Why Have Sex?, Delaying Sexual Activity, Sexual Harrassment and Stalking	Legal and Illegal Drugs: What is a Drug?, Different Types of Addictions, Cannabis Products, Drug Classifications, Volatile Substance Abuse	Contraception and STIs: What are STIs?, Treating STI's and GUM Clinic, Contraception Explored, Contraception - Condom	Combatting Extremism and Terrorism: Conspiracies Theories and Narratives, Forms of Extremism, What is Terrorism?, War and Conflict, The Radicalisation Process, Counter Terrorism	
Health Sciences	Growth and Development Types of settings Job Roles/Careers	Foundation/Practical Skills - Students are introduced to the subjects of Health & Social Care and Child Development. Students will learn about PIES/PLIES and about a range of careers and job roles.	Foundation/Practical Skills - Students will learn about different conditions and services, Children with special educational needs.	Students will prepare for their first assessment. They will continue to learn about different services including what happens when admitted to hospital.	Foundation/ Practical Skills - Students will learn about activities to support people in a care home. They will look at different roles within early years provision. Diet and Nutrition and risks of alcohol. Learning through play activities.	In this term students will undertake a range of projects linked to either Health & Social Care or Child Development.	In this term students will undertake a range of projects linked to either Health & Social Care or Child Development. Students will also undertake assessment 2.	
Psychology	Approaches Statistics Issues and Debates Individual behaviour Group behaviour The process of a study/experiement	Welcome to Psychologyl - Students will be introduced to the foundations of psychology by exploring the six approaches which are used throughout the subject.	Research Methods - students will exmaine how maths and statistics play a key role within Psychology. Students will explore how psychologists collect data and the advantages and disadvantages of this process.	Issues and Debates - This is a key theme within Psychology and students will explore their own iewpoints, as well as the viewpoints of academics, whether individuals have free will or is thier path predetermined, development line it moughts about the role of animals within experiments and the role of bias.	Consumer Psychology - Why do we buy the things we buy? How are we influenced by others and the media when looking in to products? Is shopping addiction real? These questions and more will be examined when student learning about the psychology of consumer behaviour and the rationale behind these behaviours.	Social Influence - Students will explore the themes of conformity, obedience and crowd behaviour when exploring this topic about how others could influence how an individual behaves.	Review - Within our final term, we will review the key areas covered and proper students for the beginning of their GCSE course in Year 10. Students will examine a key study within Psychology and develop their underdstaning behind the aims, procedure, result, conclusions and evaluation therefore preparing them for the course ahead.	

SMHC	0-monto	Term 1		Term 2	Term 2		Term 3	
Y10 Curriculum	Concepts	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
		Foundation: Students develop mastery with numerical concepts, in particular the relationship and application of fractions, numbers, decimals and ratio. They can	Foundation: Students develop fluency with complex algebraic concepts and their application to problems.	Foundation: Students expand on their geometric skills and are able to calculate lengths, areas, perimeters and volumes of complex and compound shapes	Foundation: Students develop data, numerical and algebratic skills through work on inequalities, sequences and probability	Foundation: Students demonstrate fluency within Geometry by applying their learning to real life applications such as loci, constructions and plans and elevations	Foundation: Students are able to interpret and evaluate venn diagrams, frequency trees and probability trees	
Maths		apply the laws and understanding to a range of real life applications and problems Higher: Students apply numerical fluency to more complex problems involving truncationo, bounds and proportionality	Higher: Students understand irrational numbers and are able to understand and manipulate Surds. They are also able to build on algebraic fluency to delve into more complex applications with simultaneous equations and rearranging formula	Higher: Students are introduced to complex data analysis and presentation for data within frequency tables, such as Histograms, Cumulative Frequency Graphs and Frequency Polygons	Higher: Students demonstrate the ability to find missing values in complex 2D and 3D shapes whilst being confident in using algebraic application when finding angles	Higher: Students develop complex algebraic skills through the development of Quadratics, whilst also apply their algebraic skills to numerical and geometrical problems with trigonometry and algebraic fractions	Higher: Students are able to use Loci, Bearings and constructions with a range of real life and abstract problems	
English Language & Literature		Language analysis - students read a variety of fiction and non-fiction extracts in preparation for English Paper 1. Students will also look at some conflict poetry in preparation for Literature Paper 2.	A Christmas Carol' by Charles Dickens. Students consider the context of Victorian London, themes such as transformation and redemption and social responsibility.	Macbeth' - Students learn about the Jacobean context of the writing of Macbeth', including James I, witchcraft, position of women in society, Jacobean theatrical conventions.	Theme of 'identity' - study of poetry and creative writing in preparation for Language Poper 1 and Literature Paper 2.	English Paper 1: Language analysis - students read a variety of fictional extracts in preparation for English Paper 1. English paper 2: Non- fiction texts in prepartion for English Paper 2: 19th Century texts and 20th century texts. Themes such as penal systems, women in society, children in society education commerce labour	English Paper 1: Language analysis - students read a variety of fictional extracts in preparation for English Paper 1. English paper 2: Non-fiction texts in preparation for English Paper 2: 19th Century texts and 20th century texts. Themes such as penal systems, women in society, children in society, education, commerce, labour.	
	Chudrata lavar altara bariaren	Biology: Respiration and Exercise, Blood & Circulation, Genetics Chemistry: Energy changes, The periodic table,	Biology: Plant Diseases, Evolution and teh Evidence, Classification, Genetic engineering & Selective Breeding	Biology: The Nervous System & Reaction Time, The Brain & Eye	Biology: Homeostasis, The Endocrine System, Hormonal Control in the Body , Diabetes, The Kidney	Biology: Hormones in Reproduction, Contraception & IVF, Ecosystems	Biology: Mock examination revision and exams	
Triple Science	through the key concepts of enquiry, expertise, experimentation and explanation	Reactivity of Metals Physics: The Electromagnetic Spectrum, Reflection, Waves for detection & exploration, Lenses, Light & Black body radiation. An introduction to Electricity, Electricital, Resistance, Domestic uses of electricity, Electrical energy in devices	Chemistry: The pH Scale & Salts, Electrolysis, Fuel Cells Physics: An introduction to Electricity, Circuits & Resistance, Domestic uses of electricity, Electrical energy in devices	Chemistry: Relative Formula Mass, Moles, Balancing Equations Physics: Nuclear Radiation, Using radioactive sources,	Chemistry: Limiting Reagents, Titrations, Conservation of Mass, Rates of Reaction Physics: Nuclear fusion and fission. Properties of gases	Chemistry: Rate of reaction, Reversible Reactions, Required Practcal Revision Physics: Pressure in fluids. Review of forces and motion.	Chemistry: Mock examination revision and exams Physics: Mock examination revision and exams	
French		My local area Where I live: Students will describe their local area and the regions around them. They will also compare their own region with other areas of the world Students will be able to use a range of complex opinions and reasons to dscribe the world around them.	Ny local area: Where I live: Students will describe their local area and the regions around them. they will also compare their own region with other areas of the world. Students will be also to use a range of complex options and reasons to dscribe the world around them	Holiday & travel Talking about my holidays and travel in 3 different tenses including where I stay, eating out when away and holiday disasters.		Talking about my school and plans for the future. Students begin to use opinions and reasons to discuss what they study. Students use the past present and future tenses to explore this topic which includes discussing school rules and school culture. Students build towards their speaking, listening, readign and writing exam within these topics.		
Spanish		The Hispanic World: Students will develop an understanding of hispanic festivals and culture. They will explore Spanish customs and traditions including food, celebrations and Spanish society. Students will develop use of reflexive works and impersonal works to be able to confidently write and speak about this topic.	Personal Qualities: Students will revisit the Year 9 topic of descriptions but introduce the past and the future tenses. Students will have an emphasis on adjective agreements and sentnece sturcuter. They will then begin to discuss their of emodels and who they admire. This will enable students to confidently write and speak about others.	Aspirations: Students built on who they admire by considering their future aspirations. Students will develop opinons on future plans and begin using more complex vocabulary to write and speak futurely in the future anbd conditional tenses.	Society nowadays: Students will gain an understanding of topics which are trending in hispanic countries. Students will begin discussing social media, the adbanatages and disadvantages of technology and they will begin to use justified opinions to improve their work.	Where I live: Students will describe their local area and the regions around them. they will also compare their own region with other areas of hte world. Students will be able to use a range of complex opinions and reasons to dscribe the world around them		
Geography	Students engage in our 5 key concepts of geography: Location, Processes, Interactions, Sustainability and Cultural Capital.	The urban world Megacities, Rio (opportunities and chailenges), improving life for the urban poor, sustainable urban development. Students develop their understanding of the process of urbanisation. A significant study of Rio increases locational knowledge and cultural capital. Students also develop their understanding of sustainability, studying urban sustainability in Frielburg.	Urban Change in the UK Where people live in the UK. Bristol (opportunities and chalenges), greenfield and brownfield developments and Temple Quater regeneration. Students develop their understanding of the process of urbanisation from a UK perspective. A significant study of Bristol increases locational knowledge and cultural capital. This includes a fieldwork opportunity to visit Bristol.	The Living World Ecosystems, ponds, tropical rainforests, causes and impacts of deforestation (Malaysia). Students learn about key complex interactions in the natural world which work together to create awe-inspiring natural beauty. Students consider sustainable approaches to the use of the rainforest, and cultural capital is built as they debate the advantages and datavaritages of deforestation.	The Living World Characteristics of cold environments, plant and animal adaptations, economic opportunities and challenges in cold environments. Students learn about key complex interactions in the natural world which work together to create awe-inspring natural beauty. Locational knowledge is developed as students study Svabard, in the Arctic Circle.	Weather Hazards and Climate Change Global atmospheric circulation, formation of tropical storms, effects and responses of tropical storms, specific examples of global and UK weather hazards, causes mitigation and adaptation to climate change. Students learn about global atmospheric processes and how these processes interact with the human world. Cultural capital is developed through empathic consideration of effects and responses to natural disasters.	Revision and Mock Exams During HTG, students will complete a mock exam. The exam will be Paper 1 of the GCSE.	
History		The Weimar Republic- this builds on the unit in Year 9 on Nazi Germany. It looks at the events and consequences of WW1 on Germany and the establishment of the Republic	Henry and his Ministers - looks at the role of Wolsey both home and abroad	Henry and his Ministers - looks at the role and impact of Thomas Cromwell. The Break with Rome and religious changes	The Cold War - looking at the start and devlopment of the Cold war from 1949 to 1991	Medicine through time - Paper 1. Students will study the developmentof medicine looking at causes , treatment and how the sick were looked after. They will focus on the extended writing skills.	Students will continue the study of medicine from 1250 to 2000 but will also recap on Western Front and the impact of WW1 on developments in treatments and surgery. The skill of usefulness will also be taught in this unit	
PE and Health	Components of Fitness Preparing for activity Provision in sport Equipment, technology and Officiating	Discovering the importance of components of fitness and how body systems work during sport and activity.	Explore what is required to be able to prepare participants to take part in physical activity	Investigate the varying types and provision of sport and physical activity for different types of participant	Equipment and technology required for participants to use when taking part in sport and physical activity / Controlled Assessment One	Controlled Assessment One / Demonstrate ways to participate in sport and understand the roles and responsibilities of officials	Demonstrate ways to participate in sport and understand the roles and reponsibilities of officials / Explore how different components of fitness are used in different physical activities	
PSE/RSE	Life Beyond School, Celerbating Differences, Health and wellbeing, Staying Safe Online and Offline, Relationships and Sex Education, Careers	Rights and Responsibilities: Instagram and TiKTok Generation, Targeted Advertising, Rights and Responsibilities, Consumer Rights, Saving and Managing Money, Finance, Budgeting and Employment, What is Marriage?, Reflecting on My Career Journey	Mental Health and Wellbeing: Health and Wellbeing, What is Mental Health?, Common Types of Mental Health, Child Abuse, Self Harm, Suicidal Thoughts and Feelings, Exploring Employer's Profiles	Exploring Relationships and Sex Education: Pleasure and Delaying Sex, Campaigning Against FGM, Sexting, Online Pornography (Myths vs Reality), Porn and its Impact on Society	Violence, Crime and Seeking Safety: Honour Based Violence , Forced Marriages and Breast Ironing, Modern Day Slavery, Causes of Knife Crime, County Lines	Exploring World Issues: International Organisations, Peace, War and Conflict, Human Rights During War, Aid and Supporting Countries	Exploring British Values: What are Human Rights?, Democracy Explored, Exploring British Values, Mutual Respect and Tolerance, Individual Liberty, Hate Crime in the UK	
Child Development	Children's Growth and Development (PILES) Factors (that impact growth and development) Play (Types/Ways that its organised) Adaptations to learning activities Inclusion for all	Btec L1/2 Tech Award - In year 10 students on the new specification will complete their first assessment for Component 1, which involves completing set tasks which are marked by teachers but moderated by the exam board.	In this half term students will continue to work on their PSA tasks improving them after they have had an initial mark by their tascher. In December they will start lessons on Component 2 where they will explore learning through play.	In this term students will continue learning course content for Component 2. They will explore different types of play for different ages.	In this term students will continue learning course content for Component 2. They will explore how play can be organised to promote learning through a varitey of activitiys and how to promot social skill and health awareness.	In this term students will being taken through examples of the tasks they will complete in the PSA. Students will be given the opportunity to practice these tasks in preparation for the real thing in year 11. Students will also start learning content for component 3 which is the exam unit.	In this term students will being taken through examples of the tasks they will complete in the PSA. Students will be given the opportunity to practice these tasks in preparation for the real thing in year 11. Students will also start learning content for component 3 which is the exam unit.	
Health and Social Care	Growth and development (PIES) Factors affecting Growth and Development Life Events/Circumstance Barriers/Obstacels Skills/Attributes/Values Health & Wellbeing	Btec LJ/2 Tech Award - In year 10 students on the new specification will complete their first assessment for Component 1, which involves completing set tasks which are marked by teachers but moderated by the exam board.	In this half term students will continue to work on their PSA tasks improving them after they have had an initial mark by their teacher. In December they will start lessons on Component 2 they will explore health and social care services.	In this half term students will continue learning content for Component 2. They will explore a range of health conditions and services that support people with those conditions. They will learn about Aliled Health Professionals and start to look at barriers people face when accessing services.	Students will continue to learn about barriers to accessing services and will be given PSA practice tasks. They will be introduced to LAB, the 6 C's and what skills and attributes are, as well as potential obstacles people may face when recovering.	In this term students will continue learning about different obstacles and complete PSA practice tasks to help prepare them for year 11. They will also start learning content for Component 3 which is the exam unit. They will start exploring different factors that can impact on someone's health and wellbeing.	Students will contine to learn about factors for component 3. They will start preparation for a Mock PSA and complete this Mock.	
Psychology	Evaluation Statistics Research Methods Memory Conformity Obedience Holistic	Research Methods - Students will develop their understaning on the eky elements of experiments such as the independent Variable (UV), Dependent Variable (DV), hypotheses and more. Evaluation points of experiemental methods will also be introduced and covered.	Research Methods contrinued - Students will develop their understanding of the types of experiments used within Psychology and the evaluation of these methods. The use of graphs within Psychology will be introduced in relation of how this explains the data discovered by an experiment/study and what this could imply for future research.	Social Influence - Building on our knowldge from Year 9, students will explore the concepts of obedience, conformity and bystander behaviour. Key studies will be explored and evaluation in to the research discussed.	Memory - how do we remember? What makes our memory better? What makes us forget? Students will examine the different models of memory using key studies to support or disprove each model.	Memory contined - Students will develop their knowldge by examing different issues and debates within the topic of memory.	Development - in this half term, students will explore how a person develops from birth in terms of behaviour and the explanations given within relevant research and studies.	

SMHC	Conconte	Term 1		Term 2	1	
Y11 Curriculum	Concepts	Half Term 1	Half Term 2	Half Term 3	Half Term 4	
Maths		Foundation: Students are able to show confidence when manipulating compound measures and their application. They are also able to use their algebra to work with linear and quadratic graphs Histor: Students are able to further exprand their numerical and algebraic skills with	Foundation: Students are able to apply their algebraic understanding complex problems including trigonometry and vectors. Higher: Students learn to use previously develop	Year 11 Preparation for Summer Exams based on student weakness and highest leverage topics	Year 11 Preparation for Summer Exams based on student weakness and highest leverage topics	
		functions, iteration and Sine/Cosine rule. Students are also able to further develop their geometry through an understanding of circle theorms	algebratic skills for complex graphs, non-linear simultaneous equations and an increased understanding of proof		topics	
English Language & Literature		An Inspector Calls' by JB Priestley. Students learn about socialism and capitalism. They consider the Edwardian period in which the play is set but also the post-war (1945) thme in whuch the play was written. They consider themes such as patriarchy, social responsibility and generational and class divides.	Poetry of power and conflict. Students learn now to analyse poems. The poems have a wide range of contexts from Romanticism to the Crimean War, World War 1, the Vietnam war, the troubles in Northern Ireland. In addition to the cluster of poems students develop their skills of approaching unseen poetry.	Bespoke programme of revision of all key texts and all 4 exam papers.	Bespoke programme of revision of all key texts and all 4 exam papers.	
	Students learn about science through the key concepts of	Biology:Kidneys, Kidney Disease, Diabetes, Hormones in Reproduction, Contraception & IVF, Evolution and Evidence for Evolution	Biology: Mock examination revision	Biology: Selective breeding & Genetic Enginnering, Exam revision	Biology: Exam revision	
Triple Science	enquiry, expertise, experimentation and explanation	Chemistry: Organic Chemistry, Identification of ions	Chemistry: Mock examination revision Physics: Mock examination revision	Chemistry: Exam revision	Chemistry: Exam revision Physics: Exam revision	
French		Privats. Maginetioni and exclusinglessin. Reverse on inecuains Environmental Issues: Students will discuss the environmental Issues facing the world today and explore some of the possible problem and solutions. Students will be able to use modal verbs effectively to describe their role in helping to support the environment. These skills will be asseed through the listnening and reading papers predominently.	Environmental issues: Students will discuss the environmental issues facing the world today and explore some of the possible problems and solutions. Students will be able to use modal verts effectively to describe their role in helping to support the environment. These skills will be assessed through the listnening and reading papers predominently.	PripAs. Internout enect and use generator enect Mock coard analysis. Re-teach high frequency voca: Speaking exam prep including general conversation Reading, Listening & Writing prep Preparation for March mocks		
Spanish		Environmental Issues: Students will discuss the environmental Issues facing the world today and explore some of the possible problems and solutions. Students will be able to use modal verbs effectively to describe their role in helping to support the environment. These skills will be assessed through the listnening and reading papers predominently.	Environmental issues: Students will discuss the environmental issues facing the world today and explore some of the possible problems and solutions. Students will be able to use modal verbs effectively to describe their role in helping to support the environment. These skills will be assessed through the listnening and reading papers predominently.	Mock exam 1 analysis Re-teach high frequency vocab Speaking exam prep including general conversation Reading, Listening & Writing prep Preparation for March mocks		
Geography	Students engage in our 5 key concepts of geography; Location, Processes, Interactions, Sustainability and Cultural Cepital.	The Development Gap / An NEE (Nigeria) Demographic Transition Model, population pyramids, development indicators, uneven development and reducing the gap. Nigeria: location, importance, contexts, economics and the role of TNCs. Students develop further their understanding of human processes, and the interactions that create global economic divides. Sustainable solutions to the development gap are discussed and cultural capital is developed through the study of an NEE in Africa.	The Changing UK Economy The post-industrial economy, science and business parks, changing transport infrastructure and rural landscapes. The North South divide and trade with Europe / the wider world. Students engage in a UK based unit of study which focuses their learning on economic factors that affect the UK. Students learn about specific UK developments such as HS2 and Liverpool2, considering their advantages and disadvantages.	Resource management Global and UK resources (water, energy and food). water insecurity and increasing supply (Lesoth Highland). sustimable water supplies (Water, India). Students learn about resources key to human life and development, particularly considering the sustainable use of these resources.	Fieldwork Human fieldwork investigation (Is Tavistock a sustainable town?) Physical fieldwork investigation (Do river characteristics change along the River Physical fieldwork investigations, engaging in practical data collection techniques.	
History		Medicine through time - Paper 1. Students will study the developmentof medicine looking at causes , treatment and how the sick were looked after. They will focus on the extended writing skills.	Students will continue the study of medicine from 1250 to 2000 but will also recap on Western Front and the impact of WW1 on developments in treatments and surgery. The skill of usefulness will also be taught in this unit	Germany - Revision - this unit was taught in Year 10 but specific attention will be paid to consolidation of power, developments of leagl system and how Hitler avoided opposition. All skills will be revisited but te main focus will be on interpretation	Revision of Paper 2 all sections . Henry and his ministers and the cold war	
Drama	Interpretation a script, characterisation through vocal and physical acting skills, evaluation of performance, planning and devising from a brief	Comp 2: Peason Set Assignment Practical realisation of an extended section of script developed to a level 2 standard. Students will work with a play, developing their stage blocking and characterisation, whilst also keeping an up-to-date logbook which details their progress. Supporting evidence: Logbook, Skills audit, practical performance exam and written evaluation.	Comp 2: Pearson Set Assignment Practical realisation of an extended section of script developed to a level 2 static acts Students will work with a play, vordeping theories and the static static static static static leeping an up-lo-date logbox which defails their progress Supporting evidence: Logbox, Skills audit, practical performance exam and written evaluation.	Comp 3: Devising a Performance in a Theatrical Style. Students will be lei din vorkshops to develop their understanding of performance styles which have influenced theatrical performance across the decades. They will work collaboratively in small groups to devise a range of narratives in these styles prior to the launch of their Pearson Set assignment in February, where they will work independently to create their own play in one of these styles. Assessment: Practical, Logbooks. Portfolio of written evidence and Evaluation.		
PE and Health	Fitness testing and training Improving performance Components of fitness	Explore how different components of fitness are used in different physical activities / Controlled Assessment Two	Demonstrate ways to improve participants sporting techniques / Controlled Assessment Two	Explore the importance of fitness for sports performance / Investigate fitness testing to determine fitness levels	Investigate different fitness training methods / Investigate fitness programming to improve fitness and sports performance /	
PSE/RSE	Life Beyond School, Celerbating Differences, Health and wellbeing, Staying Safe Online and Offline, Relationships and Sex Education, Careers	Year 11 - Your Future: Social media Vrs Real Life, Screen Addiction and Studying, Exam Stress and Analety, Post-16 Options, CV Writing, Writing a Personal Statement, Exploring Employer's Profiles	Adult Health and Looking After Yourself: Organ and Blood Donation, Testicular and Prostrate Cancer, Breast Cancer and Cervical Screening, Teenage Pregnancy Choices, Abortion (Morais, Laws and Ethics), Parenthood for Teenagers, Post 16 Choices Choices	Sexual Health: Fertility and What Impacts it, Importance of Sexual Health, Revisiting STI's, Revisiting Contraception, Alcohol, Parties and Bad Choices	Staying Safe: Virtual Reality and Live Streaming, Online Reputation and Digital Footprints, Group Chats and Anti-Bullying, Cosmetic and Aesthetic Procedures, New Psychoactive Substances	
Child Development	Children's Growth and Development (PILES) Factors (that impact growth and development) Play (Types/Ways that its organised) Adaptations to learning activities Inclusion for all	Btec L1/2 Tech Award - In Year 11 students will complete the pearson set assignments for Component 2. Students will also continue to learn the content for Component 3.	In this half term students will improve their PSA tasks after initial marking. In December they will continue to learn the content for Component 3.	Students will finish learning the taught content for Component 3.	Students will sit a Mock for Component 3 in the spring term. Further preparation and revision of topics will be covered in the Spring term.	
Health and Social Care	Growth and development (PIES) Factors affecting Growth and Development Life Events/Circumstance Barriers/Obstacels Skills/Attributes/Values Health & Wellbeing	Blec L1/2 Tech Award - In Year 11 students will complete the pearson set assignments for Component 2. Students will also continue to learn the content for Component 3 learning about factors affecting health and wellbeing.	In this half term students will improve their PSA tasks after initial marking. In December they will continue to learn the content for Component 3 learning about physiological and lifestyle indicators.	Students will finish learning the taught content for Component 3 learning about person-centred approaches to make recommendations to improve an individual's health and wellbeing.	Students will sit a Mock for Component 3 in the spring term. Further preparation and revision of topics will be covered in the Spring term.	
Psychology	Brain Biology Neuropsychology Addiction Depression Interpretation Evaluation	The Brain and Neuropsychology - students will examine the different parts of the barin and how these could explain an individual's behaviour.	Pyshological Problems - In this half term, the focus is on Psychological Problems. Students will develop their knowledge of depression and addiction in varying forms, discussing different explanations, studies, treatement and evaluation points.	Sleep and dreaming - Why do we sleep? What's the purpose of dreams? What impacts our sleeping habits and patterns? These questions are explained within this half term's focus.	Criminal Psychology - Students will explore the different psychological approaches toward criminality and examine the explanations of how criminality happens.	

SMHC	Concents		Term 1	Term	2		Term 3	
Y12 Curriculum		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
				The A Level course is continuing with its three main		Term 3 really challenges pupils with the new		
				strands and starts to introduce more complex topics such		and key topics that would have been unseen in		
				as Algebraic methods and Trigonometric identities and equations		Key Stage 4 such as Differentation, Integration and Exponentials and Logarithms		
		November Resit Opportunities are provided for those						
		students who have not achieved a Grade 4.	November Resit Opportunities are provided for those students who have not	Students will continue looking at statistics including topics		A Level students further explore different		
		A Level Maths begins with a recap of some of the	achieved a Grade 4. After their november resits, they will continue to work on the highest leverage topics across the 5 main strands to across they are continuing to	such as measures or location and spread, involving	with more complex context such as Biogenal	appreadors or matrix, looking at statistical distributions, burgsthesis testing and		
		crossover topics which are essential from Higher GCSE;	work on their subject knowldge.	be introduced to concepts of mechanics, looking at	Expansion and Trigonometic Ratios.	probability, as well as , constant and variable		
		and Transformations.		modelling problems and working with vectors.		acceleration, forces and motion.	Students will prepare for the Year 12 mocks and their	
Maths			The A level students will continue their work across Statistics. Mechanics and Pure	Students are assessed with small modular tests on prior	Students on the resit pathway will continue on their developmental work across the 5 main strands of	A Level students will sit an end of year	GCSE exam by revision in lesson and continual practice from HTS.	
		The A level students will also be introduced to A-Level Statistics which follows on from GCSI statistics looking at	topics and start focus in on content that is not crossover from GCSE higher or	content to check and redress understanding.	GCSE whilst also exposing themselves to more and	assessment which will assess their		
		Data Collection Methods.	further Mathematics.		more GCSE papers with the guidance of their	understanding of all of the topics covered		
			Students are assessed with small modular tests on prior content to check and reachess understanding	GCSE Resit provision: Those students who did not attain a level 4 in their November even will continue on the next	teacher.	during their first year.		
		Students are assessed with small modular tests on prior content to chark and reviews understanding		pathway. High leverage topics from Number, Algebra,		The GCSE resit students will continue to work		
	Pure Maths	content to check and representationing.		Geometry and Statistics have been identified as well as		through their tailored scheme of work, still		
	Statistics			having one specific exam preperation lesson a week.		alleghts Geometry and Statistics but will have		
	Mechanics					an increase in exam preperation lessons.		
		A Level English Literature Paper 1:	A Level English Literature Paper 1:	A Level English Literature Paper 1:	A Level English Literature Paper 1:			
		Love Through the Ages	Love Through the Ages	Love Through the Ages	Love Through the Ages			
English Language & Literature		Charles Polecty	the deat dataly and Antionegy Poerly	The oreal databy and knowing rowny	The Great Gallary and Annihology Foreig	Preparation for NEA - range of potential texts	Preparation for NEA - range of potential texts	
		A Level Literature Paper 2:	A Level Literature Paper 2:	A Level Literature Paper 2:	A Level Literature Paper 2:	Introduced.	introduced.	
		Modern Times	Modern Times The Mandmaid's Tale and Exercision Consuls	Modern Times The Mandacald's Tale and Excelosion Councils	Modern Times The Mandamid's Tale and Empirican Councils			
	-	Children Picador della	The remaining a late and remaining doupers	Hall 5. Relations and Analyzing of Printing (access)	The Handmark is take and Permittine Gospets	-		+
	Thurles to be set about a large	Unit 1 - Principles and Applications of Science	Unit 1 - Principles and Applications of Science	Unit 2 - Practical Scientific Procedures and	Unit 2 - Practical Scientific Procedures and	Unit 2 - Practical Scientific Procedures and	Unit E Introduction	
	through the key concepts of	(animal and plant cells; tissues; atomic structure and	their	Techniques	inc	Techniques	Introduction to the the physiological make up of three	
Applied Science	enquiry, expertise,	related to their uses; www.and their	application in communications)	(Undertake titration and colorimetry to determine the	(Undertake chromatographic techniques to identify	(Review personal development of scientific	human body systems (musculoskeletal, lymphatic and	
	experimentation and explanation	application in communications)	Revision for January Unit 1 Exam	concentration of solutions. Undertake calorimetry to study	components in mixtures. Review personal development of scientific skills for laboratory work)	skills for laboratory work)	digestive), how the systems function and what occurs during dysfunction.	
				cooling curves.)				
					Students apply the knowledge gleaned so far of	Considerations of the relationship between		
	Students learn about science	Foundations in Biology. The structure of prokaryotic and	Students build on their foundational knowledge, and add an understanding of the	students learn now cells divide, subsequently appying their understanding of cellular structure and function to	systems in various animals. Continuing their more	to the various types of transport system in	organ systems, students take the concepts learned so	
Biology	enquicy, expertise,	eucaryotic cess and their function, how this is supported by various biological molecules, and how enzymes	structure and function of the plasma memorane, and of how cess divide. We begin to accrue the practical skills needed for module 1 and the Practical	tissues and their adaptations. They begin to widen their	global focus on biological concepts, students look at	animals. Students examine components of	far and apply them to the study of how plants transport	
	experimentation and explanation	function.	Endorsement.	focus by studying variation and classification of living	biodiversity: How it is measured, how it can be	the circulatory system both under the	substances. Year 12 concludes with mock examp,	
				trings.	posing a challenge to that maintenance.	with the study of disease and its prevention.	to be a sy an interiore week of ecological report.	
						Topic 9 - Kinetics: Utilise Maxwell-Boltzmann		
1	1	1	Topic 5 - Formulae, Equations and amount of substances: Measurement	Topic 4 - Inorganic Chemistry and the Periodic Table: Use	1	distribution and collision theory in order to		1
1	Students learn about sciance		uncertainty, evaluating their results in terms of systematic and random errors.	cata to make predictions based on patterns and relationships	Topic 7 - Modern Analytical Techniques: Describe	account for the effects of changing variables on the rate of a chemical reaction		1
Chamistor	through the key concepts of	sope: 1 - Atomic Structure and the periodic table	exprain now atom economy is useful to help chemists make decisions so that coartions can be made more afficient in terms of resources		now preferent instrumental methods can provide widence for analysis	and the second strengthere	ropic 11 - Equilibrium II: Consider how chemists can use	1
Chemistry	enquiry, expertise,	Topic 2 -Bonding and Structure	and the second sec	Topic 6 - Organic Chemistry I: Consider how the polymer		Topic 10 - Equilibrium 1: Explain why a	direction and extent of chemical change	1
1	experimentation and explanation		Topic 3 -Redox: Consider how the concept of oxidation number provides a more	acolications, but poses questions about susteinability	Topic 8 - Energetics: Use Hess's Law	compination of equilibrium processes, coupled with kinetics, can lead chemists to presenten		1
1	1	1	considered route for the process of balancing chemical equations.	of resources and the feasibility of recycling.	1	manufacturing processes to make them more		1
						efficient.		
						Topic 6 - Further Mechanics. Building on the		
1	1	1			Topic 4 - Materials, Understanding classify in calif-	knowledge from topic 2 and understanding the difference between elastic and instants	Topic 6 - Further Mechanics. Building on the knowledge	1
1	1	1	1		and liquids. Using Stokes' Law to describe drag	collisions in terms of momentum and energy.	from topic 2 and understanding the difference between	1
1	1	1	1	Topic 4 - Materials. Understanding density in solids and	forces. An introduction to Hooke's law, stress, strain,	Developing Newton's second law further and	and energy. Developing Newton's second law further	1
1	1	1	Topic 2 - Mechanics, Usine SUVAT equations, building on GCSE invasionless of scalar	squads. Using Stokes' Law to describe drag forces. An introduction to Hooke's law stress, strain. Neuron's	roung's modulus and elastic potential energy.	exploring angular motion Topic 7 - Electric and Mametic Fields Panlovs	and exploring angular motion	1
			and vector quantities and resultant forces, drawing and interpreting motion	modulus and elastic potential energy.	Topic 5 - Waves. Introduction to transverse,	the difference and similarities of electric and	Topic 7 - Electric and Magnetic Fields. Explore the	
Phone Inc.	through the key concepts of		graphs. Exploring Newton's laws and momentum as well as different energy		longitudinal and standing waves with an	magnetic fields and how they can work	and how they can work together to induce current in	
Physics	enquiry, expertise,	Topic 1 - Working like a Physicist Topic 2 - Mechanics.	transfers and equations. Transf 3 - Electricity - Understanding electrical quantities (Dec) law Building	Topic 5 - Waves. Introduction to transverse, longitudinal and standing waves with an opportunity to create standing	opportunity to create standing waves, as well as observing the behaviour of waves in different	together to induce current in various situations. We will also look at Elemine's left	various situations. We will also look at Fleming's left	
	experimentation and explanation	scalar and vector quantities and resultant forces,	series and parallel circuits. Drawing and interpreting V-I graphs for different	waves, as well as observing the behaviour of waves in	environments. Then looking at refractive index,	hand rule and capacitors.	hand rule and capacitors.	
		drawing and interpreting motion graphs. Exploring	components. Understanding resistivity and emf.	different environments. Then looking at refractive index,	critical angle and total internal reflection. Followed	Topic 8 - Particle and Nuclear Physics. Delving	into what makes up the subatomic particles and the	
		Newton's laws and momentum as well as different energy transfers and equations. Spair 3 - Electricity -		critical angle and total internal reflection. Followed by the different tunes of lenses and the images they conduce	by the different types of lenses and the images they pandage. Discuss the auidance for light to behave as	further into what makes up the subatomic particles and the addence behind this Looking	evidence behind this. Looking at the symmetry in nature	
		Understanding electrical quantities, Ohm's law. Building		Discuss the evidence for light to behave as a particle and a	a particle and a wave and to compare with other	at the symmetry in nature to understand the	to understand the laws of conservation leading to antimatter. Be able to write or complete particle	
		series and parallel circuits. Drawing and interpreting V-I		wave and to compare with other entities, e.g electrons.	entities, e.g electrons. Explore the photoelectric	laws of conservation leading to antimatter. Be	equations based on this learning.	
		resistivity and emf.		more evidence for the behaviour of light.	the behaviour of light.	based on this learning.		
French								1
Onesist								•
Spanish								-
					Students stud	two topics simultaneously, one human and one p Phosical experiation: Water and Carbon Curle	physical geography.	
			Students study two topics simultaneously, one human and one physical geography		In this unit students develop their knowledge of pro	cesses. In the water cycle, students study stores,	drivers of change, inputs and outputs, flood hydrographs	
		This unit is sequenced from their GCSE content. Stude	Physical geography: coasts nts study dynamic coastal environments. Building on their knowledge of fundaments	I geomorphological processes and their association with	and changes over time. As students consider change	s over time, the interactions between human act	tvity and the water cycle are considered and sustainable	
	Students engage in our 5 key	distinctive landscapes. In common with water and carbo	in cycles, a systems approach to study is specified. Cultural capital is developed throu	gh an informed appreciation of the beauty and diversity of	time (natural and human), the carbon budg	t and the impact of the carbon cycle upon land, i	scean and atmosphere, including global climate.	
Geography	concepts of geography; Location, Processes Interactions		coasts, sustainability is considered through their importance as human habitats.					
	Sustainability and Cultural Capital.		Human geography: Changing Places		With a stone link to untainability this unit tackle	Human geography: Resource Security the issues of resource security particularly wate	r energy and minerals. We have sensenced a theme of	
		This unit brings A-Level geography to life with new con-	eptual thinking based around the changing nature of place. Students are now challe	rged to take key concept of location and consider people's	water through the curriculum, from a KS3 unit on su	stainable water supplies, through the AQA GCSE I	Resource Management unit to this section of the A-Level.	
		engagement wort paces, then experience of them and a	analysed through data and fieldwork.	interior pace (name) where one processes of charge can be	This ensures a depth of learning is achieved, with	out compromising the breadth of important reso	urces that must be managed. Sustainability issues are	
					discussed in relation to water, energy and min-	rais, with strategies to manage and increase supp instanding of the importance of managing our res	ources.	
	Germany 1919-63 - Thuis looks at							•
	the impact of the three types of	The Mid Tudor Crisis - This examines the conflict in the		America's involvement in Vietnam - this focuses on how America became involved in Vietnam. Its influence there				
History	government on the poeple og Germany. It also locks at how one	reigns of Edward VI and his sister Mary. It focuses on the role of the church and the combients related when the	Elizabethan England - This focuses on the impact the reign had on England and its relations with Europe. It also looks at the start of the Empire.	and how the Media changed the public's view. It is the				
-	person can change the course of	monarchy is not strong. This is a source based unit	recented in which camples is also books as the state of the corpore	content needed for students to select their coursework				
	History			510 IT 100 13				
Drama								
		Pearson BTEC Level 3 National Extended Diploma in			Pearson BTEC Level 3 National Extended Diploma			
		Seet			in Sport	Pearson BTEC Level 3 National Extended	Pearson BTEC Level 3 National Extended Diploma in	
		Link 1: Anatomy and Physiology	Pearson STEC Level 3 National Extended Disloma in Sport	Pearson BTEC Level 3 National Extended Diploma in Sport	Link 1: Anatomy and Physiology	Diploma in Sport	Sport	
		A The effects of exercise and sports performance on the		Unit 1: Annual Manipleon	D The effects of sport and exercise performance on	Unit 1: Anatomy and Physiology	Hell 1: Annalysis and Sharinfarm	
		skeletal system	Unit 1: Anatomy and Physiology	C The effects of exercise and sports performance on the	the cardiovascular system	D The effects of sport and exercise	E The effects of exercise and sports performance on the	
1		Unit 2: Fitness Training and Programming for Health.	 we wrects or exercise and sports performance on the muscular system 	respiratory system	Unit 2: Fitness Training and Programming for	yes withance on the cardiovascular system	energy systems	
1	1	Sport and Well-being	Unit 2: Fitness Training and Programming for Health, Sport and Well-being	Unit 2: Fitness Training and Programming for Manith	Health, Sport and Well-being	Unit 2: Fitness Training and Programming for	Unit 2: Fitness Training and Programming for Health	1
1	Anatomy and Physiology	A sxamme lifestyle factors and their effect on health and well-being	a understand the screening processes for training programming	Sport and Well-being	u Examine training methods for different components of fitness	Health, Sport and Well-being D Examine training methods for rifferent	Sport and Well-being	1
PE and Health	Entress training and wellbeing Leadershin		Pearson BTLC Level 3 National Diploma in Sport	C Understand programme-related nutritional needs		components of fitness	E Understand training programme design	1
1	Injury managment	Pearson BTEC Level 3 National Diploma in Sport	Unit & Family Landauble	Pearson BTEC Level 3 National Diploma in Sport	Pearson BTEC Level 3 National Diploma in Sport	Property NTC and 3 Mellowed IV	Pearson BTEC Level 3 National Diploma in Sport	1
1		Unit 4: Sports Leadership	Unit 4: Sports Leadership II: Examine the importance of psychological factors and their link with effective	Ball do Parent 1 - 1 - 11	Unit 4: Sports Leadership	Soort	Hall Mr. Mark Press	1
1	1	A: Understand the roles, qualities and characteristics of	leadership	Examine the importance of psychological factors and	C: Explore an effective leadership style when		some and work experience in Active Leisure	1
1		an effective sports leader.	Unit 17: Sports Iniury Management	their link with effective leadership	reading a team during sport and exercise activities	unit 18: Work Experience in Active Leisure A Undertake in-depth precaration for an writion	C Carry out work experience tasks to meet set	
1		Unit 17: Sports Injury Management	A: Understand common sports injuries and their associated physiological and	Unit 17: Sports Injury Management	Unit 17: Sports Injury Management	leisure work experience placement	D investigate the impact of an active leisure work	
1	1	 A: Understand common sports injuries and their associated physiological and 	psychological responses	8: Explore common treatment and rehabilitation methods	c: investigate risk factors which may contribute to	a undertake a job application process for an active laterra work experience of	experience placement on career development.	1
1	1	psychological responses			prevention strategies			1
								-
Sociology	Research Methods Approaches	Sociological study of the family - looking at roles,	Sociological study of the family - looking at roles, functions , socila policies,	Sociological study of Education - looking at roles, types,	Sociological study of Education - looking at roles, types, social policies and achievement of the	Sociological study of the impact of the media	Research methods in particular selection to extreme	
Cociology	Issues and debates	functions, socila policies, alternatives	alternatives	social policies and achievement of the various groups	various groups	on society		
	Life Beyond School,							
1	Celerbating Differences, Health	Work, Careers and Pathway Opportunities: Prevaration			Relationship Values and Consent: Expressing My	Risk, Personal Safety and Drugs: Assertioners	Bullying, Abuse and Discrimination: Gaulishting and	1
PSE/RSE	and wellbeing, Staying Safe Online and Office	for the Workplace, Knowing my Strengths and Qualities,	Healthy Lifestyle and Mental Health: Balancing Life and Work, Supporting Others, Analytic Department of Entry Dispersion Maintaining Depity - Mental Health	Relationship Values and Consent: Types of Relationships, Excession My Own Relationship Victory	Own Relationship Values, Consent, Sexual Norms and Expectations, Dolice Investigation of Found	and Alcohol, Decisions, Drink Spiking and Drink	Emotional Abuse, Coercive and Controlling Behaviours,	1
1	Relationships and Sex	How to Produce a Compelling CV			Assaults, Violence Against Women	Drivers	How to De-Escalate Social Situations	1
	Education, Careers	l			· · · · · · · · · · · · · · · · · · ·			
Child Development								
				BTEC Level 3 National Extended Diploma in Health and				
1	1	BTEC Level 3 National Extended Diploma in Health and English English English	1	Social Care (Health Studies):	1			1
1	1	- Unit 1 Human Lifespan Development, Learners court	1	- um, 2 working in means and Social Care. Learners explore what it is like to work in the health and working one	1			1
1	1	physical, intellectual, emotional and social development		sector, including the roles and responsibilities of workers	1			1
1	1	across the human lifespan, and the factors affecting	1	and organisations. This is an external examination students	1			1
1	1	development and the effects of ageing. This is an external examined unit students sit in January Series	1	will sit in the Summer Term. - Unit 5 Meeting Individual Care and Support Needs	1			1
1		a construction of the second		Learners focus on the principles and practicalities that	1			1
1	Growth and Development:	 Unit 14 Physiological Disorders and their Care. Learners 						
1	Growth and Development: Physical, Intellectual, Emotional	 Unit 14 Physiological Disorders and their Care. Learners explore types of physiological disorders, the procedures for disorders and the disorders. 		underpin meeting individuals' care and support needs,				
	Growth and Development: Physical, Intellectual, Emotional and Social. Factors affecting Growth and	 Unit 14 Physiological Disorders and their Care. Learners explore types of physiological disorders, the procedures for diagnosis, and the development of a treatment plan and envision of support for service. 		underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines. - Unit 7 Principles of Safe Practice in Health and Social				
	Growth and Development: Physical, Intellectual, Emotional and Social. Factors affecting Growth and Development.	Unit 14 Physiological Discreters and their Care. Learners explore types of physiological disorders, the procedures for diagnosis, and the development of a treatment plan and provision of support for service users. unit 17 Caring for individuals with Dementia. Learners	All motions for units 14 and 17 will now have been debuard and structure with the	underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines. Unit 7 Principles of Safe Practice in Health and Social Care. Learners explore the importance of safe working	Students will continue to be taught content for units	Students will remain their recommends for	Once all coursework deadlines have been met students will then be introduced to the units the units the	
Health and Social Care	Growth and Development: Physical, Intellectual, Emotional and Social. Factors affecting Growth and Development. Effects of Aging.	Unit 24 Physiological Disorders and their Care. Learness regione types of physiological disorders, the procedures for diagnosis, and the development of a treatment plan and provision of support for service users. unit 12 Caring for individuals with Demeeting. Learness explore conditions leading to demeetia, their causes, amothem the effects or the service.	All content for units 14 and 17 will now have been delivered and students will be working on counsevork tasks, 5sudednts will at a mack paper for Unit 1.	underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines. - Unit 7 Principles of Safe Practice in Health and Social Care. Learners explore the importance of safe working practices, safeguarding procedures and responding to memory.	Students will continue to be taught content for units 2, 5, 7 and 19 and will have started coursework	Students will complete their coursework for units 5, 7 and 19 and sit the unit 2 exam.	Once all coursework deadlines have been met students will then be introduced to the units they will be studying in year 13 and have some introductory lessons	
Health and Social Care	Growth and Development: Physical, instituctual, Emotional and Social. Factors affecting Growth and Development. Effects of Aging. Physiological Conditions, diagnosis, treatment and <i>Micro</i>	 Unit 24 Physiological Disorders and their Care. Searces empirer types of physiological disorders, the procedurus for diagnosis, and the development of a treatment plan and provision of support for service users. unit 12 Caring for individuals with Demeets. Learners explose conditions leading to domentia, their causes, supportern, the effects on individuals and the support required to ensure indexentence and diam¹ for 	All content for units 14 and 17 will now have been delivered and students will be working on coursework basis. Students will sit a mock paper for Unit 1.	underpin meeting individual' care and support needs, which are the foundation of all the care disciplines. - Unit 7 Principles of Safe Practice in Health and Social Care. Learners explore the importance of safe working practices, safegarding proceedings and responding to emergency situations in health and social care settings. - Unit 59 Autofraval Health. Learners explose conversion of	Students will continue to be taught content for units 2, 5, 7 and 19 and will have started coursework tasks.	Students will complete their coursework for units 5, 7 and 19 and sit the unit 2 exam.	Once all coursework deadlines have been met students will then be introduced to the units they will be studying in year 21 and have sense introductory lescors on unit 3 and 4 to help prepare them.	
Health and Social Care	Growth and Development: Physical, Instluctual, Emotional and Social. Factors affecting Growth and Development. Effects of Aging. Physiological Conditions, diagnosis, treatment and effects on PIES.	 Link1 4 Physiological Discreters and their Care. Learners explore types of physiological discretes, the procedures for disprosis, and the development of a treatment plan and provision of support for an environ users. unk1 20 Caring for Individuals with Demerstis. Learners explore conditions leading to demerstis, their causes, synptoms, the effects on individuals and the support majority to ensure independence and dignity for individuals. 	All content for units 14 and 17 will now have been detweed and students will be working on counsearch tasks. Studiedits will sit a much paper for Unit 1.	underspin meeting individual' care and support needs, which are the foundation of all the care disciplines. Unit 7 Principles of Safe Practice in Health and Social Care. Learness explore the importance of alle working practices, usfeguarding procedures and responding to emergency situations in health and local care settings. - Unit 29 Nutritional Health. Learners explore concepts of inuitational health and influences on olderary intake, and	Students will continue to be taught content for units 2, 5, 7 and 19 and will have started coursework tasks.	Students will complete their counsework for units 5, 7 and 19 and sit the unit 2 exam.	Once all coursework deadlines have been met students will then be introduced to the white they will be studying in year 13 and have some introductory lessons on unit 3 and 4 to help prepare them.	
Health and Social Care	Growth and Development: Physical, Intelectual, Emotional and Social. Factors affecting Growth and Development. Effects of Aging. Physiological Constitions, diagnosis, treatment and effects on PIES. Type of dementia and the emotion on inclusion."	- Unit 14 Physiological Discreters and their Core. Learners registrer types of physiological discretes, the procedures for diagram, and the development of a treatment plan and provision of sugport framewice seens. - unit 12 Carring for individuals with Diemerich. Learners registre conditions leading to dementic, their causes, significant, the effects on Individuals and the sugport majority conditions. Students also start in the Watch Neuror T.	All content for units, 14 and 17 will now have been delwared and aludents will be working on coursework tasks. Studiedts, will sit a mock paper for Unit 1.	undergein meeting individuali' care and support needs, wichto are the foundation of all the care disciplina. - Unit 7 Principlen of Safe Tractice in Health and Social Care. Learness and carefore the importance of all se working practices, subsystanting procedures and responding to emergency situation in health and exist care settings. - Unit 32 Nutritional Health: Learness regions concepts of nutritional health and influences on delivery index, and min hora to assess and improve health: Proceeds heartings and the foundation of the foundation of the setting of the set of the setting of the setting of	Students will continue to be taught content for units 2, 5, 7 and 19 and will have started coursework tasks.	Students will complete their coursework for units 5, 7 and 19 and wit the unit 2 exam.	Once all coursework deadlines have been met students will then be introduced to the units they will be studying in year 21 and have scene inforductory lessons on unit 3 and 4 to help prepare them.	
Health and Social Care	Growth and Development: Physical, inhalactual, Emotional and Social. Factors affecting Growth and Development. Effects of Aging. Physiological Conditions, diagnosis, treatment and effects on PIES. Type of dementia and the effects on individuals.	- Unit 14 Physiological Disorders and their Care. Learners applicate types of physiological disorders the procedures and prohibits of support for service sum. - unit 32 Carefield (middaed) with Disorders Learners regions conditions leading to deserrite, their cases, regions conditions leading to deserrite, their cases, regions conditions leading to deserrite, their cases. Students do survivo the stevel is disorder to the support might do survivo the stevel is disorder to which they and complete in their time 12.	All content for units 14 and 17 will now have been delivered and students will be working on connecent tasks. Studiedshived at a notst paper for the 1.	undregin meeting individual' care and support needs, which are the feasibilities of safe trace disciplines. - Unit Principles of Safe Practice in Health and Social Care. Learness accelerate the importance of last working practices, subspaceting procedures and responding to emergency altuation in health and and calcia care attrags. - Unit 20 Nutritional Health. Learness regions concepts of multitude al health design of important health through methods learn how to assess and imports health through methods.	Students will continue to be taught content for units 2, 5, 7 and 19 and will have started coursework tasks.	Students will complete their coursework for units 5, 7 and 19 and sit the unit 2 exam.	Once all coursework deadhas: have been met students will ten be introduced to the with they will be studying in yer. 31 and have some introductory lessons on with 3 and 4 to help prepare them.	
Health and Social Care	Crowth and Development: Physical, invitatual, Emotional and Social. Factors allecting Growth and Development. Effects of Aging. Physiological Conditions, diagnosis, treatment and affects on PES. Type of dementia and the effects on individuals.	- Uos 12 Minyalobigical Discrete rand their Care. Learners for chargenia, and the development of Lancement jain and provide of support for service uses. - unit 32 Careff of Modelah with Discrete Learners register constants heading to deversity, and constants. Learners register constants heading to deversity, and constants. Learners individuals. Discrete Service Ministry of Careford and Service Individuals. Discrete Ministry of Careford and Service Ministry individuals.	Al content for units 14 and 17 will now have been defained and students will be working on counseast tasks. Students will at a much paper for Unit 1.	undreps meeting individual cars and support needs, which are the boundaries of all to care displays. - Used Principlen of Safe Princips in Isaki's and Social practices, relegating procedures are for upporting in energyprey allustration in health and local care settings, - Just 32 Published Teshi. Learner supporting in splane for individual public and the setting public plane for individual BTEC Level 3 Published	Students will continue to be taught content for units 2, 5, 7 and 10 and will have started coursework tasks.	Students will complete their coursework for units 5, 7 and 19 and sit the unit 2 exam.	Once all coursework deadhes have been net students will then be introduced to the whit they will be studying in year 13 and have some knowledge yeares on unit 3 and 4 to help program them.	
Health and Social Care	Crowth and Development: Physical, Intelectual, Emotional and Social. Factors affecting Growth and Development. Effects of Aging. Physiological Conditions, diagnosis, treatment and effects on PIES. Type of dementia and the effects on individuals.	- Unit 14 Physiciligial Glucolini, and Ghui Cara. Learner of the type of physiciligial Glucolini, and Ghui Cara. And Annual Carality Chronic Carality and Carality and Aproxitican O support for version scan- nual 12 Concept for chronical scale of the support required to sensare independence and display for Standards and an annual independence and display for Standards and standard and the ULL Standards Response of the Standard Standards Chronic ULL which Response of Standard Caracterization Standards Rest Caral Standards Caracterization Standards	All content for units 14 and 17 will now have item determed and students will be working an summers it balls. Studiedine will at a much paper for UNI 1.	undergin meeting individual is cars and support needs, which is on the fourdament of the local endpoint. The second second second second second second cars, the second second second second second cars, terms reports the importance of lasks unking practices, subgrading proceedings and reporting to energying situations in health and social cars strings and practices and second second second second lasers been as a second second second second lasers been as a second sec	Students will continue to be taught context for units 2, 5, 7 and 19 and will have tothed coursework tasks.	Students will complete their coursework for units 5, 7 and 10 and sit the unit 2 more.	Once all coursework deadhars have been met students will then be introduced to the with they will be studying in year 13 and have some introductory inscens on with 3 and 4 to help prepare them.	
Health and Social Care	Orowth and Development: Physical, Inhelicutal, Emcloine and Social. Development: Development: Development, Development, Development, Development, Development, Physical Conditions, diagnosis, treatment and effects on PES. Type of demertia and the effects on individuals.	Link 14 Physicing 20 Research and the Care. Learner the research and the Care and the C	All second size of the off V of the second secon	and approximating in the database is an an support ready, which are the float/approximation of all the card database. - User 7 Prompting of addre intertion in the database constraints, unsigned providers and requesting is mergency studients in health and cold care utility and the database of the database of the database of the database of the database of the database Database of the database of the database Database of the database of the database Database of the database - User 5 A distribution in the database Database of the database Database of the database Database of the database - User 5 A distribution in the database - U	Students will continue to be trapply context for write $2, 5, 7$ and 19 and will have statistic coursework tests.	Students will complete their coursework for units 5, 7 and 19 and sit the unit 2 exam.	Once all coursework deadhess have been met students will then be introduced to the unit. They will be studying it yee 13 and have some introducting tensors on unit 3 and 4 to help prepare them.	
Health and Social Care	Grooth and Development: Physical, Intellectual, Emotional and Social. Exerts afficient (Growth and Development. Effects of Aging, Physical Conditional, alignosis, Italiaent and effect alignosis, Italiaent and effect Type of domentia and the effects on individuals.	Links Lifepointgraft Brunden and Hard Care. Latence the second second second second second second second regression, and the development of a transmer plan and parabilities of suggest for anyons and anyon second second second second second anyon second second second second second second second anyon second second second second second second second anyon second second second second second second second second anyon second second second second second second second second anyon second second anyon second second second second second second second s	All senses for units M and T will have have been deformed and modern will be working on conservant bash. Studentiny will all a most paper for that L	whether meeting is strukture in a the same strukture is the strukture is the strukture is a strukture is the strukture is the strukture is a strukture is the strukture is strukture is a strukture is strukture is strukture is strukture is	Students will continue to be taught context for units 2, 5, 7 and 19 and will have stated coursework tasks.	Students will complete their coursework for units 5, 7 and 19 and sit the unit 2 exem.	Once all sourcessing deadlines have been met students and the the sourcessing of the source property of the sourcessing of the source source property mans on unit 3 and 4 to help prepare them.	
Health and Social Care	Grooth and Development: Inprivati, Invaluenza, Encidona and Social. Elector alforcing Carth and Elector of Aging Physiological Constants, inautimet and effect on P(F2). Type of dementia and the effects on individuals.	Link Lifepointgrad Bhandra and Hink Can. Learner of degraphica and the delengement of a transmission of the order designetics, and the delengement of a transmission of the degraphica and the delengement of the analysis and the delengement of the analysis of the second control of the delengement of the analysis of the delengement of the analysis of the second control of the delengement of the analysis of the delengement of the analysis of the delengement of the delengement of the delengement of the delengement of the delengement of the delengement of the delengement of the delengement of the delengement of the delengement of the delengement of the delengement of the delengement of the delengement of the delengement of the delengement of the d	All sense if an an isolate of the off sense have defined and states of the sense of the sense of the boundary of the sense pages for that I.	endershnessling infordual's care on support reads. Use 17 ProStoppe of Largers in High Med Sout Care, Largers and Largers in High Med Sout Care, Largers and Largers and Largers and Largers Largers and Largers and Largers and Largers Largers and Largers and Largers and Largers Largers for Index and Largers and Largers Largers for Index and Largers and Largers Largers and Largers and Largers Largers and Largers and Largers Largers and Largers Larger	Stadents off continue to be trappt content for outs 2,3,7 and 19 and self have started converses tasks.	Studiets will complete their coursework for units 5, 7 and 12 and sit the unit 2 even.	Once all exercises it dealthes hard here net addets, with them is transformed to the waits they will be usingly by your 11 and was users it its dealtary leases on and 2 and 4 to help proper them.	
Health and Social Care	Grook and Developmet: Typical, Instead. Endota and Social Development. Effects of Aping. Physiological Constant, diagnois, Itualised and diffect of the Aping. Type of dementia and the effects on individuals.	Link L2 Prophospical Studies and the root a Laternet Mediation of Annual Conference on Annual Conference and proposed and the append of a strategistic part of a proposed and the append of a property part and proposed on annual conference on an all days the application strates and applications in test biol application to annual conference on and days the application strates and applications in test biol application to annual conference on and days the application strates and applications in test biol applications and annual conference on annual property and applications and applications in test biol applications and applications and applications and applications and applications and applications and applications and applications and applications applications and applications and applications applications and the self-scale of applications applications applications and applications applications applications applications and applications applications applications applications and applications applications applications applications applications applications a	All entropy for each M and T will have have been deformed and readers will be working on transmost tasks. Subdivitu all of a most paper for that T.	 undergin nesting introlutional' care on logger tracks, Use 17 Processing of the Practices in Head to do not Construction of the importance of a data and by Construction of the importance of a data and by use of the importance of the importance of the use of the importance of the importance of the import use of the importance of the importance of the use of the importance of the importance of the importance of the use of the importance of the importance of the importance of the use of the importance of the importance of the importance of the use of the importance of the importance of the importance of the importance of the use of the importance of the impor	Students will continue to be taught content for units 2, 5, 7 and 19 and still have started coursesork tasks. A Jugel ADS, Pressenth workhood.	Students will complete their coursework for units 5, 7 and 19 and wit the unit 2 mean.	One of convent deathers have been not students and the state of the st	
Health and Social Care	Grook and Devolopmet: Physical, Instituta, Emotional Pictors allocing Gook man Devolopment. Elberts of Aging. Physical generation and effect and physical generation and effect the effects on individuals.	2.012 EP (Respinged Schwaler, and Parro Cen, Lanner Bergenes, etc. Ho beneficient of a strategiest of despinses, etc. Ho beneficient of a strategiest of the despinses, etc. Ho beneficient of the despinses and the strategiest for strategiest and the despinse and the strategiest for strategiest particular and the despinal of the despinal trategiest and the strategiest for strategiest trategiest and the strategiest for strategiest despinant and the strategiest of agency despinant and th	Al sontee for work, 14 and 17 will have have been defauered and students will be working or converse to load. Students will all a most payer for Unit 1.	 Selection of the selection of the selection	Enderth, will continue to be tagget content for units 2, 5, 7 and 13 and 410 have stated counseaved tools. A bend AGA Transmis American Madahaset Traverse of efficiences. Toos of	Students will complete their coursework for units 5, 7 and 13 and uit the unit 3 mann.	One of economic dealback has been not shorten. An experiment of the economic shorten are also also also also also also also also	
Health and Social Care	Grooth and Development: Physical, Instactus, Emotional and Social. Blocks of April, Physical Constant, Constant, Instance of April, Physical Constant, Constant, Instance of April, Physical Constant, Constant, Instance of April, Physical Constant, Instance of April, Type of dementis and the effects on individuals. Research Machoda	Alex 12 Propagate Shadows and there on a survey of depress, with the experiment of a strategistic propagate of depress, with the experiment of a strategistic propagate of depress, with the experiment of a strategistic propagate of methods and the experiment of the experiment of the experiment of methods and the experiment of the experi	All anatoes for and 3.3 and 17 will now have have addressed and non- working or component value. Subdivitu of of a most paper for tool 1.	underge metry lapiditation" or and strapper read- tion of the strapper stra	Staden will cetture to be tagget archest for units 1, 3, 7 and 13 and all have stated commonsel torits A load Albo to search insteads Advanced Table to search instead instead Advanced Table to search instead instead Advanced Table to search instead Advanced Table to s	Students will complete their counseast for write 3, 7 and 3 and etc the write areas AQA A level - Reason hersthold Memory largeting, Extra velocing	One of convensit durifies have here net students will find be a invaluated to the unit for year base and the invaluation of the study prepare them. In and 1 and 6 hady prepare them.	
Health and Social Care	Grooth and Devolopment: Physical, Instituta, Ennotional Phattos alfecting Grooth and Devolopment. Bibliots of Aging. Bibliots of Aging. Bibliots of Aging. Aginosis, Istatutent and effects on PIES. Pipe of demension and the effects on individuals. Research Microbiol. Research Microbiol. Research Microbiol.	 Line LT Representation and there on a larger than the second secon	Al anter for units 3 and 3 we have been followed and subset will be working or conserved balls. Subdivity of all a must payment for tot 1. Factorial models and the subset of the sub	 Andream entry tabletation of an and regress reaching the second of the se	Badem will continue the In taget cardinate for write 1, 1, 7 and 13 and 14 has a start of conservent tasks. A heat AGA Research reschool machines and the Stronge Tagetters care cabor machines and the Stronge Tagetters care cabor and a start and the Stronge Tagetters care cabor and the start and the Stronge Tagetters care cabor and the start and the Stronge Tagetters and the start and the start and the Stronge Tagetters and the start and the start and the Stronge Tagetters and the start and the start and the Stronge Tagetters and the start and the start and the stronge Tagetters and the start and the start and the stronge Tagetters and the start and the start and the stronge Tagetters and the start and the start and the stronge Tagetters and the start and the start and the stronge Tagetters and the start and the start and the stronge Tagetters and the start and the start and the stronge Tagetters and the start and t	Students will complete their coursework for units 5, 7 and 13 and of the unit 2 mom. AGA A level - Research motion Memory forgetting, factors affecting memory forgetting, factors affecting	One of concerned deathers have been not students will find as investigation to the such hyper and be dealing in your 12 and the hyperprediction. In well and its high argumentation multiple to the strength and the hyperprediction.	
Health and Social Care Psychology	Grooth and Development: Physical, House-Las, Ennotand Patter adfecting Grooth and Development. Prystocial constraints Physical Constrai	Her Life program for the sector of the	Al suntee for web, M and Y will have have been deformed and address will be webling or converse to bak. Baddelin will at a reach payor for thit 1. Neuron Antibiotic Program (Second Second	and any metry algorithm, and any metry algo	Stadents will continue to be tagget archeter for units 3, 1, 7 and 12 and all have stated concenses? toth: A least AQA framework methods Advanted AQA framework methods discharter and the Storage Statestrop, conce calcular discharter and the Storage Statestrop, concerning the Statestrop discharter and the Storage Statestrop on the Statestrop on the Statestrop discharter and the Storage Statestrop on the Statestrop on the Statestrop discharter and the Storage Statestrop on the Statestrop on	Students will complete their conversels for units 1, 7 and 13 and at the unit 2 users: AGA. In our - Encount methods Memory forgating, failure affecting sensitions to encounty (2017), sensitive diffecting sensitives to encounty (2017), sen	One of exervated dealbest has been not identify all this is enclosed to the architectury of bi- months and the second second second second second on out 3 and its help oppose them.	

SMHC	Concents	Term	1	Term 2	
Y12 Curriculum	Concepta	Half Term 1	Half Term 2	Half Term 3	Half Term 4
			topics and are introduce to the new angle measure,		In Half Term 4, for their pure maths students
		In year 14, A Level disperts will display pure mathin, taking concepts learnt in year 1 and extending their taking concepts learnt in year 1	radians and expore how this new measure can be used to solve geometric problems as well as	In Half Term 3, for their Pure Maths, students will extend	will study numerical methods and vectors in 2 dimensions.
		focus on Alegebraic Methods, Functions and Graphs,	trigonometric equations.	their knowledge of differentiation and integration. This requires students to use formulae to integrate and	In their statistics lessons, students will finish
Maths		sequences and serves and emonial significan.	in startistics students study conditional probability	differentiate complex functions.	studying the normal distribution and recap and revise all modules within the discipline
1		maths looking at statist topics of Regression and	and in mechanics students explore triction and forces in two dimensions, introducing trigonometric	in their Statictics lessons, the students will study Normal Distribution. In Mechanics, students will study Projectiles	throughout their time on the course. In Mechanics, students will study statics and bring
		mechanic topics of Moments.	elements into their applied work.	and application of Forces.	all their work within moments and forces topether to solve complex mechanical
	Pure Maths Statistics		Students will also sit a Mock Exam in November		problems. Students then study further kinematics.
	Mechanics		covering an context search in Year 1 and topics covered to in Year 2.		
		Paper 2: Texts in Shared Contexts			
		Study of 2 texts (from 1945 to present day): one		No. Com Amount	
		poetry collection [Feminine Gorpels by Duffy]; one		Independent critical study - Texts Across Time	
		Williams		Comparative critical study of two texts.	
		Written exam: 2 hours and 20 minutes		Appropriate academic bibliography must be included (not	
		Cipen Book 2 tasks		One text must have been written before \$900, and two	
English Language & Literature		All adds - 20 marks per case		Assessed	
				S0 marks	
		Questions			
		Section A: one essay question on set text (25 marks)		20% of A Level	
		Section & one compulsory question on an unseen			
		AND one essay question linking two texts (25 marks).			
		C Struc	C New		
		Learners will cover the stages involved and the skills needed in absolute a prioritific investigation.	Learners will cover the stages involved and the skills needed in obcoing a prior fir investigation	Link & Business of Kuman Body Satery	Linit & Bhusiology of Marran Body Sustains
	Students learn about science	how to record, interpret, draw scientific conclusions and	how to record, interpret, draw scientific conclusions		interior of participation of the short interior of the second sec
Applied Science	enquiry, expertise,	This unit will be assessed through a written task (Part B) worth 60 moder. The task is set and	This unit will be assessed through a written task (Part R) worth 60 marks. The task is set and	human body systems (musculoskeletal, lymphatic and disartial) how the sustant function and what occurs	of three human body systems (musculoskeletal, lumohatic and disertive) how the nature
		marked by Pearson and will be completed in one sitting, within a supervised assessment species.	marked by Pearson and will be completed in one sitting, within a supervised assessment session.	during dysfunction.	function and what occurs during dysfunction.
		timetabled by Pearson.	timetabled by Pearson.		
		In this trist half term of fear 12 students begin to synthesise the biological knowledge gained throughout	We continue our study of plant and animal	The importance of genetics provide the major focus for	The course concludes with further exploration of how organisms are used in biotechnology
Distant	Students learn about science through the key concepts of	we worke via the study or how both plants and animals detect and respond to changes in their environments.	responses in hart term J, focusing now more on hormonal communication in animals, and how this	this half term, during which students study patterns of inheritance, and begin to explore the exciting (but	currently, and how they might be in the future. We then pull back the focus to revisit ecology.
Biology	enquiry, expertise, experimentation and explanation	individual cells operate, and how the kinds of	at the bioenergetics that fuel these processes with a detailed study of the	thought-provoking) possibilities that lie in a future where the human genome could be extensively manipulated, and	and encourage students to think about the various ways in which the bodiversity of rare
		cellular communication efficient enough to allow an	 weated study of the metabolic pathways of photosynthesis and respiration. 	that of other organisms exploited to human advantage.	and important habitats can be assessed and managed.
		organism-wide survival responses,	Dair M. Jadas is Consider here showing	Topic 16 - Kinetics i: Different methods used to measure	
		Topic 12 - Acid Rose Equilibria: Relate buffer solutions to	to search for alternative sources of energy, through the development of fuel cells	reaction rates and collect valid data.	
Chemistor	Students learn about science through the key concepts of	a range of applications in living cells, medicines, foods and the natural environment.	Topic 15 - Transition metals: Conloss the sector for	Topic 17 - Organic Chemistry II: Consider how organic synthesis can produce a variety of important materials,	Tapic 19 - Analytical Techninum: MMD
	enquiry, expertise, experimentation and explanation	Topic 12 - Energetics II: Evaluate theoretical models by	the filling of electron orbitals encountered in Topic 1 and ass how Emittedons in that model	such as exters for solverts, flavourings and performes.	
		comparing the real and ideal properties of chemicals	the need for more sophisticated explanations.	Topic 18 - Organic Chemistry III: Consider how the model for beraene structure has developed in response to new	
			Topic 11 - Nuclear Radiation. Understanding nuclear	evidence. B	
			fusion and fission, the behaviour of the three type sof radiation and forming equations to highlight the		
		Topic 9 - Thermodynamics: Specific heat capacity and specific latent heat equations: internal energy and	interactions of these decays. Topic 12 Gravitational fields. Defining pravtiational		
	Students learn about science	pressure, temperature and volume and forming the	fields, calculating gravitational field strength, understanding Newton's law of providation and		
Physics	enquiry, expertise,	what is meant by a black-body radiation	comparing gravitational fields to electric fields. Topic 13 - Oscillations. Understanding the	Revision and Exam prep	Revision and Exam Prep
	apermentation and expandition	interpreting Hertsprung-Russel diagrams. Determining	conditions of simple harmonic motion, the equations to represent the motion and the araphs		
		correct methods for cacuating distances of stars and understanding the doppler effect.	to represent the equations. Understanding what resonance is and when it is useful and when		
			damping and the different types of damping are useful		
French					
Spanish		The contribution descent to be had follow a state	Wesselve and Markeds locks with any set		
Sociology		are explored. Looking at the main sociological groups not their view on the cause and number of crime	sociological thought and how it impacts on our	Completion of the units on Crime and Deviance and Theories and methods, then a recap on the Year 12 course	Respoke revision for Summer Exams
			and the second second second		
1				Students study two topics simultaneously, one	human and one physical geography.
				Students study two topics simultaneously, one Physical geography: Students build on prior knowledge from the K54 curriculum	human and one physical geography. Hazards 10 develop their understanding further. Cultural
	Andreas array is and in-	NE		Students study two topics simultaneously, one Physical geography: Students build on prior knowledge from the K54 curriculan Capital is placed as a core value and where natural disaster human impact is also considered. By exploring the origin a	human and one physical geography. Hazards to develop their understanding further. Cubural to zeroeveed and physical processes tagget, the of nature of these hazards and the various ways
Geography	Students engage in our 5 key concepts of geography, Location, Democrase Intervention	ND Students undertake preparatory learning in fieldwork star complime a new week moldential fieldwork stark pro- werden and molest their man data for their MAA. Stude	dier, including data collection and analysis. Students ras, including time to develop their own meanth in detecondents.	Students study two topics simultaneously, con Physical geography: Students huild on price houseledge from the KS4 control and Capital is placed as a care value and where attack attacks in which people responds to them, madents are able to en between people and the environments they account, See	human and one physical geography. Hazadd to derivelop their understanding further. Cultural is are covered and physical processes taught, the of nature of these hazadds and the various ways gege with many dimensions of the nationships cific hazards covered include; valcanic, seiomic, and the second second second second second second second second second second second second second second second second second sec
Geography	Students engage in our 5 key concepts of geography, Location, Processes, Isteractions, Sustainability and Cultural Capital.	NLC Students undertake preparatory learning in Feldonot in complete a note week incidential feldonot in study con questions and caller their own data. For their NLKA, Acade on the exidence they have collected through both prime the cautelines or beaching.	elier, including data collection and analysis. Students na, including time to develop their own research is independently white up that investigation, drawing ny and secondary data, bb justify their conclusions to them are investigated.	Students study two topics simultaneously, con- fluxers build on price bawayed and the Edit curricular designals is glader as a convelant and runt be Edit curricular causan inpact is also condenred. By explosing the origin as in which people respond to them, maders are bab to an between people and the environments two pocupy. Spe- between people and the environments they accupy. Spe- time and the environments they accupy. Spe- sent and the environments they accup. Spe- time and the environments they accupy. Spe- time accurate the special spectra and the spectra in which people may accurate the spectra and the spectra accurate the spectra accurate the spectra accurate the spectra accurate the spectra accurate the spectra accurate the spectra spectra accurate the spectra accurat	human and one physical geography. Hozards to deviated and aphycial processor target, the same came of three hazards and the surface same gape with many dimensions of the surface same gape with many dimensions of the surface hazards and the surface same
Geography	Students engage in our 5 key concepts of gregoraphy, Location, Processes, Interactions, Sustainability and Cultural Capital.	ALC Students understate programory learning in fieldscork compliane a cee week incidential fieldscork study coo question and sollies their que data for their KAS. Stade as the evidence they have collected through both priors the question of hypothesis	den, including data collection and analysis. Students na, including time to develop thair own research to independently write up this investigation, drawing yr ad secondry differ, to yurthly their canclusions to they are investigating.	Substra tody to repict introduced, nor mylicity approprint proprint approprint Radents ball on prior banakage from the KK4 auxiliants today in a prior to an order and where an even arran if datase homan impacts in ato condense 4, preplant give angle as the prior of the second second and the second second between people and the environments they access for between people and the environments they access for the second second second second second second to the lower, makers and prior balanciants. The second second second second second second to the lower, makers and prior balanciants. The second second second second second second second second second second second second second second second second	human and one physical goography. Homani Hom
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