

# Curriculum Hand Book

# Year 12

2025/2026



Salvatorian  
College



|  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|--|---|---|--|---|---|--|
| <b>Lessons per week/Homework per week</b>              | 4 lessons per week. 1 period 6 per week.<br>Homework is set every week: research, drawing, annotation, or portfolio development. Independent study is essential to meet A Level expectations. Homework is often agreed as hours in the workshop as an alternative to support students and provide them with the materials and facilities to realise their intentions.   |   |  |   |   |  |
| <b>Content/Topics</b>                                  | <b>Autumn– Foundation Project: Identity</b><br>Students explore the theme of Identity through drawing, photography, mixed media, and 3D work. They experiment with different materials, processes, and responses to artists, building skills and independence.<br>Assessment: Portfolio submission at end of Autumn 1 and Autumn 2 (holistic AO1– AO4).   |   | <b>Spring– Personal Study (NEA Component 1)</b><br>Students begin their <b>Personal Investigation</b> project on a chosen theme. They research artists, develop practical responses, and refine ideas. Alongside this, they begin their 1000–3000 word essay (critical and analytical written element). Initial essay milestone: <b>100 words draft</b> .<br>Assessment: Portfolio submission at end of Spring 1 and Spring 2 (holistic AO1– AO4). |   | <b>Summer– Personal Study Development</b><br>Students continue with their Personal Investigation, deepening experimentation and linking practical and written work. They produce more resolved outcomes, exploring different media and scales, and refine their written essay draft.<br>Assessment: Portfolio submission at end of Summer 1 and Summer 2 (holistic AO1– AO4). |  |
| <b>Skills and Procedural Knowledge across the year</b> | <b>Practical Skills:</b> Drawing, painting, mixed media, 3D, digital and photographic techniques.<br><b>Critical Understanding:</b> Researching artists/designers, analysing and interpreting their work.<br><b>Portfolio Building:</b> Recording ideas, presenting research, annotating, and refining outcomes.<br><b>Essay Writing:</b> Developing critical writing and analysis to support the Personal Investigation.<br><b>Independence:</b> Managing workload, setting personal goals, and developing an individual creative voice. |   |  |   |   |  |
| <b>Links for exam boards and revision materials</b>    | <a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a><br><a href="https://www.nationalgallery.org.uk/learning">https://www.nationalgallery.org.uk/learning</a><br><a href="https://www.tate.org.uk/art/artists">https://www.tate.org.uk/art/artists</a><br><a href="https://www.aqa.org.uk/subjects/art-and-design">https://www.aqa.org.uk/subjects/art-and-design</a>  |   |  |   |   |  |
| <b>Revision Techniques and Advice</b>                  | Regularly update portfolio slides/sketchbook with clear annotations.<br>Write critically about your own work and artist references.<br>Visit galleries or explore virtual exhibitions for inspiration.<br>Plan independent study time each week to extend class projects.<br>Draft and refine essay sections gradually– do not leave writing to the end.  |   |  | <b>AO1– Develop:</b> Develop ideas by researching and analysing artists, designers, and movements.<br><b>AO2– Refine:</b> Refine work through experimenting with materials, techniques, and processes.<br><b>AO3– Record:</b> Record ideas and observations through drawing, photography, annotation, and other visuals.<br><b>AO4– Present:</b> Present a personal and meaningful final outcome that connects to research and development. |   |  |
| <b>Assessment Details</b>                              | Foundation Identity project– first portfolio check (AO1– AO4).  | Foundation Identity project– second portfolio check (holistic). | Personal Study project– initial portfolio submission (AO1– AO4)  | Personal Study project– second portfolio submission (with 100-word essay milestone).  | Personal Study project– further portfolio development (AO1– AO4).   | Personal Study project– refined portfolio and essay draft. |



|  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2 |
|--|---|---|--|--|---|----------|
| <b>Lessons per week/Homework per week</b>              | <p><b>Lessons per Week:</b> 5 lessons per week<br/> <b>Homework per Week:</b> Homework is set every lesson and due the following week. Assignments include challenging and scaffolded tasks designed to push students beyond the standard curriculum and support all ability levels.</p>  |   |  |  |   |          |
| <b>Content/Topics</b>                                  | <p><b>System Architecture</b><br/>                     Understanding the internal structure of the CPU, including the fetch-decode-execute cycle, registers, and how the CPU processes instructions.</p> <p><b>Memory and Storage</b><br/>                     Study different types of memory (RAM, ROM, cache) and storage devices, their characteristics, and their roles in computing systems.</p> <p><b>Data Representation</b><br/>                     Learn how data is represented in binary, including number systems (binary, hexadecimal), character encoding (ASCII, Unicode), and data types.</p> <p><b>Networks</b><br/>                     Explore network types, topologies, protocols, and the hardware involved in data transmission and communication.</p> |   | <p><b>System Security</b><br/>                     Understand threats to computer systems, methods of protection, and ethical, legal, and environmental impacts of computing.</p> <p><b>Software</b><br/>                     Study different types of software, including operating systems, utility programs, and application software.</p> <p><b>System Performance</b><br/>                     Investigate factors affecting system performance and how to improve efficiency.</p> <p><b>Legal, Ethical, and Environmental Issues</b><br/>                     Examine the laws, ethics, and environmental considerations relevant to computing technologies.</p> |  | <p><b>Algorithms</b><br/>                     Study how to design, analyze, and evaluate algorithms for solving problems efficiently, including searching and sorting algorithms.</p> <p><b>Programming Techniques</b><br/>                     Learn programming concepts such as iteration, selection, recursion, and data structures like arrays and records.</p> <p><b>Algorithm Design and Problem Solving</b><br/>                     Develop skills in designing algorithms using pseudocode and flowcharts to solve complex problems.</p> <p><b>Data Structures</b><br/>                     Understand different data structures including lists, stacks, queues, and trees, and their applications.</p> <p><b>Practical Programming Project</b><br/>                     Complete a substantial programming project to demonstrate practical skills in designing, implementing, testing, and evaluating a software solution.</p> |          |
| <b>Skills and Procedural Knowledge across the year</b> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand how computer systems work internally, covering system architecture, memory, storage, system performance, and security.</li> <li>Develop knowledge of data representation, networks, and the legal, ethical, and environmental impacts of computing.</li> <li>Build strong programming skills using advanced techniques, data structures, and algorithm design with pseudocode and flowcharts.</li> <li>Apply practical problem-solving by completing a substantial programming project that involves designing, coding, testing, and evaluating a solution.</li> </ul>   |   |  |  |   |          |
| <b>Links for exam boards and revision materials</b>    | <a href="https://www.ocr.org.uk/images/170844-specification-accredited-a-level-gce-computer-science-h446.pdf">https://www.ocr.org.uk/images/170844-specification-accredited-a-level-gce-computer-science-h446.pdf</a>   | <a href="https://www.ocr.org.uk/qualifications/as-and-a-level/computer-science-h046-h446-from-2015/">https://www.ocr.org.uk/qualifications/as-and-a-level/computer-science-h046-h446-from-2015/</a> | <a href="https://www.teach-ict.com/">https://www.teach-ict.com/</a>  | <a href="https://www.youtube.com/watch?v=dVi2B7fGVm4&amp;list=PLCiOXwirraUBj7HtVHfNzsnwjyZQj97da">https://www.youtube.com/watch?v=dVi2B7fGVm4&amp;list=PLCiOXwirraUBj7HtVHfNzsnwjyZQj97da</a><br><a href="https://www.scribd.com/document/791425006/OCR-a-Level-H046-H446-Pseudocode-Cheat-Sheet?utm_source=chatgpt.com">https://www.scribd.com/document/791425006/OCR-a-Level-H046-H446-Pseudocode-Cheat-Sheet?utm_source=chatgpt.com</a> |   |          |
| <b>Revision Techniques and Advice</b>                  | <ul style="list-style-type: none"> <li><b>Break It Down:</b> Tackle topics in small sections, focus on mastering one concept at a time, like one algorithm or one data structure.</li> <li><b>Reverse Teacher:</b> Explain complex ideas (like the fetch-decode-execute cycle or sorting algorithms) to someone else, teaching is proof you really understand it.</li> <li><b>Code and Practise:</b> Regularly write and debug code, recreate past exam algorithms and adapt them to new problems.</li> <li><b>Mix Methods:</b> Use flashcards for theory, mind maps for connections, and lots of past paper questions to apply knowledge under timed conditions.</li> </ul>  |   |  |  |   |          |
| <b>Assessment Details</b>                              | <p><b>End-of-topic assessments</b> are carried out regularly throughout the year using AQA-style exam questions that test recent content and essential practical skills. A formal <b>mock exam</b> takes place in the spring term, assessing all material covered in Year 12 so far under full exam conditions. A comprehensive <b>end-of-year exam</b> is held in the summer term, covering the entire Year 12 specification and required practical elements. Assessment results are used to track progress, guide exam preparation, and plan targeted support where needed.</p>   |   |  |  |   |          |



|  | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|--|--|---|---|--|--|--|
| <b>Lessons per week/Homework per week</b>              | 9 lessons per fortnight.<br>Homework is set weekly: research, portfolio annotation, design development, or practical experimentation. Independent study is essential to success at A Level.  |   |   |  |  |  |
| <b>Content/Topics</b>                                  | <p><b>Project 1 - Baseline skills and Guided Practice Project:</b></p> <p>Modelling in a variety of materials, Photography, CAD/CAM use, drawing for purpose, how to construct a portfolio, Learning from Designers, designing with intention, Realising intentions.</p> <p>For this foundation period, students will undertake a small teacher-led Modern Art Deco table project that covers the assessment objectives explicitly and teaches each of those foundation skills and materials explicitly. This ensures all students regardless are prepared for the course.</p>   | <p><b>Workshops:</b><br/>Workshops and mini-skills sessions will be run in the first few weeks of this term to cover various skills/processes/materials relevant to the course. E.g Woods, Metals, Plastics, Ceramics, Textiles and Drawing, CAD/CAM, and Photography.</p> <p><b>Project 2 - Small Personal Project (SPP):</b><br/>Students will undertake a mini project based on a previous ESA paper and these are used to enable students to develop a personal project, which covers the requirements of Component 1 on a smaller scale that is Student Centric<br/>Full coverage of the assessment objectives and the conclusion with a resolved outcome, referencing the work of others is considered.<br/>Although ideas may springboard from this project or the weeks of mini skills building workshops; this work does not form part of Component 1.</p> | <p><b>Project 3: Year 12 and Year 13 Component 1</b><br/>16 to 24 weeks (approx.)<br/>Component 1 is a sustained and focused investigation in response to an issue, theme or idea identified and chosen by the student.<br/>It is a practical body of work, which is supported by written material of between 1000 and 3000 words. (Annotations and notes do not form part of the word count.)<br/>Work submitted for assessment must evidence coverage of all four assessment objectives, which are marked holistically.<br/>The personal investigation will be assessed as a whole. Evidence of meeting the requirements of all the assessment objectives must be evident in the written and practical work.<br/>There should be clear development of ideas and techniques based upon the student's intentions.<br/>Component 1 is not a portfolio and should not contain additional material or projects that are not related to the student's personal investigation.<br/>Presentation of work can be physical or digital sketchbooks, boards, models or a combination of all these approaches.</p> |  |  |  |
| <b>Skills and Procedural Knowledge across the year</b> | <p><b>Skills and Procedural Knowledge across the year</b><br/> <b>Practical Skills:</b> 3D modelling, CAD/CAM, materials (wood, plastics, ceramics, textiles).<br/> <b>Photography &amp; Presentation:</b> Using digital media to document and present work.<br/> <b>Critical Understanding:</b> Researching and analysing designers/artists, applying ideas to personal projects.<br/> <b>Portfolio Development:</b> Recording ideas, annotating, refining, and presenting in line with AQA assessment objectives.<br/> <b>Written Skills:</b> Developing a critical written element for Component 1 (1000-3000 words).</p> |   |   |  |  |  |
| <b>Links for exam boards and revision materials</b>    | <p><a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a><br/> <a href="https://designmuseum.org/">https://designmuseum.org/</a><br/> <a href="https://www.tate.org.uk/art/artists">https://www.tate.org.uk/art/artists</a><br/> <a href="https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design-7201-7206">https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design-7201-7206</a><br/> <a href="https://technologystudent.com/">https://technologystudent.com/</a></p>   |   |   |  |  |  |
| <b>Revision Techniques and Advice</b>                  | <p>Regularly update sketchbook/portfolio with research, experiments, and annotations.<br/>Write critically about your own work and artist influences.<br/>Practise independent material experiments outside of class time.<br/>Visit galleries, exhibitions, or use virtual tours for inspiration.<br/>Draft and refine written elements alongside practical development.</p>  |   |   | <p><b>AO1- Develop:</b> Develop ideas by researching and analysing artists, designers, and movements.<br/> <b>AO2- Refine:</b> Refine work through experimenting with materials, techniques, and processes.<br/> <b>AO3- Record:</b> Record ideas and observations through drawing, photography, annotation, and other visuals.<br/> <b>AO4- Present:</b> Present a personal and meaningful final outcome that connects to research and development.</p> |  |  |
| <b>Assessment Details</b>                              | Portfolio check- Baseline skills project (holistic AO1- AO4).  | Portfolio check- Modern Art Deco Table project.   | Portfolio check- Small Personal Project development.  | Portfolio check- Small Personal Project resolved outcome.  | Portfolio check- Component 1 personal investigation (initial). | Portfolio check- Component 1 personal investigation (development). |



|  | Autumn  | Spring  | Summer   |
|--|---|---|--|
| <b>Lessons per week/Homework per week</b>              | Four lessons per week, split between two teachers. Homework is set weekly and includes reading, annotation, research, and extended written responses.   |   |  |
| <b>Content/Topics</b>                                  | <p>Drama)</p> <ul style="list-style-type: none"> <li>Poems of the Decade (Component 3: Poetry)</li> </ul> <p>Students begin their A Level course by studying a modern drama text (<i>A Streetcar Named Desire</i>) and a contemporary poetry selection from <i>Poems of the Decade</i>. In drama, students will explore William's portrayal of gender, class, illusion, and power, while developing understanding of dramatic form and structure. In poetry, students will analyse how contemporary poets respond to social and political themes such as identity, inequality, and trauma. A strong focus will be placed on AO4: personal response, close analysis, context, and critical views.</p>  | <ul style="list-style-type: none"> <li>Begin 'The Handmaid's Tale' or 'Never Let Me Go' (Component 2: Prose)</li> </ul> <p>Students begin their prose comparison unit for Component 2. They will study a dystopian novel alongside <i>Frankenstein</i>, exploring how writers engage with themes such as science, control, identity, and societal power. They will be taught how to compare across authors, time periods, and genres, while incorporating critical perspectives and historical context. Essay writing will focus on planning and developing comparative arguments using evidence from both texts.</p> | <ul style="list-style-type: none"> <li>NEA- Independent Critical Study</li> <li>Begin Keats (selected poems, AQA Pre-1900 Poetry)</li> <li>Revision for EOY exams</li> </ul> <p>Students begin their Independent Critical Study (NEA), selecting two literary texts (one must be pre-1900) and crafting a comparative analytical question in consultation with their teachers. Students will conduct wider reading and plan an extended 2500-3000 word essay, incorporating literary criticism. At the same time, students will begin their study of John Keats' poetry. They will analyse themes such as beauty, mortality, imagination, and Romantic ideals, with a focus on form, structure, and voice.</p> |
| <b>Skills and Procedural Knowledge across the year</b> | <p>In Year 12, students begin developing the critical and comparative skills required for the Edexcel A Level in English Literature. They read widely, write analytically, and explore literary texts through multiple lenses, including genre, context, and critical interpretation.</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Analyse how writers use form, structure and language across drama, prose and poetry</li> <li>Explore character, theme, voice and symbolism across genres</li> <li>Understand the significance of historical, social, and political context</li> <li>Compare texts thematically and conceptually</li> <li>Interpret literary texts through different critical perspectives (e.g. feminist, Marxist, psychoanalytical)</li> <li>Analyse unseen prose and poetry with fluency and insight</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Construct well-organised, evaluative and comparative arguments</li> <li>Use accurate literary terminology and embed textual evidence</li> <li>Integrate and reference literary criticism and wider reading</li> <li>Produce coursework that demonstrates independence, creativity, and critical sophistication</li> <li>Write under timed conditions with clarity and cohesion</li> </ul> |   |  |
| <b>Assessment Details</b>                              |   | <ol style="list-style-type: none"> <li>Thematic/prose analysis essay (single text)</li> <li>Comparative timed essay (<i>Frankenstein</i> + dystopian novel)</li> </ol>  | Internal End-of-Year Exams   |
| <b>Links for exam boards and revision materials</b>    | <p><b>Exam Board:</b> Pearson Edexcel A Level English Literature (9ET0)</p> <p>Specification and Assessment Overview - <a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-literature-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-literature-2015.html</a></p>  | <p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>York Notes Advanced and Oxford AQA guides for set texts</li> <li>Massolit- university-level video lectures on <i>Frankenstein</i>, <i>Streetcar</i>, Keats, and poetry</li> <li>JSTOR- for accessing literary criticism and academic papers</li> <li>Seneca Learning- Edexcel English Literature modules</li> </ul>   | <ul style="list-style-type: none"> <li>YouTube- channels such as Mr Salles, Mr Bruff, and Unseen Poetry for Edexcel</li> <li>The British Library- critical context for texts like <i>Frankenstein</i> and Romantic poetry</li> <li>Poetry Foundation- for full-text Keats poems and critical background</li> </ul>   |
| <b>Revision Techniques and Advice</b>                  | <ul style="list-style-type: none"> <li>Build <b>quote banks</b> for each text organised by theme and character</li> <li>Use <b>comparison grids</b> for prose and poetry to link ideas and techniques</li> <li>Annotate texts actively using <b>critical perspectives</b> and context notes</li> <li>Practise <b>timed responses</b> regularly using past paper questions</li> <li>Create <b>mind maps</b> to revise themes and structure across longer texts</li> <li>Use <b>dual coding</b>- pair visuals with quotes or literary devices to aid memory</li> <li>Keep a <b>critical reading journal</b>- summarise and respond to wider reading and critical articles</li> <li>Review examiner reports to understand how marks are awarded and common pitfalls</li> </ul>   |   |  |



|  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2                           |
|--|---|--|--|--|--|------------------------------------|
| <b>Lessons per week/Homework per week</b>              | 4x lessons per week 2 x per week  |  |  |  |  |                                    |
| <b>Content/Topics</b>                                  | <p><b>Topic 1: Tectonic Hazards</b> The global distribution of tectonic hazards, tectonic processes, the relationship between hazards, vulnerability, resilience and disaster, tectonic hazard profiles, tectonic disasters, tectonic hazard mitigation and adaptation strategies</p>   | <p><b>Topic 3: Globalisation</b> Causes of globalisation, international political and economic organisations, degree of globalisation, global shift, the influence of migration, global culture, global income inequality, social, political, environmental tensions</p> | <p><b>Topic 2B: Coastal Landscapes and Processes</b> Littoral zone, concordant and discordant coasts, coastal morphology, bedrock lithology, differential erosion, sediment transportation and deposition, subaerial processes, sea level changes, coastal recession, coastal flooding, coastal management</p> | <p><b>Topic 4A: Regenerating Places</b> Classification of economies, change of function and characteristics over time, economic and social inequalities, stakeholder perceptions of an area, regeneration, assessing the success of regeneration (urban / rural)</p> | <p>Year 12 A Level Geography Fieldtrip incorporating Topic content Write up of Non-Examined Assessment Year 12 Mock Examination Revision</p> | <p>Exam Practice and Retrieval</p> |
| <b>Skills and Procedural Knowledge across the year</b> | <p>For Year 12 Edexcel Geography, students need a mix of skills and knowledge. They should understand physical geography topics like tectonics, rivers, and coasts, as well as human geography topics such as urban environments and global development. Skills include interpreting maps, graphs, and data, conducting fieldwork, and applying geographical theories. Critical thinking and analytical skills are essential to evaluate causes and effects of geographical issues. Additionally, students must develop essay writing skills to explain and argue points clearly. Understanding key terminology and case studies is also crucial for success in assessments and exams</p>                                     |  |  |  |  |                                    |
| <b>Links for exam boards and revision materials</b>    | <p><b>Edexcel Official Website</b><br/> <a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html</a><br/>                     – Official syllabus, past papers, mark schemes, and examiner reports.<br/> <b>Geographical Association</b> <a href="http://geography.org.uk">geography.org.uk</a>– research, and articles.<br/> <a href="https://www.physicsandmathstutor.com/geography-revision/a-level-edexcel/">https://www.physicsandmathstutor.com/geography-revision/a-level-edexcel/</a><br/> <a href="https://www.tutor2u.net/geography">https://www.tutor2u.net/geography</a></p> |  |  |  |  |                                    |
| <b>Revision Techniques and Advice</b>                  | <p>Effective revision techniques for A Level Geography include active note-taking, using mind maps to connect concepts visually, and creating flashcards for key terms and case studies. Practice past exam questions to improve exam skills and time management. Teaching topics to someone else helps reinforce understanding. Use a mix of resources like textbooks, videos, and websites for varied learning. Regularly review and self-test to identify weak areas.</p>  |  |  |  |  |                                    |
| <b>Assessment Details</b>                              | <p><b>End-of-topic assessments</b> take place regularly throughout the year. These consist of AQA-style exam questions covering recent content and key practical skills. A formal <b>mock examination</b> is held in the <b>spring term</b>, assessing content taught across Year 12 to date under exam conditions. A comprehensive <b>end-of-year exam</b> takes place in the <b>summer term</b>, covering the full Year 12 specification and required practical content. Assessment data is used to monitor progress, support exam preparation, and inform targeted intervention where necessary.</p>   |  |  |  |  |                                    |



|  | Autumn 1   | Autumn 2                                 | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|--|--|--|--|---|--|---|
| <b>Lessons per week/Homework per week</b>              | 9 lessons per fortnight.<br>Homework is set weekly: research, artist analysis, design development, digital experimentation, or portfolio annotation. Independent study is essential to success at A Level.   |  |  |   |  |   |
| <b>Content/Topics</b>                                  | <b>Autumn– Foundation Workshops &amp; Guided Project</b><br>Skills workshops: design principles, photography, typography, illustration, experimental graphics.<br>Introduction to Photoshop, Illustrator, and mixed media processes.<br>Teacher-led foundation project (branding/typography focus) covering AO1- AO4 explicitly.<br>Assessment: Portfolio submission at end of Autumn 1 and Autumn 2 (holistic AO1- AO4).  |  | <b>Spring– Small Personal Project (SPP): Animation &amp; Storytelling</b><br><b>Animation principles and storytelling:</b> Students learn visual narrative, sequencing, and experimental typography.<br><b>Stop Motion/Puppet Making:</b> Practical workshops exploring movement, character, and design.<br>Students create a small project inspired by ESA-style papers to develop independence.<br>Assessment: Portfolio submission at end of Spring 1 and Spring 2 (holistic AO1- AO4). |   | <b>Summer– Component 1 (Personal Investigation)</b><br>Students begin their sustained <b>Personal Investigation</b> , selecting their own theme (e.g., identity, protest, consumerism, environment).<br>Practical body of work supported by a written element (1000-3000 words).<br>Emphasis on sustained idea development, experimentation, refinement, and independent outcomes.<br>Work presented in sketchbooks, digital boards, moving image, or a mix of formats.<br>Assessment: Portfolio submission at end of Summer 1 and Summer 2 (holistic AO1- AO4). |   |
| <b>Skills and Procedural Knowledge across the year</b> | <b>Practical/Digital Skills:</b> Adobe Illustrator, Photoshop, photography, typography, mixed media, animation.<br><b>Design Principles:</b> Layout, composition, hierarchy, branding, narrative graphics.<br><b>Critical Understanding:</b> Research and analyse graphic designers/artists, apply influences to own projects.<br><b>Portfolio Development:</b> Recording ideas, experimenting, annotating, refining, presenting (AO1- AO4).<br><b>Written Skills:</b> Building the critical written element for Component 1 (1000-3000 words).  |  |  |   |  |   |
| <b>Links for exam boards and revision materials</b>    | <a href="https://www.qqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design-7201-7206">https://www.qqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design-7201-7206</a><br><a href="https://www.tate.org.uk/art/artists">https://www.tate.org.uk/art/artists</a><br><a href="https://designmuseum.org/">https://designmuseum.org/</a><br><a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a><br><a href="https://www.adobe.com/learn">https://www.adobe.com/learn</a><br><a href="https://www.youtube.com/watch?v=lyR_uYsRdPs">https://www.youtube.com/watch?v=lyR_uYsRdPs</a> |  |  |   |  |   |
| <b>Revision Techniques and Advice</b>                  | Keep portfolio up to date: record experiments, annotate clearly, reflect on AO1- AO4.<br>Create designer research slides with analysis and personal responses.<br>Watch Adobe tutorials and practise Illustrator/Photoshop/adobe suite skills regularly.<br>Explore moving image and animation to extend graphics skills.<br>Draft and refine essay sections gradually, alongside practical development.   |  |  | <b>AO1– Develop:</b> Develop ideas by researching and analysing artists, designers, and movements.<br><b>AO2– Refine:</b> Refine work through experimenting with materials, techniques, and processes.<br><b>AO3– Record:</b> Record ideas and observations through drawing, photography, annotation, and other visuals.<br><b>AO4– Present:</b> Present a personal and meaningful final outcome that connects to research and development. |  |   |
| <b>Assessment Details</b>                              | Portfolio check– Foundation skills workshops.  | Portfolio check– Guided project outcome. | Portfolio check– Animation/Storytelling project development.   | Portfolio check– Animation/Stop Motion project outcome.   | Portfolio check– Component 1 personal investigation (initial development).   | Portfolio check– Component 1 personal investigation (extended development). |



|  | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|--|--|---|--|--|---|---|
| <b>Lessons per week/Homework per week</b>              | 5 lessons a week and x3 pieces of homework   |   |  |  |   |   |
| <b>Content/Topics</b>                                  | <p><b>1J British Empire Expansion in Africa:</b> Growth of British control, including Egypt and the Suez Canal.</p> <p><b>India:</b> Post-Mutiny administration, defence, and strategic importance.</p> <p><b>Scramble for Africa:</b> Colonial rivalry, international relations, and informal empire.</p> <p><b>2Q American Dream Truman's America:</b> Post-war politics, economy, and society.</p> <p><b>Global Power:</b> Cold War, containment, and foreign policy.</p> <p><b>Civil Rights:</b> Impact of WWII and early activism.</p>  | <p><b>1J British Empire Trade and Economy:</b> Role of commerce, trade routes, and chartered companies.</p> <p><b>Imperial Agents:</b> Influence of explorers, missionaries, traders, and administrators.</p> <p><b>Attitudes and Resistance:</b> British political debates, indigenous relations, and the impact of resistance movements.</p> <p>2Q American Dream</p> <p><b>Eisenhower's America:</b> Dynamic conservatism, economic growth, and consumer society.</p> <p><b>Global Power:</b> Cold War tensions in Europe, Asia, and the Middle East.</p> <p><b>Civil Rights:</b> Rise of the Civil Rights Movement and political responses.</p> | <p><b>1J British Empire African Expansion:</b> Continued consolidation of empire, especially in Africa.</p> <p><b>Colonial Governance:</b> Policies in role in international affairs.</p> <p><b>Trade and Economy:</b> Growth of imperial commerce and strategic economic interests.</p> <p>2Q American Dream</p> <p><b>Kennedy's America:</b> 1960 and administration.</p> <p><b>Global Power:</b> Crises in Berlin, Cuba, and growing involvement in Vietnam.</p> <p><b>Civil Rights:</b> Expansion of the movement, opposition, and Kennedy's response.</p> | <p><b>1J British Empire Key Figures:</b> Impact of Chamberlain, Rhodes, and colonial administrators.</p> <p><b>Imperial Attitudes:</b> Support and criticism, National Efficiency, and empire in popular culture.</p> <p><b>Indigenous Relations:</b> Resistance to rule, Boer War, and conflict in Sudan.</p> <p>2Q American Dream</p> <p>The United States by 1963: its position as a world power; economic prosperity; the growing pressures for social change from women and youth</p> <p>Revision</p> <p><b>Truman (1945-52)</b></p> <p><b>Eisenhower (1952-60)</b></p> <p><b>Kennedy (1960-63)</b></p> | <p>NEA- French Revolution</p> <p>1J British Empire Revision</p> <p><b>Empire growth and control:</b> Expansion in Africa, India, and Egypt with trade and key imperial figures.</p> <p><b>Resistance and debate:</b> Indigenous conflicts and British political attitudes towards imperialism.</p> <p>2Q American Dream Revision</p> <p><b>Truman:</b> Post-war rebuilding, Cold War start, early Civil Rights.</p> <p><b>Eisenhower:</b> Prosperity, Cold War crises, growing Civil Rights movement.</p> | <p>NEA- French Revolution</p> <p>Factors that effected the start of the revolution including social economic factors, both long-term and short-term, the enlightenment, the Ancien Regime etc</p> |
| <b>Skills and Procedural Knowledge across the year</b> | <ul style="list-style-type: none"> <li>• <b>Causation-</b> Analyse and evaluate complex, multi-causal explanations for empire expansion, decline, and social change in America.</li> <li>• <b>Change and Continuity-</b> Critically assess patterns of change and persistence in political, social, and economic contexts across the 19th and 20th centuries.</li> <li>• <b>Similarity and Difference-</b> Compare and contrast historical developments across regions, cultures, and time periods within Britain and America.</li> <li>• <b>Significance and Interpretation-</b> Evaluate the significance of key events, individuals, and movements; engage with and critique a range of historical interpretations and debates.</li> <li>• <b>Evidence and Enquiry (NEA-focused)-</b> Develop independent research skills through critical evaluation and synthesis of primary and secondary sources to construct coherent, evidence-based arguments for coursework and examinations.</li> </ul>  |   |  |  |   |   |
| <b>Links for exam boards and revision materials</b>    | <p><b>1J The British Empire</b></p> <p><a href="#">AQA Official Specification &amp; Resources</a></p> <p><a href="#">Seneca Learning- British Empire Revision Quizlet</a></p> <p><a href="#">British Empire Flashcards</a></p> <p><a href="#">YouTube- AQA History Revision Playlists</a></p>  |   |  | <p><b>2Q The American Dream</b></p> <p><a href="#">AQA Official Specification &amp; Resources</a></p> <p><a href="#">Seneca Learning- American Dream Revision Quizlet</a></p> <p><a href="#">American Dream Flashcards</a></p> <p><a href="#">YouTube- AQA American Dream Revision Playlists</a></p>   |   |   |
| <b>Revision Techniques and Advice</b>                  | <p>To be successful in AQA A Level History, students need to combine secure content knowledge with strong analytical and writing skills. Active revision strategies are key: using flashcards for key facts and historians' views, creating timelines and thematic mind maps, and practising past questions to develop essay technique. Organising revision around AQA's assessment objectives- AO1 (knowledge and understanding), AO2 (analysis and evaluation of cause, consequence, change and continuity), and AO3 (source analysis), helps target skills more effectively. Students should regularly plan and write essays, using clear, balanced arguments supported by precise evidence, and structure their points. For source questions, success comes from evaluating both content and provenance, and linking sources to contextual knowledge. Interpretation questions require comparing historians' arguments, analysing their use of evidence, and explaining differing views. Reviewing material over time using spaced retrieval, and teaching or discussing topics with others, can help consolidate understanding. Above all, consistent, active engagement with the content and exam skills throughout the course is essential.</p> |   |  |  |   |   |
| <b>Assessment Details</b>                              | X2 25 markers and one 30 marker  | X2 25 markers and one 30 marker   | X2 25 markers and one 30 marker  | X2 25 markers and one 30 marker  | X2 25 markers and one 30 marker   |   |



|  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2                   |
|--|---|--|--|---|--|----------------------------|
| <b>Lessons per week/Homework per week</b>              | 4 lessons a week with homework set 3 times.   |  |  |   |  |                            |
| <b>Content/Topics</b>                                  | <p><b>Pure Mathematics</b><br/>Algebra and functions</p> <ul style="list-style-type: none"> <li>Algebraic expressions</li> <li>Quadratic functions</li> <li>Equations</li> <li>Inequalities</li> <li>Graphs</li> <li>Transformations</li> </ul> <p><b>Statistics</b><br/>Data Sampling</p> <ul style="list-style-type: none"> <li>Terminology</li> <li>Sampling techniques</li> </ul> <p>Data presentation and interpretation</p> <ul style="list-style-type: none"> <li>Measures of location</li> <li>Measures of variation</li> <li>Single variable data</li> <li>Scatter diagrams</li> </ul> <p>Probability</p> <ul style="list-style-type: none"> <li>Mutually exclusive events</li> <li>Independent events</li> </ul>              | <p><b>Pure Mathematics</b><br/>Coordinate Geometry in the (x,y) plane</p> <ul style="list-style-type: none"> <li>Straight line graphs</li> <li>Circles</li> </ul> <p>Further Algebra</p> <ul style="list-style-type: none"> <li>Algebraic division</li> <li>Factor theorem</li> <li>Proof</li> <li>Binomial expansion</li> </ul> <p><b>Statistics</b><br/>Statistical distributions</p> <ul style="list-style-type: none"> <li>Discrete uniform distributions</li> <li>Probabilities using binomial distributions</li> </ul> <p>Statistical hypothesis testing</p> <ul style="list-style-type: none"> <li>Significance levels</li> <li>Hypothesis testing using binomial distribution</li> </ul> | <p><b>Pure Mathematics</b><br/>Trigonometry</p> <ul style="list-style-type: none"> <li>Ratios and graphs</li> <li>Identities and equations</li> </ul> <p>Vectors (2D)</p> <ul style="list-style-type: none"> <li>Magnitude</li> <li>Addition and scalar multiplication</li> <li>Position Vectors</li> </ul> <p><b>Mechanics</b><br/>Quantities and units</p> <ul style="list-style-type: none"> <li>Intro to mathematical modelling</li> <li>Vector and scalar quantities</li> </ul> <p>Kinematics 1</p> <ul style="list-style-type: none"> <li>Graphical representation of velocity and displacement</li> <li>Motion in a straight line</li> <li>Suvat formulae</li> <li>Vertical motion</li> </ul> | <p><b>Pure Mathematics</b><br/>Differentiation</p> <ul style="list-style-type: none"> <li>Polynomials</li> <li>2nd derivatives</li> <li>Gradient</li> <li>Tangent and normal</li> </ul> <p>Integration</p> <ul style="list-style-type: none"> <li>Indefinite integrals</li> <li>Definite integrals</li> <li>Area under a curve</li> </ul> <p><b>Mechanics</b><br/>Forces and Newton's Law</p> <ul style="list-style-type: none"> <li>Newton's first law</li> <li>Force diagrams</li> <li>Newton's second law</li> <li>Newton's third law</li> </ul> | <p><b>Pure Mathematics</b><br/>Exponentials and logarithms</p> <ul style="list-style-type: none"> <li>Exponential functions</li> <li>Natural logarithms</li> </ul> <p><b>Mechanics</b><br/>Kinematics 2</p> <ul style="list-style-type: none"> <li>Variable force</li> <li>Use of integration</li> </ul> | Revision and exam practice |
| <b>Skills and Procedural Knowledge across the year</b> | KS5 maths builds on GCSE knowledge, strengthening confidence with algebra, functions, calculus, trigonometry, and problem-solving strategies. In Pure Maths, students focus on algebraic manipulation, sequences and series, calculus, trigonometry, exponentials, logarithms, and complex numbers. In Applied Maths, they develop skills in Mechanics— including forces, motion, vectors, and equilibrium— and Statistics— including probability, distributions, hypothesis testing, and data analysis. Throughout the course, students practise interpreting questions, selecting appropriate methods, and justifying reasoning, building fluency, logical thinking, and exam confidence through consistent practice and past papers. |  |  |   |  |                            |
| <b>Links for exam boards and revision materials</b>    | <a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a><br><a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a><br><a href="https://uplearn.co.uk/">https://uplearn.co.uk/</a>   |  |  |   |  |                            |
| <b>Revision Techniques and Advice</b>                  | Year 12 students should break topics into focused study sessions of 25–40 minutes, tackling one concept at a time. Practise extensively using past papers and online question banks, and study worked solutions carefully to understand each step and common mistakes. Use diagrams, graphs, and structured notes to visualise concepts, and keep a formula sheet for quick reference. Test yourself under timed conditions to build exam confidence, and use online resources such as video tutorials or interactive exercises to reinforce understanding. Consistently review and link new topics to prior knowledge, building fluency, problem-solving skills, and logical reasoning for both Pure and Applied Maths.                |  |  |   |  |                            |
| <b>Assessment Details</b>                              | End of unit tests. And a set of mock exams.   | End of unit tests  | End of unit tests. And a set of mock exams.  | End of unit tests   | End of unit tests. And a set of mock exams.  | End of unit tests          |



|  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2 |
|--|---|---|--|---|--|----------|
| <b>Lessons per week/<br/>Homework per week</b>         | Four lessons a week<br>Homework is assigned weekly and includes: independent research, set product analysis, revision tasks, and exam-style questions. Independent study time is essential at KS5 and used to develop a deeper understanding of contexts and theory.  |   |  |   |  |          |
| <b>Content/Topics</b>                                  | <p><b>Introduction to A Level Media Theoretical Framework Overview</b></p> <p>Students develop a foundational understanding of Media Language, Representation, Industry, and Audience. Prior GCSE learners will recap and support class discussion.</p> <p><b>Component 1, Section A– Advertising &amp; Marketing</b><br/><b>Set Texts: Tide, Superhuman (Paralympics), Kiss of the Vampire</b></p> <p>Students explore the codes and conventions of print and AV advertising, focusing on media language and representation. Comparative work develops awareness of context and audience positioning. Deep focus on audience targeting, demographics and psychographics, audience theory, and reception.</p> | <p><b>Component 1, Section A– Music Videos</b><br/><b>Set Texts: Janelle Moá e– of Love</b></p> <p>Students explore representation, intertextuality, and narrative through music video conventions. Developing familiarity with audio-visual texts enhances analysis skills.</p> <p><b>Component 1, Section A– Newspapers</b><br/><b>Set Texts: The Times &amp; The Daily Mirror (Feb 2022)</b></p> <p>Focus on media language, representation, and political bias. Students examine front pages and explore how news values are constructed in different political contexts.</p> | <p><b>Component 1, Section B– Newspapers (Industry &amp; Audience)</b></p> <p>Study of newspaper ownership, regulation, and audience engagement. Builds students' ability to compare traditional media industries with digital forms.</p> <p><b>Component 1, Section B– Radio</b><br/><b>Set Text: Have You Heard George's Podcast?</b></p> <p>Students analyse radio as a media form that has evolved into digital formats. Focus on BBC's public service remit, podcast popularity, and audience theory.</p> | <p><b>Component 1, Section B– Film Industry</b><br/><b>Set Texts: Black Panther &amp; I, Daniel Blake</b></p> <p>Comparison between mainstream and independent production models. Focus on marketing, funding, distribution, regulation, ownership and cultural context.</p> <p><b>Component 1, Section A– Video Games</b><br/><b>Set Text: Assassin's Creed Franchise</b></p> <p>Students explore industry structures and audience interaction in gaming. Includes convergence, monetisation, global audiences, and interactivity.</p> | <p><b>Component 3: NEA Introduction</b></p> <p>Students explore the brief and begin planning their cross-media production. Tasks include: research into form and genre conventions, audience profiling, and pitch development.</p> <p><b>Component 3: NEA Pre-Production</b></p> <p>Students complete detailed planning for both products, submit their statement of aims, and begin first drafts. Initial teacher feedback is provided before summer break.</p> |          |
| <b>Skills and Procedural Knowledge across the year</b> | <ul style="list-style-type: none"> <li>Apply the four key frameworks across a broad range of products</li> <li>Use a wide range of media-specific terminology in written responses</li> <li>Develop critical thinking through theory application and evaluation</li> <li>Understand the historical, political, economic and social contexts of media products</li> <li>Build confidence with comparative writing and extended answers</li> <li>Begin to develop creative, practical skills for cross-media production (NEA)</li> </ul>  |   |  |   |  |          |
| <b>Assessment Details</b>                              | Advertising comparative response (Component 1A)   | Music video analysis (Component 1A) + Newspaper ML/REP  | Newspaper and radio industry/audience responses (Component 1B)   | Film vs video games comparative analysis (Component 1B)   | <ul style="list-style-type: none"> <li>NEA planning, Statement of Aims, draft production</li> <li>End of Year Exams (Component 1)</li> </ul>   |          |
| <b>Links for exam boards and revision materials</b>    | <p>Exam board: Eduqas</p> <ul style="list-style-type: none"> <li><a href="https://www.eduqas.co.uk/qualifications/media-studies-as-a-level/#tab_keydocuments">https://www.eduqas.co.uk/qualifications/media-studies-as-a-level/#tab_keydocuments</a></li> </ul>   |   | <p>Revision Guides:</p> <ul style="list-style-type: none"> <li>WJEC/Eduqas Media Studies For A Level Year 1 and AS Student Book– Revised Edition</li> <li>WJEC/Eduqas Media Studies for A Level AS and Year 1 Revision</li> </ul>  |   | <p>Useful links:</p> <ul style="list-style-type: none"> <li>The Media Insider - <a href="https://www.youtube.com/@TheMediaInsider">https://www.youtube.com/@TheMediaInsider</a></li> <li>Mrs Fisher - <a href="https://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg">https://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg</a></li> <li>Seneca - <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></li> </ul>             |          |
| <b>Revision Techniques and Advice</b>                  | <ul style="list-style-type: none"> <li>Create flashcards for theorists, audience categories, and terminology</li> <li>Create summaries for each set text (media language, representation, industry, audience, relevant theories, key contexts)</li> <li>Practise timed responses using past paper questions and mark schemes</li> <li>Redraft and annotate your answers using feedback and examiner reports</li> <li>Use the PEACHY structure for all extended writing tasks</li> <li>Keep a critical theory journal– summarise and apply theorists to current media products</li> </ul>  |   |  |   |  |          |



|  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|--|---|---|---|--|--|--|
| <b>Lessons per week/Homework per week</b>              | 5 lessons a fortnight and Homework every lesson   |   |   |  |  |  |
| <b>Content/Topics</b>                                  | <p><b>Philosophy</b></p> <p>Philosophy Introduction<br/>Philosophical issues and questions; the Design, Cosmological and ontological argument<br/>The nature and influence of religious experience</p>  | <p><b>Philosophy and Ethics</b></p> <p>Problems of evil and suffering<br/>Significant concepts in issues or debates in religion and ethics: environment and equality<br/>A study of three ethical theories including Situation Ethics, Natural Moral Law and Utilitarianism</p> | <p><b>Ethics and New Testament</b></p> <p>Application of ethical theories to issues of importance including sexual ethics and war and peace<br/>Social, historical and religious context of the New Testament<br/>Texts and interpretation of the Person of Jesus<br/>MOCKS</p> | <p><b>New Testament</b></p> <p>Interpreting the text and issues of relationship, purpose and authorship<br/>Revision<br/>MOCKS</p> | <p>Revision<br/>Public AS exams in Philosophy, Ethics (1hr each)</p> | <p><b>New Testament</b></p> <p>Revision<br/>Public AS exams in New Testament (1hr )<br/>Public AS exams in Philosophy, Ethics and New Testament (1hr each)</p> |
| <b>Skills and Procedural Knowledge across the year</b> | <p>The course encourages students to explore religious thought and its impact on individuals, communities and society. It develops critical, enquiring and reflective skills. Students consider big life questions about purpose, values and commitments. They learn how religion, philosophy, ethics and texts have influenced beliefs and practices over time. The course strengthens student's ability to: Build and present well-reasoned arguments, Analyse and evaluate ideas, Engage thoughtfully with moral, spiritual and religious issues. These are excellent preparation for higher education and beyond.</p> |   |   |  |  |  |
| <b>Links for exam boards and revision materials</b>    | <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/religious-studies-2016.html#%2Ftab-ASlevel">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/religious-studies-2016.html#%2Ftab-ASlevel</a></p> <p>Text books<br/>Pearson Edexcel Religious Studies A level/AS Student Guide: Philosophy of Religion<br/>Pearson Edexcel Religious Studies A level/AS Student Guide: Ethics</p> <p>Pearson Edexcel Religious Studies A level/AS Student Guide: New Testament</p>   |   |   |  |  |  |
| <b>Revision Techniques and Advice</b>                  | <p>Complete all Homework and classwork<br/>Make revision notes and create flash cards<br/>Practice past paper questions<br/>Attend all interventions<br/>Complete Seneca learning tasks</p>   |   |   |  |  |  |
| <b>Assessment Details</b>                              | Unit test   | Unit test   | Mocks   | Mocks  | AS exams   |  |



|  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2                                 |
|--|---|---|---|--|--|--|
| <b>Lessons per week/Homework per week</b>              | <p>Four lessons per week.<br/> <b>Homework</b> set as per the homework timetable and recorded in student journals and Show my Homework. <a href="https://www.showmyhomework.co.uk/login">https://www.showmyhomework.co.uk/login</a></p>   |   |   |  |  |  |
| <b>Content/Topics</b>                                  | <p><b>Topic 1</b><br/> <u>Biological molecules</u>– carbohydrates, lipids, proteins, DNA, RNA, ATP, water, ions</p> <p><b>Topic 2A</b><br/>           Cell structure and division– eukaryotic and prokaryotic cells, microscopy, cancer</p>   | <p><b>Topic 2B</b><br/> <u>Cell membranes</u>– diffusion, active transport, co-transport, water potential</p> <p><b>Topic 2C</b><br/> <u>Cells and the immune system</u> – cellular response, humoral response, vaccinations, HIV, monoclonal antibodies, ELISA</p> | <p><b>Topic 3</b><br/> <u>Exchange and transport systems</u>– gas exchange systems, lung diseases, haemoglobin, circulatory system, heart and cardiac cycle; cardiovascular disease, digestion and absorption, mass movement of water in plants</p> | <p><b>Topic 4</b><br/> <u>Genetic information</u>– DNA transcription and translation, meiosis, genetic diversity, natural selection, classification, Spermatogenesis</p> | <p><b>Topic 5</b><br/> <u>Photosynthesis and respiration</u>– light dependent reaction, light independent reaction, aerobic respiration, anaerobic respiration</p> | <p><u>Revision and Exam Practice</u></p> |
| <b>Skills and Procedural Knowledge across the year</b> | <p>Throughout Year 12, students develop core biological skills through practical and theoretical study, with a focus on:</p> <ul style="list-style-type: none"> <li>• Planning and conducting biological investigations with accuracy and safety</li> <li>• Using microscopes and biochemical tests to observe and analyse biological samples</li> <li>• Recording, presenting and interpreting data using appropriate statistical tests</li> <li>• Evaluating experimental design, methods, and reliability of data</li> <li>• Applying biological knowledge to unfamiliar scenarios, including ecological and cellular contexts</li> <li>• Using scientific vocabulary, terminology, and conventions confidently, including units, symbols and biological diagrams</li> </ul> <p>These skills are taught alongside required practicals and assessed through practical work, analysis tasks, and exam-style questions in line with AQA A-Level Biology guidance.</p> |   |   |  |  |  |
| <b>Links for exam boards and revision materials</b>    | <p><b>AQA Specification and Past Papers:</b></p> <ul style="list-style-type: none"> <li>■ AQA A-Level Biology Specification (7401/7402)</li> <li>📄 AQA Past Papers and Mark Schemes– Biology</li> </ul> <p><b>Trusted Revision Resources:</b></p> <ul style="list-style-type: none"> <li>👤 Physics &amp; Maths Tutor– A-Level Biology</li> <li>🧠 Cognito Revision– A-Level Biology</li> <li>📺 Seneca Learning– A-Level Biology</li> <li>📺 FreeScienceLessons– A-Level Biology YouTube</li> </ul>  |   |   |  |  |  |
| <b>Revision Techniques and Advice</b>                  | <p>A-Level Science requires consistent, active revision. Use <b>retrieval practice</b> (e.g. flashcards, quizzes, past papers) and <b>spaced revision</b> to revisit topics over time. Summarise topics using diagrams, explain concepts aloud, and practise applying your knowledge to unfamiliar scenarios. Break processes into stages (e.g. transcription→ translation) and practise drawing annotated diagrams. Focus on command words in exam questions (e.g. explain vs evaluate). Use flashcards to test scientific terminology and definitions. Practise long-answer questions to develop extended writing and logical structure.</p>  |   |   |  |  |  |
| <b>Assessment Details</b>                              | <p><b>End-of-topic assessments</b> take place regularly throughout the year. These consist of AQA-style exam questions covering recent content and key practical skills. A formal <b>mock examination</b> is held in the <b>spring term</b>, assessing content taught across Year 12 to date under exam conditions. A comprehensive <b>end-of-year exam</b> takes place in the <b>summer term</b>, covering the full Year 12 specification and required practical content. Assessment data is used to monitor progress, support exam preparation, and inform targeted intervention where necessary.</p>   |   |   |  |  |  |



|  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2                    |
|--|--|--|--|--|--|-----------------------------|
| <b>Lessons per week/Homework per week</b>              | Four lessons per week.<br><b>Homework</b> set as per the homework timetable and recorded in student journals and Show my Homework. <a href="https://www.showmyhomework.co.uk/login">https://www.showmyhomework.co.uk/login</a>   |  |  |  |  |                             |
| <b>Content/Topics</b>                                  | <b><u>Unit 1: Atomic Structure, Calculations and Bonding</u></b>   | <b><u>Unit 1: Energetics, Kinetics, Equilibria and Redox</u></b> | <b><u>Unit 2: Periodicity</u></b><br><b><u>Unit 3: Organic Chemistry</u></b> | <b><u>Unit 3: Organic Analysis</u></b><br><b><u>Unit 4: Thermodynamics</u></b> | <b><u>Unit 4: Equilibrium Constant</u></b><br><b><u>Unit 4: Acid and Bases</u></b> | <b><u>Exam Practice</u></b> |
| <b>Skills and Procedural Knowledge across the year</b> | <p>In Year 12, students develop key chemical skills through theoretical and practical work, focusing on:</p> <ul style="list-style-type: none"> <li>• Planning and carrying out accurate and safe chemical experiments, including titrations and qualitative analysis</li> <li>• Recording observations and quantitative data methodically and using appropriate significant figures and units</li> <li>• Applying mole calculations, chemical equations, and stoichiometry to unfamiliar problems</li> <li>• Analysing results using graphs and calculations, including energy changes and rates</li> <li>• Evaluating experimental design, identifying errors and suggesting improvements</li> <li>• Using precise chemical terminology, formulae, symbols, and balanced equations confidently</li> </ul> <p>These skills are embedded throughout required practicals and assessed through written tasks, practical performance, and A-level exam-style questions in line with AQA specification requirements.</p> |  |  |  |  |                             |
| <b>Links for exam boards and revision materials</b>    | <p><b>AQA Specification and Past Papers:</b></p> <ul style="list-style-type: none"> <li>📄 AQA A-Level Chemistry Specification (7404/7405)</li> <li>📄 AQA Past Papers and Mark Schemes– Chemistry</li> </ul> <p><b>Trusted Revision Resources:</b></p> <ul style="list-style-type: none"> <li>🎧 Physics &amp; Maths Tutor– A-Level Chemistry</li> <li>📖 <a href="#">Cognito Revision– A-Level Chemistry</a></li> <li>📖 Seneca Learning– A-Level Chemistry</li> <li>📺 <a href="#">FreeScienceLessons– A-Level Chemistry YouTube</a></li> </ul>   |  |  |  |  |                             |
| <b>Revision Techniques and Advice</b>                  | <p>A-Level Science requires consistent, active revision. Use <b>retrieval practice</b> (e.g. flashcards, quizzes, past papers) and <b>spaced revision</b> to revisit topics over time. Summarise topics using diagrams, explain concepts aloud, and practise applying your knowledge to unfamiliar scenarios. Regularly practise multi-step mole calculations and percentage yield problems. Create mechanism cards for organic chemistry, showing each step and movement of electrons. Summarise reaction conditions (e.g. hydration of ethene) into a single-page reference sheet. Tackle applied questions in context to prepare for unfamiliar scenarios.</p>  |  |  |  |  |                             |
| <b>Assessment Details</b>                              | <p><b>End-of-topic assessments</b> take place regularly throughout the year. These consist of AQA-style exam questions covering recent content and key practical skills. A formal <b>mock examination</b> is held in the <b>spring term</b>, assessing content taught across Year 12 to date under exam conditions. Assessment data is used to monitor progress, support exam preparation, and inform targeted intervention where necessary.</p>   |  |  |  |  |                             |



|  | Autumn 1  | Autumn 2                       | Spring 1  | Spring 2                             | Summer 1                    | Summer 2 |
|--|---|--------------------------------|---|--------------------------------------|-----------------------------|----------|
| <b>Lessons per week/Homework per week</b>              | <p>Four lessons per week.<br/> <b>Homework</b> set as per the homework timetable and recorded in student journals and Show my Homework. <a href="https://www.showmyhomework.co.uk/login">https://www.showmyhomework.co.uk/login</a></p>   |                                |   |                                      |                             |          |
| <b>Content/Topics</b>                                  | <p><b>Section 1: Particles and Radiation</b></p> <p><b>Sections 2: electromagnetic Radiation and Quantum Phenomena</b></p>  | <p><b>Section 3: Waves</b></p> | <p><b>Section 4: Mechanics</b></p> <p><b>Section 5: Materials</b></p> | <p><b>Section 6: Electricity</b></p> | <p><b>Exam Practice</b></p> |          |
| <b>Skills and Procedural Knowledge across the year</b> | <p>Year 12 Physics students develop essential skills in both theoretical understanding and practical application, focusing on:</p> <ul style="list-style-type: none"> <li>• Planning and conducting precise experiments involving mechanics, electricity, and waves</li> <li>• Using a range of measuring instruments accurately and evaluating their uncertainty</li> <li>• Analysing data using graphs, gradients, and equations, and applying mathematical models to physical systems</li> <li>• Applying knowledge to unfamiliar contexts, including real-world and multi-step problems</li> <li>• Evaluating methods, interpreting uncertainties, and suggesting improvements to increase reliability</li> <li>• Using correct terminology, units, significant figures, and symbols in calculations and written work</li> </ul> <p>These skills are taught alongside required practicals and assessed through written responses, data analysis, and practical-based exam questions as per the AQA A-Level Physics specification.</p> |                                |   |                                      |                             |          |
| <b>Links for exam boards and revision materials</b>    | <p><b>AQA Specification and Past Papers:</b></p> <ul style="list-style-type: none"> <li>📖 AQA A-Level Physics Specification (7407/7408)</li> <li>📄 AQA Past Papers and Mark Schemes– Physics</li> </ul> <p><b>Trusted Revision Resources:</b></p> <ul style="list-style-type: none"> <li>🎧 Physics &amp; Maths Tutor– A-Level Physics</li> <li>🧑‍🎓 <a href="#">Cognito Revision– A-Level Physics</a></li> <li>📖 Seneca Learning– A-Level Physics</li> <li>🐼 <a href="#">GorillaPhysics– A-Level Physics YouTube</a></li> </ul>  |                                |   |                                      |                             |          |
| <b>Revision Techniques and Advice</b>                  | <p>A-Level Science requires consistent, active revision. Use <b>retrieval practice</b> (e.g. flashcards, quizzes, past papers) and <b>spaced revision</b> to revisit topics over time. Summarise topics using diagrams, explain concepts aloud, and practise applying your knowledge to unfamiliar scenarios. Memorise equations and practise applying them in different contexts— use units to guide your thinking. Solve problems using algebra rather than formula triangles to build confidence. Revisit core practicals and practise analysing data from graphs or tables. Focus on multi-step problems where multiple formulae must be linked together.</p>   |                                |   |                                      |                             |          |
| <b>Assessment Details</b>                              | <p><b>End-of-topic assessments</b> take place regularly throughout the year. These consist of AQA-style exam questions covering recent content and key practical skills. A formal <b>mock examination</b> is held in the <b>spring term</b>, assessing content taught across Year 12 to date under exam conditions. A comprehensive <b>end-of-year exam</b> takes place in the <b>summer term</b>, covering the full Year 12 specification and required practical content. Assessment data is used to monitor progress, support exam preparation, and inform targeted intervention where necessary.</p>   |                                |   |                                      |                             |          |

|  | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2                        |
|--|--|---|--|--|--|---------------------------------|
| <b>Lessons per week/Homework per week</b>              | 4 lessons per week, an additional Period 6 every fortnight.<br>3 pieces of homework a week.  |   |  |  |  |                                 |
| <b>Content/Topics</b>                                  | <p><b>Unit 1: UK Politics DEV</b><br/>1.1: Democracy and participation</p> <ul style="list-style-type: none"> <li>• Representative democracy;</li> <li>• Participation;</li> <li>• Rights in context.</li> </ul> <p><b>Unit 1: UK Politics JMI</b><br/>1.2: Political Parties in the UK</p> <ul style="list-style-type: none"> <li>• Ideology and policy;</li> <li>• Mainstream / third parties;</li> <li>• Party systems.</li> </ul>  | <p><b>Unit 1: UK Politics DEV</b><br/>1.3: Electoral processes</p> <ul style="list-style-type: none"> <li>• Majoritarian systems;</li> <li>• Proportional systems;</li> <li>• Advantages / disadvantages.</li> </ul> <p><b>Unit 1: UK Politics JMI</b><br/>1.4: Voting behaviour</p> <ul style="list-style-type: none"> <li>• Theories of voting behaviour;</li> <li>• Demographic / social factors;</li> <li>• Media influence.</li> </ul> | <p><b>Unit 2: UK Government DEV</b><br/>2.1: Constitution</p> <ul style="list-style-type: none"> <li>• Origins and sources;</li> <li>• Reforms (inc. devolution);</li> <li>• The case for reform.</li> </ul> <p><b>Unit 2: UK Government JMI</b><br/>2.2: Legislative branch</p> <ul style="list-style-type: none"> <li>• House of Commons / Lords;</li> <li>• Legislative process;</li> <li>• Relationship with executive.</li> </ul> | <p><b>Unit 2: UK Government DEV</b><br/>2.3: Executive branch</p> <ul style="list-style-type: none"> <li>• Prime Minister and Cabinet;</li> <li>• Powers and limitations;</li> <li>• Relationship with the legislative.</li> </ul> <p><b>Unit 2: UK Government JMI</b><br/>2.4: Judicial branch</p> <ul style="list-style-type: none"> <li>• Supreme Court;</li> <li>• Relationship with executive;</li> <li>• Location of sovereignty.</li> </ul> | <p><b>Unit 1: Core Political Ideas</b><br/>Core Political Ideas</p> <ul style="list-style-type: none"> <li>• Liberalism;</li> <li>• Conservatism;</li> <li>• Socialism.</li> </ul> <p><b>Unit 2: Non-Core Political Ideas</b><br/>Feminism:</p> <ul style="list-style-type: none"> <li>• Liberal feminism;</li> <li>• Radical feminism;</li> <li>• Intersectionality.</li> </ul> | Revision and end of year exams. |
| <b>Skills and Procedural Knowledge across the year</b> | <p><b>AO1– Knowledge &amp; Understanding</b><br/>Secure and accurate use of key political terms and concepts. Up-to-date examples drawn from current UK politics to illustrate institutions and processes.</p> <p><b>AO2– Analysis</b><br/>Deconstruct questions to identify key issues and lines of argument. Analyse how political institutions, ideas and actors interact (e.g. Parliament vs. Executive). Weigh strengths and weaknesses of contrasting viewpoints.</p> <p><b>AO3– Evaluation &amp; Judgement</b><br/>Reach balanced, evidence-based conclusions that directly address the question. Prioritise arguments and show clear reasoning.</p> <p><b>Procedural Skills</b><br/>Plan and write essays that meet Edexcel 12-, 24- and 30-mark criteria under timed conditions. Research from reliable sources and reference current examples accurately. Organise notes and revision materials; track contemporary developments to use as case studies.</p> |   |  |  |  |                                 |
| <b>Links for exam boards and revision materials</b>    | <p><b>Edexcel</b>– A Level Politics (2017 specification) <a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html</a></p> <p><b>The Politics Shed</b>– Edexcel A &amp; AS Level Resources <a href="https://sites.google.com/site/thepoliticsteacherorg/home/edexcel-a-level-as-level">https://sites.google.com/site/thepoliticsteacherorg/home/edexcel-a-level-as-level</a></p> <p><b>Save My Exams</b>– Edexcel Politics <a href="https://www.savemyexams.com/a-level/politics/edexcel/">https://www.savemyexams.com/a-level/politics/edexcel/</a></p> <p><b>Brainscape</b>– Edexcel A-Level Politics Flashcards <a href="https://www.brainscape.com/subjects/a-level-politics-edexcel">https://www.brainscape.com/subjects/a-level-politics-edexcel</a></p>   |   |  |  |  |                                 |
| <b>Revision Techniques and Advice</b>                  | <p><b>Plan &amp; Interleave</b>– create a weekly schedule mixing different topics to build cross-links and prevent cramming.</p> <p><b>Active Recall</b>– use flashcards, quizzes and timed past-paper questions instead of passive note-reading.</p> <p><b>Exam Practice</b>– write regular 12- and 30-mark essays, focusing on clear structure, balanced arguments and up-to-date examples.</p> <p><b>Update Evidence</b>– keep a log of current political events to refresh case studies and strengthen AO1 knowledge.</p>  |   |  |  |  |                                 |
| <b>Assessment Details</b>                              | Timed essay on 1.1/1.2 (30 marks evaluate and source questions)<br><br>Knowledge quizzes   | Timed essay on 1.3/1.4 (30 mark evaluate and source questions)<br><br>Knowledge quizzes   | January Mock (Paper 1 excluding ideas)   | Timed essays on Unit 2 (2.1-2.4) (30 marks evaluate and source questions)<br><br>Knowledge quizzes   | Timed essays on ideas (24 marks)   | EOY exams (Paper 1 and Paper 2) |

|  | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1                          | Summer 2                                |
|--|--|---|--|--|-----------------------------------|---|
| <b>Lessons per week/Homework per week</b>              | 4 lessons per week, an additional Period 6 every fortnight.<br>3 pieces of homework a week.  |   |  |  |                                   |   |
| <b>Content/Topics</b>                                  | <b>Paper 1 Section A Topic: Introducing socialisation, culture and identity</b><br><br>1. What is culture?<br><br>2. What is socialisation?<br><br>3. What is identity?  | <b>Paper 1 Section B Topic: Families and relationships</b><br><br>1. How diverse are modern families?<br><br>2. To what extent are roles and relationships within families and households changing? | <b>Paper 2 Section A Topic: Research methods and researching social inequalities</b><br><br>1. What is the relationship between theory and methods?<br><br>2. What are the main stages of the research process?<br><br>3. Which methods are used in sociological research? | <b>Paper 2 Section B Topic: Understanding social inequalities</b><br><br>1. What are the main patterns and trends in social inequality and difference?<br><br>2. How can patterns and trends in social inequality and difference be explained? |                                   |   |
| <b>Skills and Procedural Knowledge across the year</b> | <b>AO1 – Knowledge &amp; Understanding</b><br>Use key concepts, theories and empirical studies accurately and with clear contemporary examples.<br><b>AO2 – Application</b><br>Apply sociological ideas to a range of contexts, including unseen data or contemporary social issues.<br><b>AO3 – Analysis &amp; Evaluation</b><br>Construct balanced arguments, compare perspectives, and assess research methods, strengths, limitations and ethical issues.<br><b>Exam Technique</b><br>Plan and write structured answers for 10-, 20- and 30-mark questions under timed conditions, using AO1–AO3 throughout.   |   |  |  |                                   |   |
| <b>Links for exam boards and revision materials</b>    | <b>OCR Specification &amp; Past Papers:</b> <a href="https://teach.ocr.org.uk/ocr-refreshed-a-level-in-sociology">https://teach.ocr.org.uk/ocr-refreshed-a-level-in-sociology</a><br><b>Save My Exams OCR Sociology:</b> <a href="https://www.savemyexams.com/learning-hub/exam-specifications/boards/ocr/sociology/">https://www.savemyexams.com/learning-hub/exam-specifications/boards/ocr/sociology/</a><br><b>Revision World Past Papers &amp; Notes:</b> <a href="https://revisionworld.com/a2-level-level-revision/sociology-level-revision/sociology-level-past-papers/ocr-level-sociology-past-papers">https://revisionworld.com/a2-level-level-revision/sociology-level-revision/sociology-level-past-papers/ocr-level-sociology-past-papers</a><br><b>StudyRocket OCR Sociology Revision:</b> <a href="https://studyrocket.co.uk/revision/a-level-sociology-ocr">https://studyrocket.co.uk/revision/a-level-sociology-ocr</a> |   |  |  |                                   |   |
| <b>Revision Techniques and Advice</b>                  | <b>Master key theorists, studies &amp; concepts</b> - use flashcards and glossaries to memorise names, definitions, methods, and core ideas, then test yourself regularly.<br><b>Use specification &amp; past papers strategically</b> - align revision with the OCR spec, practise past-paper questions, and use mark schemes to understand what examiners reward.<br><b>Make synoptic links &amp; evaluation chains</b> - practice connecting theories across topics (e.g. linking socialisation with crime) and always follow a point with critique or counterargument.<br><b>Write timed mini-essays &amp; plan responses</b> - regularly time short essay responses (e.g. 10-, 20-mark) to build speed, structure, and confidence under exam pressure.  |   |  |  |                                   |   |
| <b>Assessment Details</b>                              | Timed essay on Paper 1 Section A   | Timed essays on Paper 1 Section B   | January Mock (Paper 1)   | Timed essays on Paper 2 Section A  | Timed essays on Paper 2 Section B | End of Year exams (Paper 1 and Paper 2) |

# Recommended Reading List

Year  
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