

This sheet is intended to provide you with a very brief overview of what your child will be studying this half term. For more detailed information about the course content, homework and additional resources to help support your child, please visit the subject link (linked in the text below) and/or contact the Head of Department.

Subject	Course content this half term
Ancient History	Roman Emperors Augustus to Nero; and Greek Wars Persia and Peloponnesian Wars
Art	Memories and Connections - (introduction and workshops) - Students can work across the different genres depending on their interests, e.g still life; the portrait; landscape, the figure; etc, responding to the theme. Students build skills across the formal elements in their sketchbooks through a variety of creative workshops revolving around: drawing; experimental drawing; charcoal; life drawing; monochrome and painting.
Art 3D	Workshops: Exploring Artists and Materials Students are expected to extend the practical investigations started in lessons by researching a range of contemporary and historical artists, designers and makers. Homework should include gathering visual references, recording observations, experimenting with materials and techniques, and reflecting on how artists' work can inform their own creative development.
Biology	• 2.1.1 Basic Components of Living Systems • 2.1.2 Biological Molecules • PAG 1 Microscopy to Study the Stages of Mitosis • PAG 5 Determining Glucose Concentration • Assessment Week • 2.1.3 Nucleotides and Nucleic Acids • 2.1.5 Plasma Membranes • PAG 8 Water Potential of Potato Tissue

<u>BTEC Sport</u>	Students will be taught the Edexcel Level 3 Extended Certificate in Sport by 2 different teachers: Teacher 1: Unit 1 Anatomy and Physiology Exam - Teacher 2: Unit 3 Professional Development in the Sports Industry - Students will begin to explore different careers in sports and what professional development opportunities are available for these sports careers
<u>Business Studies</u>	Teacher 1 (approx. 5 lessons/fortnight) Teacher 1 introduces 3.1.1 Business and objectives and begins 3.1.2 Forms of business and stakeholders, focusing on enterprise, objectives, decision-making, and ownership structures. This establishes the conceptual foundations required for all later study. Teacher 2 (approx. 4 lessons/fortnight) Teacher 2 initially supports transition skills and introduces introductory elements of people management (3.2.1) through accessible topics such as workplace structures and basic organisational concepts, ensuring early exposure without requiring full prior knowledge.
<u>Chemistry</u>	Students will be studying the OCR A Chemistry course. In half term 1 they will cover electronic configuration, ionic, covalent and metallic bonding and structure with one teacher (module 2.2) and basic mass spectrometry, moles calculations, types of formulae, gas based calculations and percentage yield with their second teacher (module 2.1).
<u>Computer Science</u>	Paper 1: Components of the Computer: • Processor components (ALU, CU, Registers, PC, Accumulator), FDE Cycle, Factors affecting the performance of the CPU. • Architectures: Von Neumann and Havard. • Types of Processors: RISC and CISC. CPU and GPU, Multicore and parallel systems. • Input, Output and storage devices. • RAM / ROM and Virtual storage Paper 2: • Problem solving and programming • Programming constructs: sequence, iteration, branching. • Global and local variables. • Modularity, functions and procedures. • parameter passing by value and by reference.
<u>Criminology</u>	Introduction to Criminology – students will complete a baseline assessment in this first half-term and content covered will be split between Unit 1 and Unit 2. In Unit 1, students will be learning about the difference between crime and deviance, types of crime and reasons for under reporting of crime. In Unit 2, students will be learning about crime as a social construct and how the definition of crime varies due to time, place and

	culture.
<u>Digital Media</u>	Unit 14: Digital Magazine Production - Purposes of different magazine genres: - The relationship between purpose and target audiences of magazines within a specific genre. - Codes and conventions of magazine covers Opportunities and limitations of print- and digital-based magazines
<u>Drama</u>	Introduction to A Level exploring Naturalism and non-naturalism Students will practically explore, study, discuss and evaluate the differences between naturalistic and non-naturalistic performances in style, acting skills and characterisation. Students will be assessed through application of naturalistic acting skills in their performance of monologues and non-naturalistic techniques in group performances, as well as their analysis and evaluation of these performances in an evaluation.
<u>Economics</u>	Teacher 1 (Microeconomics) - Economic methodology, scarcity, choice, PPCs, demand and elasticities Teacher 2 (Macroeconomics) - Macroeconomic objectives, GDP, national income, inflation and index numbers
<u>English Language</u>	For Paper 1, students will be introduced to key terminology and linguistic concepts that we use when discussing and analysing language. For Paper 2, students will begin exploring language change, particularly looking at historical and social influences that have shaped the English language over time.
<u>English Literature</u>	For Paper 1, students will begin studying the assigned novel and the AQA Pre-1900s Anthology poetry. For Paper 2, students will begin studying the novel One Flew Over the Cuckoo's Nest, and look at a range of unseen extracts.
<u>Film Studies</u>	With both Teacher A and B, students will start the Introduction to Film Studies unit covering all the core knowledge and skills needed for discussing film form techniques at A Level: cinematography, editing, sound, mise-en-scene, performance and aesthetics.
<u>French</u>	Students will be taught the AQA A level specification by two different teachers each looking at a specific topic. La musique – topic-based vocabulary – imperatives, interrogatives, subjunctive La famille - topic-based vocabulary – imperfect, perfect and past historic tenses
<u>Geography</u>	This half term, Year 12 students will study Globalisation and Tectonic Hazards as part of the Edexcel A Level Geography course. They will explore how increasing global connections affect people, economies and environments around the world, alongside investigating the causes and impacts of earthquakes, volcanoes and associated hazards. Students will use a range of case studies and develop their geographical analysis and evaluation skills throughout both topics.
<u>History</u>	USSR Module 1917-1991 = The Government; and GDR 1940s and 1950s
<u>Law</u>	This year, students will be taught the AQA A-Level Law specification by two teachers and therefore content will be split. With teacher one,

	students will complete some induction tasks to familiarise them with important legal terms and language before moving on to the English Legal System to learn the foundation topics. With teacher two, students will begin learning criminal law, with a focus on elements of liability and non-fatal offences.
<u>Further Maths</u>	Across 2 teachers, students will be introduced to: • Complex Numbers • Matrices • D1 – Introduction to Algorithms
<u>Maths</u>	Across 2 teachers, students will consolidate and extend from GCSE: • Straight Line Graphs • Equations of Circles • Surds and Indices • Graphs and Equations. And then be introduced to: • Kinematics for Mechanics
<u>Music</u>	• Area of Study A: The Western Classical Tradition - Classical Period 1750-c.1810, <i>Sonata Form</i>, the 'London Symphonies' & composer <i>Joseph Haydn</i>. • Set Work 1: Haydn Symphony 100, 'The Military', <i>1st Movement</i> - representative Symphonic First Movement in Sonata Form • Area of Study D: Jazz - <i>Ragtime</i>, <i>Dixieland</i> & <i>Chicago Jazz</i> styles & representative exemplar works / artists • Harmonic Analysis & Compositional Techniques – revise & consolidate <i>Chords</i>, <i>Extended & Chromatic Chords</i>, <i>Chord Patterns</i>, <i>Cadences</i>, <i>Keys & Modulations</i> • 'Free' coursework Composition - choose own brief / starting point & make a start on composing initial ideas. • Coursework Recital Performances – select appropriate pieces for a balanced programme (<i>Grades 5-8 & sufficient to last a minimum of 10 minutes</i>) • <i>Assessment Point 1</i>
<u>Photography</u>	Workshops Theme – Structures • Introduction to standard ways of working - set up PPT Review of summer task (Can be uploaded into PPT) • Cyanotypes and pinhole cameras • Quick shoot, full auto, camera introduction • Uploading to PPT • Aperture (Depth of field) • Under and overexposed • Viewpoints/angles • using a single light source, natural light V artificial • Slow shutter speed (marble runs) • Silhouette/shadows • Monochrome – high/low saturation
<u>Physical Education/</u>	Students will be taught the AQA A Level Physical Education Specification and will have 3 teachers

<u>Sport Studies</u>	Teacher 1: Section A – Anatomy and Physiology – Musculo-Skeletal System, Analysis of movement and Levers Teacher 2: Section B – Skill Acquisition – Skills, Skill Continua and Classifications of Skills Teacher 3: Section C – Sport and Society – Life in pre-industrial Britain Students will need to collect video evidence of themselves competing in 1 chosen activity/sport in a fully competitive situation i.e. a match or competition.
<u>Physics</u>	Students will cover the AQA A Physics A level course. In this term pupils will cover: • Statics • Motion • Particles
<u>Psychology</u>	Students will start the A-level course following the AQA specification. They will have two teachers. Teacher 1: Approaches in Psychology Teacher 2: Research Methods
<u>Religious Education</u>	Students study the OCR Religious Studies A Level. They will have three teachers. Teacher 1: Philosophy units Teacher 2: Ethics units Teacher 3: Developments in Christian Thought units The order in which each unit is taught is dependent on the needs of the class and is therefore flexible and liable to change.
<u>Sociology</u>	Students study the AQA Sociology A Level. They will have two teachers. Teacher 1: An introduction to sociological theory including consensus theories. They will then begin studying the Families and Households unit from Paper 2. Teacher 2: An introduction to sociological theory including conflict theories. They will then begin studying the Crime and Deviance unit from Paper 3.
<u>Spanish</u>	Students will be taught the AQA A level specification by two different teachers each looking at a specific topic. Los idolos – topic-based vocabulary – Indirect object pronouns, passive voice, Direct object pronouns, El ciberespacio - topic-based vocabulary – <i>Present Tense, Present Continuous, Comparatives/Superlatives Ser vs estar Future Tense</i>

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Subject	Course content this half term
<u>Ancient History</u>	Roman Emperors Augustus to Nero; and Greek Wars Persia and Peloponnesian Wars
<u>Art</u>	Memories and Connections - (introduction and workshops) - Students can work across the different genres depending on their interests, e.g still life; the portrait; landscape, the figure; etc, responding to the theme. Students build skills across the formal elements in their sketchbooks through a variety of creative workshops revolving around: artist analysis; light and form; clay; watercolour; assemblage and non-representational art. Students must aim to keep consistency across their work. Students will not submit this work in their final submissions. The workshops will equip students with the necessary skills to produce a Personal Investigation and Exam Project.
<u>Art 3D</u>	Prototype Development Students will continue researching relevant artists and materials while developing a series of small-scale prototype models. Homework should focus on testing ideas, refining construction methods, documenting experimentation, and evaluating the success of different approaches in preparation for larger outcomes.
<u>Biology</u>	• 2.1.4 Enzymes • PAG 4 The Effect of Substrate Concentration on the Rate of an Enzyme-Controlled Reaction • 2.1.6 Cell Division • 4.2.2 Classification and Evolution
<u>BTEC Sport</u>	Students will be taught the Edexcel Level 3 Extended Certificate in Sport by 2 different teachers:

	Teacher 1: Unit 1 Anatomy and Physiology Exam - Teacher 2: Unit 3 Professional Development in the Sports Industry - Students will use the knowledge gained in half-term 1 regarding different sports careers to begin their first coursework assignment
<u>Business Studies</u>	Teacher 1 Teacher 1 completes 3.1.2 and moves into 3.1.3 Marketing management, focusing on market research, types of data, and understanding customer needs. Students begin applying business concepts to real contexts. Teacher 2 Teacher 2 develops 3.2.1 People management, covering HR objectives, workforce planning, organisational structure and leadership styles. Links are made to Teacher 1 content (objectives, stakeholders).
<u>Chemistry</u>	Students will be studying the OCR A Chemistry course. In half term 2 they will cover intermolecular forces and essential inorganic chemistry (ionisation energy, periodicity and reactions of group 2 and group 7) with one teacher (modules 2.2 and 3.1), and solution based calculations, titrations and the basics of organic chemistry (nomenclature, types of formulae, isomerism and reactions of alkanes) with their other teacher (modules 2.1 and 4.1).
<u>Computer Science</u>	Paper 1: Systems Software: • The need for and purpose of Operating Systems • Memory Management (paging, segmentation, virtual memory) • Interrupts, the ISR with the FDE cycle • Scheduling – Round robin, FCFS, MLFQ, Shortest Job First, Shortest Job Remaining • Types of OS: Distributed, embedded, multi-user and real time • Nature of applications – justifying apps for a certain purpose / situation • BIOS / Device drivers / virtual machines • Utilities, Open-source vs closed course • Translators – interpreters and compilers. The compilation process. Paper 2: Object-oriented languages with an understanding of: • classes, • objects, • methods, • attributes, • inheritance, • encapsulation

	polymorphism.
<u>Criminology</u>	In Unit 1, students will build on the assessment criteria covered last term, focusing on the impact of the media on the public's perception of crime, the impact that campaigns have on changing awareness of crime and changing the law and in Unit 2, students will be focusing on biological and individualist theories of crime. This term will see students preparing for the controlled assessment in the third half-term also.
<u>Digital Media</u>	Unit 14: Digital Magazine Production - Generating primary content, including text, photography, illustration, graphics, video, audio and interactive elements, as appropriate. - Source secondary text and visual materials with consideration of copyright and permissions for use. - Preparation of text materials in a suitable format Preparation of visual materials in a suitable format
<u>Drama</u>	Practitioners and Theatre companies Students will undertake both practical and theoretical exploration of influential theatre practitioners and companies, including Stanislavski, Brecht, Berkoff, Frantic Assembly, DV8, and The Paper Birds. Through research, discussion, performance workshops, and devising tasks, students will investigate how different theatrical styles, techniques, and creative processes can be used to communicate meaning. Students will apply practitioner-inspired approaches to create, develop, and evaluate original devised performances.
<u>Economics</u>	Teacher 1 (Microeconomics) - Supply, PES, equilibrium, interrelated markets Teacher 2 (Macroeconomics) - Unemployment, growth, aggregate demand and aggregate supply introduction
<u>English Language</u>	For Paper 1, students will extend their exploration of texts, looking at increasingly more challenging and lengthy texts. They will apply their knowledge of the linguistic frameworks and genre, purpose, audience and contexts to their analysis of texts. For Paper 2, students will continue studying language change, with a new focus on the linguistic changes over time. This section introduces students to new terminology and concepts about language change. Students will consolidate skills for answering Paper 2 Question 1 which is an evaluative response to a topical language change issue.
<u>English Literature</u>	For Paper 1, students will continue studying the assigned novel and the AQA Pre-1900s Anthology poetry. For Paper 2, students will continue studying the novel One Flew Over the Cuckoo's Nest, and look at a range of unseen extracts.
<u>Film Studies</u>	Teacher A - Students will start with Component 2 on Global Film watching, analysing and learning to write about Pan's Labyrinth. Teacher B - Students will start Component 1 on British Film exploring narrative and ideology in Shaun of the Dead.
<u>French</u>	Students will be taught the AQA A level specification by two different teachers each looking at a specific topic. La Cyber-société – topic-based vocabulary – Infinitive constructions, Object pronouns, The Present t.: reg, irreg verbs No et Moi - book analysis techniques – The Gerund, ce qui/ce que, The subjunctive
<u>Geography</u>	This half term, Year 12 students will study Globalisation and Tectonic Hazards as part of the Edexcel A Level Geography course. They will explore how increasing global connections affect people, economies and environments around the world, alongside investigating the causes and impacts of

	earthquakes, volcanoes and associated hazards. Students will use a range of case studies and develop their geographical analysis and evaluation skills throughout both topics.
<u>History</u>	USSR Module 1017-91 The Economy; and GDR 1960s
<u>Law</u>	In term two, for the English Legal System, students will learn about Parliamentary Law Making, Statutory Interpretation and Judicial Precedent. In Criminal law, the focus will be on fatal offences; murder and voluntary manslaughter.
<u>Further Maths</u>	From Statistics, students will learn: • Binomial Distributions • Poisson Distributions For Pure Maths • Roots of Polynomials • Summing Finite Series For Decision Maths: • Graph Theory
<u>Maths</u>	In Pure Maths: • Calculus – Differentiation • Trigonometric Equations • Logarithms In Mechanics: • Forces in Equilibrium. In Statistics: • Data Analysis in one Variable • Histograms • The Large Data Set
<u>Music</u>	• Area of Study A: The Western Classical Tradition - Set Work 1: Haydn Symphony 100, '<i>The Military</i>', <u>1st</u> Movement – exemplar / past paper practice questions • Set Work 2: Schubert Symphony no.5 - <u>1st</u> Movement - <i>Early Romantic Period (c.1805-1830)</i> • Area of Study D: Jazz - <i>Swing Band, Bebop & Cool Jazz</i> styles & representative exemplar works / artists • WCT Development of the Symphony Context: CPE Bach Symphony in G & Stamitz Symphony in D 1st movements - <i>Early Classical</i> style (1750s), Beethoven Symphonies 3 & 5 (<i>Early Romantic</i>), Brahms Symphony no.1, Mahler Symphony no.2 (<i>Romantic</i>) - 1st movements – compare to Haydn 100 • Compositional /Techniques: Melody, Motifs & Melodic Development – techniques of melodic & motivic <i>development</i> • Aural Dictation / Notation – revise: <i>Note Values, Rhythmic Notation, Treble/Bass Clef Notes, Major/Minor Scales/Arpeggios, dictation techniques</i> • 'Free Brief ' coursework Composition – develop initial musical ideas • Recital Performance Coursework – initial in-class informal performances of chosen recital pieces
<u>Photography</u>	Theme – Fashion:

	• Critical Study introduction • Image boards • Mind mapping • Shoot planning • development shoots • Evaluations
<u>Physical Education/ Sport Studies</u>	Students will be taught the AQA A Level Physical Education Specification and will have 3 teachers Teacher 1: Section A – Anatomy and Physiology – Neuromuscular System Teacher 2: Section B – Skill Acquisition – Methods and Types of Practice Teacher 3: Section C – Sport and Society Students will need to collect video evidence of themselves competing in 1 chosen activity/sport in a fully competitive situation i.e. a match or competition.
<u>Physics</u>	Students will cover the AQA A Physics A level course. In this term pupils will cover: • Quantum • Waves • Newton's laws • Momentum • Work and power
<u>Psychology</u>	AQA Specification Teacher 1: Finish Approaches in Psychology, and start Social Influence Teacher 2: Continue research methods
<u>Religious Education</u>	Students study the OCR Religious Studies A Level. They will have three teachers. Teacher 1: Philosophy units Teacher 2: Ethics units Teacher 3: Developments in Christian Thought units

	The order in which each unit is taught is dependent on the needs of the class and is therefore flexible and liable to change.
<u>Sociology</u>	Students study the AQA Sociology A Level. They will have two teachers. Teacher 1: Students will study the Families and Households unit from Paper 2. Teacher 2: Students will study the Crime and Deviance unit from Paper 3.
<u>Spanish</u>	Students will be taught the AQA A level specification by two different teachers each looking at a specific topic. La identidad regional – topic-based vocabulary – Present subjunctive, Perfect subjunctive, Using numerals Los valores tradicionales y modernos - topic based vocabulary, imperfect Tense, imperfect continuous, personal 'A', preterite tense, preterite vs imperfect

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Subject	Course content this half term
<u>Ancient History</u>	Roman Emperors Augustus to Nero; and Greek Wars Persia and Peloponnesian Wars
<u>Art</u>	Memories and Connections - (introduction and workshops) - Students can work across the different genres depending on their interests, e.g still life; the portrait; landscape, the figure; etc, responding to the theme. Students build skills across the formal elements in their sketchbooks through a variety of creative workshops revolving around: acrylic painting in colour; oil painting in colour and print-making. Students will create a final response. Students will not submit this work in their final submissions. The workshops will equip students with the necessary skills to produce a Personal Investigation and Exam Project.
<u>Art 3D</u>	Architecture Project: Research and Exploration Students will investigate a range of architects, designers and architectural movements to inform their project work. Homework should include artist and architect research, observational drawing, collection of visual references, material investigations, and the generation of creative design ideas inspired by their findings.
<u>Biology</u>	• 3.1.1 Exchange and Breathing • Mini PPE Week • 4.1.1 Communicable Diseases • PAG 7 The Effects of Antibiotics on Microbial Growth • 3.1.2 Transport in Animals • PAG 2 Dissection of a Mammalian Heart

<u>BTEC Sport</u>	Students will be taught the Edexcel Level 3 Extended Certificate in Sport by 2 different teachers: Teacher 1: Unit 1 Anatomy and Physiology Exam - Teacher 2: Unit 3 Professional Development in the Sports Industry – Students will begin to look at what makes a successful application for specific sports careers. They will begin their second coursework assignment of putting together an example application pack for an employer
<u>Business Studies</u>	Teacher 1 Teacher 1 continues 3.1.3, covering demand, elasticity, segmentation and targeting, allowing students to analyse how businesses respond to market conditions. Teacher 2 Teacher 2 continues 3.2.1, focusing on motivation theories (Taylor, Maslow, Herzberg), methods of rewarding employees, and employee engagement. Students evaluate how HR decisions affect performance.
<u>Chemistry</u>	Students will be studying the OCR A Chemistry course. In half term 3 they will review module 2 ahead of their mini mocks. They will also cover enthalpy (key definitions, calorimetry and bond enthalpy) with one teacher (module 3.2) and alkenes and polymers (bonding in alkenes, electrophilic addition, addition polymerisation) with their other teacher (module 4.1).
<u>Computer Science</u>	Paper 1: Exchanging Data: • Lossy vs Lossless compression • Other compression methods: RLE, Dictionary coding • Encryption: asymmetric and symmetric. Hashing. • Databases: flat file and relational databases. Key features: primary key, foreign key, ERDs, normalisation (1st, 2nd and 3rd normal form) • Methods of capturing data and exchanging data (EDI) • SQL – introduction to SQL, interpret and modify data, relational integrity. • Transaction processing (ACID) Paper 2: Data Structures: The following structures to store data: • Arrays (of up to 3 dimensions), • lists. • linked-list,

	• stack, • queue.
<u>Criminology</u>	This half-term will be focused on completing the Unit 1 controlled assessment (8-hour assessment, externally set but internally marked) and learning about the sociological theories that underpin criminal behaviour. Students will also move on to AC3.1 and 3.2 which focus on analysing criminal situations.
<u>Digital Media</u>	Unit 14: Digital Magazine Production Produce magazine layouts • Ideas development and initial planning. • Producing trial layouts. • Reviewing and selecting final design.
<u>Drama</u>	Practitioners and Theatre companies and Component 3 exam preparation: Set Texts – A Raisin in the Sun (EDUQAS) Alongside the continued exploration of influential practitioners and theatre companies, students will begin studying their Section A set text for their Component 3 exam, learners are given the opportunity to demonstrate their knowledge, understanding and skills in interpreting texts for performance in a written examination. Learners are encouraged to approach this component practically as an actor, designer and director, and as an informed member of a theatre audience.
<u>Economics</u>	Teacher 1 (Microeconomics) - Production, productivity, specialisation, costs, revenues and profit Teacher 2 (Macroeconomics) - AD/AS analysis, circular flow, injections and withdrawals
<u>English Language</u>	For Paper 1, students will begin to do comparative analysis of texts, offering linguistic interpretations for how meanings and ideas are shaped and created through language. Students will develop exam skills needed to address Paper 1 Question 1. For Paper 1, students will also be introduced to Child Language Development, looking at the first 3 years of a child's language journey and considering different theories about language development being 'nature' or 'nurture'. For Paper 2, students are introduced to different theories and models used to explain the processes of language change and language spread. Students are also introduced to the format and skills needed for Paper 2 Question 3, which is a comparative analysis of texts that discuss a language issue.
<u>English Literature</u>	For Paper 1, students will continue studying the assigned novel and the AQA Pre-1900s Anthology poetry. For Paper 2, students will begin studying the play <i>Cat on a Hot Tin Roof</i> , and looking at a range of unseen extracts.
<u>Film Studies</u>	Teacher A - Students will continue with Component 2 on Global Film watching, analysing and learning to write about the Korean film <i>Parasite</i> (2019). Teacher B - Students will continue Component 1 on British Film exploring narrative and ideology in Danny Boyle's <i>Trainspotting</i> (1996).
<u>French</u>	Students will be taught the AQA A level specification by two different teachers each looking at a specific topic.

	Le Bénévolat – topic-based vocabulary – connectives Le Patrimoine - topic based vocabulary, adjectives
<u>Geography</u>	This half term, Year 12 students will study Regenerating Places and Coastal Landscapes and Change as part of the Edexcel A Level Geography course. They will investigate why some places experience economic and social decline and explore strategies used to promote regeneration. Students will also examine the physical processes that shape coastlines, the impacts of coastal change, and the challenges of managing coastal environments using real-world case studies.
<u>History</u>	USSR Module 1917-91 Control of the People; and GDR 1970s
<u>Law</u>	In term three, we begin to learn about Tort Law which is the focus of Paper 2. The English Legal System topics that will be covered are civil courts and alternative dispute resolution, the judiciary and law reform. In Tort, students will be introduced to negligence, nuisance and Rylands v Fletcher.
<u>Further Maths</u>	In Pure Maths: • Proof By Induction • Vectors • Linear Transformations In Statistics: • Hypothesis Testing Distributions.
<u>Maths</u>	In Pure Maths: • Binomial Expansion. • Calculus – Integration • Calculus – Differentiation to find turning points. In Statistics: • Distributions. In Mechanics • Forces in Motion
<u>Music</u>	• Area of Study A: The Western Classical Tradition - Set Work 1: Haydn Symphony 100, 'The Military' <u>AND</u> Schubert Symphony no.5 - <u>2nd</u> movements only – representative of Symphonic Slow Tempo 2nd Movements- exemplar / past paper practice questions • Area of Study D: Jazz - development of recording technology & increasingly commercialisation of Jazz + contextual comparison essay-writing • Western Classical Tradition Contextual Comparisons – Classical & Early Romantic / Romantic Period stylistic comparison practice exercises • Development of the Symphony Context: Haydn Symphony 26 <u>1st</u> movements & Haydn Symphony 104 <u>2nd</u> movement – representative of 'Sturm Und Drang' + Haydn Symphony no.26, Beethoven Symphonies no.3 & no.5, Brahms Symphony no.1, Mahler Symphony no.2 - <u>2nd</u> movements

	+ Berlioz '<i>Symphonie Fantastique</i>' - <i>Slow 3rd</i> movt! • Aural Dictation / Notation – exemplar / past paper practice exercises • 'Free Brief' coursework Composition – develop & refine musical ideas with increasing sense of structure • Recital Performance Coursework – in-class informal practice recital performances of chosen pieces • Assessment Point 2
<u>Photography</u>	Theme – Mixed Media: • Editing photos physically: (change order if appropriate) • Weaving (manually) • Weaving (on Photoshop) • Stitching into images • Drawing onto images • Painting onto images • Ripping/layering • Collaging text • Collage on Photoshop
<u>Physical Education/ Sport Studies</u>	Students will be taught the AQA A Level Physical Education Specification and will have 3 teachers Teacher 1: Section A – Anatomy and Physiology – Circulatory System Teacher 2: Section B – Skill Acquisition - Principles and Theories of Learning Teacher 3: Section C – Sport and Society - Students will need to collect video evidence of themselves competing in 1 chosen activity/sport in a fully competitive situation i.e. a match or competition.
<u>Physics</u>	Students will cover the AQA A Physics A level course. In this term pupils will cover: • Quantum • Refraction • Diffraction • Electrical current
<u>Psychology</u>	AQA Specification Teacher 1: Continue Social Influence Teacher 2: Memory

<u>Religious Education</u>	Students study the OCR Religious Studies A Level. They will have three teachers. Teacher 1: Philosophy units Teacher 2: Ethics units Teacher 3: Developments in Christian Thought units The order in which each unit is taught is dependent on the needs of the class and is therefore flexible and liable to change.
<u>Sociology</u>	Students study the AQA Sociology A Level. They will have two teachers. Teacher 1: Students will study the Families and Households unit from Paper 2. Teacher 2: Students will study the Crime and Deviance unit from Paper 3.
<u>Spanish</u>	Students will be taught the AQA A level specification by two different teachers each looking at a specific topic. El patrimonio cultural – topic-based vocabulary – Subjunctive in all tenses, Demonstrative adjectives, Possessive adjectives Volver - film study - topic based vocabulary, translating become, ir + gerund, DOPS

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<u>Ancient History</u>	Roman Emperors Augustus to Nero; and Greek Wars Persia and Peloponnesian Wars
<u>Art</u>	Students create a small response based on the previous workshops. Personal Investigation -Students are Introduced to a new project called ‘Personal Investigation’. Students can choose a topic to study. This could be an issue, a concept, a theme or question. Students create a structured investigative sketchbook leading to a final piece. Students study 5 or more artists/movements/points of research related to their theme, recording, experimenting, researching and taking relevant photography throughout project, which goes into their sketchbooks. Drawings, paintings, craft and artefacts are made from the student photography/primary sources. Students should be aiming to create as much original work as possible, students can make small copies of some artists, but the emphasis should be on their own responses. The four assessment objectives are met through our task-checklist, which is linked to Teams and must be worked upon consistently, weekly, through homework. Students must aim to develop a rigorous, highly developed investigation that is experimental and purposeful.
<u>Art 3D</u>	Architecture Project: Final Outcome Students will focus on developing and constructing their final architectural model. Homework should support the design process through planning, sketching, model refinement, material testing and ongoing evaluation. Students should regularly document their progress and reflect on how their work connects to their research.

<u>Biology</u>	• 4.2.1 Biodiversity • PAG 3 The Calculation of Species Diversity • 3.1.3 Transport in Plants • PAG 6 Thin Layer Chromatography of Photosynthetic Pigments • Teacher Check-In and Review
<u>BTEC Sport</u>	Students will be taught the Edexcel Level 3 Extended Certificate in Sport by 2 different teachers: Teacher 1: Unit 1 Anatomy and Physiology Exam - Teacher 2: Unit 3 Professional Development in the Sports Industry – Students will continue working on their second coursework assignment in which they are will put together an example application pack for a specific sports career. This will involve practical opportunities – such as a mock interview and coaching in PE lessons
<u>Business Studies</u>	Teacher 1 Teacher 1 completes 3.1.3, focusing on the marketing mix (product, price, place, promotion) and marketing strategy, before introducing 3.1.4 Financial management with financial objectives and sources of finance. Teacher 2 Teacher 2 transitions into 3.2.2 Operations management, introducing operational objectives, productivity, efficiency and quality. Students begin to understand how businesses deliver goods and services effectively.
<u>Chemistry</u>	Students will be studying the OCR A Chemistry course. In half term 4 they will cover enthalpy and rates of reaction (Hess cycles, collision theory, Boltzmann distribution, catalysis) with one teacher (module 3.2) and alcohols and haloalkanes (oxidation of alcohols including practical conditions, nucleophilic substitution, other reaction conditions) with their other teacher (module 4.2).
<u>Computer Science</u>	Paper 1: Networks: • Characteristics of networks and the important of protocols and standards • The Internet: TCP/IP stack, DNS, Protocol layering, LANs and WANs, packet and circuit switching • Network security and threats – firewalls, proxies, encryption • Network hardware: NIC, switch, router. • Client-server and peer-to-peer networks • Search engine indexing, page rank algorithm, server side and client-side processing • Web technologies: HTML, CSS and JavaScript Paper 2: Elements of computational thinking

	• Thinking abstractly • Thinking ahead • Thinking procedurally • Thinking logically • Thinking concurrently
<u>Criminology</u>	During this half-term, students will finish all Unit 2 content and focus on exam skills and technique to ensure they are adequately prepared for the Unit 2 exam in May. Students will focus on AC4.1-4.3 which relate to understanding the causes of policy change – this includes assessing the use of criminological theories to inform policy development, explaining how social change affects policy and discusses how campaigns affect policy making.
<u>Digital Media</u>	Unit 14: Digital Magazine Production Creating magazine layouts • Content placement, composition, balance and white space. • Typography. • Layout conventions. • Use of margins or bleed. Use of colour.
<u>Drama</u>	Component 3 exam preparation: Set Texts – A Raisin in the Sun and Small Island Students will study 2 out of 3 of their required set texts demonstrating their knowledge, understanding and skills in interpreting texts for performance in a written examination. Students will explore and approach this component practically and theoretically as an actor, designer and director, and as an informed member of a theatre audience. For section A, Students answer two questions on a specified extract from the chosen set text, whilst section B will an essay question on the chosen set text, demonstrating how the text can be adapted for a contemporary audience as actors, designers and directors. This is assessed on AO3: <i>(Section A, Section B and Section C) Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</i> AO4: <i>(Section B and Section C only) Analyse and evaluate the work of others.</i>
<u>Economics</u>	Teacher 1 (Microeconomics) - Market structures, competition, monopoly power, objectives of firms Teacher 2 (Macroeconomics) - Macroeconomic performance; inflation, unemployment and growth relationships; policy conflicts
<u>English Language</u>	For Paper 1, students will continue to study Child Language Development, introducing more linguistic examples to match the stages of development. Students study language development beyond age 3 and how it develops as children begin formal education. For Paper 2, students are introduced to World Englishes and how language continues to change and spread across the globe. Students are introduced to the final Paper 2 exam question format, Question 4, which requires them to write an article in response to contemporary language issues.
<u>English Literature</u>	For Paper 1, students will continue studying the assigned novel and the AQA Pre-1900s Anthology poetry, and also look at unseen love poetry comparison. For Paper 2, students will compare the novel One Flew Over the Cuckoo's Nest with the play Cat on a Hot Tin Roof, and look at a range of unseen

	extracts.
<u>Film Studies</u>	Teacher A - Students will continue with Component 2 on Global Film writing about both Pan's Labyrinth and Parasite. Teacher B - Students will continue with Component 1 on British Film exploring narrative and ideology in both Shaun of the Dead and Trainspotting.
<u>French</u>	Students will be taught the AQA A level specification by two different teachers each looking at a specific topic. Le Bénévolat – topic-based vocabulary – Si + Imperfect, Cond, The Future tense Le Patrimoine - topic based vocabulary, Si sentences, Avoiding repetitions, Describing techniques, The subjunctive
<u>Geography</u>	This half term, Year 12 students will study Regenerating Places and Coastal Landscapes and Change as part of the Edexcel A Level Geography course. They will investigate why some places experience economic and social decline and explore strategies used to promote regeneration. Students will also examine the physical processes that shape coastlines, the impacts of coastal change, and the challenges of managing coastal environments using real-world case studies.
<u>History</u>	USSR Module 1917-91 Social Policy and the Fall of the USSR; and GDR 1980s and collapse
<u>Law</u>	During term four, students will learn about Access to Justice, Morality and Justice in their English Legal System lessons. In their Tort lessons, students will focus on Occupiers Liability and Vicarious Liability.
<u>Further Maths</u>	In Pure Maths: • Linear Transformations In Statistics • Discrete Random Variables In Decision: • Linear Programming
<u>Maths</u>	In Pure: • Optimisation Problems • Exponential Models • Factor Theorem In Statistics • Hypothesis Testing • Sampling In Mechanics • Variable Acceleration
<u>Music</u>	• Area of Study A: The Western Classical Tradition - Set Work 1: Haydn Symphony 100, 'The Military' AND Set Work 2 Schubert Symphony no.5 - <u>3rd</u> movements <i>only</i> – representative of Symphonic <u>3rd</u> Movement 'Minuet and Trio' form - exemplar / past paper practice questions • Area of Study D: Jazz - role of arrangers, specific Jazz musicians & Jazz instruments + contextual essay-writing

	• Western Classical Tradition Contextual Comparisons – stylistic comparisons exemplar / past papers practice listening exercises • WCT Context: The Development of the Symphony 1750-1900 – Haydn Symphonies 26 & 104, Beethoven Symphonies no.3 & no.5, Brahms Symphony no.1, Mahler Symphony no.2 - <u>3rd</u> Movements representative of 'Scherzo & Trio', 'Minuet & Trio', 'Ländler' + Berlioz 'Symphonie Fantastique' 2nd movement – first Symphonic 'Waltz'! • Aural Dictation / Notation – exemplar / past paper practice exercises • 'Free Brief' coursework Composition – develop initial musical ideas • Recital Performance Coursework – in-class informal practice recital performances of chosen pieces
<u>Photography</u>	Theme – Food: • Standard way of working • Critical Study • Shoot plan • Annotated contact • Best image • Evaluation • Development and improvement
<u>Physical Education/ Sport Studies</u>	Students will be taught the AQA A Level Physical Education Specification and will have 3 teachers Teacher 1: Section A – Anatomy and Physiology – Respiratory System Teacher 2: Section B – Skill Acquisition - Guidance and Feedback Teacher 3: Section C – Sport and Society - Students will need to collect video evidence of themselves competing in 1 chosen activity/sport in a fully competitive situation i.e. a match or competition.
<u>Physics</u>	Students will cover the AQA A Physics A level course. In this term pupils will cover: • Hooke's law • Young modulus • DC circuits • Gravitational fields
<u>Psychology</u>	AQA Specification Teacher 1: Clinical Psychology and Mental Health Teacher 2: Finish Memory, begin Attachment

<u>Religious Education</u>	Students study the OCR Religious Studies A Level. They will have three teachers. Teacher 1: Philosophy units Teacher 2: Ethics units Teacher 3: Developments in Christian Thought units The order in which each unit is taught is dependent on the needs of the class and is therefore flexible and liable to change.
<u>Sociology</u>	Students study the AQA Sociology A Level. They will have two teachers. Teacher 1: Students will study the Families and Households unit from Paper 2. Teacher 2: Students will study the Crime and Deviance unit from Paper 3.
<u>Spanish</u>	Students will be taught the AQA A level specification by two different teachers each looking at a specific topic. El patrimonio cultural – topic-based vocabulary – imperatives, photo card techniques Volver - film study - topic based vocabulary, essay writing techniques

This sheet is intended to provide you with a very brief overview of what your child will be studying this half term. For more detailed information about the course content, homework and additional resources to help support your child, please visit the subject link (linked in the text below) and/or contact the Head of Department.

Subject	Course content this half term
<u>Ancient History</u>	Roman Emperors Augustus to Nero; and Greek Wars Persia and Peloponnesian Wars
<u>Art</u>	Personal Investigation Continued - Students create a structured investigative sketchbook leading to a final piece. Students study 5 or more artists/movements/points of research related to their theme, recording, experimenting, researching and taking relevant photography throughout project, which goes into their sketchbooks. Drawings, paintings, craft and artefacts are made from the student photography/primary sources. Students should be aiming to create as much original work as possible, students can make small copies of some artists, but the emphasis should be on their own responses. The four assessment objectives are met through our task-checklist, which is linked to Teams and must be worked upon consistently, weekly, through homework. Students must aim to develop a rigorous, highly developed investigation that is experimental and purposeful.
<u>Art 3D</u>	Animal Project and Personal Investigation Introduction Students will begin a creative animal-themed project, exploring themes such as sculpture, futurism, abstraction or contemporary design. Homework should include research, idea generation, experimentation and the development of a mini outcome. Towards the end of the half term, students will also begin planning their Personal Investigation, selecting a theme or concept that interests them.
<u>Biology</u>	• 5.2.1 Photosynthesis • PAG 12 Measuring Oxygen Production in Pondweed • 5.2.2 Respiration • PAG 11 Exercise and Pulse Rate

	• PAG Tidy-Up Sessions • Contingency and Consolidation
<u>BTEC Sport</u>	Students will be taught the Edexcel Level 3 Extended Certificate in Sport by 2 different teachers: Teacher 1: Unit 1 Anatomy and Physiology Exam - Teacher 2: Unit 3 Professional Development in the Sports Industry - Students will continue working on their second coursework assignment in which they will put together an example application pack for a specific sports career. This will involve practical opportunities – such as a mock interview and coaching in PE lessons. They will also be expected to review the work they completed throughout the process within a report. Students will sit the Unit 1 Exam in this half term which counts towards the qualification
<u>Business Studies</u>	Teacher 1 Teacher 1 develops 3.1.4, focusing on break-even analysis, costs, revenue and profit, and the interpretation of financial data. Students strengthen quantitative and analytical skills. Teacher 2 Teacher 2 continues 3.2.2, covering capacity utilisation, lean production, quality management and supply chain concepts. There is increasing emphasis on applying data and evaluating operational decisions.
<u>Chemistry</u>	Students will be studying the OCR A Chemistry course. In half term 5 they will cover equilibrium and advanced rates of reaction (Le Chatelier's principle, K_c, rates graphs, reaction mechanisms, Arrhenius equation) with one teacher (modules 3.2 and 5.1) and synthesis and analysis and carbonyls (reaction pathways, synthesis techniques, infrared spectroscopy, mass spectrometry, reactions of carbonyls) with their other teacher (modules 4.2 and 6.1).
<u>Computer Science</u>	Paper 1: Data Types: • Primitive data types, integer, real/floating point, character, string and Boolean • Represent positive integers in binary • Use of sign and magnitude and two's complement to present negative numbers in binary • Addition and subtraction of binary integers • Represent positive integers in hexadecimal • Convert positive integers between binary, hex and denary • Representation and normalisation of floating point numbers in binary • Floating point arithmetic, bitwise manipulation and masks • ASCII, Unicode – representations of text

	During term 5 of Year 12, students will be introduced to the <i>Component 3 – Computer Programming Project</i>. In lessons, students will develop their project document and work on the following sections: • Analysis: coming up with an idea for a computer programming project. Looking at existing solutions and evaluating the best approach to the problem and how this is doable by computational methods. Research into existing platforms, talk to stakeholders, outline a list of measurable success criteria and outcomes. • Design: Outline how the system will look – produce screen designs, algorithms (pseudocode) and show how you decomposed the problem. List variables, testing criteria and test data to be used.
<u>Criminology</u>	During term 5, students will sit their Unit 2 exam (worth 25% of the course overall) and then complete an introduction to Unit 3 – Crime scene to court room. This introduction will focus on the key personnel involved in criminal investigation and a detailed look at the types of investigative techniques used by various professionals to gather enough evidence from a crime scene to secure a charge by the CPS. Key cases include Amanda Knox, Colin Stagg, Madeline McCann and Damilola Taylor.
<u>Digital Media</u>	Unit 28: Image Manipulation Techniques Corrective image manipulation techniques used in the advertising and publishing sectors: • digital blemish removal techniques, including uses in fashion and beauty publishing • digital colour correction techniques, including uses in tourism publishing • pre-digital commercial image manipulation techniques, including (dodge, burn, tinting, colouring and conventional airbrushing). Creative digital image manipulation techniques used in advertising, illustration and fine art: • digital photo-compositing (layering) • digital visual effects and filters • pre-digital use of manual photomontage and photographic collage in art and advertising legal and ethical issues, including the use of image manipulation for the purposes of advertising and journalism, and copyright and intellectual property rights relating to the original and manipulated images.
<u>Drama</u>	Component 1: Theatre Workshop Non-exam assessment: internally assessed, externally moderated 20% of qualification Students will create and prepare to devise for their reinterpreted Component 1 exam. This will be performed May/June (TBC). Alongside this they will complete the required coursework elements.

<u>Economics</u>	Teacher 1 (Microeconomics) - Market failure, externalities, public/merit/demerit goods Teacher 2 (Macroeconomics) - Fiscal, monetary and supply-side policies
<u>English Language</u>	For Paper 1, students will revisit analysis of texts in different genres and contexts and consolidate analysis and interpretation skills. The aim is expose students to a wide range of text types. Students will work with transcripts to identify language features associated with key stages of development. For Paper 2, students will explore language diversity further, looking at Language and Age, and Language and Technology topics.
<u>English Literature</u>	For Paper 1, students will begin the Shakespeare play, Othello. For Paper 2, students will compare the novel One Flew Over the Cuckoo's Nest with the play Cat on a Hot Tin Roof, and look at a range of unseen extracts.
<u>Film Studies</u>	Teacher A – Students will begin the coursework unit where they explore short films and develop their own concept for a short film. Teacher B - Students will move onto the Component 1 Documentary unit where they study Asif Kapadia's Amy (2015).
<u>French</u>	Students will be taught the AQA A level specification by two different teachers each looking at a specific topic. Le Cinéma – topic-based vocabulary – Infinitive constructions, Summary from list, Si sentences, Persuasive speech, subjunctive Les ados, le droit de vote - topic based vocabulary, subjunctive, passive, voice
<u>Geography</u>	This half term, Year 12 students will study Regenerating Places and Coastal Landscapes and Change as part of the Edexcel A Level Geography course. They will investigate why some places experience economic and social decline and explore strategies used to promote regeneration. Students will also examine the physical processes that shape coastlines, the impacts of coastal change, and the challenges of managing coastal environments using real-world case studies.
<u>History</u>	USA Coursework : Taught section 1900-1970; and Britain losing and Gaining an Empire : Breadth section 1
<u>Law</u>	The focus of term five is to ensure all students are adequately prepared for the end of year PPE. This includes learning about defences and remedies in civil disputes and past-paper practice. This term also allows for any content not finished to be covered in readiness for the PPE's.
<u>Further Maths</u>	In Pure Maths: - Volumes of Revolution In Statistics - Chi Squared Tests We also begin content from Year 13 Maths, including Differentiation and Trigonometry.
<u>Maths</u>	AS Pure: - Vectors - Proof Year 13 Pure: - Methods of Differentiation. - Trigonometric functions.

	Statistics: • Probability.
<u>Music</u>	• Area of Study A: The Western Classical Tradition - Set Work 1: Haydn Symphony 100, 'The Military' <u>AND</u> Set Work 2 Schubert Symphony no.5 - <u>4th</u> Movements only – representative of Symphonic <u>4th</u> Movement 'Finales' - exemplar & past papers practice questions • Area of Study D: Jazz - <i>Ragtime, Dixieland & Chicago Jazz</i> - exemplar & past papers practice questions • Western Classical Tradition Contextual Comparisons – stylistic comparisons exemplar / past paper practice listening exercises • Aural Dictation / Notation – exemplar / past paper practice exercises • WCT Context: The Development of the Symphony 1750-1900 – Haydn Symphonies 26 & 104, Beethoven Symphonies no.3 & no.5, Brahms Symphony no.1, Mahler Symphony no.2 - <u>4th</u> Movement 'Finales' + Berlioz 'Symphonie Fantastique' 5th Movement! • pre-PPE revision & consolidation of concepts & devices related to: <i>Rhythm, Metre, Sonorities, Dynamics, Articulation, Harmony, Tonality, Melody, Texture, Structure, Form, Italian Terms</i> • 'Free Brief' coursework Composition – complete 'Free Brief' composing & draft supportive <i>Composition Evaluation Logs / Reports</i>. • Recital Performance Coursework – informal in-class practice recital performances
<u>Photography</u>	Theme – TBC • Photoshop Skills base: • Double exposures • Composite Images • Optical Illusions
<u>Physical Education/ Sport Studies</u>	Students will be taught the AQA A Level Physical Education Specification and will have 3 teachers Teacher 1: Section A – Anatomy and Physiology – Energy Systems Teacher 2: Section B – Skill Acquisition - Memory Models Teacher 3: Section C – Sport and Society - Students will need to collect video evidence of themselves competing in 1 chosen activity/sport in a fully competitive situation i.e. a match or competition.
<u>Physics</u>	Students will cover the AQA A Physics A level course. In this term pupils will cover: • Gravitational fields • Electric fields • Circular motion • Thermal
<u>Psychology</u>	AQA Specification Teacher 1: Clinical Psychology and Mental Health

	Teacher 2: Attachment
<u>Religious Education</u>	Students study the OCR Religious Studies A Level. They will have three teachers. Teacher 1: Philosophy units Teacher 2: Ethics units Teacher 3: Developments in Christian Thought units The order in which each unit is taught is dependent on the needs of the class and is therefore flexible and liable to change.
<u>Sociology</u>	Students study the AQA Sociology A Level. They will have two teachers. Teacher 1: Students will study the Families and Households unit from Paper 2. Teacher 2: Students will study the Crime and Deviance unit from Paper 3.
<u>Spanish</u>	Students will be taught the AQA A level specification by two different teachers each looking at a specific topic. La inmigración – topic-based vocabulary – Present tense revision, Preterite/Imperfect revision La Igualdad de los Sexos - topic based vocabulary, Indef adjectives/pronouns, Perfect Tense, Pluperfect Tense, Future Perfect Tense, Conditional Perfect Tense

This sheet is intended to provide you with a very brief overview of what your child will be studying this half term. For more detailed information about the course content, homework and additional resources to help support your child, please visit the subject link (linked in the text below) and/or contact the Head of Department.

Subject	Course content this half term
Ancient History	Roman Emperors Augustus to Nero; and Greek Wars Persia and Peloponnesian Wars
Art	Personal Investigation Continued - Students create a structured investigative sketchbook leading to a final piece. Students study 5 or more artists/movements/points of research related to their theme, recording, experimenting, researching and taking relevant photography throughout project, which goes into their sketchbooks. Drawings, paintings, craft and artefacts are made from the student photography/primary sources. Students should be aiming to create as much original work as possible, students can make small copies of some artists, but the emphasis should be on their own responses. The four assessment objectives are met through our task-checklist, which is linked to Teams and must be worked upon consistently, weekly, through homework. Students must aim to develop a rigorous, highly developed investigation that is experimental and purposeful.
Art 3D	Personal Investigation Students will independently develop their Personal Investigation, exploring a subject of their choice in depth. Homework should focus on researching artists, writing analytical and evaluative content, experimenting with materials, textures and processes, and developing ideas towards a sustained and personal body of work.
Biology	• PAG 10 Yoghurt pH Investigation • PAG 9 Qualitative Testing for Protein • PAG Tidy-Up Sessions • PPE Preparation and Past Paper Practice • PPE Week

	• PPE Forensic Analysis and PAG Sign-Off • End-of-Year Consolidation Activities
<u>BTEC Sport</u>	Students will be taught the Edexcel Level 3 Extended Certificate in Sport by 2 different teachers: Teacher 1: Unit 1 Anatomy and Physiology Exam - Teacher 2: Unit 3 Professional Development in the Sports Industry – Students will finalise both assignments and complete any resubmission work necessary. They will also engage in lots of practical activities and support within PE lessons in preparation for the year 13 sports leadership unit
<u>Business Studies</u>	Teacher 1 Teacher 1 completes 3.1.4, including cash flow, budgeting and financial performance analysis, ensuring students can interpret financial data and evaluate business performance. Teacher 2 Teacher 2 completes 3.2.2 and introduces 3.2.3 Managing business culture, focusing on values, culture and their impact on performance. This begins to bridge into Year 13 strategic thinking.
<u>Chemistry</u>	Students will be studying the OCR A Chemistry course. In half term 6 they will cover rates of reaction (Arrhenius equation, practical techniques, use of data analysis tools) with one teacher (module 5.1) and carbonyls (carboxylic acids, esters, acyl chlorides, tests for functional groups) with their other teacher (module 6.2). They will also be supported to review modules 3 and 4 ahead of their mock exams.
<u>Computer Science</u>	During term 6 of Year 12, students will be introduced to the <i>Component 3 – Computer Programming Project</i>. In lessons, students will develop their project document and work on the following sections: • Analysis: coming up with an idea for a computer programming project. Looking at existing solutions and evaluating the best approach to the problem and how this is doable by computational methods. Research into existing platforms, talk to stakeholders, outline a list of measurable success criteria and outcomes. • Design: Outline how the system will look – produce screen designs, algorithms (pseudocode) and show how you decomposed the problem. List variables, testing criteria and test data to be used.
<u>Criminology</u>	This final term of Year 12 Criminology allows students to engage in some real-life investigation including Pathology, blood pattern analysis and finger printing. Students will then move on to AC1.3 which looks at the different types of evidence using in criminal investigations and the processes used when collecting and analysing it. During PPE week, criminology students will be offered a one-to-one meeting with a member of the department to discuss progress and offer support where necessary.

<u>Digital Media</u>	Unit 28: Image Manipulation Techniques Explore the use of digital manipulation for a specific media product: • Creating visual roughs from initial thumbnail sketches. • Digital drawing and painting tools. • Image adjustment tools, including brightness and contrast, hue and saturation, colour balance. • Editing and retouching tools, including selection tools, transform tools, dodge/burn, airbrush, gradients, clone. Compositing and manipulating layers and channels, including arranging and flattening, opacity, blending modes, layer styles, filters, alpha channels and masks.
<u>Drama</u>	PPE Preparation – Component 3. Students will recap and revise over section A and B set texts in preparation for their PPE's which will focus on the component 3 written exam.
<u>Economics</u>	Teacher 1 (Microeconomics) - Government intervention, taxation, subsidies, price controls, revision Teacher 2 (Macroeconomics) - Macroeconomic policy evaluation
<u>English Language</u>	For Paper 1, students will look at how children learn to read as part of their language development. Students will work with transcripts to identify language features associated with key stages of development. For Paper 2 students will revise content from earlier in the year in preparation for their end of year mocks. Students will be introduced to both pieces of NEA required of them – one teacher delivering the Original Writing and Commentary piece, and the second teacher delivering the Language Investigation piece. Students will begin to select their focus of study and begin gathering data and drafting sections of their NEA, which will be developed with more focus in Year 13.
<u>English Literature</u>	For Paper 1, students will revise the assigned novel and the AQA Pre-1900s Anthology poetry, along with unseen poetry. After the exam, the Non-Examination task (NEA) will be introduced to prepare for summer reading. For Paper 2, students will revise the novel One Flew Over the Cuckoo's Nest, the play Cat on a Hot Tin Roof and unseen extracts. After the exam, the students will begin studying the poetry collection Feminine Gospels.
<u>Film Studies</u>	Teacher A – Students will continue the coursework unit exploring short films as a genre and preparing for the Year 12 mock. Teacher B - Students will continue the coursework unit and begin writing their original short film screenplays.
<u>French</u>	Students will be taught the AQA A level specification by two different teachers each looking at a specific topic. la société diverse – topic-based vocabulary – Present tense revision, mock papers and exam technique IRP - speaking exam preparation and technique
<u>Geography</u>	This half term, Year 12 students will focus on preparing for their end-of-year examinations through consolidation and revision of the topics studied throughout the year. They will develop their exam technique, practise application of geographical knowledge, and refine their extended writing skills. Students will also begin their Non-Examined Assessment (NEA) by carrying out data collection and starting the process of analysing and writing up their

	independent geographical investigation.
<u>History</u>	USA Coursework : Taught section 1900-1970; and Britain losing and Gaining an Empire : Breadth section 2
<u>Law</u>	This term will focus on revision for PPE week and then preparing for and completing a mock trial. Students will be supported by teaching staff to build a case, create opening and closing speeches, learn about the importance of being a juror and presenting a case to be decided by the jury. All students will have a role to play but this is discussed with them rather than chosen for them.
<u>Further Maths</u>	Revising Content from AS Further Maths. This will be dependent on the specific needs of the students in each class.
<u>Maths</u>	Revising Content from AS Maths. This will be dependent on the specific needs of the students in each class.
<u>Music</u>	• pre-PPE exam revision & consolidation of all key musical features & stylistic conventions in relation to <u>1st</u> movements <u>only</u> of both Set Work 1: Haydn Symphony 100 'The Military' <u>AND</u> Set Work 2: Schubert Symphony no.5 - exemplar & past papers practice questions • Area of Study D: Jazz - <i>Big Band, Swing Band, Bebop & Cool Jazz</i> - exemplar & past papers practice questions • Area of Study E: <i>Into the 20th Century: Neo-Classicism, Impressionism AND Expressionism</i> - key stylistic conventions • Area of Study E: Set Work 3 - <i>Debussy 'Fetes' 2nd</i> movement from <i>Trois Nocturnes</i> <u>AND</u> Set Work 4 <i>Poulenc 1st</i> movt from <i>Trio for Oboe, Bassoon & Piano</i> • Western Classical Tradition Contextual Comparisons – stylistic comparisons exemplar / past papers practice exercises • WCT Context: Development of the Symphony 1750-1900 – exemplar Late Romantic composers: <i>Tchaikovsky, Dvorak & R.Strauss</i> • Aural Dictation / Notation – exemplar / past papers practice exercises • 'Free Brief' coursework Composition – <i>Score & Audio</i> versions of 'Free Brief' composition <u>AND</u> complete draft '<i>FREE</i>' <i>Composition Evaluation Log / Report</i>. • Recital Performance Coursework – formal internally assessed <i>mock recital performance exam</i> • Year 12 AS PPE Mock Exam Paper in July
<u>Photography</u>	Unit 1 introduction • Introduction to unit. • 2 weeks to decide 3 project proposals inc. image boards for each (agree with Staff) • 2 weeks to produce project plan / Creative statement (Test shoots) • 2 weeks to write and shoot critical study 1 • EXT. write critical study 2 or complete over summer
<u>Physical Education/ Sport Studies</u>	Students will be taught the AQA A Level Physical Education Specification and will have 3 teachers Teacher 1: Section A – Anatomy and Physiology – VO2 Max/EPOC/OBLA and Measuring Energy Expenditure Teacher 2: Section B – Skill Acquisition - Information Processing, and Response Time Teacher 3: Section C – Sport and Society - Students will also have an end of year PPE during this half term Students will need to collect video evidence of themselves competing in 1 chosen activity/sport in a fully competitive situation i.e. a match or competition.

	They will also be introduced to the written coursework element of the course to begin over the Summer
<u>Physics</u>	Students will cover the AQA A Physics A level course. In this term pupils will cover: • Revision and exam techniques in preparation for the mock. • Mop up of any outstanding topics of core practicals.
<u>Psychology</u>	AQA Specification Teacher 1: Some attachment content, and prepare for end of year mock Teacher 2: Finish attachment, and prepare for end of year mock
<u>Religious Education</u>	Students study the OCR Religious Studies A Level. They will have three teachers. Teacher 1: Philosophy units Teacher 2: Ethics units Teacher 3: Developments in Christian Thought units The order in which each unit is taught is dependent on the needs of the class and is therefore flexible and liable to change.
<u>Sociology</u>	Students study the AQA Sociology A Level. They will have two teachers. Teacher 1: Students will move on to cover Theories and Methods (Paper 1 and Paper 3); they may also begin the Education unit (Paper 1) Teacher 2: Students will move on to cover Theories and Methods (Paper 1 and Paper 3); they may also begin the Media unit (Paper 1)
<u>Spanish</u>	Students will be taught the AQA A level specification by two different teachers each looking at a specific topic. El racismo and IRP – topic-based vocabulary – conditional revision, speaking exam preparation and technique Politics - topic based vocabulary, imperfect and present subjunctive, perfect subjunctive