

Year 13 A Level Subjects								
Term	Art	Biology	Business	Chemistry	Computer Science	Core Maths	Criminology	Drama
Autumn 1 curriculum	<b>Personal Directed study.</b> <b>A01 Exploring artists to springboard ideas.</b> <b>A02: Experimenting and exploring media and processes.</b> <b>A03: Recording ideas and observations</b>	Section 5 : Energy Transfers and Section 6 Organisms responding to change	<b>Theme 3: Decision making to improve marketing performance</b> Topic: Setting Marketing Objectives. Topic: Understanding markets & customers Topic: Marketing Segmentation Topic: Marketing Mix	Chapter 17: Thermodynamics Chapter 18 Kinetics and Rates Chapter 22: Periodicity Chapter 23: Transition metals Chapter 24: Reactions of transition metals	<b>Programming, Y12 revision, Project</b>	Economy Travel	<b>Unit 3 (Crime Scene to Court Room) Topic AC1.1-AC1.4.</b> <b>Students will be able to evaluate the effectiveness of the roles of personnel involved in criminal convictions and assess the usefulness of investigative techniques in criminal investigations, explain how evidence is processed and examine the rights of individuals in Criminal Investigations therefore helping them achieve LO1 for the Unit “to be able to understand the process of criminal investigation”.</b>	<b>Component 3-Theatre Makers in practice Mock Exam (1.45)</b>  Section A-Theatre Review-Gecko  Section B- Machinal- Interpretations text, to consider and explain acting and design choices
Autumn 1 assessment	Year 12 Portfolio progression	<b>2hr full length A level exam 91 marks</b> Section 1,2,5,6  1x formative feedback sheet per teacher	<b>Theme 3:</b> End of Topic Test – Marketing objectives End of Topic Test – Understanding markets and customers. End of Topic Test – Market Segmentation End of Topic Test – Marketing Mix	<b>2hr full length A level exam 105 marks</b>  1x formative feedback sheet per teacher	Programming	Y12 Autumn 1 & 2, Y13 Autumn 1	Mock CA Question for AC1.1-Ac2.1 “Evaluate the effectiveness of the roles of personnel involved in criminal convictions and “assess the usefulness of investigative techniques”	<b>Component 3-Theatre Makers in practice Mock Exam (1.45)</b>  Section A-Theatre Review-Gecko Analysis and Review of production in line with a statement and different production values  Section B- Machinal- Interpretations text, to consider and explain acting and design choices  Part 1 (Acting question) Part 2 (Design question)
Autumn 2 curriculum	<b>Completion of unit 1</b> <b>Personal study and portfolio.</b>  <b>A01 Exploring artists to springboard ideas.</b> <b>A02: Experimenting and exploring media and processes.</b> <b>A03: Recording ideas and observations</b> <b>A04: Creating an independent meaningful final outcome.</b>	Section 5 : Energy Transfers and Section 6 Organisms responding to change	<b>Theme 5: Decision making to improve financial performance</b> Topic: Financial Objectives. Topic: Analysing Financial performance Topic: Sources of Finance Topic: Improving cash flow and profits.  <b>Theme 7: Analysing the strategic position of a business</b> Topic: Mission, Corporate Objectives & Strategy	Chapter 18: Kinetics Chapter 19: Equilibrium Chapter 24: Reactions of transition metals Chapter 25: Nomenclature and isomerism Chapter 26: Carbonyls	<b>Exchanging Data, Algorithms, Programming, Project</b>	Environment	<b>AC2.1-3.1. Students will be able to explain the requirements of the CPS for prosecuting suspects, describe trial processes, understand rules in relation to the use of evidence in criminal cases and assess the key influences affecting the outcomes of criminal cases in order to meet the requirements for LO2 “understand the process for the prosecution of suspects”</b>	<b>Component 3-Theatre Makers in practice</b>  Section A-Theatre Review-Small Island (National Theatre)  Section B-Machinal  <b>Component 1-Devising (Steven Berkoff)</b>

Term	Art	Biology	Business	Chemistry	Computer Science	Core Maths	Criminology	Drama
Autumn 2 assessment	On-going evaluation of portfolio progression. A04: 15 hours directed time final outcome	<b>2hr full length A level exam 91 marks</b>  1x formative feedback sheet per teacher	<b>Theme 5: Decision making to improve financial</b> End of Topic Test – Financial objectives End of Topic Test – Analysing financial performance End of Topic Test – Financial objectives End of Topic Test – Analysing financial performance	<b>2hr full length A level exam 105 marks</b>  1x formative feedback sheet per teacher	MOCK EXAMS	Y12 Spring 1 & 2, Y13 Autumn 1 & 2	Controlled Assessment Preparation – Mock Assessment Ac2.1-3.1	<b>Component 3-Theatre Makers in practice Mock Exam (1.45)</b> Section A-Theatre Review-Small Island (National Theatre)-Study of SCHP and planning for mock exam Section B-Machinal Part 1 (Acting question) Part 2 (Design question)  <b>Component 1-Devising (Steven Berkoff)</b>  Impact workshop November 17 <sup>th</sup> - Review of development of devised piece with fortnightly assessments
<b>Spring 1 curriculum</b>	<b>Unit 2: Externally set assignment</b>  <b>A01 Exploring artists to springboard ideas.</b> <b>A02: Experimenting and exploring media and processes.</b> <b>A03: Recording ideas and observations</b> <b>A04: Creating an independent meaningful final outcome.</b>	Section 7: Genetics, populations, evolution and ecosystems	<b>Theme 7: Analysing the strategic position of a business</b> Topic: Ratio Analysis Topic: Internal Position Topic: External Environment: Political & Legal Topic: External Environment: Economic Change	Chapter 20: Electrode potentials Chapter 21: Acids and bases Chapter 26: Carbonyls Chapter 27: Aromatic chemistry	<b>Data Structures, Algorithms, Exchanging Data, Project</b>	Disasters	<b>AC3.2 Students will be able to draw conclusions from information given about crimes including drawing conclusions from just verdicts, miscarriages of justice. Students will have a wider knowledge of cases than is set out in the brief and will be expected to conduct their own research. Students will then revise for their Unit 3 Controlled Assessment and after it is complete move on to Unit 4 (Crime and Punishment)</b>	<b>Component 1-Devising (Steven Berkoff)</b> Students rehearse and develop their devised piece in the style of Berkoff's methods.  <b>Component 3-Theatre Makers in practice-</b>  Section C-Woyzeck (development of directors concept in conjunction with Bertolt Brecht and Original Performance conditions.
Spring 1 assessment	Portfolio progression. Personal Study A04: 15 hour directed time final outcome.	<b>2hr full length A level exam 91 marks</b>  1x formative feedback sheet per teacher	End of Topic Test – Corporate Objective & Strategy End of Topic Test – Ratio Analysis End of Topic Test – Internal Position End of Topic Test – External Environment: Political & Legal	<b>2hr full length A level exam 105 marks</b>  1x formative feedback sheet per teacher	Mock	Y12 Summer 1 & 2, Y13 Spring 1	Unit 3 Controlled Assessment (8 hours)	<b>Component 1-Devising (Steven Berkoff)</b> <b>Performance exam-February 2021</b>  <b>Component 3-Theatre Makers in practice-</b> <b>Timed 45 minute assessments to show development of director's concept.</b>
<b>Spring 2 curriculum</b>	Unit 2: Externally set assignment  A01 Exploring artists to springboard ideas. A02: Experimenting and exploring media and processes. A03: Recording ideas and observations A04: Creating an independent meaningful final outcome.	Section 7 Population and Ecosystems Section 8 Recombinant DNA Technology	<b>Theme 7: Analysing the strategic position of a business</b> Topic: External Environment: Social & Technological Change Topic: Competitive Environment Topic: Investment Appraisal  <b>Theme 8: Choosing strategic direction</b> Topic: Ansoffs Matrix Topic: Strategic positioning	Chapter 21: Acids and bases Chapter 28: Amines Chapter 29: Polymerisation Chapter 30: Amino acids and DNA Chapter 32 Structure determination Chapter 33: Chromatography	<b>Computational Methods, Impact of Tec and Legislation, Project</b>	Engineering	<b>Unit 4 (Crime and Punishment)</b> Students will prepare for their unit 4 exam by learning about processes used for law making, articulate the organisation of the CJS in England and Wales, describe models of Criminal Justice, discuss the aims of punishment and begin to be able to explain forms of social control including both internal and external factors.	<b>Component 1-Deadline for devised coursework March 2021.</b>  <b>Component 2-Text in Performance</b> <b>Component 3-Theatre Makers in practice-</b>  <b>Component 2-Text in performance</b>

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Year 13 A Level Subjects								
Term	Economics	English Literature	Film Studies	French	Further Maths	Geography	History	Law
Autumn 1 curriculum	<b>Theme 1: Markets &amp; Market Failure</b> Topic: <b>Government Intervention</b>  <b>Theme 4: The national &amp; global economy</b> Topic: <b>Macroeconomic Objectives/Policy/Conflict</b>  <b>International Economics – exchange rates, J Curve, benefits and drawbacks of trade.</b>	<b>Teacher A: Poetry NEA</b>  <b>Teacher B: <i>The Handmaid's Tale</i></b>	Component 3 – Production Evaluation	<b>A level Grammar</b>  <b>Film: Entre les murs</b>  <b>Unit 7: diversity</b>	1. Complex Numbers 2. Series 2. Allocation Problems 3. Flows in Networks 1	<b>Teacher A: Hazards</b>  <b>Teacher B: Contemporary Urban Environments</b>	<b>1The Emergence of the Affluent Society 1929-1957</b> <b>2Crisis of Identity 1920-1975</b>	<b><i>Criminal Law (3.2)</i></b> <i>Complete topic</i>
Autumn 1 assessment	<b>2016 Mock</b> Examination Paper 1 – (90 mins) <b>2018 Mock</b> Examination Paper 2 – (2hrs) <b>Essay</b> – Explain the change in the rate of Eurozone inflation as shown in the diagram. <b>Essay</b> – Assess the likely impact of an appreciation of the Euro on the current account of the balance of payments for Eurozone countries. <b>Essay</b> – Discuss the likely success of the ECB's quantitative easing programme. <b>Essay</b> – Evaluate the possible impact on UK macroeconomic performance of a sustained rise in the value of the £. <b>Essay</b> – Evaluate the likely effects of an increase in protectionism on the economy.	<i>The Handmaid's Tale</i> Section B essay  Poetry NEA	Component 3 – Production Evaluation  Component 2 – Section A and B mock question paper	Paper 2: x2 essays	Y12 Autumn 1 & 2, Y13 Autumn 1	- 6m question - 9m question -20m essay -End of term test	1. -30 mark source questions -25 mark essay questions 2. 30 mark source questions -25 mark essay questions	- 2 x scenario based 30 mark essay questions
Autumn 2 curriculum	<b>Theme 3: Business behaviour and the labour market:</b> Topic: Business Growth & The Theory of Production  <b>Theme 4: The national &amp; global economy</b> Topic: <b>Hot Money, QE, Free Trade, Comparative Adv, Tariffs and Inequality (Lorenz Curve).</b>	<b>Teacher A: Keats/ Othello revision: Poetry NEA</b>  <b>Teacher B: <i>The Handmaid's Tale</i></b>	Component 1 – Section C	<b>Unit 8 : les marginalisés</b> <b>Unit 9: les criminels</b> <b>Continue work on the film.</b> <b>Individual research project.</b>	5. Polar Coordinates 6. Hyperbolic Functions 4. Flows in Networks 2 5. Dynamic Programming	<b>Teacher A: Global systems and global governance</b>  <b>Teacher B: Contemporary Urban Environments</b>	<b>1The Emergence of the Affluent Society 1929-1957</b> <b>2Crisis of Identity 1920-1975</b>	<b><i>Tort Law (3.3)</i></b> <i>Full topic</i>
Autumn 2 assessment	<b>Theme 3: Mock Exam (2019) – Paper 1</b> (1 hour 30 mins) End of Topic Assessment – Business Growth <b>Theme 4: The national &amp; global economy</b> <b>Mock Exam – Paper 2</b> (2 Hours) End of Unit Assessment – Theme 2 MCQ Assessment – International Economics	<b>November mocks</b> – full Tragedy and Social and Political protest mocks	Component 1 – Section C exam questions	<b>A Level</b> Paper 1 Reading, Listening, writing Units 1-9  Paper 2 Writing  Paper 3 Speaking( in class)	Y12 Spring 1 & 2, Y13 Autumn 1 & 2	- 6m question - 9m question -20m essay  <b>MOCKS</b>	1. -30 mark source questions -25 mark essay questions 2. 30 mark source questions -25 mark essay questions - MOCKS	- Scenario Based 30 mark essay question - 20 mark essay question - End of Tort Law topic test  <b>MOCKS</b> <b>Paper 1: English Legal System &amp; Criminal Law (full paper)</b>

Term	Economics	English Literature	Film Studies	French	Further Maths	Geography	History	Law
<b>Spring 1 curriculum</b>	<b>Theme 3: Business behaviour and the labour market:</b> Topic: The objectives of firms, Topic: Competitive Markets & Topic: Monopoly.  <b>Theme 4: The national &amp; global economy</b> Topic: Development Economics and Strategies for Growth (Market and interventionist approaches to development).	<b>Teacher A: Revision - Othello</b>  <b>Teacher B: Prose NEA</b>	Component 1 and 2 – Section A, B and C	<b>Unit 10: engagement politique</b> <b>Unit 11: Manifestations et greves</b> <b>Literature and film essay writing practice.</b>	3. Methods in Calculus 4. Volumes of revolution 6. Game Theory 7. Recurrence Relations	<b>Teacher A: Global systems and global governance</b>  <b>Teacher B: Contemporary Urban Environments</b>	<b>1 The People’s War and Peace 1939-1951</b> <b>2 Crisis of Identity 1920-1975</b>	<b><i>Contract Law (3.4)</i></b> <i>Partial learning of topic – Year 1 content</i>
Spring 1 assessment	<b>Theme 3: Business behaviour and the labour market:</b> Theory of Production Assessment. End of Topic Assessment – Competitive Markets	Tragedy Section A essay  Prose NEA	Component 1 and 2 mock paper	<b>A Level</b> Paper 1 Reading, Listening, writing Full paper  Paper 2 Writing  Paper 3 Speaking card	Y12 Summer 1 & 2, Y13 Spring 1	- 6m question - 9m question -20m essay -End of topic test	1. -30 mark source questions -25 mark essay questions 2. 30 mark source questions -25 mark essay questions	- Scenario Based 30 mark essay question - 20 mark essay question
<b>Spring 2 curriculum</b>	<b>Theme 3: Business behaviour and the labour market:</b> Topic: Competition Policy, Topic: Oligopoly & Topic: Labour Markets <b>Paper 1: Mock Exam 1</b> <b>Paper 1: Mock Exam 2</b>  <b>Theme 4: The national &amp; global economy</b> <b>Paper 2: Mock Exam 1</b> <b>Paper 2: Mock Exam 2</b>	<i>Teacher A: Revision – <b>DoS/Keats</b></i>  <i>Teacher B: <b>Revision - Unseen/Blake</b></i>	Component 1 revision	<b>Unit 12 : politique + immigration</b> <b>Unit 13 : approfondissement (Year 12 revisited)</b>	7. Methods in differential equations 8. Modelling with differential equations 8. Decision Analysis	<b>REVISION</b>	<b>1 The People’s War and Peace 1939-1951</b> <b>2 The Superpower 1945-1975</b>	<b><i>Contract Law (3.4)</i></b> <i>Full topic</i>
<b>Spring 2 assessment</b>	<b>Theme 3: Business behaviour and the labour market:</b> End of Topic Assessment – Monopoly, End of Topic Assessment – Competition Policy & End of Topic Assessment – Labour Markets	March mocks – full Tragedy and Social and Political Protest papers	Component 1 mock exam	<b>A Level</b> Paper 1 Reading, Listening, writing Full paper  Paper 2 Writing  Paper 3 Speaking Full paper practice (stimulus card and research project timed)	<b>Full mock exam</b>	Exam questions/mini tests/topic tests	1. -30 mark source questions -25 mark essay questions 2. 30 mark source questions -25 mark essay questions	- Scenario Based 30 mark essay question - End of Contract Law topic test
<b>Summer 1 curriculum</b>	<b>Theme 3: Business behaviour and the labour market:</b> Government Intervention. <b>Theme 4: The national &amp; global economy</b>	<b>Teacher A: Tragedy revision</b>  <b>Teacher B: The Handmaid’s Tale/ The Kite Runner revision</b>	Whole course revision	<b>Revision of all topics, set texts, research project.</b> <b>Exam strategies</b>	Gap revision	<b>REVISION</b>	<b>1 Never Had it so good? 1951-1957</b> <b>2 The Superpower 1945-1975</b>	<b><i>REVISION for following topics and papers</i></b>  <b>PAPER 1</b> <i>English Legal System &amp; Nature of Law</i> <i>Criminal Law</i>  <b>PAPER 2</b> <i>English Legal System &amp; Nature of Law</i> <i>Tort Law</i>  <b>Paper 3</b> <i>English Legal System &amp; Nature of Law</i> <i>Contract Law</i>

Term	Economics	English Literature	Film Studies	French	Further Maths	Geography	History	Law
Summer 1 assessment	Summer Exams							

Year 13 A Level Subjects								
Term	Maths	Music	Physics	Politics	Psychology	RE	Sociology	Spanish
<b>Autumn 1 curriculum</b>	5. Radians 6. Trigonometric functions 7. Trigonometry & modelling 4. Moments 3. The normal distribution	<b>Developing Music Theory</b>  Revisit and develop understanding of: <ul style="list-style-type: none"> <li>Chord Progressions</li> <li>Function and the Diatonic progression</li> <li>Secondary chords and Tonicization</li> <li>Passing chords and Approach Chords</li> <li>Modal interchange and borrowed chords</li> <li>Chord construction</li> <li>Modes</li> <li>Major and minor keys up to six sharps and flats</li> <li>Irregular time signatures</li> <li>Chords at cadential points</li> <li>Intervals</li> </ul> Students will also practise analysing scores and identifying musical devices, chord progressions and applications of music theory within the context of the set works.  Students will continue to develop their <b>performance skills</b> and work on their composition coursework.	Content: P6, P7, P8 P12&P13	<b>Paper 2</b>  Explain and analyse three ways in which Congress can check the power of the Executive Branch. (9 marks) The US Congress is a more powerful legislature than the UK Parliament. Analyse and evaluate this statement. (25 marks) Explain and analyse three sources of formal Presidential power. (9 marks) Explain and analyse three ways in which structural theory could be used to study cabinet appointments in the USA and UK. (9 marks) The Constitutional power of the prime minister exceeds the power of the President. Analyse and evaluate this statement. (25 marks)  <b>Paper 3</b> <b>Liberalism Teaching</b> Explain and analyse 3 ways Liberals have viewed the state 25 mark essay question on voting behaviour and media	<b>Relationships (4.3.1.1 – Optional topic 1)</b> <b>Full topic</b>  <b>Approaches Revision (4.2.1)</b> <b>Full topic revision</b>	Philosophy Ethics/ Islam	<b>Crime and deviance</b> - <b>Crime and social groups</b> - <b>Statistics and trends in crime</b>	Immigration / “Como Agua para chocolate” & film “Volver
Autumn 1 assessment	Y12 Autumn 1 & 2, Y13 Autumn 1	<b>Mock exam</b> <b>Assessment on set composers/styles and the set work pieces for Western Classical Tradition</b>	<b>2hr full length A level exam</b> <b>85 marks</b>  1x formative feedback sheet per teacher	<b>Exam Questions</b>	<u>Relationships (4.3.2.1 – Optional topic 1)</u> 16 mark essay – Outline and evaluate self disclose as a factor affecting attraction End of Topic Test – All relationships topics, Section B taken directly from Paper 3 <u>Approaches Revision (4.2.1)</u> 16 mark essay – Compare and contrast the behaviourist approach and the social learning theory End of Topic Test – All of approaches, section A taken directly from 2018 paper 2	Philosophy Practice Paper Ethics/ Islam Practice Paper	<u>Class assessment:</u> - Assessment on Social group and crime trends	Timed essays based on set text “  Listening, Reading and Translation



Term	Maths	Music	Physics	Politics	Psychology	RE	Sociology	Spanish
<b>Autumn 2 curriculum</b>	9. Differentiation 11. Integration 2. Conditional probability 5. Forces and friction	<p><b>AOS-D: Jazz (Revise content from term 1 y12)</b></p> <p><b>1950's-1960's</b> Study the development and stylistic features of jazz music between 1950's and 1960's with reference to:</p> <ul style="list-style-type: none"> <li>Cool Jazz</li> <li>Latin Jazz</li> <li>Jazz Fusion</li> </ul> <p>This will have reference to a range of topics including</p> <ul style="list-style-type: none"> <li>Form/structure</li> <li>Harmony</li> <li>Rhythmic elements</li> <li>Melodic devices</li> <li>Instrumental techniques and roles</li> <li>Sonority/texture</li> <li>Approaches to improvisation</li> <li>Performance environments</li> </ul> <p>This will include the development of Jazz through history, including the mixing of other genres and cultures to create new styles of music.</p> <p>Continue performance development and composition, encouraging incorporating jazz elements into compositions</p>	Content: P1 Further Mechanics, P1 to P13 and Thermal Physics and P20 Gases	<p><b>Paper 2</b> Explain and analyse three ways in which structural theory could be used to study the US and UK Supreme Courts. (9 marks) The US Supreme Court can better hold the government to account that its UK equivalent. Analyse and evaluate this statement. Explain and analyse three ways in which any one US election before 1980 could be defined as significant regarding changes in voting behaviour. Money is too important and unregulated in US and UK general elections. Analyse and evaluate this statement. Explain and analyse three ways in which class and education played a significant role in the 2016 elections. Third parties are doomed to failure in the USA but not in the UK. Analyse and evaluate this statement. <b>Paper 3: Liberalism Teaching</b> 25 mark Extract Question on liberals and their view of the state 25 mark UK essay on UK voting systems. <b>Start Conservatism Teaching</b></p>	<p><u><b>Eating Behaviours – (4.3.2.2 – Optional topic 2)</b></u> <b>Full topic</b></p> <p><u><b>Memory Revision (4.1.2)</b></u> <b>Full topic revision</b></p>	Philosophy Practice Paper Islam Practice Paper	<p><u><b>Crime and deviance</b></u></p> <ul style="list-style-type: none"> <li>Theories in crime</li> <li>Crime punishment and control</li> <li>Media and globalisation in crime</li> </ul>	Racism and integration
Autumn 2 assessment	Y12 Spring 1 & 2, Y13 Autumn 1 & 2	<b>Mock exam Assessment on set composers/styles for AOS-D and the set work pieces for Western Classical Tradition and a choice from AOS-D or AOS-E.</b>	<p><b>2hr full length A level exam 85 marks</b></p> <p>1x formative feedback sheet per teacher</p>	<b>Mock Exams</b>	<p><u>MOCKS</u> PAPER 1: Full Paper (Social Influence, Memory, Attachment, Psychopathology) PAPER 2: 75% Paper (Approaches, Research Methods)</p> <p><u>Eating Behaviours – (4.3.3.2 – Optional topic 2)</u></p> <ul style="list-style-type: none"> <li>16 mark essay – Discuss one or more psychological theories of anorexia nervosa.</li> <li>End of Topic Test – All eating behaviours topics, Section C taken directly from Paper 3</li> </ul> <p><u>Memory</u> End of Topic Test – All of memory, section b taken directly from 2018 paper 1</p>	Mock	<p><u>November Mock Exam</u> Time: 2 hours 50% paper 1 – Education 50% paper 2 – Families and household Mark: 80 <u>Class assessment:</u></p> <ul style="list-style-type: none"> <li>Trends in crime and deviance: 6 marks</li> </ul>	MOCK EXAMS Listening reading and translation Paper 1, Writing Paper 2



Term	Maths	Music	Physics	Politics	Psychology	RE	Sociology	Spanish
<b>Spring 1 curriculum</b>	8. Parametric equations 10. Numerical methods 12. Vectors 1. Regression, correlation and hypothesis testing 6. Projectiles	<b>AOS-B: Rock and Pop</b>  Students will cover the developments and stylistic features of folk and 2000's pop music as well as revise music from a variety of genres: <ul style="list-style-type: none"> <li>• Pop</li> <li>• Rock</li> <li>• Soul</li> <li>• Funk</li> </ul> Students will further develop their essay writing skills through assignments (use essay planning sheets)	Thermal Physics and Simple Harmonic Motion and all AS work at A2 level	Paper 2 Explain and analyse three ways in which pressure groups can enhance democracy in the USA. Pressure groups are far more powerful and prominent in the USA compared with the UK. Analyse and evaluate this statement. Explain and analyse three ways in which affirmative action has been successful. The UK Supreme Court has far less power to protect Citizen's rights than the US Supreme Court. Analyse and evaluate this statement.  Paper 3 <b>Conservatism teaching continued</b> Explain and analyse 3 ways that tradition is important to Conservatives 25 mark extract question on Conservatism and organicism Explain and analyse 3 constitutional reforms in the UK ( 9 mark UK question)  <b>Start teaching socialism</b>	<b><u>Issues &amp; Debates (4.3.1)</u></b> <b>Full topic</b>  <b><u>Attachment Revision</u></b> <b>Full topic revision</b>	Philosophy Ethics/Islam	<b><u>Theories and methods</u></b> <b>Theories: functionalists, Marxists, feminists, postmodern and action theory</b>  <b><u>Introduction to Beliefs in society</u></b> <b>Theories in belief</b>	<b>Set texts (Film and book) / Social movements &amp; politics</b>
Spring 1 assessment	Y12 Summer 1 & 2, Y13 Spring 1	<b>Mock exam</b> <b>Assessment on set composers/styles for AOS-D and the set work pieces for Western Classical Tradition and a choice from AOS-B</b>	<b>2hr full length A level exam</b> <b>85 marks</b>  1x formative feedback sheet per teacher	<b>Exam Questions</b>	<b><u>Issues &amp; Debates (4.3.1)</u></b> - 16 mark essay - End of Topic Test – All issues and debates topics, Section A taken directly from Paper 3  <b><u>Attachment Revision</u></b> Full topic revision	Philosophy Practice Paper Ethics/Islam Practice Paper	<b><u>Class assessment:</u></b> - Theories mid unit test – 30 marks and 10 marks	Mock speaking exams  Paper 1 Listening, Reading and translation  Paper 2 Writing

Term	Maths	Music	Physics	Politics	Psychology	RE	Sociology	Spanish
Spring 2 curriculum	2. Functions and graphs 3. Sequences 7. Applications of forces 8. Further kinematics	<b>AOS- C: Musical Theatre</b>  Students will be revising content on the following: <ul style="list-style-type: none"> <li>Five musical theatre composers: Richard Rodgers, Leonard Bernstein, Stephen Sondheim, Claude-Michel Schonberg and Andrew Lloyd Webber</li> </ul> Students will practise writing essay question answers following practise materials from eduqas on AOS-C.  <b>Revision of all A level content</b>  <b>Continued Performance and composition work</b>  <b>Exam preparation</b>	Revision	<b>Paper 1 and 2 Exam Questions Revision</b> <b>Paper 3- Socialism continued</b> 25 mark extract question on means of achieving socialism  Explain and analyse 3 ways that socialists have viewed the economy 25 mark UK essay on Pressure groups  <b>Start teaching nationalism</b>	<b><u>Biopsychology</u></b> <b>Full topic</b>  <b><u>Aggression</u></b> <b>Full Topic</b>  <b><u>Psychopathology Revision</u></b> <b>Full topic revision</b>	Philosophy Ethics/Islam	<b><u>Beliefs in society</u></b> - Religion and social change - Theories	Research project and revision of topics & set texts
Spring 2 assessment	Full mock exam	Mock exam Assessment on set composers/styles for AOS-D and the set work pieces for Western Classical Tradition and a choice from AOS-C	Full A level exam (all three papers) Paper 1 P1 to P13 Paper 2 Thermal Physics, Fields, Nuclear Physics, AC Theory Paper 3 Experimental Work and Astrophysics	Mock Exams	<u>Biopsychology</u> <ul style="list-style-type: none"> <li>16-mark essay</li> <li>End of topic test – All biopsychology topics, Section B taken directly from Paper 2</li> </ul> <u>Aggression</u> <ul style="list-style-type: none"> <li>End of Topic Test – All aggression topics, Section A taken directly from Paper 3</li> </ul> <u>Psychopathology Revision</u> <ul style="list-style-type: none"> <li>16 mark essay</li> <li>End of Topic Test – All of Psychopathology, section A taken directly from 2018 paper 2</li> </ul>	Practice Paper	<u>Mock Exam</u> Full Paper 1 Education with Methods in context Marks: 80  Full Paper 2 Paper 3: Crime and deviance and theories and methods Marks: 80	MOCK EXAMS Paper 1 Listening, Reading & translation Paper 2 Writing Paper 3 Speaking

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