

| Year 12               | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|-----------------------|--|---|--|--|--|---|
| Art                   | Figure in Space: Automatic Drawing <ul style="list-style-type: none"> <li>• Introduction to A Level Art and the Automatic Drawing unit</li> <li>• Experimentation with materials, processes and techniques</li> <li>• Research, critical understanding and analysis of artists, their work and cultural context</li> <li>• Artist responses</li> <li>• Gallery trip and responses</li> <li>• Presentation of outcomes</li> <li>• Critical reflection on practice</li> <li>• 3000 word artist comparison essay</li> </ul> | Figure in Space: Automatic Drawing <ul style="list-style-type: none"> <li>• Experimentation with materials, processes and techniques</li> <li>• Research, critical understanding and analysis of artists, their work and cultural context</li> <li>• Artist responses</li> <li>• Presentation of outcomes</li> <li>• Critical reflection on practice</li> </ul> | Me, Myself and I: Portraiture <ul style="list-style-type: none"> <li>• Introduction to portraiture and representation of the self</li> <li>• Experimentation with materials, processes and techniques</li> <li>• Research, critical understanding and analysis of artists, their work and cultural context</li> <li>• Artist responses</li> <li>• Presentation of outcomes</li> <li>• Critical reflection on practice</li> </ul> | Me, Myself and I: Portraiture <ul style="list-style-type: none"> <li>• Experimentation with materials, processes and techniques</li> <li>• Research, critical understanding and analysis of artists, their work and cultural context</li> <li>• Artist responses</li> <li>• Presentation of outcomes</li> <li>• Critical reflection on practice</li> </ul> | Internally Set Exam <ul style="list-style-type: none"> <li>• Students have 8 weeks to prepare for their internal 8 hour exam.</li> <li>• Students choose from a list of artists and produce appropriate responses based on their own ideas and experiments.</li> </ul> | Internally Set Exam <ul style="list-style-type: none"> <li>• Students scaffold an exam proposal which summarises all work, cements ideas and demonstrates planning for the exam</li> <li>• Final pieces must be documented, evaluated and presented in preparation for the Art, Textiles and Photography Private View.</li> </ul> |
|                       | Biology  | Module 2: Foundations in Biology - Cells  | Module 2: Foundations in Biology - Cells   | Module 3: Exchange & Transport   | Module 3: Exchange & Transport   | Consolidation and Structured Revision of Year 1 Content   |
|                       | Module 2: Foundations in Biology – Biological Molecules  | Module 2: Foundations in Biology – Biological Molecules   | Module 4: Biodiversity, Evolution and Disease  | Module 4: Biodiversity, Evolution and Disease  | Decision-making to improve financial performance   |   |
| Business Studies      | What is Business?  | Managers, leaders and decision-making   | Decision-making to improve marketing performance   | Decision-making to improve operational performance   | Unit 3 - Personal and Business Finance (TBC)   | Unit 3 - Personal and Business Finance (TBC)  |
| Business Studies BTEC | Unit 1 -Exploring Business   | Unit 1 -Exploring Business  | Unit 2 - Developing a Marketing Campaign (TBC)   | Unit 2 - Developing a Marketing Campaign (TBC)   | Revision   | Examinations  |
| Chemistry             | Atoms and reactions  | Atom and reactions  | Electrons, bonding and structure   | The Periodic Table   | Comp 3 Developing solution and testing.  | Comp 3 Evaluation   |
|                       | Physical Chemistry   | Basic concepts and hydrocarbons   | Basic concepts and hydrocarbons  | Alcohols, haloalkanes and analysis   |  |   |
| Computer Science      | Comp 1 processors, input, output and storage devices   | Comp 1 Software and software development Exchanging data  | Comp 1 Data types, data structures and algorithms Legal, moral, cultural and ethical issues  | Comp 3 Analysis and design.  | Component 3 Set Texts  | Component 3 Set Text  |
| Drama                 | Bridging Unit 'Punk Rock' + Practitioners  | Component 1 Devising Intro to text and Practitioner   | Component 1 Devising   | Component 1 Devising   |  |   |

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|--------------------------------|---|---|--|---|---|--|
| <b>English Language</b>        | Teacher 1 & Teacher 2<br><br>Language Variation/Individual Variation<br>Component 1.  | Teacher 1 & Teacher 2<br><br>Language Variation/Individual Variation<br>Component 1.  | Teacher 1<br>Language Variation/Variation Over Time/ Component 1<br><br>Teacher 2<br>Child Language/Component 2                | Teacher 1<br>Crafting Language/Coursework/ Component 4<br><br>Teacher 2<br>Child Language/Writing practice on Individual Variation and Child Language | Teacher 1<br>Crafting Language/Coursework/ Component 4<br><br>Teacher 2<br>Child Language/Writing practice on Individual Variation and Child Language | Teacher 1<br>Crafting Language/Coursework/ Component 4<br><br>Teacher 2<br>Child Language/Writing practice on Individual Variation and Child Language.             |
| <b>English Literature</b>      | <i>A Streetcar Named Desire</i> for Component 1.<br><br><i>Dracula / The Picture of Dorian Gray</i> for Component 2.  | <i>A Streetcar Named Desire</i> for Component 1.<br><br><i>Dracula / The Picture of Dorian Gray</i> for Component 2.          | <i>Poems of the Decade:</i> modern poetry for Component 3.<br><br><i>Dracula / The Picture of Dorian Gray</i> for Component 2. | <i>Poems of the Decade:</i> modern poetry for Component 3.<br><br><i>Dracula / The Picture of Dorian Gray</i> for Component 2.                        | <i>The Bloody Chamber/The World's Wife</i><br><br>Coursework: independent tasks for Component 4<br>Summer task is completion of preparation for this. | <i>The Bloody Chamber/The World's Wife</i><br><br>Coursework: independent tasks for Component 4<br>Summer task is completion of preparation for this.              |
| <b>Geography</b>               | <b>Physical Geography</b><br>Coastal systems and landscapes<br><b>Human Geography</b><br>Global systems and global governance   | <b>Physical Geography</b><br>Coastal systems and landscapes<br><b>Human Geography</b><br>Global systems and global governance | <b>Physical Geography</b><br>Hazards<br><b>Human Geography</b><br>Population and the environment or urban challenges           | <b>Physical Geography</b><br>Hazards<br><b>Human Geography</b><br>Population and the environment or urban challenges                                  | Fieldwork investigation   | Fieldwork investigation<br><b>4 day residential during activities week</b>   |
| <b>Government and Politics</b> | Democracy and participation in the UK<br><br>The UK Constitution  | Democracy and participation in the USA<br><br>The US Constitution and Federalism  | Political Parties in the UK<br><br>UK Parliament   | Political parties in the USA<br><br>US Congress   | Ideologies: conservatism, liberalism, socialism.  | One idea from the following:<br>Anarchism,<br>Ecologism,<br>Feminism,<br>Multiculturalism,<br>Nationalism  |
| <b>Graphics BTEC</b>           | Unit 1<br>Visual recording and communication<br>Externally marked work with 3 hour examination.<br><br>Unit 13<br>3D Materials, Techniques and Processes<br>Internally marked | Continue Unit 1<br><br>Continue Unit 13   | Continue Unit 1<br><br>Continue Unit 13  | Continue Unit 1<br><br>Continue Unit 13   | Complete Unit 1<br>Externally marked work with 3 hour examination.  | Unit 2<br>Critical and contextual studies in Art and Design<br>Externally marked work with examination.<br><br>Unit 3<br>The creative process<br>Internally marked |
| <b>History</b>                 | 1C: Consolidation of the Tudor dynasty Henry VII 1485-1509<br><br>2R: The origins of the Cold War 1945 - 49   | 1C: Consolidation of the Tudor dynasty Henry VII 1485-1509<br><br>2R: The origins of the Cold War 1945 - 49                   | 1C: Consolidation of the Tudor dynasty Henry VIII 1509-1547<br><br>2R: The widening of the Cold War 1949 - 55                  | 1C: Consolidation of the Tudor dynasty Henry VIII 1509-1547<br><br>2R: The global war 1955 - 63   | 1C: Consolidation of the Tudor dynasty Henry VIII 1509-1547<br><br>2R: The global war 1955 - 63   | 3: Coursework<br>• USA Civil Rights 1864-1964<br>• Russia 1860-1990<br>• Tudors 1485-1603<br>• British Empire 1880-1990  |

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| <b>ICT (ITGS)</b>            | <b>Strand 1 + 2</b><br>Traditional Businesses<br>Online business<br>Transportation  | <b>Strand 1 + 2</b><br>Education and Training<br>Distance learning over large areas   | <b>Strand 1 + 2</b><br>Environment<br>Data logging<br>Mapping   | <b>Strand 1 + 2</b><br>Health<br>Physical Considerations<br>Home and Leisure<br>Homes and home networks  | <b>Strand 1 + 2</b><br>Politics and government<br>Government portals and information websites<br>Government databases<br>Biometrics data<br>Internet censorship | <b>Strand 1 + 2</b><br>Home and Leisure-<br>Education and training<br>Business and<br>Employment<br>Gov and Politics                    |
| <b>ICT – Camb Tech</b>       | <b>Unit 13 – Social media and digital marketing</b><br>Understand digital marketing<br>The use of social media in a business  | <b>Unit 13 – Social media and digital marketing</b><br>Social media channels<br>Social media digital marketing campaigns  | <b>Unit 12 – Mobile technologies</b><br>Understand mobile technologies<br>How businesses use mobile technologies  | <b>Unit 1 – Fundamentals of IT</b><br>Computer hardware<br>Computer software<br>Business IT systems  | <b>Unit 1 – Fundamentals of IT</b><br>Employability and communication skills<br>ethical and operational issues  | <b>Unit 12 – Mobile technologies</b><br>Solutions for mobile technologies<br>Present solutions for mobile technologies                  |
| <b>Maths</b>                 | Core 1  | Core 1<br>Core 2<br>Statistics 1  | Core 2<br>Statistics 1  | Core 2<br>Statistics 1   | Exams   | Public Exams<br>Core 3  |
| <b>Maths – Further Maths</b> | Decision 1<br>Further Pure 1  | Decision 1<br>Decision 2<br>Further Pure 1  | Decision 1<br>Decision 2<br>Further Pure 1  | Decision 1<br>Decision 2<br>Further Pure 1   | Revision  | Public Exams<br>Further Pure 2  |
| <b>BTEC Media</b>            | Introduction to Media<br>Representations  | Media Representations and Pre-Production<br>Portfolio   | Media Representations and Pre-Production<br>Portfolio   | Media Representations<br>Revision<br>Pre-Production Portfolio and Film Fiction Planning  | Media Representations exam<br>Film Fiction Unit   | Film Fiction Unit<br>Responding to a Brief  |
| <b>Media Studies</b>         | Introduction to Frameworks<br>Component One Section A: Advertising and Marketing  | Component One Section A and B: Newspapers<br>Section B: Film Industries   | Component One Section A: Music Videos<br>Component 2 Section A and B: Television and Magazines<br>Introduction to Theory  | Component One Section A: Music Videos<br>Component 2 Section A and B: Television and Magazines<br>Introduction to Theory   | Component 3: Practical task<br><br>Mock exam  | Component 3: Practical task   |
| <b>Music</b>                 | Music theory and composition<br><br>Music History: Development of the Symphony and Haydn's London Symphony<br><br>Music Performance Masterclass                               | Music theory and composition<br><br>Music History: Mendelssohn's Italian Symphony<br><br>Music Performance Masterclass  | Music aural skills<br><br>Rock and Pop (Soul and Funk)<br><br>Music Performance Masterclass and Recital   | Rock and Pop (Pop and Rock)<br><br>Music Performance Masterclass 2   | Music in the 21 <sup>st</sup> Century: Set work: Sally Beamish<br><br>Further composition techniques<br><br>Music Performance Masterclass                       | Music in the 21 <sup>st</sup> Century: Ades<br><br>Further composition techniques<br><br>Music Performance Masterclass                  |
| <b>Music Technology</b>      | Course Introduction<br><br><b>Component 1:</b> Recording – Theory of how to use the studio and microphones<br><br>Logic Pro X Mini Course – How to use the software correctly | <b>Component 1:</b> Recording – Start to prepare guide tracks/arrangements for their chosen song<br><br>How to edit, manipulate and mix audio<br><br><b>Component 3:</b> Listening and Analysis – Preparation for exam with research into popular music | <b>Component 1:</b> Recording – Final mixing and editing DEADLINE<br><br><b>Component 4:</b> Producing and Analysis – Preparation for exam with practical tasks and research<br><br><b>Component 2:</b> Technology Based Composition – Task introduction and compositional techniques | <b>Component 2:</b> Technology Based Composition Completion DEADLINE<br><br><b>Component 3 and 4:</b> Exam Preparation Logbook Completion for both Tasks Coursework Tasks Revisited and Improved<br><br>ALL COURSEWORK SUBMITTED BEFORE EASTER | Full Mock Exams – Both Practical and Theoretical Practice<br><br>Exam Revision  | Preparation for A2<br><br><b>Component 1:</b> Multi-Track Recording Sessions<br><br><b>Component 2:</b> Composition Skills Introduction |

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| <b>PE</b>          | Cardiovascular System/<br>Skill continuum/ Pre-industrial<br>BTEC S- Unit 1<br>BTEC D- Unit 5   | Respiratory System/<br>Types of practice/ Impact of sport on society<br>BTEC S- Unit 2<br>BTEC D- Unit 27  | Neuromuscular system,<br>Memory models/ Impact of sport on society<br>BTEC S- Unit 2<br>BTEC D- Unit 28  | Energy Systems,<br>information processing/<br>Impact of sport on society<br>BTEC S- Unit 3<br>BTEC D- Unit 28  | Revision<br>BTEC S- Unit3<br>BTEC D- Unit 12   | Coursework /<br>Sports Psychology/ sport on society<br>BTEC S- Unit 7<br>BTEC D- Unit 12   |
| <b>Photography</b> | Lost and Found:<br>Photography Techniques<br>Visual Research<br><ul style="list-style-type: none"> <li>• Introduction to A Level Photography Visual Research</li> <li>• Experimentation with materials, processes and techniques</li> <li>• Research, critical understanding and analysis of artists, their work and cultural context</li> <li>• Artist responses</li> <li>• Gallery trip and responses</li> <li>• Presentation of outcomes</li> <li>• Critical reflection on practice<br/>3000 word artist comparison essay</li> </ul> | Lost and Found:<br>Photography Techniques<br><ul style="list-style-type: none"> <li>• Experimentation with materials, processes and techniques</li> <li>• Research, critical understanding and analysis of artists, their work and cultural context</li> <li>• Artist responses</li> <li>• Presentation of outcomes<br/>Critical reflection on practice</li> </ul> | Lost and Found:<br>Photography Techniques<br><ul style="list-style-type: none"> <li>• Experimentation with materials, processes and techniques</li> <li>• Research, critical understanding and analysis of artists, their work and cultural context</li> <li>• Artist responses</li> <li>• Presentation of outcomes<br/>Critical reflection on practice</li> </ul> | Lost and Found:<br>Photography Techniques<br><ul style="list-style-type: none"> <li>• Experimentation with materials, processes and techniques</li> <li>• Research, critical understanding and analysis of artists, their work and cultural context</li> <li>• Artist responses</li> <li>• Presentation of outcomes<br/>Critical reflection on practice</li> </ul> | Internally Set Exam<br><ul style="list-style-type: none"> <li>• Students have 8 weeks to prepare for their internal 8 hour exam.</li> <li>• Students choose from a list of artists and produce appropriate responses based on their own ideas and experiments</li> </ul> | Internally Set Exam<br><ul style="list-style-type: none"> <li>• Students scaffold an exam proposal which summarises all work, cements ideas and demonstrates planning for the exam<br/>Final pieces must be documented, evaluated and presented in preparation for the Art, Textiles and Photography Private View</li> </ul> |
| <b>Physics</b>     | Module 1:<br>Particles and Radiation<br><br>Module 3: Waves   | Modules 1&2:<br>EM Radiation and Quantum Phenomena<br><br>Module 3:<br>Waves   | Module 6: Electricity<br><br>Module 4: Mechanics   | Module 5 & 6: Electricity and Materials<br><br>Module &5: Mechanics & Materials  | Consolidation and Structured Revision of Year 1 Content  | Practical Endorsement Investigation  |
| <b>Psychology</b>  | Introduction to psychology.<br>Memory.<br>Approaches.   | Finish memory and approaches.<br>Start social influence and attachment.  | Finish social influence and attachment.  | Start psychopathology and research methods.<br>Start biopsychology.  | Finish psychopathology, biopsychology and research methods   | Introduce research project, make a start on year 13 topic of choice.   |

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| <b>Sociology</b> | <p><b>Introduction to Sociology</b><br/>                     Norms and values<br/>                     Class<br/>                     Approaches to society<br/>                     Social perspectives</p>  | <p><b>Education</b><br/>                     Role and purpose of education<br/>                     School organisation, processes, and the teaching and learning context.<br/>                     Meritocracy and social class<br/>                     Gender<br/>                     Ethnicity admissions and selection<br/>                     Comprehensive and selection<br/>                     Marketization<br/>                     Private education</p> | <p>Research methods including methods in context</p>   | <p>Families and households</p>  | <p>Research methods</p>   | <p>Revision<br/>                     Start of A level work and Summer task</p>   |
| <b>Textiles</b>  | <p>Decay:<br/>                     Visual Research<br/>                     • Introduction to A Level Textiles Visual Research<br/>                     • Experimentation with materials, processes and techniques<br/>                     • Research, critical understanding and analysis of artists, their work and cultural context<br/>                     • Artist responses<br/>                     • Gallery trip and responses<br/>                     • Presentation of outcomes<br/>                     • Critical reflection on practice<br/>                     3000 word artist comparison essay</p> | <p>Decay:<br/>                     Textiles Techniques<br/>                     • Experimentation with materials, processes and techniques<br/>                     • Research, critical understanding and analysis of artists, their work and cultural context<br/>                     • Artist responses<br/>                     • Presentation of outcomes<br/>                     Critical reflection on practice</p>  | <p>Decay:<br/>                     Textiles Techniques<br/>                     • Experimentation with materials, processes and techniques<br/>                     • Research, critical understanding and analysis of artists, their work and cultural context<br/>                     • Artist responses<br/>                     • Presentation of outcomes<br/>                     Critical reflection on practice</p> | <p>Decay:<br/>                     Constructed Textiles<br/>                     • Experimentation with materials, processes and techniques<br/>                     • Research, critical understanding and analysis of artists, their work and cultural context<br/>                     • Artist responses<br/>                     • Presentation of outcomes<br/>                     Critical reflection on practice</p> | <p>Internally Set Exam<br/>                     • Students have 8 weeks to prepare for their internal 8 hour exam.<br/>                     • Students choose from a list of artists and produce appropriate responses based on their own ideas and experiments</p> | <p>Internally Set Exam<br/>                     • Students scaffold an exam proposal which summarises all work, cements ideas and demonstrates planning for the exam<br/>                     Final pieces must be documented, evaluated and presented in preparation for the Art, Textiles and Photography Private View</p> |