

	analyse the job requirements within the Hospitality and Catering Industry. They will explore the working conditions for different job roles and any factors affecting success in the industry. They will finish their term with an end of topic test.	Objective Two: In this term students are required to describe the operation of a kitchen and the front of house. They need to be able to explain how production meets customer needs. To do this will take place throughout the term and at the end of Term 2 students will have an end of topic test.	Objective 3: In this term students are required to describe personal safety responsibilities in the workplace. Responsibilities of employees and employers in relation to Health and Safety at Work Act, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Control of Substances Hazardous to Health Regulations (COSHH), Manual Handling Operations Regulations, Personal Protective Equipment at Work Regulations (PPER). Identify risks to personal safety in hospitality and catering. Risks to health, to security, food of risk (low, medium, high) in relation to employees, employees, suppliers and customers. Recommend personal safety control measures for hospitality and catering services. For employees, for this term looks at the brain and neurophysiology, starting with the structure and function of the brain, lateralisation of function before moving on to the first key study by Sperry. Students then look at the role of the central nervous system and neurological damage before the second key study, the Case of Phineas Gage by Damasio et al. Students conclude the unit by looking at the brain and habits - How Psychology has Changed Over time.	In Term 4 students study social influences, starting with key terms in social influence such as conformity, before looking at bystander influence and the first key study by Milgram et al. Students then study conformity further before looking at the second key study by Asch and Milgram, before moving onto obedience and the behaviour of crowds. Students conclude the year by looking at the Social and Cultural issues in Psychology.	Describe food related causes of ill health. This is to include biological, chemical, and food-borne causes of ill health. Describe the role and responsibilities of the Environmental Health Officer (EHO) and the work they can carry out during an inspection. Describe food safety legislation. Describe common types of food poisoning. Describe the symptoms of food induced ill health.	Students begin Term 6 by concluding psychological problems by looking at the future and future debate. Students then move on to research methods, exploring variables, hypothesis, research design and sampling. They conclude Year 10 by exploring their understanding of reliability and validity to design and sampling before moving onto ethical issues in psychological research.	Through GCSE Psychology lessons we encourage pupils to understand how to carry out psychological research through our research methods unit which helps pupils to understand how different researchers carried out their studies. We also look at careers in criminal psychology through helping pupils understand why people become criminals, which gives them an insight into the role of a forensic psychologist. Through the study of psychological problems students look at the causes of psychological problems enabling them to explore the career of clinical psychology.	Through the study of research methods in year 10 Sociology, students have a deeper understanding of research methods in Psychology. There are also links between research methods and maths as students have to pick out trends from graphs and calculate percentages, fractions and decimals. There are scientific links within Psychology as students have to study the psychology of the brain and hormones. Psychology is also an excellent subject if pupils are looking to study Criminology or Psychology for IB.
Psychology	In term 1, students will be introduced to the key approaches within Psychology. These include the biological approach, the cognitive approach, the psychoanalytic approach and the social learning approach. Students move on to Memory starting with key concepts such as sensory and information processing. Short-term and long-term memory and annulus Bartlett's Theory of reconstructive Memory with the key study that of the Ghose is then studied, moving on to Adelman and Shiffrin's Multi-Store Model of memory with the second key study Peterson and Peterson and finishing with the issue and Debate of reconstruction and hothe.	In term 2, students study Development. Within development, students learn about brain development from the womb to old age. Localisation of brain function and what happens if parts of the brain are damaged. Students study Piaget's stages of development looking at Piaget and Inhelder's 3 mountains task experiment. Students move on to exploring Dawck's middle theory and Wittgenstein's Learning Theory. They apply their knowledge to the second key study Gundersen et al and finish development with the issue and debate - The Development of Morality. They will then have an end of unit assessment. Students will then begin to study Memory starting with key concepts such as memory and information processing, short-term and long-term memory and annulus.	In term 3, students are introduced to Psychological Problems starting with unipolar depression, the cognitive explanation, CBT and drug therapy. Students continue Psychological Problems looking at addiction, the factors, incidence and influence, the genetic explanation of addiction, learning theory, CBT, drug therapy and studies including Caspi et al and Young.	In term 4 students study social influences, starting with key terms in social influence such as conformity, before looking at bystander influence and the first key study by Milgram et al. Students then study conformity further before looking at the second key study by Asch and Milgram, before moving onto obedience and the behaviour of crowds. Students conclude the year by looking at the Social and Cultural issues in Psychology.	Students begin Term 6 by concluding psychological problems by looking at the future and future debate. Students then move on to research methods, exploring variables, hypothesis, research design and sampling. They conclude Year 10 by exploring their understanding of reliability and validity to design and sampling before moving onto ethical issues in psychological research.	Through GCSE Psychology lessons we encourage pupils to understand how to carry out psychological research through our research methods unit which helps pupils to understand how different researchers carried out their studies. We also look at careers in criminal psychology through helping pupils understand why people become criminals, which gives them an insight into the role of a forensic psychologist. Through the study of psychological problems students look at the causes of psychological problems enabling them to explore the career of clinical psychology.	Through GCSE Psychology lessons we encourage pupils to understand how to carry out psychological research through our research methods unit which helps pupils to understand how different researchers carried out their studies. We also look at careers in criminal psychology through helping pupils understand why people become criminals, which gives them an insight into the role of a forensic psychologist. Through the study of psychological problems students look at the causes of psychological problems enabling them to explore the career of clinical psychology.	
Sociology	Introduction to Sociology - Students gain an understanding of what Sociology is as well as the different theories and themes that run through the whole GCSE.	Research methods - Students gain an understanding of how Sociologists conduct research and the advantages and disadvantages of different research methods.	The Sociology of Families - Students will cover different theories of the function of the family as well as different family types. They will study different family roles and relationships and the theories of these roles as well as the values and consequences of divorce and the theories of this.	The Sociology of Education - students will cover the functions of education and the sociological perspectives on the role of education in society. They will look at the different types of schools and the effect of social class on educational achievement. Students will consider how gender and ethnicity affect educational achievement.	Through GCSE Sociology lessons we encourage pupils to understand how to carry out sociological research through our research methods unit which we then tie in with the following units. We also discuss different careers when we cover the Sociology of Crime, with a focus on the judicial system and each of the agencies of social control. Through this we hope to give pupils the skills to become skilled researchers with an awareness of careers that can be pursued with a Sociological focus.	Through GCSE Sociology lessons we encourage pupils to understand how to carry out sociological research through our research methods unit which we then tie in with the following units. We also discuss different careers when we cover the Sociology of Crime, with a focus on the judicial system and each of the agencies of social control. Through this we hope to give pupils the skills to become skilled researchers with an awareness of careers that can be pursued with a Sociological focus.	Through studying research methods in Psychology, students have a deeper understanding of research methods in Sociology. There are also links between research methods and maths as students have to pick out trends in data from graphs and tables. The study of the Suffragettes in History also helps students to understand the position and expectations of women and gender stereotypes in the past.	
Business	Students explore the risks and rewards of setting up a business and why and how new businesses come about and keep changing. They also discover the risks and rewards of setting up a new business, what entrepreneurs have to organise and what skills it takes to help a business survive its first few years of trading.	Marketing is introduced to students so they understand the importance of market research and other marketing tools, such as market mapping and market segmentation which can be carried out to minimise risk and also identify opportunities.	Students use their mathematical skills to apply to a range of calculations including interpreting graphs as well as calculating revenue, total costs and profit and loss. Break-even graphs and formulas are also introduced and students learn how to complete cash flow forecasts and understand why cashflows are important to help a new business survive.	Students learn about the importance of aims and objectives to an organisation and explore the location of a business; the Marketing Mix and Business plans are also explored.	The ways in which a business is set up are introduced to students; this includes sole trader, partnerships and private and public limited companies, as well as why some business operate as franchises. The location of a business, the Marketing Mix and Business plans are also explored.	Students explore the external influences on a business, including the role of technology, stakeholders, the economy, exchange rates and interest rates.	Throughout the year, we refer to opportunities that are created as a result of entrepreneurs creating successful businesses, as well as how students can minimise the risks if they set up their own business. Students are exposed to new areas in Marketing, Finance and a number of different business case studies are used to highlight brands of industries for students.	Students build an exciting skills from English and maths to start exploring business studies. A number of topical case studies are used to improve students' knowledge of current affairs.
ASDAN	Developing myself and my wellbeing: Students will complete a range of challenges linked to developing themselves and their wellbeing to help them develop a range of skills and to deepen their thinking before completing their first piece of course related to this topic.	Digital Safety - A further exploration of issues around digital privacy, as well as the various dangers they are exposed to online including predation, exploitation, manipulation and exposure to inappropriate and misleading content. The Law - Building and cyberbullying. A further investigation into the law governing both the real-world and cyberbullying, with a variety of real-world examples that cover a wide range of types of bullying behaviour and their legal consequences. STB - A consolidation and overview of common sexually transmitted infections, covering their signs, symptoms, treatment and management. Writing Curriculum Visas - The importance of an impressive, neat, accurate, correctly formatted and error-free CV is highlighted, with a variety of techniques to keep it up to date and eye-catching are identified.	First Aid - Further development of First Aid principles and techniques that could help save a life including information on first response, unconsciousness, the recovery position, burns, fractures, choking, shock and CPR, as well as some management. Interview Skills - The importance of interviewing skills is the initial focus, which then expands to a study of what these skills are and how to develop them. Role-playing allows for the practice and growth of these skills.	Media Scrutiny and Accountability - An investigation into the institutional and market forces which create media bias and the oversight mechanisms in the UK that can be approached for redress. Peer Pressure-Gangs and Crime - Students examine the psychology of peer pressure and its negative impacts by working through real-world examples from the world of gangs and their crime.	Working with others - Students will complete a range of challenges linked to working with others to help them develop a range of skills and to deepen their thinking before completing their second piece of coursework relating to this topic.	Students explore the external influences on a business, including the role of technology, stakeholders, the economy, exchange rates and interest rates.	Throughout the year, we refer to opportunities that are created as a result of entrepreneurs creating successful businesses, as well as how students can minimise the risks if they set up their own business. Students are exposed to new areas in Marketing, Finance and a number of different business case studies are used to highlight brands of industries for students.	The work completed on developing myself and my wellbeing and working with others complements a range of GCSE subjects through the transferrable skills taught.
Personal Development	Managing Stress - Stress is studied as a psychological and physiological problem with an emphasis on the damaging role of cortisol on the human body. Techniques to identify, manage and overcome stress are examined in detail. Drugs - The causes of drug addiction in general are shared with students including an analysis of the substance-specific, genetic, environmental, coping and social pressures that cause it. The 3 groups of drugs are defined and examples of them and their specific dangers are clearly outlined. Revision Skills - The importance of study and revision skills are highlighted, with a wide range of techniques being taught and actively practiced by the students during the course.	Digital Safety - A further exploration of issues around digital privacy, as well as the various dangers they are exposed to online including predation, exploitation, manipulation and exposure to inappropriate and misleading content. The Law - Building and cyberbullying. A further investigation into the law governing both the real-world and cyberbullying, with a variety of real-world examples that cover a wide range of types of bullying behaviour and their legal consequences. STB - A consolidation and overview of common sexually transmitted infections, covering their signs, symptoms, treatment and management. Writing Curriculum Visas - The importance of an impressive, neat, accurate, correctly formatted and error-free CV is highlighted, with a variety of techniques to keep it up to date and eye-catching are identified.	First Aid - Further development of First Aid principles and techniques that could help save a life including information on first response, unconsciousness, the recovery position, burns, fractures, choking, shock and CPR, as well as some management. Interview Skills - The importance of interviewing skills is the initial focus, which then expands to a study of what these skills are and how to develop them. Role-playing allows for the practice and growth of these skills.	Media Scrutiny and Accountability - An investigation into the institutional and market forces which create media bias and the oversight mechanisms in the UK that can be approached for redress. Peer Pressure-Gangs and Crime - Students examine the psychology of peer pressure and its negative impacts by working through real-world examples from the world of gangs and their crime.	Working with others - Students will complete a range of challenges linked to working with others to help them develop a range of skills and to deepen their thinking before completing their second piece of coursework relating to this topic.	Students explore the external influences on a business, including the role of technology, stakeholders, the economy, exchange rates and interest rates.	Throughout the year, we refer to opportunities that are created as a result of entrepreneurs creating successful businesses, as well as how students can minimise the risks if they set up their own business. Students are exposed to new areas in Marketing, Finance and a number of different business case studies are used to highlight brands of industries for students.	The work completed on developing myself and my wellbeing and working with others complements a range of GCSE subjects through the transferrable skills taught.

Psychology	<p>Students begin Year 11 by continuing with research methods, studying the various research methods used in psychological investigations, evaluating the effectiveness of each method. Students then move on to data analysis and evaluating statistical evidence, carrying out their own application of descriptive statistics. Research methods is concluded by looking at ethical issues in psychological research further drawing on their understanding of Year 10 units to explore this issue and debate.</p>	<p>In Term 2, Year 11 will study Criminal Psychology. Criminal Psychology Students use their previous knowledge on the biological approach, Social Learning Theory and personality to analyse who people become criminals. Students examine the strengths and weaknesses of both punishments and rehabilitation on the level of evidence.</p>	<p>In Term 3, Year 11 will study Sleep and Dreaming. They will explore the benefits of sleep, as well as external and internal influences on sleep, before applying their knowledge to the first key study, Siffers (1972) 8 months in a cave. Students then apply their knowledge of neuropsychology and the biological approach in Year 10 to study the symptoms and explanations of sleep disorders. Freud's theory of dreaming is then explored, drawing on knowledge of the psychodynamic approach before applying this to the second key study carried out by Freud (1909) of Little Hans. The arch is concluded through the study of the activation-synthesis model of dreaming by Hobson and McCarley (1977).</p>	<p>Students shall start revision for their GCSE exam. Revision will start with Paper 1 revision, going over the topics from year 10 development, memory, psychological problems, neuropsychology and social influence.</p>	<p>Students will continue research, reading paper 2 content: Research Methods, Criminal Psychology and Language, thought and communication.</p>	<p>EXAMS</p> <p>Through GCSE Psychology lessons we encourage pupils to understand how to carry out psychological research through our research methods unit which helps pupils to understand how different researchers carried out their studies. We also look at careers in criminal psychology through helping pupils understand why people become criminals, which gives them an insight into the role of a forensic psychologist. Through the study of psychological problems students look at the causes of psychological problems enabling them to explore the career of clinical psychology.</p>	<p>Through the study of research methods in year 10 Sociology, students have a deeper understanding of research methods in Psychology. There are also links between research methods and maths as students have to plot out trends from graphs and calculate percentages, fractions and decimals. There are scientific links within Psychology as students have to study the psychology of the brain and hormones. Psychology is also an excellent subject if pupils are looking to study Criminology or Psychology to IB.</p>
ASDAN	<p>Problem solving. Students will complete a range of challenges linked to coursework relating to this topic.</p>	<p>problem solving to help them develop a range of skills, and to deepen their thinking before completing their third piece of</p>	<p>Independent skills. Students will explore areas around managing money, bank/borrowing accounts and understanding gov</p>	<p>Vocational preparation. Students will have a better understanding of what is required post 16 in order to work towards a successful transition.</p>	<p>Throughout the ASDAN course on personal and social effectiveness students are taught transferable skills which they can use in a variety of careers. Skills taught include research, team working, problem solving, presentations and empathy.</p>	<p>The work completed on developing myself and my wellbeing and working well others complements a range of GCSE subjects through the transferable skills taught.</p>	
Business	<p>Students will explore how businesses grow as developing their internal business or seeking new markets or via mergers or takeovers. Students will explore how business growth is financial and the growing importance of businesses acting ethically. Students will continue to develop their knowledge of the Marketing Mix, understanding the product design mix and product life cycle as well as pricing strategies and decisions on promotion and distribution.</p>	<p>Students will look inside how business operations are managed including production techniques, stock control and the importance of working with suppliers and the sales process. Case studies and documentaries will be used to support students understanding of what operators for businesses such as Tesco can look like.</p>	<p>Students will develop their financial awareness. From year 10 to calculate gross profit, net profit, profit margins and how businesses operate - maintain decisions, using RBC. Students will also understand the importance of why market and financial information is so crucial to business decision making.</p>	<p>Students will learn how Human Resource decisions are made including how staff are recruited, trained and motivated. Different organisational structures are explored as is the importance of communication.</p>	<p>Revision</p>	<p>Revision</p>	<p>We encourage students to use their knowledge from Geography for Globalisation and Maths for financial calculations and Design and Technology when reporting these aims. News topics are used to highlight case studies occurring such as the takeover of Newcastle United FC and the current cost of living crisis. These case studies help further support literacy and raise students' knowledge of current affairs.</p>
Personal Development	<p>Study Skills and Examination Writing Techniques - The importance of study skills and examination writing techniques are highlighted, with a wide range of techniques being taught and actively practised by the students during the course. Sexual Health - A consolidation course that combines elements of the LGBTQA+ landscape, consent, positive sexual choices, ST awareness, family planning and the role of sexuality in healthy relationships.</p>	<p>Post 16 Options - A consolidation course that works through the logistics of how to successfully apply for and be accepted at the full range of post 16 options. Exploitation and Abuse - Students work through real world examples of the negative impacts of exploitation and abuse in order to raise their awareness around these issues and provide them with tools to deal with and report these abuses.</p>	<p>Post 16 Options - A consolidation course that works through the logistics of how to successfully apply for and be accepted at the full range of post 16 options. Exploitation and Abuse - Students work through real world examples of the negative impacts of exploitation and abuse in order to raise their awareness around these issues and provide them with tools to deal with and report these abuses.</p>	<p>Mental Health and Wellbeing - A consolidation and in-depth exploration of common mental health challenges such as self-harm, anxiety, stress, anxiety, depression, mental disorders and a broader range of techniques to face these challenges.</p>	<p>Managing Stress and Preparing for Examinations - Stress management techniques specifically tailored around studying for and writing examinations are explored here in depth, with practical techniques being discussed, demonstrated and put into practice.</p>	<p>Understanding Addiction - The latest research around what causes addiction in general is shared with students including an analysis of the genetic, environmental, coping and social pressure that causes. Techniques to overcome addiction, and where one can get the help they need, are explored in-depth. Financial Planning - A much broader view of financial responsibility including how to save consistently plan for emergencies, home ownership and retirement, and make wise investment and insurance decisions through financial planning.</p>	

Year 12 Curriculum Overview

Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
Art	Unit 4 : Materials, Techniques and Processes in Art and Design Title: Man Manipulated Landscapes In Terms 1 and 2 students will be introduced to a vocational context linking to the theme. Students will be required to work independently whilst exploring the theme. They will investigate the work of other artists, craftspeople and designers and experiment with a wide range of materials, techniques, and processes. They will need to develop their own ideas on issues relating to the theme and produce a final personal response.		Externally Set Task Unit 2: Critical and Contextual Studies in Art and Design Written Exam – 2 x Parts This is a written exam based on a starting point that is provided by Pearson. Students are required to analyse artists' work in depth. They must work independently in order to prepare for the written context which will take place in January.	Externally Set Task Unit 1: Visual Recording and Communication Practical Exam This practical exam will be based on a theme provided by Pearson. Students work independently in response to the theme and the requirements outlined in the exam paper. They are given a preparation period before completing their final piece in a 5 hour exam.		Unit 16: 3D Craft Materials, Techniques and Processes Title: Curiosities of Craft (Part 1) and Design Craft Souvenirs (Part 2) In Term 6 Students are asked to explore a range of 3D craft techniques and materials in response to the two briefs.
IB Biology	Cells and Biological molecules - Students learn about the core building blocks of biological organisms.	Cells and biological molecules - Students learn about the core building blocks of biological organisms.	Genetics and Evolution - learning builds on understanding about nucleotides to explain the principles of Darwin's theory of evolution and Mendel's studies of patterns in genetics.		Ecology and Human physiology - in ecology students learn about human impacts on the organisms found in locations around the world. In human physiology they build on their understanding of cells, tissues and organs to link the importance of metabolic activity and life.	Ecology and human physiology - learning builds on understanding about nucleotides to explain the principles of Darwin's theory of evolution and Mendel's studies of patterns in genetics.
Business Studies	This term will look at how businesses have to use innovation and enterprise to grow and gain a competitive advantage.	Students will be introduced to basic business types, functions and structures. They will apply this knowledge to a detailed case study of two business of students' choice including a profit making and a non profit making organisation.	Students will continue the case study of their chosen businesses and look closely at business stake holders and the importance of their influence such as becoming more socially responsible to the people and the planet.	Students will now look at the internal and external structures of a business and the effect this can have on the day to day functionality of a business. This will include critically looking at different structures of businesses with a focus on how a business responds over time to remain competitive. They will carry out a number of analytical techniques to look at the political, economical, social and technological factors that affect them.	Students will now look at the principles of marketing in preparation for their first exam. This will look at how marketing campaigns are designed and implemented.	Students will now look at the principles of marketing in preparation for their first exam. This will look at how marketing campaigns are designed and implemented.
IB Chemistry	Topic 1: Stoichiometric relationships is a fundamental unit and required for subsequent topics. Topic 2/7: Atomic structure to understand the nature of matter, students will master a secure understanding of atomic structure.	Topic 3/13: Periodicity: Students will learn about the rules and patterns of the periodic table, building on their knowledge from GCSE.	Topic 6/16: Students will study Chemical kinetics, examine rates of reactions and activation energy. Topic 4/14: Linking to atomic structure in term 1, students will study chemical bonding & structure to explain the material world.	Topic 7: Students will study equilibrium.		Topic 10: Students will study the fundamental basics of organic chemistry in preparation for further study in Y13. During term 6, students will plan, carry out and report their own investigation.
Functional Skills ICT	Learners will develop practical, transferable skills in ICT in order to work confidently, effectively and independently in life. Learners will first understand how to use physical computers and how to look after their health while using them. Learners will then focus on the three interrelated skill areas of using ICT systems, finding and selecting information and developing, presenting and communicating information.					
Computer Science	Students will look at the principles of computer science which will involve looking at different types of programming languages and the key differences between them.	Students will continue with this unit and take a look at different types of web processing. They will also be introduced to object orientated programming and learn the java language	Students will recap content from term 1 and 2 in preparation for their first examination.	Students will start their first course work unit on the impact of computing. This will start by looking at how hardware and software developments have impacted on business over the last 20 years.	Students will continue to look at the impact of computing and now focus on the positive and negative aspects of this on a business. This will look at the benefits of e-commerce as well as the drawbacks and security threats this brings.	Students will start to look at different types of encryption and network security in preparation for their course work unit in year 13. This will include practical implementation of these techniques.
IB Computer Science	Topic 4 – Computational Thinking and Algorithms This topic focuses on object-oriented programming (OOP). To achieve this Java programming language will be introduced to students. While using the same programming principles from their GCSE students will embed key concepts in Java and understand the difference between OOP and functional programming. Topic 2 – Computer Organisation This topic will be taught alongside Computational Thinking and Algorithms. It builds on the computer systems paper students covered in GCSE. The topic focuses on the CPU, main memory, secondary memory, and the Fetch, Decode, Execute cycle. Operating systems and application systems will be introduced this term. In addition, students will build on their knowledge of data representation and logic gates.					
Criminology	Unit 1 - During Term 1 students shall look at the different types of crime and how to analyse them. They shall study why some crimes go unreported and the consequences of when that happens. Students shall look at the media's representation of crime and how this impacts the public perception of crime. Unit 2 - Students will apply their understanding of public perceptions of crime and campaigns for change with Criminological theories to examine how they are used to set policy. They will consider why people commit crime and whether these theories are credible. They will study whether an act is criminal, deviant or both and the similarities between them.	Unit1 - continuing to look at the perception the public have on crime due to the media's representation. Students shall study and evaluate the different methods of collecting crime statistics. Students will compare campaigns for change Unit 2 - Students will apply their understanding of public perceptions of crime and campaigns for change with Criminological theories to examine how they are used to set policy. They will consider why people commit crime and whether these theories are credible. They will study whether an act is criminal, deviant or both and the similarities between them.	Unit 1 - students shall plan a campaign for change designing the materials to be used within the campaign and justifying their campaign choice and its success. Unit 2 - Students will apply their understanding of public perceptions of crime and campaigns for change with Criminological theories to examine how they are used to set policy. They will consider why people commit crime and whether these theories are credible. They will study whether an act is criminal, deviant or both and the similarities between them.	Unit 1 - Controlled assessment Unit 2 - Students will apply their understanding of public perceptions of crime and campaigns for change with Criminological theories to examine how they are used to set policy. They will consider why people commit crime and whether these theories are credible. They will study whether an act is criminal, deviant or both and the similarities between them.	Unit 3 - Students will apply their understanding of public perceptions of crime and campaigns for change with Criminological theories to examine how they are used to set policy. They will consider why people commit crime and whether these theories are credible. They will study whether an act is criminal, deviant or both and the similarities between them.	Unit 3 - Students shall explain and evaluate the roles of the personnel involved in criminal investigations. Unit 2 - exam.
IB English Literature and Language	Students will be focussing on the skills of analysing texts. We will be exploring Banksy images and a Diesel campaign as two bodies of work. This will teach students the skills they need for the Paper 1 exam.	Students will now explore both 'A Streetcar Named Desire' and Perrault's fairy tales. These texts will be studied through the lens of larger global issues such as gender and prejudice; consent and stereotyping.		Students will study another body of work this term: The lyrics and Tweets of Lizzy. As well as this, they will begin their study of Rossetti's poetry.	As well as continuing their study of Goblin Market, students will begin working in their oral examination.	Students will continue to work on their oral this term and will perform them.
IB Geography	Changing population - students will look at population patterned and factors which affect this, such as migration.	Global climate - vulnerability and resilience - students will understand the causes and consequences of climate change and how these can be managed sustainably.	Global resource consumption and security - students will understand how resources are used across the globe and what resource security is.	Urban Environments - this topic focuses of urban structure and how this changes over time and space. IA to commence at this point.	Food and health - students will investigate the links between food and health at a variety of scales.	Geophysical Hazards - this topic investigates the mechanisms of plate movement as well as the characteristics of volcanoes and earthquakes.
IB Global Politics	Power, Sovereignty and International Relations - Foundational Unit, students will look at underpinning theories justifying the existence and actions of states and exploring where power lies within the international system.	Power, Sovereignty and International Relations - Foundational Unit, students will look at underpinning theories justifying the existence and actions of states and exploring where power lies within the international system.	Human Rights - Students will explore issues around human rights abuses and international agreements to protect human rights. Students will examine state policies and actions in protecting and abusing human rights.	Human Rights - Students will explore issues around human rights abuses and international agreements to protect human rights. Students will examine state policies and actions in protecting and abusing human rights.	Global Development - Students will consider measures of and plans for development at national and international levels. Students will examine theoretical and practical attempts by states and non-state actors to influence global development.	Global Development - Students will consider measures of and plans for development at national and international levels. Students will examine theoretical and practical attempts by states and non-state actors to influence global development. PEA initial research
IB History	Rights and Protest - students will examine Apartheid as a part of their Paper 1 Topic: Rights and Protest. They will compare peaceful and non-peaceful protest and key individual figures within these movements.	Authoritarian States - Cases studies will be Hitler and Castro. Themes will examine the emergence of authoritarian states, the consolidation and maintenance of power and aims and results of policies.	Authoritarian States continued. Students will also begin the research element of their internal assessment.	United States' Civil War - Students will explore the origins of the Civil War, slavery, Westward expansion and the crisis of the 1850s, the different way in which the war was fought as well as factors that affected the outcome and reconstruction. Work on internal assessments will also continue with a focus on building historiography.	Students will complete the United States' Civil War topic. Work on internal assessments will also continue with a focus on building historiography. Students will start to study the Civil Rights Movement in the United States and Social Movement in the Americas post 1945.	Rights and Protest - Civil Rights Movement in the USA - the second Paper 1 topic that is focused on sources. Linked in with this students will study the Paper 3 topic of Civil Rights and Social Movements in the Americas post-1945. These topics include; indigenous people and civil rights in America, African Americans and the fight for civil rights, Forms and impact of discrimination, impact of non-violent protest, feminism, Hispanic movement in the US and counter culture in the US.
IB Maths	In Year 12 students will follow either the Higher Level or Standard Level IB course. The basic concepts are the same for each of the levels with the higher level taking each concept further. Year 12 are doing the Applications and Interpretations qualification which concentrates on taking concepts learnt at GCSE, increasing the level of difficulty at the same time as making them more applicable to everyday life. Topics covered are sequences, percentages, logarithms, complex numbers, linear sequences, geometric sequences quadratic, cubic and exponential functions, trigonometry and matrices with the expectation that number work mastered during KS4 is used throughout each topic. During their lessons learners will have the opportunity to improve skills beyond maths and develop themselves into knowledgeable inquisitive pupils who take time to think about new concepts and who are willing to take risks in order to problem solve. They will take the time to listen to alternative solutions and have a balanced approach to problems, communicating using mathematical language their own ideas.					
Performing Arts	Unit 4: Performing Arts in the Community. Students are given a brief enlisting them to create a performance for a target audience within the community.	Unit 4: Performing Arts in the Community. Students are given a brief enlisting them to create a performance for a target audience within the community.	Unit 1: Investigating Practitioner's Work EXAM. Research skills, Social, economic, political, geographical, historical and technological factors influencing practitioners and their work.	Unit 5: Individual Performance Commission. EXAM. Planning, rehearsal, performance and evaluation of a solo performance in response to a brief set by the examination board.	Unit 28: Storytelling. Why we tell stories. How stories are turned into performances. Research tasks into children's stories. Rehearsal of chosen story, performance and evaluation.	Unit 28: Storytelling. Why we tell stories. How stories are turned into performances. Research tasks into children's stories. Rehearsal of chosen story, performance and evaluation.
IB Psychology	Biological Approach: Students study the brain and behaviour, developing their understanding of localisation of function. Students shall also study genetics and hormones, looking how these impact human behaviour. They shall then use animal research to apply the research. Students research the different cognitive processes and their reliability. They study the emotions and cognitions behind these processes. Students shall then explore cognitive processing in the digital world.		Cognitive approach: students complete cognitive processing in the digital world. Sociocultural Approach: Students study the role of the individual in the group, the cultural origins of behaviour and cognition, cultural influences on individuals. They conclude the sociocultural approach by researching the influence of globalisation on psychology.		Research Methods: Students study a variety of research methods, including sampling, research designs, analysing and interpreting data. This then supports students to begin research for their Internal Assessment.	Internal Assessment.
Sports and Exercise Science	Functional anatomy - this is an exam based unit that requires students to be able to analyse the body using correct anatomical language before being able to put this in to practice to help describe and explain sporting movements. This unit also supplements the learning that will take place within the sport and exercise physiology unit. Coaching for sports performance - students will look in detail about the make up of successful coaches and the impact on the team. From this research students will plan/design and carry out coaching sessions and then review their performance in these sessions.		Sport and exercise physiology - This is an exam based unit looking at how and why the body functions and responds in a certain way to a variety of different sporting environments and situations (exam).			Unit 8: Specialised Fitness Training - Learners study specialised fitness training and the physical demands of sports to plan training of periodised programmes and training sessions to improve sports performance.

ASDAN Employability Skills - various levels	Customer Services - to show learners they understand the importance of good customer service and how their organisation tries to provide it, and to show they can follow procedures and meet customer service standards or their own organisation when carrying out their role. (All levels)	Career Exploration- To enable learners to show they understand what is required to work towards the achievement of a career goal (Level 1/ 2)	Applying for a job- To enable learners to show they understand what is involved in applying for a job by working through the application process and preparing for and attending an interview. (EL3/ L1 /L2)	Health and Safety in the Workplace- To enable learners to show they understand workplace health and safety and are able to carry out tasks safely. (All Levels).	Using advice and guidance - to enable learners to show they understand the benefits of using advice and guidance to achieve learning and work - related goals and to be able to use that advice and guidance effectively (EL3/L1/L2)	Maintaining work standards- to enable learners to show they understand the standards required in the workplace and to demonstrate they know and can meet the standards of their own organisation when carrying out activities. (EL2/EL3) additional for L1 and extension for L2.
IB Core French	Linguistic awareness: NCELP Asking how to say and write new words in French gender and number, definite and indefinite articles, il y a / il n'y a pas Cultural awareness: Quizzes on general knowledge of French language and culture Cultural awareness: The French speaking world and how this affect identities.	Linguistic awareness: NCELP Distinguishing between being and having être vs avoir (je, tu, il/elle), yes/no questions with 'est-ce que' stress syllabification [1] Cultural awareness: Politique d'immigration au Canada et la situation du Québec dans tout ça? Cultural awareness: Comparing traditional food from French speaking countries and the UK.	Linguistic awareness: Talking about jobs Feminine noun formation rules 1, 2 and 3, (-eur -rice), SSC [h] Cultural awareness: Languages and career jobs availability when speaking other languages Cultural awareness: French speaking countries, population, economies and politique	Linguistic awareness: NCELP Talking about what, when, where and why you celebrate construction rule for numbers 13-31, SSCs [en/am], [e] and [a] Cultural awareness: Travel and tourism The most popular francophone places to visit, hotels, transport and cost. Cultural awareness: Les Médecins sans Frontières La Croix Rouge La Révolution Française	Linguistic awareness: NCELP Talking about how people celebrate Construction rule for dates, SSCs [à, i], [ain/im] Cultural awareness: Les Dom-Toms Le Québec Les Grands événements [le Festival de Cannes, le Tour de France, Le Festival de la Musique, le 14 Juillet] Cultural awareness: Des Célébrités françaises/ le cinéma français Most famous places to visit in France	Linguistic awareness: NCELP Talking about how people celebrate [2] possessive adjectives son, sa, ses , SSC [om] Cultural awareness: French gastronomy and best chefs French resistance during the WW2 Cultural awareness: Les Resto du Coeur Le Cinéma français
Functional Skills English	Introduction to functional skills – baseline students EL3- L2. Spelling, punctuation and grammar: Reading for information. Reading to understand the purpose of texts	Reading :textual features. Reading : organisational features. Reading: finding meaning. Reading Mock paper practice.	Reading : Comparison. Reading: mock paper practice. Speaking and listening and communicating: Listening closely. Speaking, listening and communicating: Questions task 1 part 1.	Speaking, listening and communicating: Presentations: task 1 part 2. Speaking, listening and communicating: discussions part 2. Speaking, listening and communicating task 1 and 2 formal assessment.	Writing: Format and structure/Information sheet. Spelling, punctuation and grammar: spelling strategies / grammar. Writing :structure and using paragraphs. Writing Letters / Writing emails/ Writing reviews	Writing : Mock paper practice 1 . Writing reports. Writing : forum. Writing Contributions. Writing mock practice paper 2
Functional Skills Maths	Using number and the number system – whole numbers, fractions and decimals. Includes: counting, reading and writing numbers, comparing and ordering numbers, adding and subtracting (up to 3 digits), dividing (3 digit by single digit), multiplying (up to 2 digit by 2 digit), rounding to whole, 10, 100 or 1,000, sequences of numbers, simple equivalent fractions, decimals up to 2 places.	Using number and the number system – whole numbers, fractions and decimals. Includes: counting, reading and writing numbers, comparing and ordering numbers, adding and subtracting (up to 3 digits), dividing (3 digit by single digit), multiplying (up to 2 digit by 2 digit), rounding to whole, 10, 100 or 1,000, sequences of numbers, simple equivalent fractions, decimals up to 2 places.	Using common measures, shape and space. Awareness of money and calculating with money. time (telling time and recording time), reading time from analogue and digital clocks, units of measure for time, distance, mass, capacity, instruments used in measuring. 2D and 3D shape names and properties, positional vocabulary and awareness of compass points and direction.	Using common measures, shape and space. Awareness of money and calculating with money. time (telling time and recording time), reading time from analogue and digital clocks, units of measure for time, distance, mass, capacity, instruments used in measuring. 2D and 3D shape names and properties, positional vocabulary and awareness of compass points and direction.	Handling information and data. Extracting info from lists, tables, diagrams, charts, graphs, frequency tables, pictograms, interpreting information and making comparisons, organizing and representing data in appropriate ways (tables, pictograms, graphs, etc)	Handling information and data. Extracting info from lists, tables, diagrams, charts, graphs, frequency tables, pictograms, interpreting information and making comparisons, organizing and representing data in appropriate ways (tables, pictograms, graphs, etc)
ASDAN - PHSE	Module 1 - Emotional Wellbeing - demonstrating how to talk about emotions. How to recognise your own emotions and those of others. Skills- personal wellbeing and living independently.	Module 2 keeping safe and healthy- introducing the five ways to wellbeing, how to improve our mental wellbeing. Skills- Living independently and personal wellbeing	Module 3 Social Media - understanding why it is important to develop digital resilience. Skills - personal wellbeing, living independently, health and relationships.	Module 4 Alcohol - Understanding what alcohol is and its effects. Skills- personal development, living independently and personal safety	Module 5 - Tobacco and drugs - Understanding the effects of nicotine and vaping / Understanding how drug misuse can be harmful in the short and long term. Skills: personal wellbeing, personal safety and living independently.	Module 6 Sexual Health - consent/ STIs / health relationships/ contraception/ Skills - health and relationships, personal safety and living independently.

Year 13 Curriculum Overview

Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
Art	Unit 10: Graphics Materials, Techniques and Processes Title: Movie Posters Students research historical and contemporary film posters and graphic designers. The brief requires students to produce graphic advertisements and merchandise for a film of their choice.	Unit 3: The Creative Process Title: Evolution In Terms 2 and 3 students will be working on a final major project based on the creative process. This project will be based on the theme of Evolution. Students will demonstrate independence of exploring the theme whilst investigating artists and when experimenting with a wide range of materials, techniques and processes. The project will lead to a variety of informed outcomes in response to the given theme.		Externally Set Task Unit 7: Developing and Realising Creative Intentions Practical Exam Duration: 15 Hours This is a practical exam where students are issued a theme by Pearson. They are given a preparation period to collate research independently. They then sit a 15 Hour exam where they produce all of the work in response to the theme and exam paper requirements.	Unit 5: Developing and Art and Design Portfolio Title: Portfolio Students are issued a brief that requires them to produce a portfolio and CV ready for interview. Students spend time researching a wide range of physical and digital portfolios before creating/presenting their own portfolio in their chosen form.	End of course
IB Biology	Ecology and IA	IA and human physiology	Option topic and supplementary higher content	Revision		End of course
Business Studies	Students will study different self analysis techniques to review their own customer service skills. They will create and implement an action plan to improve their own performance and analyse the importance of customer service to two contrasting businesses.	Students will learn about basic personal finance. Including bank accounts, credit cards and lending facilities. They will learn how to plan a personal budget and different institutions that are available to support people in financial difficulty.	Students will now look at personal finance and different organisations that operate to support people in financial difficulty. Students will learn about interest rates and how this can affect budgeting and banking.	Students will start working on business finance and look at the different processes a business uses to keep track and monitor finance. They will also look at the different types of costs that affect a business and how these effect profit and loss.	Students will continue to study business finance and take a closer look at balance sheets and business ratios. They will then prepare for their final assessment and exams.	End of course
IB Chemistry	Topic 8/18: Acids, calculations involving acids and bases and pH. Topic 20: Students will spend term 1 and 2 studying an array of organic chemistry reactions and study the intricacies of isomers of organic molecules.		Topic 9: Redox reactions and electrochemical cells. Topic 9: Redox reactions and electrochemical cells.		End of course	
Criminology	Unit 1: revision and Controlled experiment (Due to covid 19 this was not completed in year 12) Students shall then start unit 3. Students shall evaluate the usefulness of personnel involved in criminal investigations. Leading them to evaluate different investigation techniques and how evidence is collected and processed. Unit 4: Crime and Punishment. Students will explore the process of law making in the UK and the structure of the criminal justice system.	Unit 3: Students continue with investigations and examine the rights of the individuals within them. Students then study the process for prosecution. Looking at the requirements of the CPS for prosecuting suspects. They describe the trial processes and learn the rules in relation to using evidence in criminal cases. Unit 4: Crime and Punishment. Students will explore the purpose of punishment and how these relate to different theoretical perspectives on the causes of criminal behaviour.	Unit 3: Students assess the key influences affecting the outcomes of criminal cases. Students will discuss the use of LAY people and examine all of the information for validity. Resulting in them being able to make informed decisions. Unit 4: Students will explore agencies of social control. Students will examine theoretical grounding for social controls and assess the contribution of agencies towards meeting those aims.	Unit 3: Controlled assessment Unit 4: Students will explore agencies of social control. Students will examine theoretical grounding for social controls and assess the contribution of agencies towards meeting those aims.	Unit 4 Exam	End of course
English Literature and Language	Over the summer, students will have developed a line of inquiry on their chosen text(s) for their Higher Level Essay. Much of this term will be focussed on students writing their coursework.	Students will begin their study of The Handmaid's Tale by Margaret Atwood. Throughout the study, students will be exposed to the assessment criteria for their paper 2 exam. Opportunities for practise will be available during this term.	Students will study A Streetcar Named Desire by Tennessee Williams. Students will also complete their Individual Oral assessment on a literary and non-literary text of their choice.	Region for Paper 1 and Paper 2 exams. Coursework will be finalised and sent off.	End of course	
IB Geography	Power, places and networks - this topic focuses on global interactions and the role of powerful organisations and groups in the global market.	Human development and diversity - students will study development opportunities and how countries start the development journey.	Global risks and resilience - this topic looks at geopolitical, economic and environmental risks and how countries can build resilience to these risks.		End of course	
IB Global Politics	PEA - students will continue working on their Political Engagement Projects	Peace and Conflict - Students will examine theoretical and practical studies of peace making and keeping, as well as examining the causes of global conflict and mechanisms in place to constrain and reduce conflict zones. PEA finalised	Case studies and Synoptic Comparison - Students will revisit cases from earlier in the course, as well as exploring contemporary comparative examples of politics in actions. They will apply theoretical approaches to real life examples and draw links between different topics of study.	Revisions of all four themes and practice essays for Paper 2	End of course	
IB History	Independence Movements - Pupils will examine two case studies, include that of Cuba and Jose Marti. They will examine the origins and rise of these movements, the methods used and reasons for success as well as the challenges faced in the first ten years.	Civil Rights and social movements in the Americas post-1945	Civil Rights and social movements in the Americas post-1945	Slavery and the New World This section focuses on slavery in the New World. It explores the origins of slavery in the Americas and the role of the colonial powers in the Atlantic slave trade. It explores the Middle Passage, slave resistance and opposition to the slave trade in British America, led by the Quakers. This study of slavery allows for a comparative approach across the Americas.	End of course	
IB Maths	In Year 13 students will follow either the Higher Level or Standard Level IB course. The basic concepts are the same for each of the levels with the higher level taking each concept further. They are doing the Applications and Interpretations qualification which concentrates on taking concepts learnt at GCSE, increasing the level of difficulty at the same time as making them more applicable to everyday life. Topics covered in year 13 are Statistical applications, to include sampling and analysing of data and methods of representation, probability looking at various distributions and finally calculus to include differentiation, integration, tangents and normal. In addition to this they will be completing their Internal Assessment which is 20% of their overall result and is completed independently.			Revision	Revision and exam	End of course
Performing Arts	Unit 4: Performing Arts in the Community. Students are given a brief enlisting them to create a performance for a target audience within the community.	Unit 4: Performing Arts in the Community. Students are given a brief enlisting them to create a performance for a target audience within the community.	Unit 1: Investigating Practitioner's Work EXAM RESIT. Research skills. Social, economic, political, geographical, historical and technological factors influencing practitioners and their work.	Unit 5: Individual Performance Commission. EXAM. Planning, rehearsal, performance and evaluation of a solo performance in response to a brief set by the examination board.	End of course	
IB Psychology	Abnormal psychology: Students focus on depression and anxiety. Within this unit, students study the treatments of depression. Linking their knowledge from year 12 and applying it to understanding depression. Internal assessments are independently completed throughout this term.	The Psychology of Human Relationships: Students focus on the personal relationships, linking their understanding of evolutionary, biological, cognitive and sociocultural psychology to understand the influences of these. Students move on to the role of communication and why relationships end and change. HL only. Internal assessments are independently completed for submission at the end of term.	Revision: Paper 1 Topics; Biological, cognitive and sociocultural approaches to psychology.	Revision Paper 2 Topics: Abnormal psychology (SL/HL) The Psychology of human relationship (HL) Paper 3: Research methods (HL)	Exams	
Sports and Exercise Science	Sport and exercise Psychology - This is an exam based unit that looks at the mental preparation behind becoming a successful sports performer. Students will also be required to suggest and plan interventions to help athletes get back on track. Specialised fitness training - this unit requires that students look at the training requirements related to specific sports, once they have analysed these sports they will look at training cycles for top class athletes and be able to think about the issues that may arise from this. Once issues are identified students will look at how to make any changes that are needed to help improve outcomes.					

	Field and laboratory testing in sport - the unit asks students to look at testing procedures and protocols that need to be followed in order to safely carry out a variety of tests. Students will then have to safely carry out and analyse a variety of tests to profile their peers sporting performance.					
Level 1-2 Work skills - Employability Skills NCFE	Unit 1 Understanding Mindset - exploring the mindset qualities that an employer may look for. Unit 10 Managing your Time - preparing a presentation to ensure that it meets the prescribed time limitations.	Unit 27 Working with colleagues and looking at the expectations others may have of you and you of them. Unit 28 Working with managers - types of managers, their roles and expectations of the role.	Unit 25 working in a team - using practical experiences of team work to answer questions posed. Unit 22 Following instructions- why it is important to follow instructions in the workplace for both appraisal and safety reasons.	Unit 9 Setting your targets- discussions around the appraisal system and SMART target setting. Unit 26 Dealing with conflict - constructive strategies for dealing with conflict in the workplace.	Unit 18 Understanding risk - elements of Health and safety in the workplace. Unit 23 understanding your responsibilities in the workplace- why your part of the puzzle is important and how to ensure you meet your appraisal targets.	Unit 14 Problem solving in the workplace - when things go wrong practical strategies for dealing with issues that may arise. UNIT 19 Understanding and coping with change. How change in the workplace can affect individuals and ways of coping with that change.
Level 1-2 ASDAN Employability Skills	Planning and Reviewing Learning- to enable learners to improve how they learn and improve their performance, by actively engaging in the process of planning their learning, working towards targets and reviewing their progress and achievements. (All levels) extra credits at Level 2.	Overcoming barriers to work- to enable learners to show they have an understanding of potential barriers to accessing and maintaining employment and to identify sources of support to help overcome them (E3/L1/L2).	Opportunities for learning and work- to enable learners to show they have an understanding of the range of opportunities available for learning and work locally and nationally / internationally, and that they are able to make the most of opportunities relevant to themselves. (E3/L1/L2).	Review of units - checking units are up to date and meet relevant guidance - then for remainder of this term and next terms students can take optional units to fulfil their course requirements.	Flexible options: rights and responsibilities in the workplace (E3/L1) Using ICT in the workplace (L2) Communicating with others at work (E3/L1). Research skills (L2).	Term 6 - Portfolio completion activities and moderation.
IB Core French	Linguistic awareness: Talking about identity [1] être (je, tu, il/elle), ne...pas. feminine adjective agreement SFC, SFe. Cultural awareness: Les ados et le droit de vote et l'engagement politique en France : Are you for or against teenager's right to vote and why? Teenager involvement in politics. Cultural awareness: La musique populaire, de la chanson au rap: Traditional folklore and the evolution and influence of the music in France.	Linguistic awareness: ER verbs (je, tu, il/elle), intonation questions, 'pour' and 'sans' + infinitive.SSCs [é/-er/-ez] and SFE Cultural awareness: La politique et l'immigration en France: Integration Vs immigration, immigrant rights, political parties and their attitude towards immigration Cultural awareness: French Empire and decolonisation: La guerre du Vietnam , La guerre d'Algérie, Les guerres de Napoleon...	Linguistic awareness: Following instructions at work [1], modal verbs (nous, vous) SSCs [ou] and [u] Cultural awareness: Ma vraie vie à Rouen, dir. Olivier Ducastel & Jacques Martineau (2002)/Monsieur Lazhar, dir. Philippe Falardeau (2011) La Règle du jeu, dir. Jean Renoir (1939)/ Rue Case-Nègres, dir. Euzhan Palcy (1983) La Haine, dir. Mathieu Kassovitz (1995) Manifestation et grèves en France: Reaction of the media and public, most popular union, Type of strike and repercussion on the society. Cultural awareness: Films: Aux yeux du monde, dir. Éric Rochant (1991)/La Bataille d'Alger, dir. Gillo Pontecorvo (1966) Chocolat, dir. Claire Denis (1988)/ Le Dernier Métro, dir. François Truffaut (1980) Entre les murs, dir. Laurent Cantet (2008)/L'Esquive, dir. Abdellatif Kechiche (2003) Un Héros très discret, dir. Jacques Audiard (1996)/ Le Jour se lève, dir. Marcel Carné (1939)	Linguistic awareness: NCELP Following instructions at work [2] Il faut + infinitive ,SSC [I] [revisited] Cultural awareness: France 1940-1950: L'occupation et l'après guerre: Life in occupied France; the French Resistance, rebuilding and restructuring society in post-war years. Cultural awareness: La musique francophone contemporaine: The diversity of the contemporary francophone music, who listen to it and appreciate it, how to safeguard it.	Linguistic awareness: NCELP Talking about what, where and who you know, à and en with countries/states ,SSCs [a], [é] Cultural awareness: Être un jeune dans une société francophone: Families and citizenship, Youth trends and personal identity; relationships with others and peer pressure Cultural awareness: Différence et diversité: Cultural identity and marginalisation, Reasons for marginalisation; ways to eliminate marginalisation Cultural enrichment and celebrating difference, The positive aspects of a diverse society	Linguistic awareness: NCELP Things that always, sometimes and never happen, verbs like entendre: mettre, remettre, SSC [e] Cultural awareness: Education and employ: The education system and student, issues; work and travel opportunities and the changing work scene. Cultural awareness: Comprendre les monde francophone: Regional culture and heritage in France, French-speaking countries and communities Festivals; customs and traditions; historical sites; museums and galleries Media, art, film and music in the French-speaking world Trends in media and art; film and music in the lives of young people.
IB French ab Initio & Language B	Social organisation: Neighbourhood and Education. Describe our living area and things to do. How would we improve where we live, introduction to the conditional. Describe your school, the building and facilities. Talk about school subjects and teachers. talk about after-school clubs and school rules. describe a typical school day in details.	Social organisation: The workplace and social issues. Talk about jobs, careers and work experience. Talk about national health, charities and organisations and unions. Talk about poverty and how to fight it. Talk about war in the world and the United Nations.	Sharing the planet: Climate and physical geography. Talk about the environmental effects on living styles.	Sharing the planet: the environment and global issues. Talk about everyday habits to help the environment. Talk about pollution and new energies, dangers of pollution on the planet and the population. Talk about food waste. What would you personally do to change the world.	Revisions of all themes in preparations for the end of course assessments.	
Level 2 Retail Knowledge	Unit 6 : Understanding security loss and prevention in a retail business. Study the types of criminal activity which may affect a retail business and the effect this may have upon the business as a consequence. Students will have completed Units 1-4 during their time in year 12	unit 8 : Understanding the control, receipt and storage of stock in a retail business. Looking at the purpose of stock control and why it is important of keeping accurate records. Explaining the procedures for receiving stock and the importance of wearing PPE in distribution areas.	Unit 7 Understanding the handling of customer payments in a retail business. Looking at the methods of payments typically handled in a retail business. Outlining precautions taken to reduce theft.	Unit 5 Understanding retail consumer law. Understanding the purpose of consumer legislation in relation to retail and the key principles of it. Understanding data protection in retail. Looking at the key responsibilities of the sale of licensed and age restricted goods. Looking at the legal consequences of contravening retail law.	Catch up opportunity or students may choose to complete additional units of work- further expanding their certification.	Catch up opportunity or students may choose to complete additional units of work - further expanding their certification.
Functional Skills English	Introduction to functional skills - baseline students EL3- L2. Spelling, punctuation and grammar. Reading for information. Reading to understand the purpose of texts.	Reading :textual features. Reading : organisational features. Reading : finding meaning. Reading Mock paper practice.	Reading : Comparison. Reading: mock paper practice. Speaking and listening and communicating: Listening closely. Speaking, listening and communicating: Questions task 1 part 1.	Speaking, listening and communicating: Presentations task 1 part 2. Speaking, listening and communicating: discussions part 2. Speaking, listening and communicating task 1 and 2 formal assessment.	Writing: Format and structure/information sheet. Spelling, punctuation and grammar: spelling strategies / grammar. Writing : structure and using paragraphs. Writing letters / Writing emails/ Writing reviews.	Writing : Mock paper practice 1. Writing reports. Writing: forum. Writing: Contributions. Writing mock practice paper 2.
ASDAN - PHSE	Module 10 Careers and Your Future- identify the skills and attributes employers require/understand what is means to be employable/ Develop a life plan and set goals Skills- economic wellbeing and living independently.	Module 7 Respectful Relationships - Show how to develop healthy relationships across culture and society. Skills - personal wellbeing/ living in modern Britain / Health and relationships.	Module 8 Families and Parenting - recognise the different sorts of relationships and concepts of family.	Module 9 Financial Choices - understanding tax and national insurance / recognise the importance of pensions. Skills - Living Independently / economic wellbeing and making financial decisions.	Module 11 Living in Modern Britain - Understand and explore what democracy, the rule of law, individual liberty and mutual respect mean as a British Citizen -- Skills Living in modern Britain and living independently	Moderation and consolidation of folders.
Functional Skills Maths	Using number and the number system – whole numbers, fractions and decimals. Includes: counting, reading and writing numbers, comparing and ordering numbers, adding and subtracting (up to 3 digits), dividing (3 digit by single digit), multiplying (up to 2 digit by 2 digit), rounding to whole, 10, 100 or 1,000, sequences of numbers, simple equivalent fractions, decimals up to 2 places.	Using number and the number system – whole numbers, fractions and decimals. Includes: counting, reading and writing numbers, comparing and ordering numbers, adding and subtracting (up to 3 digits), dividing (3 digit by single digit), multiplying (up to 2 digit by 2 digit), rounding to whole, 10, 100 or 1,000, sequences of numbers, simple equivalent fractions, decimals up to 2 places.	Using common measures, shape and space. Awareness of money and calculating with money, time (telling time and recording time), reading time from analogue and digital clocks, units of measure for time, distance, mass, capacity, instruments used in measuring. 2D and 3D shape names and properties, positional vocabulary and awareness of compass points and direction.	Using common measures, shape and space. Awareness of money and calculating with money, time (telling time and recording time), reading time from analogue and digital clocks, units of measure for time, distance, mass, capacity, instruments used in measuring. 2D and 3D shape names and properties, positional vocabulary and awareness of compass points and direction.	Handling information and data. Extracting info from lists, tables, diagrams, charts, graphs, frequency tables, pictograms, interpreting information and making comparisons, organizing and representing data in appropriate ways (tables, pictograms, graphs, etc.	Handling information and data. Extracting info from lists, tables, diagrams, charts, graphs, frequency tables, pictograms, interpreting information and making comparisons, organizing and representing data in appropriate ways (tables, pictograms, graphs, etc.
Level 2 Food	The course is BTEC Home Cooking Skills which focuses on the development of basic home cooking skills, sharing recipes and economising. The first term begins with looking at hygiene in the kitchen and personal hygiene when working in a kitchen. Students then complete the relevant pages of their work book.	Term 2 will focus on Knife safety, safety when storing foods and fridge safety. Students will then begin to select recipes for a variety of occasions e.g. breakfast. Students will then cook a selected dish. After cooking students will review their progress and areas for development.	Term 3 focus will be special occasions such as Weddings where a variety of foods may be available. They will explore dishes that would be suitable for a starter. Students will then cook a suitable dish, recording their observations and looking for areas for development. They will complete the relevant pages in their work book.	Term 4 will focus on selecting suitable dishes for a main and a desert. Students will cook these dishes and reflect on the skills needed and reflect upon areas for development.	Term 5 students need to have selected either a starter and a main /or a main and a desert for their final assessment this term. Students will cook their selected dishes and complete the reflective sheets in their work book. They will also complete the other pages on sharing recipes and economising. Portfolios of evidence are then assessed externally.	Term 6 - portfolios will have been sent away - students will now begin looking at the Retail Knowledge Level 1 qualification. discussions will be around the new course - what areas will be covered and to start booking at Customer Service practices.