



Curriculum Plans 2022-2023

Year 12



| Subject | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---------------------------|--|---|---|---|--|--|
| English Literature | Paper 1: The Great Gatsby Paper 2: Feminine Gospels | Paper 1: The Great Gatsby Paper 2: Feminine Gospels | Paper 1: Othello Paper 2: A Streetcar Named Desire | Paper 1: Othello Paper 2: A Streetcar Named Desire | Paper 1: Unseen Poetry/NEA Coursework Paper 2: Comparative Essay Writing and Unseen Prose | Paper 1: Unseen Poetry/NEA Coursework Paper 2: Comparative Essay Writing and Unseen Prose |
| English Language | Paper 1: Textual Analysis (intro to grammar) Paper 2: Language levels and sociolinguistics | Paper 1: Textual Analysis (intro to grammar) Paper 2: Language levels and sociolinguistics | Paper 1: Textual Analysis and Comparison Paper 2: Sociolinguistics | Paper 1: Textual Analysis and Comparison Paper 2: Sociolinguistics | Paper 1: TA – older texts for comparison Paper 2: NEA – Original Writing/Lang investigation | Paper 1: TA – older texts for comparison Paper 2: NEA – Original Writing/Lang investigation |
| Applied Science | Teacher 1 – Unit 2: Learning aim B: Undertake calorimetry to study cooling curves Teacher 2 – Unit 2: Learning aim A: Undertake titration and colorimetry to determine the concentration of solutions | Unit 2: Learning aim C: Undertake chromatographic techniques to identify components in mixtures Unit 2: Learning aim D: Review personal development of scientific skills for laboratory work | Unit1 Learning aim C: Waves in communication Uses of electromagnetic Unit 1 Learning Aim A: Production and uses of substances in relation to properties | Unit1 Learning aim C: Working with waves Unit 1 Learning Aim A: Structure and bonding in applications in science | Unit 1 Learning Aim B: Cell structure and function Cells specialisation Unit 1 Learning Aim B: Tissue structure and function | Exam prep Post exam – Unit 3: Learning Aim B Data collection, processing and analysis/interpretation Exam prep Post exam – Unit 3: Learning Aim A Planning a scientific investigation |



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| Human Biology | Unit 1 Principles of applied human biology | Unit 1 Principles of applied human biology | Unit 2 Practical microbiology and infectious disease | Unit 2 Practical microbiology and infectious disease | Unit 2 Practical microbiology and infectious disease | Unit 2 Practical microbiology and infectious disease |
| Biology | Teacher 1: Biological molecules Teacher 2: Cells | Teacher 1: Biological molecules Teacher 2: Cells | Teacher 1: Genetic information, variation and relationships between organisms Teacher 2: Organisms exchange substances with their environment | Teacher 1: Genetic information, variation and relationships between organisms Teacher 2: Organisms exchange substances with their environment | Teacher 1: Genetic information, variation and relationships between organisms Teacher 2: Organisms exchange substances with their environment | Teacher 1: Photosynthesis Teacher 2: Organisms exchange substances with their environment |
| Chemistry | Introduction to organic & Alkanes Atomic structure Amount of substance | Bonding & Periodicity Amount of substance | Group 2, Redox reactions & Group 7 Energetics Halogenoalkanes | Alkenes Alcohols Energetics | Organic analysis Kinetics Equilibria & Kc | Rate Equations & Arrhenius Equilibria & Kp |
| Physics | Measurements and their errors Particles and radiation | Waves Particles and radiation | Waves Mechanics and materials | Electricity Mechanics and materials | Electricity Mechanics and materials | Electricity Mechanics and materials |
| History | Paper 1: A changing political and economic environment, 1918–79 | Paper 1: A changing political and economic environment, 1918–79 Creating a welfare state, 1918–79 | Paper 1: Society in transition, 1918–79 The changing quality of life, 1918–79 | Paper 1: The changing quality of life, 1918–79 Thatcher's government: | Paper 1: Thatcher's government: Economic policies and rolling back the state | Paper 1: Thatcher's government: political and societal division and legacy Context for Paper 3: |



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| | Paper 2: Affluence and conformity, 1955–63 | Paper 2: Protest and reaction, 1963–72 | Paper 2: Protest and reaction, 1963–72 Social and political change, 1973–80 | Economic policies and rolling back the state Paper 2: Social and political change, 1973–80 | Thatcher's government: political and societal division and legacy Paper 2: Republican dominance and its opponents, 1981–92 | An overview of the historical context of population growth, increasing poverty, popular beliefs, and religious changes and how the beginning of more scientific and rational explanations led to the decline of the witch craze. Paper 2: Republican dominance and its opponents, 1981–92 |
| Geography | Paper 2: Changing Places (CH teaching) Paper 1: Coasts (BH teaching) | Paper 2: Changing Places (CH teaching) Paper 1: Coasts (BH teaching) | Paper 1: Global Systems and Global Governance (CH teaching) Paper 1: Coasts (BH teaching) | Paper 1: Global Systems and Global Governance (CH teaching) Paper 1: Carbon and Water Cycles (BH teaching) | Paper 1: Global Systems and Global Governance (CH teaching) Paper 1: Carbon and Water Cycles (BH teaching) | Paper 1: Global Systems and Global Governance (CH teaching) Paper 1: Carbon and Water Cycles (BH teaching) NEA |
| Spanish | <i>La evolución de la sociedad española</i> Teacher 1: <i>El cambio en la estructura familiar</i> | Teacher 1: <i>La evolución de las actitudes hacia el matrimonio, las relaciones y las familias.</i> | Teacher 1: <i>El impacto turístico en España</i> • <i>Las oportunidades</i> | Teacher 1: Las oportunidades económicas que ofrece el turismo | Teacher 1: La Casa de Bernarda Alba Teacher 2: Las fiestas y las tradiciones Introduction to IRP | Teacher 1: La Casa de Bernarda Alba Writing literature essays Teacher 2: Speaking IRP |



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| | Teacher 2: <i>La cultura política y artística en el mundo de habla española</i> <ul style="list-style-type: none"> La música: Los cambios y las tendencias | Teacher 2: El impacto de la música en la cultura contemporánea | <i>s que ofrece el turismo</i> Teacher 2: La televisión y las telenovelas <ul style="list-style-type: none"> Las nuevas tecnologías | Teacher 2: El impacto de las nuevas tecnologías en la sociedad y en la política | | |
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| RE | Judaism- Religious figures and Sacred texts Philosophy – Arguments for the existence of God – inductive Ethics – ethical thought | Judaism- Religious figures and Sacred texts Philosophy – Arguments for the existence of God – inductive Ethics – ethical thought | Judaism- Religious concepts and religious life Philosophy - Arguments for the existence of God – deductive Ethics – deontological ethics | Judaism- Religious concepts and religious life Philosophy - Arguments for the existence of God – deductive Ethics – deontological ethics | Judaism- Significant social and historical developments in religious thought Philosophy- problem of evil Ethics – teleological ethics | Judaism- Significant social and historical developments in religious thought Philosophy- problem of evil Ethics – teleological ethics |
| Fine Art | Creative Enquiry Organic forms | Creative Enquiry Face and figure | Creative Enquiry Built environment | Component 1 60% of grade Personal Investigation | Component 1 60% of grade Personal Investigation | Component 1 60% of grade Personal Investigation |
| Textiles | Creative Enquiry Moulin Rouge | Creative Enquiry | Creative Enquiry | Component 1 60% of grade Personal Investigation | Component 1 60% of grade Personal Investigation | Component 1 60% of grade Personal Investigation |
| Photography | Creative Enquiry Framing | Creative Enquiry Framing | Creative Enquiry Framing | Component 1 60% of grade Personal Investigation | Component 1 60% of grade Personal Investigation | Component 1 60% of grade Personal Investigation |



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| Marketing | <p>Threshold Concepts overview</p> <p>Unit 1 – Careers in Marketing – Learning Aim A</p> <p>Unit 2 – Exam unit Marketing Principles</p> | <p>Unit 1 – Careers in Marketing – Learning Aim A</p> <p>Unit 2 – Exam unit Marketing Principles</p> | <p>Unit 1 – Careers in Marketing – Learning Aim B</p> <p>Unit 3 Exam unit Marketing Principles</p> | <p>Unit 1 – Careers in Marketing – Learning Aim B</p> <p>Unit 3 Exam unit Marketing Principles</p> | <p>Unit 1 – Careers in Marketing – Learning Aim C</p> <p>Unit 3 Exam unit Marketing Principles</p> | <p>Unit 1 – Careers in Marketing Learning Aim D</p> |
| Business Studies | <p>Threshold Concepts overview</p> <p>Teacher 1 Unit 1 – What is Business</p> <p>Teacher 2: Unit 6 – Human Resources</p> | <p>Teacher 1 Unit 3 Finance</p> <p>Teacher 2: Unit 6 – Human Resources</p> | <p>Teacher 1 Unit 3 Finance</p> <p>Teacher 2: Unit 4 Operations</p> | <p>Teacher 1 Unit 3 Finance Unit 7 Financial Ratios</p> <p>Teacher 2: Unit 4 Operations</p> | <p>Teacher 1 Unit 7 Financial Ratios</p> <p>Teacher 2: Unit 2 Decision Making</p> | <p>Teacher 1 Unit 7 Investment Appraisal Unit 10 Managing Strategic Implementation (Critical Path analysis)</p> <p>Teacher 2: Unit 2 Decision Making</p> |
| Applied Business | <p>Threshold Concepts overview</p> <p>Unit 2: Business dynamics – Assignment 1</p> | <p>Unit 1: Financial planning and analysis</p> | <p>Unit 1: Financial planning and analysis</p> <p>Once exam completed - Unit 2: Business dynamics – Assignment 2</p> | <p>Unit 2: Business dynamics – Assignment 2</p> | <p>Unit 3 – Entrepreneurial opportunities – external assessment</p> | <p>Unit 3 – Entrepreneurial opportunities – external assessment</p> <p>Final 3 weeks school year begin preparation for Unit 5 assignment 1</p> |



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| Media Studies | <p>Introduction to Media Studies (Media Language/Representation/Industry/Audience/Context/Theory)</p> <p>Paper 1 Advertising: YV Advert advert/Tide/KOTV/Comparison</p> | <p>Paper 1: Film industry inc Black Panther and I, Daniel Blake. Newspaper extracts</p> | <p>Paper 1: Newspaper industry studying the Times and the Mirror</p> <p>Paper2: The Big Issue</p> | <p>Paper 2: Vogue</p> <p>Paper 1: Formation and Riptide</p> | <p>Component 3 NEA Research and planning 500 words aims and intentions Production 1</p> | <p>Component 3 NEA Production 1 complete</p> |
| Psychology | <p>Introduction to Psychology</p> <p>Paper 1 – Introductory Topics in Psychology: Social Influence Research Methods 33.33% of overall grade Exam Work</p> | <p>Paper 1 Continued: Memory Attachment Research Methods</p> | <p>Paper 1 Continued: Attachment (Continued) Psychopathology</p> | <p>Paper 2 – Psychology in Context: Research Methods</p> <p>33.33% of overall grade Exam Work</p> | <p>Paper 2 Continued: Research Methods Approaches in Psychology</p> | <p>Paper 2 Continued: Approaches in Psychology Research Methods Project Introduction to Biopsychology</p> |
| Health and Social Care | <p>Introduction to Health and Social Care Unit 1 – Human Lifespan Development 25% of overall grade Exam Work</p> <p>Unit 5 – Meeting Individual Care and Support Needs 25% of overall grade Coursework</p> | <p>Unit 1 Continued Unit 1 exam work continued</p> <p>Unit 5 coursework continued</p> | <p>Unit 1 Continued Unit 1 exam work continued</p> <p>Unit 5 coursework continued</p> | <p>Unit 1 exam work continued</p> <p>Unit 5 coursework continued</p> | <p>Unit 1: Exam Revision and Exam</p> <p>Unit 5: Complete</p> | <p>Unit 2 – Working in Health and Social Care 33.33% of overall grade Coursework</p> |



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| PE | Investigating Appropriate Leadership Strategies A1 Different leadership roles A2 Skills, qualities, characteristics and application A3 Importance and effective use of skills, qualities and characteristics when leading | Investigating Appropriate Leadership Strategies A1 Different leadership roles A2 Skills, qualities, characteristics and application A3 Importance and effective use of skills, qualities and characteristics when leading | B1 Psychological factors that could impact leadership B2 Leadership and psychological factors | B1 Psychological factors that could impact leadership B2 Leadership and psychological factors | Applying appropriate leadership strategies C1 Expectations of leadership C2 Practical skills required for different leadership styles C3 Leading a sports event C4 Effectiveness and impact of leadership on a sport and exercise activity | Applying appropriate leadership strategies C1 Expectations of leadership C2 Practical skills required for different leadership styles C3 Leading a sports event C4 Effectiveness and impact of leadership on a sport and exercise activity |
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