

| SMHC Y9 Curriculum | Concepts | Term 1 | | Term 2 | | Term 3 | |
|--|---|---|--|--|--|---|--|
| | | 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 proficiency 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 becoming 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, lengths 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 life problems. This is coupled with a deeper understanding of transformations and how they can be combined |
| English Language & Literature | | Unit 7: Conflict To explore the ways in which writers try to understand why and how humans can be so destructive. Students will study the WW1 play, Journey's End and look at conflict poetry across time to understand the destruction and power of mankind. Text: Journey'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 'Nineteen Eighty-Four.' | | Unit 9: 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 periodic 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 Management, 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: Digestion and Enzymes Chemistry: Polymers and Polymerisation Physics: Reflection, Refraction & Sound, The Electromagnetic Spectrum. |
| French | | My life: Students will use the present tense to describe themselves and others. They will develop their grammar through the use of reflexive verbs to describe their daily routine. This will enable students to write, translate and speak about their own experiences in the first and third person. | | The world around me: Students begin to expand their skills to include the past and the future tense. They will do this through discussing what they do in their 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 | | My life: Students will use the present tense to describe themselves and others. They will develop their grammar through the use of reflexive verbs to describe their daily routine. This will enable students to write, translate and speak about their own experiences in the first and third person. | | The world around me: Students begin to expand their skills to include the past and the future tense. They will do this through discussing what they do in their 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 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, reading and writing exam within these topics. | Work and Future plans: Students deal with the future tense in much more detail 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), TNCs, clone towns, dereliction, regeneration, suburbanisation, sustainable transport. Students learn about key urban processes and connect these to a sustainable future for our urban areas. Within sustainable futures, students consider the impact of sustainable urban development on population health. Local examples throughout build cultural capital and an understanding of the local place. | Tectonic Hazards Plate movement, earthquake formation, effects and responses (Nepal 2015 and Chile 2010), with a specific focus on medical responses to hazards, including 'shelterbox' example. Volcanoes formation, effects and responses (Tonga 2022), risk management. Consolidating the foundations of geological time and the structure of the earth, students also learn about the processes that affect the surface of the earth. Cultural 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 equality 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 interactions between human and physical processes as the natural processes of rivers interact with the human process of urbanisation. Sustainable futures are considered in flood management and environmental design linked to STEAM through the context of engineering. | Coastal processes and landforms Coastal processes, erosional and depositional landforms. Students focus on key processes that create the shape and landforms found along the coastline. An understanding of the interactions between natural processes is developed. Students develop locational knowledge as they learn about the Dorset coastline, specifically Swanage and Studland. Flood management, hard and soft engineering. Students further consider the interactions between human and physical processes as the natural processes of coasts interact with the human process of urbanisation. Sustainable 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 Lyme 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 successful?', with sub questions; Is there evidence of longshore drift at Lyme Regis? Is there evidence of sea defences in action 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 disciplinary skills we want students to develop (explanation, consequence, similarity, difference, narration and perspective). At Year 9 it has taken into account the National Curriculum requirements of History in schools. It aims to challenge assumptions, give students knowledge of their contemporary world , while inspiring a lifelong love of History | Life in Nazi Germany explores how the lives of ordinary people were changed by Hitler and the Nazis. It looks at these changes through the medium of sources developing the skills of interpretation. 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 Pearl Harbour and the dropping of the atom bomb which have specific significance for WW2 and to postwar world. 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 War by 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 perspective it is viewed from to question the stereotypical view | This 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 range 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, Celebrating 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 Harassment 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 STIs and GUM Clinic, Contraception Explored, Contraception - Condom | Combating 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/experiment | Welcome to Psychology! - Students will be introduced to the foundations of psychology by exploring the six approaches which are used throughout the subject. | Research Methods - students will examine 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 viewpoints, as well as the viewpoints of academics, whether individuals have free will or is their path predetermined, development their thoughts 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 prepare students for the beginning of their GCSE course in Year 10. Students will examine a key study within Psychology and develop their understanding behind the aims, procedure, results, conclusions and evaluation therefore preparing them for the course ahead. |

| SMHC Y10 Curriculum | Concepts | Term 1 | | Term 2 | | Term 3 | |
|--|---|--|--|---|---|---|---|
| | | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Maths | | Foundation: Students develop mastery with numerical concepts, in particular the relationship and application of fractions, numbers, decimals and ratio. They can apply the laws and understanding to a range of real life applications and problems Higher: Students apply numerical fluency to more complex problems involving truncation, bounds and proportionality | Foundation: Students develop fluency with complex algebraic concepts and their application to problems. Higher: Students understand irrational numbers and are able to understand and manipulate Surds. They are also able to build on algebraic fluency to derive into more complex applications with simultaneous equations and rearranging formula | Foundation: Students expand on their geometric skills and are able to calculate lengths, areas, perimeters and volumes of complex and compound shapes Higher: Students are introduced to complex data analysis and presentation for data within frequency tables, such as Histograms, Cumulative Frequency Graphs and Frequency Polygons | Foundation: Students develop data, numerical and algebraic skills through work on inequalities, sequences and probability 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 | Foundation: Students demonstrate fluency within Geometry by applying their learning to real life applications such as loci, constructions and plans and elevations 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 | Foundation: Students are able to interpret and evaluate venn diagrams, frequency trees and probability trees 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 Paper 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 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. | 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. |
| Triple Science | Students learn about science through the key concepts of enquiry, expertise, experimentation and explanation | Biology: Respiration and Exercise, Blood & Circulation, Genetics Chemistry: Energy changes, The periodic table, Reactivity of Metals Physics: The Electromagnetic Spectrum, Reflection, Waves for detection & exploration, Lenses, Light & Black body radiation. An introduction to Electricity, Circuits & Resistance, Domestic uses of electricity, Electrical energy in devices | Biology: Plant Diseases, Evolution and Ieh Evidence, Classification, Genetic engineering & Selective Breeding Chemistry: The pH Scale & Salts, Electrolysis, Fuel Cells Physics: An introduction to Electricity, Circuits & Resistance, Domestic uses of electricity, Electrical energy in devices | Biology: The Nervous System & Reaction Time, The Brain & Eye Chemistry: Relative Formula Mass, Moles, Balancing Equations Physics: Nuclear Radiation, Using radioactive sources, | Biology: Homeostasis, The Endocrine System, Hormonal Control in the Body, Diabetes, The Kidney Chemistry: Limiting Reagents, Titrations, Conservation of Mass, Rates of Reaction Physics: Nuclear fusion and fission. Properties of gases | Biology: Hormones in Reproduction, Contraception & IVF, Ecosystems Chemistry: Rate of reaction, Reversible Reactions, Required Practical Revision Physics: Pressure in fluids. Review of forces and motion. | Biology: Mock examination revision and exams 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 describe the world around them | 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 describe 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 verbs and impersonal verbs 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 sentence structure. They will then begin to discuss their role models 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 opinions on future plans and begin using more complex vocabulary to write and speak fluently in the future and conditional tenses. | Society nowadays: Students will gain an understanding of topics which are trending in hispanic countries. Students will begin discussing social media, the advantages 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 the world. Students will be able to use a range of complex opinions and reasons to describe 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 challenges), 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 Freiburg. | Urban Change in the UK Where people live in the UK, Bristol (opportunities and challenges), greenfield and brownfield developments and Temple Quarter 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 disadvantages 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-inspiring natural beauty. Locational knowledge is developed as students study Svalbard, 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 HF6, 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 development of the Cold war from 1949 to 1991 | Medicine through time - Paper 1. Students will study the development of 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 responsibilities of officials / Explore how different components of fitness are used in different physical activities |
| PSE/RSE | Life Beyond School, Celebrating Differences, Health and wellbeing, Staying Safe Online and Offline, Relationships and Sex Education, Careers | Rights and Responsibilities: Instagram and Tik Tok 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 (PIES) Factors (that impact growth and development) Play (Types/Ways that its organised) Adaptations to learning activities | 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 teacher. In December they will start lessons on Component 2 where they will explore learning through play. | In this term students will continue learning content for Component 2. They will explore different types of play for different ages. | In this term students will continue learning content for Component 2. They will explore how play can be organised to promote learning through a variety of activities and how to promote social skill and health awareness. | In this term students will be 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 be 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/Obstacles Skills/Attributes/Values Health & Wellbeing | 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 teacher. In December they will start lessons on Component 2 where 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 Allied 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 continue 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 understanding on the key elements of experiments such as the independent Variable (IV), dependent Variable (DV), hypotheses and more. Evaluation points of experimental methods will also be introduced and covered. | Research Methods continued - 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 knowledge 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 continued - Students will develop their knowledge by examining 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 Y11 Curriculum | Concepts | Term 1 | | Term 2 | |
|--|--|---|--|--|--|
| | | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 |
| Maths | | <p>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</p> <p>Higher: Students are able to further expand their numerical and algebraic skills with functions, iteration and Sine/Cosine rule. Students are also able to further develop their geometry through an understanding of circle theorems</p> | <p>Foundation: Students are able to apply their algebraic understanding complex problems including trigonometry and vectors.</p> <p>Higher: Students learn to use previously develop algebraic skills for complex graphs, non-linear simultaneous equations and an increased understanding of proof</p> | 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 |
| 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) time in which the play was written. They consider themes such as patriarchy, social responsibility and generational and class divides. | Poetry of power and conflict. Students learn how 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. |
| Triple Science | Students learn about science through the key concepts of enquiry, expertise, experimentation and explanation | <p>Biology: Kidneys, Kidney Disease, Diabetes, Hormones in Reproduction, Contraception & IVF, Evolution and Evidence for Evolution</p> <p>Chemistry: Organic Chemistry, Identification of Ions</p> <p>Physics: Magnetism and electromagnetism. Review of mechanics</p> | <p>Biology: Mock examination revision</p> <p>Chemistry: Mock examination revision</p> <p>Physics: Mock examination revision</p> | <p>Biology: Selective breeding & Genetic Engineering, Exam revision</p> <p>Chemistry: Exam revision</p> <p>Physics: The motor effect and the generator effect</p> | <p>Biology: Exam revision</p> <p>Chemistry: Exam revision</p> <p>Physics: Exam revision</p> |
| French | | 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 listening and reading papers predominantly. | 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 listening and reading papers predominantly. | <p>Mock exam 1 analysis Re-teach high frequency vocab</p> <p>Speaking exam prep including general conversation</p> <p>Reading, Listening & Writing prep</p> <p>Preparation for March mocks</p> | |
| 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 listening and reading papers predominantly. | 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 listening and reading papers predominantly. | <p>Mock exam 1 analysis Re-teach high frequency vocab</p> <p>Speaking exam prep including general conversation</p> <p>Reading, Listening & Writing prep</p> <p>Preparation for March mocks</p> | |
| Geography | Students engage in our 5 key concepts of geography: Location, Processes, Interactions, Sustainability and Cultural Capital. | <p>The Development Gap / An NEE (Nigeria)</p> <p>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.</p> | <p>The Changing UK Economy</p> <p>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.</p> | <p>Resource management</p> <p>Global and UK resources (water, energy and food), water insecurity and increasing supply (Lesotho Highland), sustainable water supplies (Wakel, India). Students learn about resources key to human life and development, particularly considering the sustainable use of these resources.</p> | <p>Fieldwork</p> <p>Human fieldwork investigation (Is Tavistock a sustainable town?)</p> <p>Physical fieldwork investigation (Do river characteristics change along the River Plym?)</p> <p>Students complete two fieldwork investigations, engaging in practical data collection techniques.</p> |
| History | | Medicine through time - Paper 1. Students will study the development of 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 legal system and how Hitler avoided opposition. All skills will be revisited but the 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: Pearson 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 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 3: Devising a Performance in a Theatrical Style. Students will be led in workshops 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 / |
| PSRE/RSE | Life Beyond School, Celebrating Differences, Health and wellbeing, Staying Safe Online and Offline, Relationships and Sex Education, Careers | Year 11 - Your Future: Social media Vs Real Life, Screen Addiction and Studying, Exam Stress and Anxiety, 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 Prostate Cancer, Breast Cancer and Cervical Screenings, Teenage Pregnancy Choices, Abortion (Moral, Legal and Ethics), Parenthood for Teenagers, Post 16 Choices Choices | Sexual Health: Fertility and What Impacts it, Importance of Sexual Health, Revisiting STIs, 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/Obstacles Skills/Attributes/Values Health & Wellbeing | 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 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 brain and how these could explain an individual's behaviour. | Psychological 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, treatment 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 Y12 Curriculum | Concepts | Term 1 | | Term 2 | | Term 3 | |
|------------------------|---|---|--|--|--|--|---|
| | | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Maths | Pure Maths Statistics Mechanics | <p>November Resit Opportunities are provided for those students who have not achieved a Grade 4.</p> <p>A Level Applied topics include a variety of areas of the curriculum topics which are assessed from Higher GCSE: Exponents, Quadratics, Equations, Inequalities, Graphs and Transformations.</p> <p>The A level students will also be introduced to A Level topics which follow on from GCSE topics including: Data Collection Methods.</p> <p>Students are assessed with small module tests on prior content to check and revise understanding.</p> | <p>November Resit Opportunities are provided for those students who have not achieved a Grade 4. After their resit/revision, they will continue to work on the highest average topics across the 3 main strands to ensure they are continuing to work on their subject knowledge.</p> <p>The A level students will continue their work across Statistics, Mechanics and Pure topics and start focus in the greater depth to discover from GCSE Higher on the A level.</p> <p>Students are assessed with small module tests on prior content to check and revise understanding.</p> | <p>Students will continue working on statistics including topics such as measures of location and spread, including measures of standard deviation. A level students will also be introduced to concepts of mechanics, including energy and momentum and working with vectors.</p> <p>Students are assessed with small module tests on prior content to check and revise understanding.</p> <p>GCSE Resit provision: Those students who did not pass a level 4 in their resit will be offered the opportunity to retake the resit pathway. High average topics from Number, Algebra, Geometry and Statistics will be offered to those students having one specific exam preparation lesson a week.</p> | <p>The work within the three main strand content with more complex content such as Binomial Expansion and Trigonometric Identities.</p> <p>Students on the resit pathway will continue on their developmental work across the 5 main strands of GCSE with also more preparation to those who are not on the resit pathway.</p> <p>Students who did not pass a level 4 in their resit will be offered the opportunity to retake the resit pathway. High average topics from Number, Algebra, Geometry and Statistics will be offered to those students having one specific exam preparation lesson a week.</p> | <p>Term 3 Health, Discovery month with the new, and key topics that would have been covered in Key Stage 4 such as Differentiation, Integration and Exponential and Logarithms.</p> <p>A level students further explore different applications of maths, including statistical distributions, hypothesis testing and probability, as well as – constant and variable acceleration, forces and motion.</p> <p>A level students will be at an end of year assessment which will assess their understanding of all of the topics covered during their year.</p> <p>The GCSE Resit students will continue to work through their content across all levels, will be looking at high leverage topics from Number, Algebra, Geometry and Statistics but will have an increase in exam preparation lessons.</p> | <p>Students will prepare for the Year 12 exams which their GCSE were prepared to meet and continue practice from 11/5.</p> |
| | | <p>A Level English Literature Paper 1: Look Through the Ages The Great Gatsby and An Inspector Calls</p> <p>A Level Literature Paper 2: Modern Texts Unsettled Footprints</p> | <p>A Level English Literature Paper 1: Look Through the Ages The Great Gatsby and An Inspector Calls</p> <p>A Level Literature Paper 2: Modern Texts The Handmaid's Tale and An Inspector Calls</p> | <p>A Level English Literature Paper 2: Look Through the Ages The Great Gatsby and An Inspector Calls</p> <p>A Level Literature Paper 2: Modern Texts The Handmaid's Tale and An Inspector Calls</p> | <p>A Level English Literature Paper 2: Look Through the Ages The Great Gatsby and An Inspector Calls</p> <p>A Level Literature Paper 2: Modern Texts The Handmaid's Tale and An Inspector Calls</p> | <p>A Level English Literature Paper 2: Look Through the Ages The Great Gatsby and An Inspector Calls</p> <p>A Level Literature Paper 2: Modern Texts The Handmaid's Tale and An Inspector Calls</p> | <p>Preparation for NEA - range of potential texts introduced.</p> |
| Applied Science | <p>Students learn about science through the key concepts of: energy, experiment, experimentation and explanation.</p> | <p>Unit 1 - Principles and Applications of Science (General and Special Topics) - Forces, Masses, Moments, Equilibrium, Conservation of Mass and Energy, Conservation of Matter and Energy, Conservation of Momentum, Conservation of Angular Momentum, Conservation of Charge, Conservation of Information, Conservation of Information.</p> <p>Revision for January Unit 1 Exam</p> | <p>Unit 1 - Principles and Applications of Science (General and Special Topics) - Forces, Masses, Moments, Equilibrium, Conservation of Mass and Energy, Conservation of Matter and Energy, Conservation of Momentum, Conservation of Angular Momentum, Conservation of Charge, Conservation of Information, Conservation of Information.</p> <p>Revision for January Unit 1 Exam</p> | <p>Unit 1 - Practical Scientific Procedures and Techniques</p> <p>Understand titration and calorimetry to determine the concentration of solutions. Undertake calorimetry to study cooling curves.</p> | <p>Unit 2 - Practical Scientific Procedures and Techniques</p> <p>(Deductive/Inductive/Abductive) techniques to identify components in mixtures. Review practical development of scientific skills for laboratory work.</p> | <p>Unit 2 - Practical Scientific Procedures and Techniques</p> <p>(Review personal development of scientific skills for laboratory work)</p> | <p>Unit 2 Introduction</p> <p>Introduction to the physiological make up of three human body systems (musculoskeletal, lymphatic and digestive), how the systems function and what occurs during dysfunction.</p> |
| Biology | <p>Students learn about science through the key concepts of: energy, experiment, experimentation and explanation.</p> | <p>Foundations in Biology: The structure of prokaryotic and eukaryotic cells and their function, how life is supported in various habitats including microbes, and the enzymes function.</p> | <p>Students build on their foundational knowledge, and add an understanding of the structure and function of the plasma membrane, and how cells divide. We begin to assess the practical skills needed for module 1 and the Practical Endorsement.</p> | <p>Students learn about cells divide, subsequently applying their understanding of cellular structure and function to Prokaryotes and their reproduction. They begin to understand the focus by studying variation and classification of living things.</p> | <p>Students apply the knowledge gathered so far of the structure and function of cells to study the structure and function of the cell. They begin to understand the focus by studying variation and classification of living things.</p> | <p>Consideration of the relationship between structure and function in biology and an introduction to the various types of transport systems in plants. Students examine components of an osmosis experiment to understand osmosis, microscopes, and cell division. This is coupled with the study of disease and its prevention.</p> | <p>Students learn about cells divide, subsequently applying their understanding of cellular structure and function to Prokaryotes and their reproduction. They begin to understand the focus by studying variation and classification of living things.</p> |
| Chemistry | <p>Students learn about science through the key concepts of: energy, experiment, experimentation and explanation.</p> | <p>Topic 1 - Atomic Structure and the periodic table Topic 2 - Bonding and Structure</p> | <p>Topic 1 - Formulae, Equations and amount of substance. Measurement involving moles and the mole. Stoichiometry. Redox reactions. Explain how atom economy is used to make decisions so that reactions can be made more efficient.</p> <p>Topic 3 - Redox: Consider how the concept of oxidation number provides a more considered route for the process of balancing chemical equations.</p> | <p>Topic 4 - Inorganic Chemistry and the Periodic Table Topic 5 - Organic Chemistry: Alkanes and Alkenes Topic 6 - Organic Chemistry 1: Consider how the polymer industry provides useful solutions for many modern applications. Consider the environmental implications of plastic wastes and the feasibility of recycling.</p> | <p>Topic 7 - Modern Analytical Techniques: Describe how different instrumental methods can provide evidence for analysis. Topic 8 - Energetics: Use Hess's Law</p> | <p>Topic 9 - Reaction Kinetics: Measure the rate of a reaction and use the rate of change of concentration to determine the order of a reaction. Topic 10 - Equilibrium 1: Explain why a combination of equilibrium processes, coupled with Le Chatelier's principle, can make many more efficient processes to make them more efficient.</p> | <p>Topic 11 - Equilibrium 2: Consider how equilibria can be used to predict the extent of chemical change</p> |
| Physics | <p>Students learn about science through the key concepts of: energy, experiment, experimentation and explanation.</p> | <p>Topic 1 - Working like a Physicist Topic 1 - Mechanics: Using SQAQ equations, building on GCSE knowledge of scalar and vector quantities and resultant forces, drawing and interpreting motion graphs. Exploring Newton's laws and momentum as well as different energy transfers and equations. Topic 2 - Electricity: Identifying electrical circuits, Ohm's Law, Building series and parallel circuits. Drawing and interpreting V-I graphs for different components. Understanding resistivity and end.</p> | <p>Topic 2 - Mechanics: Using SQAQ equations, building on GCSE knowledge of scalar and vector quantities and resultant forces, drawing and interpreting motion graphs. Exploring Newton's laws and momentum as well as different energy transfers and equations. Topic 3 - Electricity: Understanding electrical quantities, Ohm's Law, Building series and parallel circuits. Drawing and interpreting V-I graphs for different components. Understanding resistivity and end.</p> | <p>Topic 4 - Materials: Understanding density in solids, liquids and gases. Using these to determine the density of a material. Introduction to Hooke's Law, stress, strain, Young's Modulus and elastic potential energy.</p> | <p>Topic 7 - Modern Analytical Techniques: Describe how different instrumental methods can provide evidence for analysis. Topic 8 - Energetics: Use Hess's Law</p> | <p>Topic 9 - Reaction Kinetics: Measure the rate of a reaction and use the rate of change of concentration to determine the order of a reaction. Topic 10 - Equilibrium 1: Explain why a combination of equilibrium processes, coupled with Le Chatelier's principle, can make many more efficient processes to make them more efficient.</p> | <p>Topic 11 - Equilibrium 2: Consider how equilibria can be used to predict the extent of chemical change</p> |
| French | | | | | | | |
| Spanish | | | | | | | |
| Geography | <p>Students engage in our 3 key concepts of Geography: Location, Processes, Interactions Sustainability and Cultural Capital</p> | <p>This unit is prepared from their GCSE content. Students study dynamic coastal environments. Building on their knowledge of geomorphological processes and their interaction with distributive boundaries. In contrast with water and other cycles, a systems approach to study is emphasised. Cultural capital is developed through an informed appreciation of the human condition, sustainability is considered through the lens of human geography.</p> <p>Human geography: Changing Places</p> <p>This unit brings a 4-level geography to life with new conceptual thinking based around the changing nature of place. Students are now challenged to take on content of location and consider people's engagement with places, their experience of them and the qualities they ascribe to them. This is reinforced in a local place (Millway) and a distant place (Tenerife) where the processes of change can be analysed through time and location.</p> | <p>Students study two topics simultaneously, one human and one physical geography. Physical Geography: Coastal Environments</p> <p>Students study dynamic coastal environments. Building on their knowledge of geomorphological processes and their interaction with distributive boundaries. In contrast with water and other cycles, a systems approach to study is emphasised. Cultural capital is developed through an informed appreciation of the human condition, sustainability is considered through the lens of human geography.</p> <p>Human geography: Changing Places</p> <p>This unit brings a 4-level geography to life with new conceptual thinking based around the changing nature of place. 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| History | <p>Germany 1933-45: Thus begins the impact of the three years of government on the people of Germany. It also looks at how one person can change the course of history.</p> | <p>The Mid Tudor Crisis: This examines the conflict in the reign of Edward 6 to how Henry 8 focuses on the role of the church and the problems raised when the pope's authority was being challenged. This is a source based unit.</p> | <p>Enlightenment England: This focuses on the impact the reign had on England and its relations with Europe as also looks at the start of the Empire</p> | <p>America's involvement in Vietnam: This focuses on how America became involved in Vietnam, to influence there and how the Media changed the public's view. It is the content needed to support to support their coursework. 10/11 in Year 13</p> | <p>Students study two topics simultaneously, one human and one physical geography. Physical Geography: Coastal Environments</p> <p>Students study dynamic coastal environments. Building on their knowledge of geomorphological processes and their interaction with distributive boundaries. In contrast with water and other cycles, a systems approach to study is emphasised. Cultural capital is developed through an informed appreciation of the human condition, sustainability is considered through the lens of human geography.</p> <p>Human geography: Changing Places</p> <p>This unit brings a 4-level geography to life with new conceptual thinking based around the changing nature of place. Students are now challenged to take on content of location and consider people's engagement with places, their experience of them and the qualities they ascribe to them. This is reinforced in a local place (Millway) and a distant place (Tenerife) where the processes of change can be analysed through time and location.</p> | | |
| Drama | | | | | | | |
| PE and Health | | | | | | | |
| Sociology | | | | | | | |
| PSE/RSE | | | | | | | |
| Child Development | | | | | | | |
| Health and Social Care | | | | | | | |
| Psychology | | | | | | | |

