



**Halliford  
School**  
SHEPPERTON

**Lower Sixth Curriculum**



The long-term curriculum plans present an overview of the topics covered each half term. They also provide information on the nature of the assessments and offer suggestions on extra resources that can be used to support learning.

It is important to emphasise that these plans are working documents and departments actively use them as a guide to plan the teaching and assessments throughout the year. However, departments are also flexible enough to respond to the needs of the learners.

In addition to the curricula for the individual academic subjects outlined in the following pages, students in Lower Sixth also have one lesson of PSHE and three lessons of Games per week.

# Art

Specification: *Edexcel A Level in Art and Design (Syllabus pathway 8FA0 - Fine Art)*

Click [here](#) for full specification

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p><b>Transformations: Thematic Response Project</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Revisit visual skills through the formal elements, producing direct observation responses using multiple techniques and media</li> <li>• Explore effective mark making through a range of drawing, 2D and 3D processes, reflecting different qualities of observed sources.</li> <li>• Develop analytical skills by responding to and interpreting the work of relevant artists in relation to the theme</li> <li>• Produce a personal response, with links to an artist or movement, that incorporates experimentation with media and techniques</li> <li>• Visit art galleries and develop their ways of looking at and interpreting the work of others and the world around them.</li> </ul> <p><i>Part of the specification it relates to:</i> Component 1 (Personal Portfolio)</p>	<p><i>Supporting materials:</i> Dependent on each individual candidate's personal area of interest.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• <b>AO1</b> – Develop ideas through sustained and focused investigations</li> <li>• <b>AO2</b> – Explore and select appropriate resources, media, materials, techniques and processes</li> <li>• <b>AO3</b> – Record ideas, observations and insights relevant to intentions as work progresses</li> <li>• <b>AO4</b> – Present a personal and meaningful response that realises intentions</li> </ul>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<p><b>Thematic Response Project</b></p> <p>Students continue to work on their project.</p>	<p><i>Supporting materials:</i> Dependent on each individual candidate's personal area of interest.</p>
<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>Thematic Response Project Continues</b></p> <p>Students will develop their knowledge, understanding and skills, to include:</p> <ul style="list-style-type: none"> <li>• developing and exploring ideas</li> <li>• researching primary and contextual sources</li> <li>• experimenting with media, materials, techniques and processes</li> <li>• presenting personal response(s)</li> </ul> <p><i>Part of the specification it relates to:</i> Component 1 (Personal Portfolio)</p>	<p><i>Supporting materials:</i> Dependent on each individual candidate's personal area of interest.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• <b>AO1</b> – Develop ideas through sustained and focused investigations</li> <li>• <b>AO2</b> – Explore and select appropriate resources, media, materials, techniques and processes</li> <li>• <b>AO3</b> – Record ideas, observations and insights relevant to intentions as work progresses</li> <li>• <b>AO4</b> – Present a personal and meaningful response that realises intentions</li> </ul>

## Art cont.

<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><b>Thematic Response Project Continues</b></p> <p>Students will continue to develop their knowledge, understanding and skills, to include:</p> <ul style="list-style-type: none"> <li>• developing and exploring ideas</li> <li>• researching primary and contextual sources</li> <li>• experimenting with media, materials, techniques and processes</li> <li>• presenting personal response(s)</li> </ul> <p><i>Part of the specification it relates to:</i></p> <p>Component 1 (Personal Portfolio)</p>	<p><i>Supporting materials:</i> Dependent on each individual candidate's personal area of interest.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• <b>AO1</b> – Develop ideas through sustained and focused investigations</li> <li>• <b>AO2</b> – Explore and select appropriate resources, media, materials, techniques and processes</li> <li>• <b>AO3</b> – Record ideas, observations and insights relevant to intentions as work progresses</li> <li>• <b>AO4</b> – Present a personal and meaningful response that realises intentions</li> </ul>
<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<p><b>Thematic Response Project Continues</b></p> <p>Students will finalise unfinished work in light of teacher feedback.</p> <p><i>Part of the specification it relates to:</i></p> <p>Component 1 (Personal Portfolio)</p>	<p><i>Supporting materials:</i> Dependent on each individual candidate's personal area of interest.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Folder of preparatory work</li> <li>• Reflective Journal</li> <li>• Final Outcomes</li> <li>• End of Year Examination</li> </ul>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<p><b>Examination Feedback</b></p> <p>Students will continue to complete any unfinished project work.</p>	<p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Folder of preparatory work</li> <li>• Reflective Journal</li> <li>• Final Outcomes</li> <li>• Dissertation</li> </ul>

# Biology

Specification: AQA A Level in Biology (Syllabus pathway 7402)

Click [here](#) for full specification

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p><b>Section One:</b> Biological Molecules <b>Section Two:</b> Cell Structure, Transport Across membranes, Cell recognition and the immune system</p> <ul style="list-style-type: none"> <li>• <b>Required Practical:</b> Preparation of stained squashes of cells from plant root tips</li> <li>• <b>Required Practical:</b> Effect of named variable on permeability of cell surface membrane</li> </ul> <p><b>Part of the specification it relates to:</b> 3.1 Biological Molecules 3.2 Cells</p>	<p><i>Supporting materials:</i> AQA Biology textbook Advanced Biology: Principles and applications Physics and Maths tutor BBC Bitesize Kerboodle AQA</p> <p><i>Assessment:</i> Homework Section tests</p> <p>Required Practicals</p>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<p><b>Section One:</b> Biological Molecules <b>Section Two:</b> Cell Structure, Transport Across membranes, Cell recognition and the immune system</p> <ul style="list-style-type: none"> <li>• <b>Required Practical:</b> Investigation into the effect of a named variable on the rate of an enzyme-controlled reaction</li> <li>• <b>Required Practical:</b> Identify the water potential of plant tissue</li> </ul> <p><b>Part of the specification it relates to:</b> 3.1 Biological Molecules 3.2 Cells</p>	<p><i>Supporting materials:</i> AQA Biology textbook Advanced Biology: Principles and applications Physics and Maths tutor BBC Bitesize Kerboodle AQA</p> <p><i>Assessment:</i> Homework Section tests</p> <p>Required Practicals</p>
<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>Section One:</b> Nucleic Acids <b>Section Three:</b> Exchange, Mass Transport <b>Section Four:</b> DNA, Genes, and Protein Synthesis, Genetic Diversity, Biodiversity</p> <ul style="list-style-type: none"> <li>• <b>Required Practical:</b> Use of aseptic techniques to investigate the effect of antimicrobial substances on microbial growth</li> </ul> <p><b>Part of the specification it relates to:</b> 3.1 Biological Molecules 3.3 Organisms exchange substance with their environment 3.4 Genetic information, variation and relationships between organisms</p>	<p><i>Supporting materials:</i> AQA Biology textbook Advanced Biology: Principles and applications Physics and Maths tutor BBC Bitesize Kerboodle AQA</p> <p><i>Assessment:</i> Homework Section tests</p> <p>Required Practicals</p>

## Biology cont.

<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><b>Section Three:</b> Exchange, Mass Transport</p> <p><b>Section Four:</b> DNA, Genes, and Protein Synthesis, Genetic Diversity, Biodiversity</p> <ul style="list-style-type: none"> <li>• <b>Required Practical:</b> Dissection of animal or plant gas exchange or mass transport system of an organ within such a system</li> </ul> <p><b>Part of the specification it relates to:</b> 3.3 Organisms exchange substance with their environment 3.4 Genetic information, variation and relationships between organisms</p> <ul style="list-style-type: none"> <li>• Introduction to essay writing for Paper 3 in Year 2</li> </ul>	<p><i>Supporting materials:</i> AQA Biology textbook Advanced Biology: Principles and applications Physics and Maths tutor BBC Bitesize Kerboodle AQA</p> <p><i>Assessment:</i> Homework Section tests  Required Practicals</p>
<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<p><b>Revision</b> <b>End of Year Examination</b></p> <p><b>Section Five:</b> Photosynthesis, Respiration</p> <p><b>Part of the specification it relates to:</b> 3.5 Energy transfers in and between organisms</p>	<p><i>Supporting materials:</i> AQA Biology textbook Advanced Biology: Principles and applications Physics and Maths tutor BBC Bitesize Kerboodle AQA</p> <p><i>Assessment:</i> Homework Section tests  Required Practicals</p>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<p>Feedback on End of Year Examination</p> <p><b>Section Five:</b> Photosynthesis, Respiration</p> <p><b>Part of the specification it relates to:</b> 3.5 Energy transfers in and between organisms</p> <ul style="list-style-type: none"> <li>• Essay writing practice for Paper 3 in Year 2</li> </ul>	<p><i>Supporting materials:</i> AQA Biology textbook Advanced Biology: Principles and applications Physics and Maths tutor BBC Bitesize Kerboodle AQA</p> <p><i>Assessment:</i> Homework Section tests  Required Practicals</p>

# Business Studies

Specification: Edexcel A Level in Business

Click [here](#) for full specification

<p><b>Autumn</b></p> <p><b>1</b></p> <p><b>2024</b></p>	<p><b>Marketing and People</b></p> <ul style="list-style-type: none"> <li>• Meeting Customer Needs</li> <li>• The Market</li> </ul> <p><i>Part of the specification it relates to: Theme 1</i></p>	<p><b>Managing Business Activity</b></p> <ul style="list-style-type: none"> <li>• Raising Finance</li> <li>• Financial Planning</li> </ul> <p><i>Part of specification it relates to: Theme 2</i></p>	<p><i>Supporting materials:</i> Edexcel Textbook; Lessons handouts; Relevant news articles and documentaries, YouTube e.g., Taking the Biz / Dobby Does Business</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Short Answer Questions</li> <li>• Data Response Questions</li> <li>• Past Papers</li> <li>• Extended written responses</li> <li>• Assessment for learning</li> <li>• End of topic test</li> </ul>
<p><b>Autumn</b></p> <p><b>2</b></p> <p><b>2024</b></p>	<p><b>Marketing and People</b></p> <ul style="list-style-type: none"> <li>• Marketing Mix</li> <li>• Managing People</li> <li>• Entrepreneurs and Leaders</li> </ul> <p><i>Part of the specification it relates to: Theme 1</i></p>	<p><b>Managing Business Activity</b></p> <ul style="list-style-type: none"> <li>• Financial Planning</li> <li>• Managing Finance</li> </ul> <p><i>Part of the specification it relates to: Theme 2</i></p>	<p><i>Supporting materials:</i> Edexcel Textbook; Lessons handouts; Relevant news articles and documentaries, YouTube e.g., Taking the Biz / Dobby Does Business</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Short Answer Questions</li> <li>• Data Response Questions</li> <li>• Past Papers</li> <li>• Extended written responses</li> <li>• Assessment for learning</li> <li>• End of topic test</li> </ul>
<p><b>Spring</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p><b>Marketing and People</b></p> <ul style="list-style-type: none"> <li>• Managing People</li> </ul> <p>Part of the specification it relates to: Theme 1</p>	<p><b>Managing Business Activity</b></p> <ul style="list-style-type: none"> <li>• Resource Management</li> <li>• External Influences</li> </ul> <p><i>Part of the specification it relates to: Theme 2</i></p>	<p><i>Supporting materials:</i> Edexcel Textbook; Lessons handouts; Relevant news articles and documentaries, YouTube e.g., Taking the Biz / Dobby Does Business</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Short Answer Questions</li> <li>• Data Response Questions</li> <li>• Past Papers</li> <li>• Extended written responses</li> <li>• Assessment for learning</li> <li>• End of topic test</li> </ul>



## Business Studies cont.

<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><b>Marketing and People</b></p> <ul style="list-style-type: none"> <li>• Entrepreneurs and leaders</li> </ul> <p><i>Part of the specification it relates to: Theme 1</i></p>	<p><b>Managing Business Activity</b></p> <ul style="list-style-type: none"> <li>• External Influences</li> </ul> <p><i>Part of the specification it relates to: Theme 2</i></p>	<p><i>Supporting materials:</i> Edexcel Textbook; Lessons handouts; Relevant news articles and documentaries, YouTube e.g., Taking the Biz / Dobby Does Business</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Short Answer Questions</li> <li>• Data Response Questions</li> <li>• Past Papers</li> <li>• Extended written responses</li> <li>• Assessment for learning</li> <li>• End of topic test</li> </ul>
<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<p><b>Revision; Examinations</b></p> <p><i>Part of the specification it relates to:</i></p> <p>Theme 1 and 2</p>		<p><i>Supporting materials:</i> Edexcel Textbook; Lessons handouts; Relevant news articles and documentaries, YouTube e.g., Taking the Biz / Dobby Does Business</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Short Answer Questions</li> <li>• Data Response Questions</li> <li>• Past Papers</li> <li>• Extended written responses</li> <li>• Assessment for learning</li> <li>• Walking Talking Mock</li> <li>• End of Year Examination</li> </ul>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<p>After end of year Theme 1 and Theme 2 examinations and feedback</p> <p><b>Theme 3 Business Decisions and Strategy</b></p> <ul style="list-style-type: none"> <li>• Corporate objectives</li> <li>• Introduction to strategy</li> </ul> <p>Part of the specification it relates to: Theme 3</p>		<p><i>Supporting materials:</i> Edexcel Textbook; Lessons handouts; Relevant news articles and documentaries, YouTube e.g., Taking the Biz / Dobby Does Business</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Short Answer Questions</li> <li>• Data Response Questions</li> <li>• Past Papers</li> <li>• Extended written responses</li> <li>• Assessment for learning</li> </ul>

# Chemistry

Specification: *AQA A Level in Chemistry (Syllabus pathway 7405)*

Click [here](#) for full specification

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• C1: Atomic Structure</li> <li>• C2: Amount of Substance</li> <li>• Required Practical 1: Make up a volumetric solution and carry out a simple acid-based titration</li> </ul> <p><b>Organic</b></p> <ul style="list-style-type: none"> <li>• C11: Introduction to organic Chemistry</li> <li>• C12: Alkanes</li> <li>• C13: Halogenoalkanes</li> </ul> <p><i>Part of the specification it relates to:</i> 3.1.1 – 3.1.4.2 3.3.1 – 3.3.6.1</p>	<p><i>Supporting materials:</i> AQA Textbook: Advanced Biology: principles and application; Exampro; Kerboodle; Doodle</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Section Tests</li> <li>• Required practicals and write-ups</li> </ul>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• C3: Bonding</li> <li>• C4: Energetics</li> </ul> <p><b>Organic</b></p> <ul style="list-style-type: none"> <li>• C13: Halogenoalkanes</li> <li>• C14: Alkenes</li> </ul> <p><i>Part of the specification it relates to:</i> 3.1.1 – 3.1.4.2 3.3.1 – 3.3.6.1</p>	<p><i>Supporting materials:</i> AQA Textbook: Advanced Biology: principles and application; Exampro; Kerboodle; Doodle</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Section Tests</li> <li>• Required practicals and write-ups</li> </ul>
<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• C4: Energetics</li> <li>• C5: Kinetics</li> <li>• C6: Equilibria</li> <li>• Required Practical 2: Measurement of an enthalpy change</li> <li>• Required Practical 3: investigation of how the rate of reaction changes with temperature</li> </ul> <p><b>Organic</b></p> <ul style="list-style-type: none"> <li>• C15: Alcohols</li> <li>• C16: Organic Analysis</li> <li>• Required Practical 5: Distillation of a product from a reaction</li> <li>• Required Practical 6: Tests for alcohol, aldehyde, alkene and carboxylic acid</li> </ul> <p><b>Inorganic</b></p> <ul style="list-style-type: none"> <li>• C8: Periodicity</li> </ul>	<p><i>Supporting materials:</i> AQA Textbook: Advanced Biology: principles and application; Exampro; Kerboodle; Doodle</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Section Tests</li> </ul> <p>Required practicals and write-ups</p>

## Chemistry cont.

<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• C4: Energetics</li> <li>• C5: Kinetics</li> <li>• C6: Equilibria</li> <li>• Required Practical 2: Measurement of an enthalpy change</li> <li>• Required Practical 3: investigation of how the rate of reaction changes with temperature</li> </ul> <p><b>Organic</b></p> <ul style="list-style-type: none"> <li>• C16: Organic Analysis</li> <li>• Required Practical 5: Distillation of a product from a reaction</li> <li>• Required Practical 6: Tests for alcohol, aldehyde, alkene and carboxylic acid</li> </ul> <p><b>Inorganic</b></p> <ul style="list-style-type: none"> <li>• C8: Periodicity</li> </ul> <p><i>Part of the specification it relates to:</i> 3.1.4 – 3.1.6 3.3.5 – 3.3.6 3.2.1</p>	<p><i>Supporting materials:</i> AQA Textbook: Advanced Biology: principles and application; Exampro; Kerboodle; Doodle</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Section Tests</li> <li>• Required practicals and write-ups</li> </ul>
<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• C6: Equilibria</li> <li>• C7: Oxidation, Reduction, Redox Reactions</li> <li>• Revision</li> </ul> <p><b>Inorganic</b></p> <ul style="list-style-type: none"> <li>• C9: Group 2</li> <li>• C10: Group 7</li> </ul> <p>Required Practical 4: Carry out simple test-tube reactions to identify: cations – Group 2, NH<sub>4</sub><sup>+</sup> and anions – Group 7 (halide ions), OH<sup>-</sup>, CO<sub>3</sub><sup>2-</sup>, SO<sub>4</sub><sup>2-</sup></p> <p><i>Part of the specification it relates to:</i> 3.1.6, 3.1.7, 3.2.2, 3.3.3</p> <p>Revision for the End of Year Examination</p>	<p><i>Supporting materials:</i> AQA Textbook: Advanced Biology: principles and application; Exampro; Kerboodle; Doodle</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Section Tests</li> <li>• Required practicals and write-ups</li> <li>• End of Year Examination</li> </ul>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<p>Feedback on the End of Year Examination</p> <p>Review of Year 12 topics and start introduction to Year 13 content</p>	<p><i>Supporting materials:</i> AQA Textbook: Advanced Biology: principles and application; Exampro; Kerboodle; Doodle</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Section Tests</li> <li>• Required practicals and write-ups</li> </ul>

# Classical Civilisation

Specification: *OCR A Level in Classical Civilisation (Syllabus pathway H408)*

Click [here](#) for full specification

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p><b>The World of the Hero: <i>The Odyssey</i> (Homer)</b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Character</li> <li>• Themes</li> <li>• Writers Purpose</li> <li>• Language and Structural Devices</li> </ul> <p><b>Culture and the Arts: Greek Theatre</b></p> <ul style="list-style-type: none"> <li>• Introduction to tragedy</li> <li>• <i>The Frogs</i></li> <li>• <i>The Bacchae</i></li> <li>• <i>Oedipus</i></li> </ul> <p><i>Part of the specification it relates to:</i> Paper 1 and Paper 3</p>	<p><i>Supporting materials:</i> OCR Textbook; In Search of the Greeks (Renshaw); Youtube: The Odyssey; The Odyssey: Cliff Notes; Playtexts; National Theatre website</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> </ul>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<p><b>The World of the Hero: <i>The Odyssey</i> (Homer)</b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Character</li> <li>• Themes</li> <li>• Writers Purpose</li> <li>• Language and Structural Devices</li> </ul> <p><b>Culture and the Arts: Greek Theatre</b></p> <ul style="list-style-type: none"> <li>• Introduction to tragedy</li> <li>• <i>The Frogs</i></li> <li>• <i>The Bacchae</i></li> <li>• <i>Oedipus</i></li> </ul> <p><i>Part of the specification it relates to:</i> Paper 1 and Paper 3</p>	<p><i>Supporting materials:</i> OCR Textbook; In Search of the Greeks (Renshaw); Youtube: The Odyssey; The Odyssey: Cliff Notes; Playtexts; National Theatre website</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Mock Examination</li> </ul> <p>January Assessment – Paper 1 and Paper 3</p>
<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>The World of the Hero: <i>The Odyssey</i> (Homer)</b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Character</li> <li>• Themes</li> <li>• Writers Purpose</li> <li>• Language and Structural Devices</li> </ul> <p><b>Culture and the Arts: Greek Theatre</b></p> <ul style="list-style-type: none"> <li>• Introduction to tragedy</li> <li>• <i>The Frogs</i></li> <li>• <i>The Bacchae</i></li> <li>• <i>Oedipus</i></li> </ul> <p><i>Part of the specification it relates to:</i> Paper 1 and Paper 3</p>	<p><i>Supporting materials:</i> OCR Textbook; In Search of the Greeks (Renshaw); Youtube: The Odyssey; The Odyssey: Cliff Notes; Playtexts; National Theatre website</p> <p><i>Assessment:</i> Homework</p> <p>January Assessment – Paper 1 and Paper 3</p>

## Classical Civilisation

<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><b>The World of the Hero: <i>The Odyssey</i> (Homer)</b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Character</li> <li>• Themes</li> <li>• Writers Purpose</li> <li>• Language and Structural Devices</li> </ul> <p><b>Culture and the Arts: Greek Theatre</b></p> <ul style="list-style-type: none"> <li>• Introduction to tragedy</li> <li>• <i>The Frogs</i></li> <li>• <i>The Bacchae</i></li> <li>• <i>Oedipus</i></li> </ul> <p><i>Part of the specification it relates to:</i> Paper 1 and Paper 3</p>	<p><i>Supporting materials:</i> OCR Textbook; In Search of the Greeks (Renshaw); Youtube: The Odyssey; The Odyssey: Cliff Notes; Playtexts; National Theatre website</p> <p><i>Assessment:</i> Homework</p> <p>January Assessment – Paper 1 and Paper 3</p>
<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<p><b>The World of the Hero: <i>The Odyssey</i> (Homer)</b></p> <p><b>Culture and the Arts: Greek Theatre</b></p> <p><i>Part of the specification it relates to:</i> Paper 1 and Paper 2</p> <p>Revision for the End of Year Examination</p>	<p><i>Supporting materials:</i> OCR Textbook; In Search of the Greeks (Renshaw); Youtube: The Odyssey; The Odyssey: Cliff Notes; Playtexts; National Theatre website</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• End of Year Examination</li> </ul>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<p>Feedback from the End of Year Examination</p> <p><b>Love and Relationships:</b></p> <p><b>Sappho</b></p> <p><b>(Analysis of poetry from set selections)</b></p>	<p><i>Supporting materials:</i> OCR Textbook; Margaret Mountford Documentary, Scholar Collection, Margaret Reynolds Book.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> </ul>

# Computer Science

Specification: *OCR A Level in Computer Science (H446)*

Click [here](#) for a full specification

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p>1.4.1 Data Types 1.1.1 Structure and Function of the processor 1.1.2 Types of Processor 1.1.3 Input Output and Storage 1.4.2 Data Structures 2.2.1 Programming Techniques</p>	<p><i>Supporting materials:</i> Computer Science for A Level, Rouse, Pitt and O’Byrne  OCR AS and A Level Computer Science, Heathcote and Heathcote  <i>Assessment:</i> Class tests</p>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<p>1.3.2 Databases 1.4.3 Logic Gates and Boolean Algebra 1.3.3 Networks 1.3.4 Web Technologies 1.3.1 Compression Encryption and Hashing 2.2.2 Computational Methods</p>	<p><i>Supporting materials:</i> Computer Science for A Level, Rouse, Pitt and O’Byrne  OCR AS and A Level Computer Science, Heathcote and Heathcote  <i>Assessment:</i> Class tests</p>
<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p>1.2.3 Software Development 1.2.2 Applications Generation 1.2.1 System Software 1.2.4 Types of Programming Language 2.3.1 Algorithms</p>	<p><i>Supporting materials:</i> Computer Science for A Level, Rouse, Pitt and O’Byrne  OCR AS and A Level Computer Science, Heathcote and Heathcote  <i>Assessment:</i> Class tests</p>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p>1.5.1 Legislation 1.5.2 Moral and Ethical Issues Programming Practice</p>	<p><i>Supporting materials:</i> Computer Science for A Level, Rouse, Pitt and O’Byrne  OCR AS and A Level Computer Science, Heathcote and Heathcote  <i>Assessment:</i> Class tests</p>

## Computer Science cont.

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<p><b>Summer</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p>Programming Practice</p> <p>Revision for the End of Year Examination</p>	<p><i>Supporting materials:</i></p> <p>Computer Science for A Level, Rouse, Pitt and O'Byrne</p> <p>OCR AS and A Level Computer Science, Heathcote and Heathcote</p> <p><i>Assessment:</i></p> <p>Class tests</p> <p>End of year examination</p>
<p><b>Summer</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p>Feedback from the End of Year Examination</p> <p>3.1.1 Project Identification</p> <p>3.1.2 Stakeholders</p> <p>3.1.3 Research the Problem</p> <p>3.1.4 Specify the proposed solution</p>	<p><i>Supporting materials:</i></p> <p>Computer Science for A Level, Rouse, Pitt and O'Byrne</p> <p>OCR AS and A Level Computer Science, Heathcote and Heathcote</p> <p><i>Assessment:</i></p> <p>Class tests</p>

# Design Technology – Product Design

Specification: *Edexcel A Level in Design and Technology (Product Design) (Syllabus pathway 9DT0)*

Click [here](#) for full specification

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p><b>Topic 1: Materials</b> <b>Topic 2: Performance Characteristics of Materials</b> Practical skill development</p>	<p><i>Supporting materials:</i> <a href="http://www.technologystudent.com">www.technologystudent.com</a> <a href="http://www.dtteacher.org">www.dtteacher.org</a></p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Focused Practical Tasks</li> <li>• Extended written responses and questioning</li> </ul>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<p><b>Topic 3: Processes and Techniques</b> <b>Topic 4: Digital Technologies</b> Mini Major Project (FM Radio) Assessment Test</p>	<p><i>Supporting materials:</i> <a href="http://www.technologystudent.com">www.technologystudent.com</a> <a href="http://www.dtteacher.org">www.dtteacher.org</a></p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Focused Practical Tasks</li> </ul> <p>Extended written responses and questioning</p>
<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>Topic 5: Factors influencing the development of products</b> Mini Major Project (FM Radio)</p>	<p><i>Supporting materials:</i> <a href="http://www.technologystudent.com">www.technologystudent.com</a> <a href="http://www.dtteacher.org">www.dtteacher.org</a></p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Focused Practical Tasks</li> <li>• Extended written responses and questioning</li> <li>• Mini Non-Examined-Assessment (NEA)</li> </ul>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><b>Topic 6: Effects of technological developments</b> <b>Topic 7: Potential Hazards and Risk</b> <b>Topic 8: Features of manufacturing industries</b> Introduce the NEA Assessment Test</p>	<p><i>Supporting materials:</i> <a href="http://www.technologystudent.com">www.technologystudent.com</a> <a href="http://www.dtteacher.org">www.dtteacher.org</a></p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Focused Practical Tasks</li> </ul> <p>Extended written responses and questioning</p>



## Design Technology – Product Design cont.

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<p><b>Summer 1 2025</b></p>	<p><b>Topic 9: Designing for maintenance and the cleaner environment</b></p> <p><b>Topic 10: Current Legislation</b></p> <p><b>Topic 11: Information handling, modelling, and forward planning</b></p> <p>NEA work</p> <p>Revision for End of Year Examination</p>	<p><i>Supporting materials:</i>  <a href="http://www.technologystudent.com">www.technologystudent.com</a>  <a href="http://www.dtteacher.org">www.dtteacher.org</a></p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Focused Practical Tasks</li> <li>• Extended written responses and questioning</li> <li>• End of Year Examination</li> </ul>
<p><b>Summer 2 2025</b></p>	<p><b>Topic 12: Further processes and techniques</b></p> <p>NEA work</p> <p>Feedback from End of Year Examination</p>	<p><i>Supporting materials:</i>  <a href="http://www.technologystudent.com">www.technologystudent.com</a>  <a href="http://www.dtteacher.org">www.dtteacher.org</a></p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Focused Practical Tasks</li> <li>• Extended written responses and questioning</li> </ul>

# Drama

Specification: *OCR A Level in Drama and Theatre (Syllabus pathway H459)*

Click [here](#) for full specification

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p><b>Practitioners</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Practically explore the work and concepts of practitioners set by the exam board.</li> <li>Select two practitioners and explore a play using these two styles.</li> <li>Write a 2000 word research report which will be examined in Upper Sixth.</li> </ul> <p><b>Play exploration</b></p> <p>Students will practically explore two plays set by the exam board and look at the stoical historical context and how this could be performed in front of an audience. This will be in preparation for their written examination in Summer</p>	<p><i>Supporting materials:</i> OCR Textbook</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Homework</li> <li>2000 word report</li> <li>Continuous oral feedback</li> </ul>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<p>Students will continue to explore a play and complete their research report.</p>	<p><i>Supporting materials:</i> OCR Textbook</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Homework</li> <li>2000 word report</li> <li>Continuous oral feedback</li> </ul>
<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>Devising</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Begin devising a performance on a topic of their choice using influences of the practitioner of their choice. This will then be performed in front of a live audience and a recording sent to the exam board.</li> </ul> <p><b>Play exploration</b></p> <p>Students will practically explore two plays set by the exam board and look at the stoical historical context and how this could be performed in front of an audience. This will be in preparation for their written exam in Summer</p>	<p><i>Supporting materials:</i> OCR Textbook</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Homework</li> <li>2000 word report</li> <li>Continuous oral feedback</li> <li>Performance</li> </ul>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p>Students will continue to work on their performance.</p>	<p><i>Supporting materials:</i> OCR Textbook</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Homework</li> <li>2000 word report</li> <li>Continuous oral feedback</li> </ul>

# Drama

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<p><b>Summer</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p><b>Portfolio</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Create a portfolio demonstrating the skills they have developed during the devising process.</li> </ul> <p><b>Play exploration</b></p> <p>Students will practically explore two plays set by the Examination Board and look at the stoical historical context and how this could be performed in front of an audience. This will be in preparation for their written End of Year Examination.</p>	<p><i>Supporting materials:</i> OCR Textbook</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• 2000 word report</li> <li>• Continuous oral feedback</li> <li>• End of Year Examination</li> </ul>
<p><b>Summer</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p>Feedback on the End of Year examination</p> <p><b>Portfolio</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Create a portfolio demonstrating the skills they have developed during the devising process.</li> </ul>	<p><i>Supporting materials:</i> OCR Textbook</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• 2000 word report</li> <li>• Continuous oral feedback</li> <li>• of year examination</li> </ul>

# Economics

Specification: *Edexcel A Level Economics (Syllabus pathway H459)*

Click [here](#) for full specification

<p><b>Autumn 1 2024</b></p>	<p><b>Introduction to Markets and Market Failure</b></p> <ul style="list-style-type: none"> <li>Nature of Economics</li> <li>How Markets Work</li> </ul> <p><i>Part of the specification it relates to:</i></p> <p>Theme 1</p>	<p><b>The UK Economy</b></p> <ul style="list-style-type: none"> <li>Measures of Economic Performance</li> <li>Aggregate Demand and supply</li> </ul> <p><i>Part of the specification it relates to: Theme 2</i></p>	<p><i>Supporting materials:</i> Edexcel Textbook; Lessons Handouts; Relevant news articles and documentaries, YouTube e.g., EconPlusDal</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Short Answer Questions</li> <li>Data Response Questions</li> <li>Past Papers</li> <li>Extended written responses</li> <li>Assessment for learning</li> <li>End of topic test</li> </ul>
<p><b>Autumn 2 2024</b></p>	<p><b>Introduction to Markets and Market Failure</b></p> <ul style="list-style-type: none"> <li>How Markets Work</li> <li>Market Failure</li> </ul> <p><i>Part of the specification it relates to: Theme 1</i></p>	<p><b>The UK Economy</b></p> <ul style="list-style-type: none"> <li>Aggregate Demand and Supply</li> </ul> <p><i>Part of the specification it relates to: Theme 2</i></p>	<p><i>Supporting materials:</i> Edexcel Textbook; Lessons Handouts; Relevant news articles and documentaries, YouTube e.g., EconPlusDal</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Short Answer Questions</li> <li>Data Response Questions</li> <li>Past Papers</li> <li>Extended written responses</li> <li>Assessment for learning</li> <li>End of topic test</li> </ul>
<p><b>Spring 1 2025</b></p>	<p><b>Introduction to Markets and Market Failure</b></p> <ul style="list-style-type: none"> <li>Market Failure</li> <li>Government Intervention in a market</li> </ul> <p><i>Part of the specification it relates to Theme 1</i></p>	<p><b>The UK Economy Performance and Policies</b></p> <ul style="list-style-type: none"> <li>Aggregate demand</li> <li>National income</li> </ul> <p><i>Part of the specification it relates to: Theme 2</i></p>	<p><i>Supporting materials:</i> Edexcel Textbook; Lessons Handouts; Relevant news articles and documentaries, YouTube e.g., EconPlusDal</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Short Answer Questions</li> <li>Data Response Questions</li> <li>Past Papers</li> <li>Extended written responses</li> <li>Assessment for learning</li> <li>End of topic test</li> </ul>

## Economics cont.

<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><b>Introduction to Markets and Market Failure</b></p> <ul style="list-style-type: none"> <li>• Market Failure</li> <li>• Government Intervention in a market</li> </ul> <p><i>Part of the specification it relates to Theme 1</i></p>	<p><b>The UK Economy Performance and Policies</b></p> <ul style="list-style-type: none"> <li>• Macroeconomics objectives and policy</li> </ul> <p><i>Part of the specification it relates to Theme 2</i></p>	<p><i>Supporting materials:</i> Edexcel Textbook; Lessons Handouts; Relevant news articles and documentaries, YouTube e.g., EconPlusDal</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Short Answer Questions</li> <li>• Data Response Questions</li> <li>• Past Papers</li> <li>• Extended written responses</li> <li>• Assessment for learning</li> </ul>
<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<p><b>Revision for End of Year Examination</b></p> <p><b>End of Year Examination</b></p> <p><i>Part of the specification it relates to:</i> Theme 1 and 2</p>		<p><i>Supporting materials:</i> Edexcel Textbook; Lessons Handouts; Relevant news articles and documentaries, YouTube e.g., EconPlusDal</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Short Answer Questions</li> <li>• Data Response Questions</li> <li>• Past Papers</li> <li>• Walking Talking Mock</li> <li>• Extended written responses</li> <li>• Assessment for learning</li> <li>• End of Year Examination</li> </ul>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<p><b>Business Behaviour and the labour markets</b></p> <ul style="list-style-type: none"> <li>• Labour market</li> </ul> <p><i>Part of the specification it relates to Theme 3</i></p> <p>Feedback on examination</p>	<p><b>A Global Perspective</b></p> <ul style="list-style-type: none"> <li>• Poverty &amp; Inequality</li> </ul> <p><i>Part of the specification it relates to Theme 4</i></p> <p>Feedback on examination</p>	<p><i>Supporting materials:</i> Edexcel Textbook; Lessons Handouts; Relevant news articles and documentaries, YouTube e.g., EconPlusDal</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Short Answer Questions</li> <li>• Data Response Questions</li> <li>• Past Papers</li> <li>• Extended written responses</li> <li>• Assessment for learning</li> </ul>

# English Literature

Specification: *Edexcel A Level in English Literature (Syllabus pathway 9ET0)*

Click [here](#) for full specification

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p>Paper 1: Drama (Tragedy) Teacher 1: <i>A Streetcar Named Desire</i> by Tennessee Williams.</p> <ul style="list-style-type: none"> <li>• Social and historical context</li> <li>• Stagecraft, including Realism and Expressionism.</li> <li>• Motifs, imagery and symbolism in the play.</li> <li>• The play in performance.</li> <li>• How the playwright uses language, form and structure to convey meaning.</li> </ul> <p><u>Teacher 2:</u> Poems of the Decade</p> <ul style="list-style-type: none"> <li>• Poetic devices, including language, form and structure.</li> <li>• Writer’s craft and authorial intent</li> <li>• Themes</li> <li>• Confidently analyse unseen poems.</li> <li>• Make connections between the anthology texts and unseen poems.</li> </ul>	<p><i>Supporting materials/websites:</i> York Notes</p> <p><a href="#">Tennessee Williams - Plays, Quotes &amp; Facts - Biography</a></p> <p><a href="#">A Streetcar Named Desire: Study Guide   SparkNotes</a></p> <p><i>Cat on a Hot Tin Roof</i> by Tennessee Williams</p> <p><a href="#">Study and Revise Literature Guide for AS/A-level: Pearson Edexcel Poems of the Decade: Vardy, Richard: Amazon.co.uk: Books</a></p> <p><i>Assessments:</i> Timed essays</p>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<p>Students will continue working on: Paper 1: Drama (Tragedy) Teacher 1: <i>A Streetcar Named Desire</i> by Tennessee Williams.</p> <ul style="list-style-type: none"> <li>• Social and historical context</li> <li>• Stagecraft, including Realism and Expressionism.</li> <li>• Motifs, imagery and symbolism in the play.</li> <li>• The play in performance.</li> <li>• How the playwright uses language, form and structure to convey meaning.</li> </ul> <p><u>Teacher 2:</u> Poems of the Decade</p> <ul style="list-style-type: none"> <li>• Poetic devices, including language, form and structure.</li> <li>• Writer’s craft and authorial intent</li> <li>• Themes</li> <li>• Confidently analyse unseen poems.</li> </ul> <p>Make connections between the anthology texts and unseen poems.</p>	<p><i>Supporting materials/websites:</i> York Notes</p> <p><i>Assessment:</i> Essays</p>

## English Literature cont.

<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p>Paper 2: Prose <u>Teacher 1:</u> <i>The Picture of Dorian Gray</i> by Oscar Wilde</p> <ul style="list-style-type: none"> <li>• Social and Historical context: Aestheticism, Victorian England, Gothic, position of women, Dandyism.</li> <li>• Explore how the writer uses language, form and structure to shape meaning.</li> <li>• Characterisation and themes.</li> <li>• Motifs, intertextuality, symbolism and imagery in the novel.</li> </ul> <p><u>Teacher 2:</u> <i>Dracula</i> by Bram Stoker</p> <ul style="list-style-type: none"> <li>• Social and Historical context: Victorian Literature, Gothic genre, supernatural.</li> <li>• Explore how the writer uses language, form and structure to shape meaning.</li> <li>• Characterisation and themes.</li> <li>• Motifs, symbolism and imagery in the novel.</li> </ul>	<p><i>Supporting materials/websites:</i> York Notes Wider Reading: <i>Frankenstein</i>, Mary Shelley <i>The Strange Case of Dr Jekyll and Mr Hyde</i>, Robert Louis Stevenson <i>The Bloody Chamber</i>, Angela Carter</p> <p><i>Assessment:</i> <i>Essays on character/themes</i></p>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p>Students will continue to study the subjects covered in Spring 1: Paper 2: Prose <u>Teacher 1:</u> <i>The Picture of Dorian Gray</i> by Oscar Wilde</p> <ul style="list-style-type: none"> <li>• Social and Historical context: Aestheticism, Victorian England, Gothic, position of women, Dandyism.</li> <li>• Explore how the writer uses language, form and structure to shape meaning.</li> <li>• Characterisation and themes.</li> <li>• Motifs, intertextuality, symbolism and imagery in the novel.</li> </ul> <p><u>Teacher 2:</u> <i>Dracula</i> by Bram Stoker</p> <ul style="list-style-type: none"> <li>• Social and Historical context: Victorian Literature, Gothic genre, supernatural.</li> <li>• Explore how the writer uses language, form and structure to shape meaning.</li> <li>• Characterisation and themes.</li> <li>• Motifs, symbolism and imagery in the novel.</li> </ul>	<p><i>Supporting materials:</i> York Notes Wider Reading: <i>Frankenstein</i>, Mary Shelley <i>The Strange Case of Dr Jekyll and Mr Hyde</i>, Robert Louis Stevenson <i>The Bloody Chamber</i>, Angela Carter</p> <p><i>Assessment:</i> Practice essays</p>

## English Literature cont.

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<b>Summer 1 2025</b>	<p>Revision for the End of Year Examination.</p> <p>Students will need to revise the following:</p> <p>Paper 1: Drama and Poetry Poems of the Decade. Students will need to revise the poems taught and practise comparing with an unseen poem.</p> <p>Paper 2: Prose Students will need to revise Dracula and The Picture of Dorian Gray, including significant contextual information.</p>	<p><i>Supporting materials:</i> York Notes <i>Wider Reading:</i> <i>Frankenstein</i>, Mary Shelley <i>The Strange Case of Dr Jekyll and Mr Hyde</i>, Robert Louis Stevenson <i>The Bloody Chamber</i>, Angela Carter</p> <p><i>Assessment:</i> End of Year Examination</p>
<b>Summer 2 2025</b>	<p>Feedback on the End of Year Examination</p> <p>Teacher 1: Preparation for the Non-Examined Assessment</p> <p>Teacher 2: The poetry of Christina Rossetti</p>	



# French

Specification: *AQA A Level in French (Syllabus pathway 7652)*

Click [here](#) for full specification

<p><b>Autumn</b></p> <p><b>1</b></p> <p><b>2024</b></p>	<p><b>Aspects of French Speaking Society</b></p> <p><b>Unit 6: ‘Le septième art’</b></p> <ul style="list-style-type: none"> <li>• A variety of aspects of French cinema</li> <li>• Major development in the evolution of French cinema from its beginnings until the present day</li> <li>• The continuing popularity of French cinema and film festivals</li> </ul> <p><b>Unit 2: ‘La cyber-société’</b> How technology has transformed everyday life</p> <ul style="list-style-type: none"> <li>• The dangers of digital technology</li> <li>• Different users of digital technology and possible future developments</li> </ul>	<p><i>Supporting materials:</i> AQA Textbook; Past Papers; Kerboodle; French Media</p> <p><i>Assessment:</i> Unit assessments covering all four skills (reading, writing, listening, oral)</p>
<p><b>Autumn</b></p> <p><b>2</b></p> <p><b>2024</b></p>	<p><b>Unit 3: ‘La rôle du bénévolat’</b></p> <ul style="list-style-type: none"> <li>• Examination of the voluntary sector in France and the range of work volunteers provide</li> <li>• The benefits of voluntary work for those that are helped and how beneficiaries help</li> <li>• Benefits of voluntary work for those that do it and for society as a whole</li> </ul> <p><b>Film: ‘La Haine’</b></p>	<p><i>Supporting materials:</i> AQA Textbook; Past Papers; Kerboodle; French Media</p> <p><i>Assessment:</i> Unit assessments covering all four skills (reading, writing, listening, oral)</p>
<p><b>Spring</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p><b>Artistic Culture in the French Speaking World</b></p> <p><b>Unit 4: ‘Une culture fière de son patrimoine’</b></p> <ul style="list-style-type: none"> <li>• Understand the notion of heritage and its preservation on a regional and national scale</li> <li>• The ways in which some of the country’s most famous heritage sites market themselves</li> <li>• How heritage impacts upon and is guided by culture in society</li> </ul> <p><b>Film: ‘La Haine’</b></p>	<p><i>Supporting materials:</i> AQA Textbook; Past Papers; Kerboodle; French Media</p> <p><i>Assessment:</i> Unit assessments covering all four skills (reading, writing, listening, oral)</p> <p>Mock examination</p>

## French cont.

<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><b>Unit 1: ‘La famille en voie de changement’</b></p> <ul style="list-style-type: none"> <li>• Trends in marriage and other forms of partnership</li> <li>• Merits and problems of different family structures</li> <li>• Relationships between generations and problems that can arise</li> </ul> <p><b>Film: ‘La Haine’</b></p>	<p><i>Supporting materials:</i> AQA Textbook; Past Papers; Kerboodle; French Media</p> <p><i>Assessment:</i> Unit assessments covering all four skills (reading, writing, listening, oral)</p>
<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<p><b>Revision for the End of Year Examination</b></p> <p><b>Unit 5: ‘La musique francophone contemporaine’</b></p> <ul style="list-style-type: none"> <li>• The popularity of contemporary francophone music and its diversity of genre and style</li> <li>• The listeners of contemporary French music, how often, and by what means</li> <li>• The threats to contemporary French music and how it might be safeguarded</li> </ul> <p><b>Film: ‘La Haine’</b></p>	<p><i>Supporting materials:</i> AQA Textbook; Past Papers; Kerboodle; French Media</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Unit assessments covering all four skills (reading, writing, listening, oral)</li> <li>• End of Year Examination (3 papers)</li> </ul>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<p><b>Feedback on the End of Year Examination</b></p> <p><b>Continue with Unit 5: ‘La musique francophone contemporaine’</b></p> <ul style="list-style-type: none"> <li>• The popularity of contemporary francophone music and its diversity of genre and style</li> <li>• The listeners of contemporary French music, how often, and by what means</li> <li>• The threats to contemporary French music and how it might be safeguarded</li> </ul> <p><b>Film: ‘La Haine’</b></p>	<p><i>Supporting materials:</i> AQA Textbook; Past Papers; Kerboodle; French Media</p> <p><i>Assessment:</i> Unit assessments covering all four skills (reading, writing, listening, oral)</p>

# Geography

Specification: *OCR A Level in Geography (Syllabus pathway H481)*

Click [here](#) for full specification

<p><b>Autumn 1 2024</b></p>	<p><b>Teacher 1: - Changing Spaces, Making Places</b></p> <p><b>1. What is in a place?</b> Places are multi-faceted, shaped by shifting flows and connections which change over time.</p> <p><b>2. How do we understand place?</b> People see, experience and understand place in different ways, this can also change over time. Places are represented through a variety of contrasting formal and informal agencies.</p> <p><b>3. How does economic change influence patterns of social inequality in places?</b> The distribution of resources, wealth and opportunities are not evenly spread within and between places. Processes of economic change can create opportunities for some while creating and exacerbating social inequality for others. Social inequality impacts people and places in different ways.</p> <p><b>Teacher 2: - Coastal Landscapes</b></p> <p><b>1. How can coastal landscapes be viewed as systems?</b> Coastal landscapes can be viewed as systems. Coastal landscape systems are influenced by a range of physical factors. Coastal sediment is supplied from a variety of sources.</p> <p><b>2. How are coastal landforms developed?</b> Coastal landforms develop due to a variety of interconnected climatic and geomorphic processes. Coastal landforms are inter-related and together make up characteristic landscapes.</p> <p><i>Part of the specification it relates to:</i> Coastal Landscapes: Physical Systems Paper 1 Changing Spaces: Human interactions Paper 2</p>	<p><i>Supporting materials:</i> OCR Textbook; Past Papers</p> <p><i>Assessment:</i> Regular unit assessments</p> <p>Homework</p> <p>Extended written responses</p>
<p><b>Autumn 2 2024</b></p>	<p><b>Teacher 1: Changing Spaces, Making Places</b></p> <p><b>4. Who are the players that influence economic change in places?</b> Places are influenced by a range of players operating at different scales.</p> <p><b>5. How are places created through place making processes?</b> Place is produced in a variety of ways at different scales. The placemaking process of rebranding constructs a different place meaning through reimagining and regeneration. Making a successful place requires planning and design.</p> <p><b>Teacher 2: Coastal landscapes</b></p> <p><b>3. How do coastal landforms evolve over time as climate changes?</b> Emergent coastal landscapes form as sea level falls. Submergent coastal landscapes form as sea level rises.</p> <p><b>4. How does human activity cause change within coastal landscape systems?</b> Human activity intentionally causes change within coastal landscape systems. Economic development unintentionally causes change within coastal landscape systems.</p>	<p><i>Supporting materials:</i> OCR Textbook; Past Papers</p> <p><i>Assessment:</i> Regular unit assessments</p> <p>Homework</p> <p>Extended written responses</p>

<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>Teacher 1: Global Migration</b></p> <p><b>1. What are the contemporary patterns of global migration?</b> Global migration involves dynamic flows of people between countries, regions and continents. Current patterns of international migration are related to global patterns of socio-economic development.</p> <p><b>2. Why has migration become increasingly complex?</b> Global migration patterns are influenced by a multitude of interrelated factors. Corridors of migrant flows create interdependence between countries.</p> <p><b>Teacher 2: Earth’s Life Support Systems</b></p> <p><b>1. How important are water and carbon to life on Earth?</b> Water and carbon support life on Earth and move between the land, oceans and atmosphere. The carbon and water cycles are systems with inputs, outputs and stores. The carbon and water cycles have distinctive processes and pathways that operate within them.</p> <p><b>2. How do the water and carbon cycles operate in contrasting locations?</b> It is possible to identify the physical and human factors that affect the water and carbon cycles in a tropical rainforest. It is possible to identify the physical and human factors that affect the water and carbon cycles in an Arctic tundra area.</p> <p><i>Part of the specification it relates to:</i></p> <p>Earth’s Life Support Systems: Physical Systems Paper Global Migration: Human interactions Paper</p>	<p><i>Supporting materials:</i> OCR Textbook; Past Papers</p> <p><i>Assessment:</i> Regular unit assessments Homework Extended written responses Mock examination Unit assessments</p>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><b>Teacher 1: Global Migration</b></p> <p><b>2. Why has migration become increasingly complex?</b> Global migration patterns are influenced by a multitude of interrelated factors. Corridors of migrant flows create interdependence between countries.</p> <p><b>3. What are the issues associated with unequal flows of global migration?</b> Global migration creates opportunities and challenges which reflect the unequal power relations between countries.</p> <p><b>Teacher 2: Earth’s Life Support Systems</b></p> <p><b>3. How much change occurs over time and in the water and carbon cycles?</b> Human factors can disturb and enhance the natural processes and stores in the water and carbon cycles. The pathways and processes which control the cycling of water and carbon vary over time.</p> <p><b>4. To what extent are the water and carbon cycles linked?</b> The two cycles are linked and interdependent. The global implications of water and carbon management.</p>	<p><i>Supporting materials:</i> OCR Textbook; Past Papers</p> <p><i>Assessment:</i> Regular unit assessments Homework Extended written responses Mock examination Unit assessments</p>

## Geography cont.

<p><b>Summer 1 2025</b></p>	<p><b>Revision; End of Year Examination</b></p> <p><b>Non-Examined Assessment (NEA)</b></p> <ul style="list-style-type: none"> <li>Students will have the opportunity to undertake an independent investigation which is of particular interest to them, which can be related to any area of the course.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Learn the structure and enquiry process</li> <li>Develop extended writing skills</li> <li>Innovate and investigate</li> <li>Present data</li> <li>Learn research techniques</li> <li>Make synoptic links between the real world and geographical theory</li> <li>Produce a written report (3-4,000 words)</li> </ul>	<p><i>Supporting materials:</i> OCR Textbook; Past Papers</p> <p><i>Assessment:</i> Regular unit assessments Homework Extended written responses End of Year Examination NEA</p>
<p><b>Summer 2 2025</b></p>	<p><b>Non-Examined Assessment (NEA)</b></p> <ul style="list-style-type: none"> <li>Students will have the opportunity to undertake an independent investigation which is of particular interest to them, which can be related to any area of the course.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Learn the structure and enquiry process</li> <li>Develop extended writing skills</li> <li>Innovate and investigate</li> <li>Present data</li> <li>Learn research techniques</li> <li>Make synoptic links between the real world and geographical theory</li> </ul> <p>Produce a written report (3-4,000 words)</p> <p>Feedback on end of year examination</p>	<p><i>Supporting materials:</i> OCR Textbook; Past Papers</p> <p><i>Assessment:</i> Regular unit assessments Homework Extended written responses NEA Write-up over summer holiday.</p>

# History

Specification: *OCR A Level in History (Syllabus pathway H481)*

Click [here](#) for full specification

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p><b>England 1485-1558: The Early Tudors</b></p> <ul style="list-style-type: none"> <li>• The Government of Henry VII and threats to his rule <ul style="list-style-type: none"> <li>- Henry VII's claim to the throne</li> <li>- Opposition from Yorkists and the Pretender</li> <li>- Domestic policy and government</li> </ul> </li> <li>• Henry VII's Foreign Policy <ul style="list-style-type: none"> <li>- Relations with Burgundy, France, Scotland, and Spain</li> <li>- Treaties and marriage negotiations</li> </ul> </li> <li>• Henry VIII and Wolsey <ul style="list-style-type: none"> <li>- Wolsey's role in government and foreign affairs</li> <li>- The divorce and Wolsey's fall</li> </ul> </li> </ul> <p><i>Part of the specification it relates to:</i> British Period Study: 25% of overall grade</p>	<p><i>Supporting materials:</i> OCR Textbook England: 1485-1603 (Nicholas Fellows); My Revision Notes OCR A Level History: England 1485-1558: The Early Tudors</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Extended written responses</li> </ul>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<p><b>England 1485-1558: The Early Tudors</b></p> <ul style="list-style-type: none"> <li>• The Reign of Henry VIII after 1529 <ul style="list-style-type: none"> <li>- Religious Change and opposition</li> <li>- Henry's role in government in the 1540s</li> <li>- Foreign Policy in the 1540s</li> </ul> </li> </ul> <p><i>Part of the specification it relates to:</i> British Period Study: 25% of overall grade</p>	<p><i>Supporting materials:</i> OCR Textbook: England 1485-1603 (Nicholas Fellows); My Revision Notes OCR A Level History: England 1485-1558: The Early Tudors</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Extended written responses</li> </ul>
<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>England 1485-1558: The Early Tudors</b></p> <ul style="list-style-type: none"> <li>• Enquiry Topic: Mid Tudor Crisis 1547-1558 <ul style="list-style-type: none"> <li>- The stability of the monarchy under Edward and Mary</li> <li>- Religious Changes under Edward and Mary</li> </ul> </li> <li>• Enquiry Topic: Mid Tudor Crisis 1547-1558 <ul style="list-style-type: none"> <li>- Rebellion and Unrest under Edward and Mary</li> </ul> </li> </ul> <p><i>Part of the specification it relates to:</i> British Period Study: 25% of overall grade</p>	<p><i>Supporting materials:</i> OCR Textbook: England 1485-1603 (Nicholas Fellows); My Revision Notes OCR A Level History: England 1485-1558: The Early Tudors</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Extended written responses</li> <li>• Mock examination</li> </ul>

## History cont.

<p><b>Spring</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p><b>Russia 1894–1941</b></p> <ul style="list-style-type: none"> <li>• The rule of Tsar Nicholas II</li> <li>• The 1917 Revolutions</li> </ul> <p><i>Part of the specification it relates to:</i></p> <p>Non-British period study: 15% of overall grade</p>	<p><i>Supporting materials:</i></p> <p>OCR Textbook: Russia 1894 – 1941 (Andrew Holland); My Revision Notes OCR A Level History: Russia 1894 - 1941</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Extended written responses</li> <li>• Mock examination</li> </ul>
<p><b>Summer</b></p> <p><b>1</b></p> <p><b>2025</b></p>	<p><b>Russia 1894–1941</b></p> <ul style="list-style-type: none"> <li>• The Civil War and Lenin</li> </ul> <p><i>Part of the specification it relates to:</i></p> <p>Non-British period study: 15% of overall grade</p> <p>Revision for the End of Year Examination</p>	<p><i>Supporting materials:</i></p> <p>OCR Textbook: Russia 1894 – 1941 (Andrew Holland); My Revision Notes OCR A Level History: Russia 1894 - 1941</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Extended written responses</li> <li>• End of Year Examination</li> </ul>
<p><b>Summer</b></p> <p><b>2</b></p> <p><b>2025</b></p>	<p><b>Feedback on the End of Year Examination</b></p> <p><b>Russia 1894–1941</b></p> <ul style="list-style-type: none"> <li>• The rule of Stalin</li> </ul> <p><b>Coursework – Initial Preparation</b></p> <ul style="list-style-type: none"> <li>• Identify topic and agree question with teacher</li> <li>• Identify reading list and source books</li> <li>• Start preparatory reading and note-taking</li> </ul> <p><i>Part of the specification it relates to:</i></p> <p>Non Examined Assessment: 20% of overall grade</p> <p>Non-British period study: 15% of overall grade</p>	<p><i>Supporting materials:</i></p> <p>OCR Textbook: Russia 1894 – 1941 (Andrew Holland); My Revision Notes OCR A Level History: Russia 1894 - 1941</p> <p>Coursework reading list</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Extended written responses</li> </ul>

# Mathematics – Pure

Specification: *Edexcel A Level in Mathematics (Syllabus pathway 9MA0)*

Click [here](#) for full specification

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p><b>Pure Mathematics</b></p> <ul style="list-style-type: none"> <li>Algebraic Expressions</li> <li>Indices and Surds</li> <li>Quadratic Functions</li> <li>Simultaneous Equations</li> <li>Inequalities/Graphs</li> <li>Graphs/Transformations</li> </ul>	<p><i>Supporting materials:</i> Edexcel Textbook; pearsonschool.co.uk/p1maths</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Regular unit assessments</li> <li>Homework</li> <li>Past Paper Questions</li> </ul>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<p><b>Pure Mathematics</b></p> <ul style="list-style-type: none"> <li>Transformations/Straight Line Graphs</li> <li>Straight Line Graphs/Circles</li> <li>Circles</li> <li>Algebraic Methods</li> <li>Binomial Expansion</li> </ul>	<p><i>Supporting materials:</i> Edexcel Textbook; pearsonschool.co.uk/p1maths</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Regular unit assessments</li> <li>Homework</li> <li>Past Paper Questions</li> <li>Mock examination</li> </ul>
<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>Pure Mathematics</b></p> <ul style="list-style-type: none"> <li>Trig Ratios</li> <li>Trig Identities</li> <li>Trig Equations</li> <li>Identities</li> <li>Vectors</li> </ul>	<p><i>Supporting materials:</i> Edexcel Textbook; pearsonschool.co.uk/p1maths</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Regular unit assessments</li> <li>Homework</li> <li>Past Paper Questions</li> </ul>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<ul style="list-style-type: none"> <li>Differentiation</li> <li>Integration</li> </ul>	<p><i>Supporting materials:</i> Edexcel Textbook; pearsonschool.co.uk/p1maths</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Regular unit assessments</li> <li>Homework</li> <li>Past Paper Questions</li> </ul>
<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<p><b>Revision for the End of Year Examination</b></p> <p><b>Pure Mathematics</b></p> <ul style="list-style-type: none"> <li>Exponentials</li> <li>Logarithms</li> <li>Revision Practice for End of Year Examination</li> </ul>	<p><i>Supporting materials:</i> Edexcel Textbook; pearsonschool.co.uk/p1maths</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Regular unit assessments</li> <li>Homework</li> <li>Past Paper Questions</li> <li>End of Year Examination</li> </ul>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<p>Feedback on the End of Year Examination</p> <p>Start Upper Sixth Course</p>	<p><i>Supporting materials:</i> Edexcel Textbook; pearsonschool.co.uk/p1maths</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Regular unit assessments</li> <li>Homework</li> <li>Past Paper Questions</li> </ul>



## Mathematics – Statistics and Mechanics

Specification: *Edexcel A Level in Mathematics (Syllabus pathway 9MA0)*

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<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p><b>Mechanics</b></p> <ul style="list-style-type: none"> <li>Quantities and Units in Mechanics</li> <li>Modelling</li> <li>Kinematics – Graphs Kinematics – Suvat</li> <li>Force Diagrams</li> <li>Equilibrium</li> </ul>	<p><i>Supporting materials:</i> Edexcel Textbook; physicsandmathstutor.com</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Regular unit assessments</li> <li>Homework</li> <li>Past Paper Questions</li> </ul>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<p><b>Mechanics</b></p> <ul style="list-style-type: none"> <li>Forces and Motion</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Data collection</li> <li>Measures of Spread</li> <li>Representation of data</li> </ul>	<p><i>Supporting materials:</i> Edexcel Textbook; physicsandmathstutor.com</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Regular unit assessments</li> <li>Homework</li> <li>Past Paper Questions</li> </ul>
<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Sampling</li> <li>Correlation</li> <li>Probability</li> </ul>	<p><i>Supporting materials:</i> Edexcel Textbook; physicsandmathstutor.com</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Regular unit assessments</li> <li>Homework</li> <li>Past Paper Questions</li> <li>Mock examination</li> </ul>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Distributions</li> <li>Hypothesis testing</li> </ul>	<p><i>Supporting materials:</i> Edexcel Textbook; physicsandmathstutor.com</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Regular unit assessments</li> <li>Homework</li> <li>Past Paper Questions</li> </ul>
<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<p><b>Revision for End of Year Examination</b></p> <p><b>Mechanics</b></p> <ul style="list-style-type: none"> <li>Variable Forces</li> <li>Rates of Change</li> <li>Integration for Kinematics Problems</li> <li>Examination Revision</li> </ul>	<p><i>Supporting materials:</i> Edexcel Textbook; physicsandmathstutor.com</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Regular unit assessments</li> <li>Homework</li> <li>Past Paper Questions</li> <li>End of Year Examination</li> </ul>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<p>Feedback on End of Year Examination</p> <p>Start Upper Sixth Course</p>	<p><i>Supporting materials:</i> Edexcel Textbook; physicsandmathstutor.com</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>Regular unit assessments</li> <li>Homework</li> <li>Past Paper Questions</li> </ul>

## Further Mathematics – Core

Specification: *Edexcel A Level in Further Mathematics (Syllabus pathway 9FMA0)*

[Click here for full specification](#)

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p><b>Series</b> Sums of natural numbers Sums of Squares and cubes</p> <p><b>Complex Numbers</b></p> <ul style="list-style-type: none"> <li>• Solving any quadratic equation with real coefficients</li> <li>• Solving cubic or quartic equations with real coefficients</li> <li>• Adding, subtracting, multiplying, dividing complex numbers in the form <math>x + iy</math> with <math>x</math> and <math>y</math> real</li> <li>• Complex conjugates</li> </ul> <p><b>Roots of Polynomials</b></p> <ul style="list-style-type: none"> <li>• Roots of quadratics, cubics &amp; quartics</li> <li>• Linear transformations of roots</li> </ul>	<p><i>Supporting materials:</i> Edexcel Core Pure Mathematics Textbook; Activebook</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<p><b>Matrices</b></p> <ul style="list-style-type: none"> <li>• Adding, subtracting, and multiplying matrices</li> <li>• Zero matrix</li> <li>• Identity matrix</li> <li>• Using matrices to represent linear transformations in 2-D</li> <li>• Successive transformations</li> <li>• Single transformations in 3-D</li> </ul> <p><b>Linear Transformations</b></p> <ul style="list-style-type: none"> <li>• Linear transformations in 2-D</li> <li>• Reflections and rotations</li> <li>• Enlargements and stretches</li> <li>• Successive transformations</li> <li>• Linear transformations in 3-D</li> <li>• The inverse of a linear transformation</li> <li>•</li> </ul> <p><b>Proof By induction</b></p> <ul style="list-style-type: none"> <li>• Proof by mathematical induction</li> <li>• Proving divisibility results</li> <li>• Proving statements involving matrices</li> </ul>	<p><i>Supporting materials:</i> Edexcel Core Pure Mathematics Textbook; Activebook</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>

## Further Mathematics – Core cont.

<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>Argand Diagrams</b></p> <ul style="list-style-type: none"> <li>• Cartesian to mod-arg conversion</li> <li>• Multiplying and dividing complex numbers in modulus argand form</li> <li>• Construct and interpretation of simple loci in the argand diagram</li> </ul> <p><b>Vectors</b></p> <ul style="list-style-type: none"> <li>• Equation of a line in 3-D</li> <li>• Equation of a plane in 3-D</li> <li>• Scalar product</li> <li>• Calculating the angle between a line and a plane</li> <li>• Points of intersection</li> <li>• Finding perpendiculars</li> </ul> <p><b>Differentiation</b> No set chapter (help with course prior to being taught this topic at Alevel).</p>	<p><i>Supporting materials:</i> Edexcel Core Pure Mathematics Textbook; Activebook</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions Mock examination</li> </ul>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><b>Integration</b> No set chapter (help with course prior to being taught this topic at Alevel).</p> <p><b>Volumes of Revolution</b></p> <ul style="list-style-type: none"> <li>• Volumes of revolution around the x-axis</li> <li>• Volumes of revolution around the y-axis</li> <li>• Adding and subtracting volumes</li> <li>• Modelling with volumes of revolution</li> </ul>	<p><i>Supporting materials:</i> Edexcel Core Pure Mathematics Textbook; Activebook</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>
<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<p>Revision for the End of Year Examination</p> <p>Start Core Pure 2 book</p> <p>Chapter 2 Series</p> <p>Chapter 1 Complex numbers</p>	<p><i>Supporting materials:</i> Edexcel Core Pure Mathematics Textbook; Activebook</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> <li>• End of Year Examination</li> </ul>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<p>Feedback on the End of Year Examination</p> <p>Year 2 work</p> <p>Trigonometry</p>	<p><i>Supporting materials:</i> Edexcel Core Pure Mathematics Textbook; Activebook</p> <p><i>Assessment:</i> End of year assessment</p>

## Further Mathematics – Decision and Mechanics

Specification: *Edexcel A Level in Further Mathematics (Syllabus pathway 9FM0)*

[Click here for full specification](#)

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p><b>Decision</b></p> <ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Graphs and networks</li> <li>• Algorithms on networks</li> <li>• Route inspection, Chinese Postman problem</li> </ul>	<p><i>Supporting materials:</i> Edexcel M1 Mathematics Textbook; M1 solutionbank; examsolutions.net; physicsandmathstutor.com; Activebook</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<ul style="list-style-type: none"> <li>• Critical path analysis</li> <li>• Linear programming</li> <li>• Matchings</li> <li>• Prim's and Kruskal's algorithm</li> </ul>	<p><i>Supporting materials:</i> Edexcel M1 Mathematics Textbook; M1 solutionbank; examsolutions.net; physicsandmathstutor.com; Activebook</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>
<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>Mechanics</b></p> <ul style="list-style-type: none"> <li>• Momentum</li> <li>• Impulse</li> </ul>	<p><i>Supporting materials:</i> Edexcel M1 Mathematics Textbook; M1 solutionbank; examsolutions.net; physicsandmathstutor.com; Activebook</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<ul style="list-style-type: none"> <li>• Work, Energy and Power</li> <li>• Elastic collisions in one dimension</li> </ul>	<p><i>Supporting materials:</i> Edexcel M1 Mathematics Textbook; M1 solutionbank; examsolutions.net; physicsandmathstutor.com; Activebook</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>

## Further Mathematics – Decision and Mechanics

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<b>Summer 1 2025</b>	Revision for the End of Year Examination	<i>Supporting materials:</i> Edexcel M1 Mathematics Textbook; M1 solutionbank; examsolutions.net; physicsandmathstutor.com; Activebook  <i>Assessment:</i> <ul style="list-style-type: none"><li>• Regular unit assessments</li><li>• Homework</li><li>• Past Paper Questions</li><li>• End of Year Examination</li></ul>
<b>Summer 2 2025</b>	Feedback on the End of Year Examination  Start Year 2 work	<i>Supporting materials:</i> Edexcel M1 Mathematics Textbook; M1 solutionbank; examsolutions.net; physicsandmathstutor.com; Activebook  <i>Assessment:</i> <ul style="list-style-type: none"><li>• Regular unit assessments</li><li>• Homework</li><li>• Past Paper Questions</li></ul>

# Music

Specification Name: EDEXCEL Advanced GCE in Music (9MU0)

Click [here](#) for full specification

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<ul style="list-style-type: none"> <li>- The history of Classical music</li> <li>- The history of Popular &amp; Rock music</li> <li>- Technical music knowledge</li> <li>- Essay writing techniques</li> <li>- Analysing music in detail using the score</li> </ul> <p>Harmony/theory:</p> <ul style="list-style-type: none"> <li>- Intervals</li> <li>- Key signatures</li> <li>- Time signatures</li> <li>- Chords</li> <li>- Cadences</li> </ul>	<p><i>Supporting materials:</i> PowerPoints and other resources on MS Teams Edexcel A LEVEL Anthology of Music Edexcel A level <a href="http://musictheory.net">musictheory.net</a> <a href="http://www.ALevelMusic.com">www.ALevelMusic.com</a> « Tom Pankhurst's A-Level Music Site</p> <p><i>Assessment:</i> 1) Music history/technical knowledge test 2) Music theory test 3) Classical music essay 4) Rock and Pop music essay</p>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<ul style="list-style-type: none"> <li>- The Baroque Era &amp; Counterpoint</li> <li>- Introduction to the Chorale</li> <li>- The Beatles and the British invasion</li> </ul> <p>Set works:</p> <ul style="list-style-type: none"> <li>• The Beatles – Revolver             <ul style="list-style-type: none"> <li>- Background &amp; context</li> <li>- Eleanor Rigby</li> <li>- Here, There &amp; Everywhere</li> <li>- I Want to Tell You</li> <li>- Tomorrow Never Knows</li> <li>- Wider listening</li> </ul> </li> <li>• Bach – Cantata ‘Ein feste Burg ist unser Gott’             <ul style="list-style-type: none"> <li>- Background &amp; context</li> <li>- Mov 1, 2 &amp; 8</li> <li>- Wider listening</li> </ul> </li> </ul> <p>Harmony/theory:</p> <ul style="list-style-type: none"> <li>- Extended chords</li> <li>- Common cadences</li> </ul> <p>Composition:</p> <ul style="list-style-type: none"> <li>- Creating chord boxes and effective harmony devices</li> </ul>	<p><i>Supporting materials:</i> PowerPoints and other resources on MS Teams Edexcel A LEVEL Anthology of Music Edexcel A level <a href="http://musictheory.net">musictheory.net</a> <a href="http://www.ALevelMusic.com">www.ALevelMusic.com</a> « Tom Pankhurst's A-Level Music Site</p> <p><i>Assessment:</i> 1) Listening questions on set works 2) Essay questions on set works</p>

## Music cont.

<p><b>Spring 1 2025</b></p>	<ul style="list-style-type: none"> <li>- Impressionism in music</li> <li>- Popular music of the 1980s</li> </ul> <p>Set works:</p> <ul style="list-style-type: none"> <li>• Debussy – Estampes <ul style="list-style-type: none"> <li>- Background &amp; context</li> <li>- Pagodes</li> <li>- La soiree dans Grenade</li> <li>- Wider listening</li> </ul> </li> <li>• Kate Bush – Hounds of Love <ul style="list-style-type: none"> <li>- Background &amp; context</li> <li>- Cloubusting</li> <li>- And Dream of Sheep</li> <li>- Under Ice</li> </ul> </li> </ul> <p>Harmony/theory:</p> <ul style="list-style-type: none"> <li>- Parallel chords</li> <li>- Cluster chords</li> <li>- Sus chords</li> <li>- Whole-tone scale</li> </ul> <p>Composition:</p> <ul style="list-style-type: none"> <li>- Melodic development</li> </ul>	<p><i>Supporting materials:</i> PowerPoints and other resources on MS Teams Edexcel A LEVEL Anthology of Music Edexcel A level <a href="http://musictheory.net">musictheory.net</a> <a href="http://www.ALevelMusic.com">www.ALevelMusic.com</a> « Tom Pankhurst's A-Level Music Site</p> <p><i>Assessment:</i> 1) Listening questions on set works 2) Essay questions on set works</p> <p><i>Coursework:</i> Free composition</p>
<p><b>Spring 2 2025</b></p>	<ul style="list-style-type: none"> <li>- The Romantic Era</li> <li>- Jazz fusion</li> </ul> <p>Set works:</p> <ul style="list-style-type: none"> <li>• C.Schumann - Piano Trio in G minor, op. 17 <ul style="list-style-type: none"> <li>- Background &amp; context</li> <li>- Movement 1</li> <li>- Wider listening</li> </ul> </li> <li>• Courtney Pine: Back in the Day <ul style="list-style-type: none"> <li>- Background &amp; context</li> <li>- Lady Day and (John Coltrane)</li> <li>- Inner State (of Mind)</li> <li>- Love and Affection</li> <li>- Wider listening</li> </ul> </li> </ul> <p>Harmony:</p> <ul style="list-style-type: none"> <li>- Sonata form</li> <li>- Jazz harmony</li> </ul> <p>Composition:</p> <ul style="list-style-type: none"> <li>- Balance of repetition and contrast</li> <li>- Effective musical structures</li> </ul>	<p><i>Supporting materials:</i> PowerPoints and other resources on MS Teams Edexcel A LEVEL Anthology of Music Edexcel A level <a href="http://musictheory.net">musictheory.net</a> <a href="http://www.ALevelMusic.com">www.ALevelMusic.com</a> « Tom Pankhurst's A-Level Music Site</p> <p><i>Assessment:</i> 1) Listening questions on set works 2) Essay questions on set works</p> <p><i>Coursework:</i> Free composition</p>

## Music cont.

<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<p>Examination preparation &amp; revision:</p> <ul style="list-style-type: none"> <li>- Unfamiliar listening</li> <li>- Musical dictation</li> <li>- Revision activities</li> <li>- Past paper questions</li> <li>- Examination technique</li> </ul>	<p><i>Supporting materials:</i> PowerPoints and other resources on MS Teams Edexcel A LEVEL Anthology of Music Edexcel A level <a href="http://musictheory.net">musictheory.net</a> <a href="http://www.ALevelMusic.com">www.ALevelMusic.com</a> « <a href="http://TomPankhurst.com">Tom Pankhurst's A-Level Music Site</a></p> <p><i>Assessment:</i> End of Year Examination</p> <p><i>Coursework:</i> Free composition</p>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<p>Feedback on the End of Year Examination</p> <p>Film Music</p> <p>Set works:</p> <ul style="list-style-type: none"> <li>• Hermann – Psycho             <ul style="list-style-type: none"> <li>- Background &amp; context</li> <li>- Prelude, The City, Marion, The Murder, The Toys, The Cellar, Discovery, Finale</li> <li>- Wider listening</li> </ul> </li> </ul> <p>Harmony:</p> <ul style="list-style-type: none"> <li>- The 'Hitchcock' chord</li> </ul> <p>Composition:</p> <ul style="list-style-type: none"> <li>- Composing idiomatically for instruments</li> </ul>	<p><i>Supporting materials:</i> PowerPoints and other resources on MS Teams Edexcel A LEVEL Anthology of Music Edexcel A level <a href="http://musictheory.net">musictheory.net</a> <a href="http://www.ALevelMusic.com">www.ALevelMusic.com</a> « <a href="http://TomPankhurst.com">Tom Pankhurst's A-Level Music Site</a></p> <p><i>Assessment:</i> 1) Completion of free composition 2) Essay and listening questions on set works</p>



# Music Technology

Specification: *Edexcel A Level in Music Technology (Syllabus pathway 9MA0)*

[Click here for full specification](#)

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p><b>U1: Recording:</b> Health &amp; Safety in the Studio. Studio Protocols. Audio Properties. Cables Recording and production techniques for both corrective and creative purposes: Science of Sound, Studio Systems, measuring sound, Microphone properties, vocal mic recording. Logic Core &amp; Advanced skills</p> <p><b>U2: Technology Based Composition:</b> The use of technology and the structural elements of the composition Writing for Film/Video/Digital. Composing for Video. Understanding the brief, motifs and chord structure, sampling and synthesis midi protocol and recording Trial Portfolio piece.</p> <p><b>Unit 3: Listening &amp; Analysing:</b> Critical Listening Skills, Styles and Production Techniques from Horn Recordings to Jazz to Tape based recordings, Critical Listening Tasks &amp; Comparative Analysis. Key Tracks in Popular Music.</p> <p><b>Unit 4: Producing &amp; Analysing:</b> DAW Production Core Skills, Midi recording &amp; editing, quantise. programming, sampling &amp; synthesis.</p>	<p><i>Supporting materials:</i> Edexcel Specification (Teams)</p> <p>Logic Pro X &amp; Logic Handbook (Teams)</p> <p>A Level Music Technology Study Guide (Hallas)</p> <p>Burgess- History of Music Production (OUP)</p> <p>Logic Pro X- Cousins</p> <p><i>Assessment:</i> Continuous &amp; Half Term / End of Term assessment</p>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<p><b>U1: Recording:</b> Recording and production techniques for both corrective and creative purposes: Mic recording techniques single &amp; multiple source. Audio Properties. Multi track recording: drums &amp; rhythm parts. Bass &amp; Guitar amps/DIs)</p> <p><b>U2: Technology Based Composition:</b> The use of technology and the structural elements of the composition. Trial Portfolio piece. Advanced sampling and synthesis techniques.</p> <p><b>Unit 3: Listening &amp; Analysing:</b> Critical Listening Skills, Styles and Production Techniques from Jazz to 60s Tape based recordings, Comparative Analysis.</p> <p><b>Unit 4: Producing &amp; Analysing:</b> DAW Production Core Skills, Midi recording, programming, sampling &amp; synthesis (FM/additive/subtractive) Programming EXS24. Soundwaves. Frequency &amp; Harmonic Spectrum. Frequency Calculations, creating sample harmonies.</p>	<p><i>Supporting materials:</i> Edexcel Specification (Teams)</p> <p>Logic Pro X &amp; Logic Handbook (Teams)</p> <p>A Level Music Technology Study Guide (Hallas)</p> <p>Burgess- History of Music Production (OUP)</p> <p>Logic Pro X- Cousins</p> <p><i>Assessment:</i> Continuous &amp; Half Term / End of Term assessment</p>

## Music Technology cont.

<p><b>Spring 1 2025</b></p>	<p><b>U1: Recording:</b> Recording and production techniques for both corrective and creative purposes: Tracking instruments, mic types and techniques, multi-track recording, audio editing, equalisation, dynamic processors &amp; effects</p> <p><b>U2: Technology Based Composition:</b> The use of technology and the structural elements of composition. Sound design and creating a Soundscape. Theory &amp; Application. Introduction to Synthesis Modulation/ Routing ESM/ES1 Applying sampling and synthesis skills Trial Portfolio piece 2. The Soundscape Composition - Brief and Analysis</p> <p><b>Unit 3: Listening &amp; Analysing:</b> Critical Listening Skills, Styles and Production Techniques from 70s to 80s styles. Comparative Analysis. Student Presentation.</p> <p><b>Unit 4: Producing &amp; Analysing:</b> DAW Production Core Skills: Tempo Operations, audio editing, flex pitch operations.</p>	<p><i>Supporting Materials:</i> Edexcel Specification (Teams)  Logic Pro X &amp; Logic Handbook (Teams)  A Level Music Technology Study Guide (Hallas)  Burgess- History of Music Production (OUP)  Logic Pro X- Cousins  Sound Tutorials/Recording workshops  <i>Assessment:</i> Continuous &amp; Half Term / End of Term assessment</p>
<p><b>Spring 2 2025</b></p>	<p><b>U1: Recording:</b> Recording and production techniques for both corrective and creative purposes: Tracking instruments, mic types and techniques, multi-track recording, audio editing, equalisation and dynamic processors. Front end processing. Using audio effects and routing; bus and inserts.</p> <p><b>U2: Technology Based Composition:</b> The use of technology and the structural elements of composition. Sound design and creating a Soundscape. Introduction to Synthesis Modulation using ES2/ Alchemy. Applying sampling and synthesis skills Trial Portfolio piece 2.</p> <p><b>Unit 3: Listening &amp; Analysing:</b> Critical Listening Skills, Styles and Production Techniques from Pop to Urban based recordings, Comparative Analysis. Student Presentation.</p> <p><b>Unit 4: Producing &amp; Analysing:</b> DAW Production Core Skills: Tempo Operations, audio editing, flex pitch operations, Mixing fundamentals.</p>	<p><i>Supporting Materials:</i> Edexcel Specification (Teams)  Logic Pro X &amp; Logic Handbook (Teams)  A Level Music Technology Study Guide (Hallas)  Burgess- History of Music Production (OUP)  Logic Pro X- Cousins  Sound Tutorials/Recording workshops  <i>Assessment:</i> Continuous &amp; Half Term / End of Term assessment</p>

## Music Technology cont.

<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<p><b>U1: Recording:</b> Introduction to Mixing &amp; Monitoring for recordings, techniques and practice. Balance &amp; Blend, levels, eq, routing. Intro to Acoustics &amp; Acoustic Treatment.</p> <p><b>U2: Technology Based Composition:</b> The use of technology and the structural elements of composition. Research, Song Writing, adapting literary stimuli, arranging, applying DAW skills, mixing portfolio.</p> <p><b>Unit 3: Listening &amp; Analysing:</b> Critical Listening Skills, Styles and Production Techniques from Disco to EDM recordings, Comparative Analysis.</p> <p><b>Unit 4: Producing &amp; Analysing:</b> DAW Production Core Skills: Use of spatial, time based and timbral effects, routing and chaining for mixing, use of compression, exploring vocoders and hardware.</p>	<p><i>Supporting Materials:</i> Edexcel Specification (Teams) Logic Pro X &amp; Logic Handbook (Teams) A Level Music Technology Study Guide (Hallas) Burgess- History of Music Production (OUP) Logic Pro X- Cousins</p> <p><i>Assessment:</i> Continuous &amp; Half Term / End of Term assessment w/c <i>tbc/05/25: End of Year Examination Units 3&amp;4</i></p> <p><b>U3: Listening &amp; Analysing.</b> <b>U4: Producing &amp; Analysing</b></p>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<p>Feedback on the End of Year Examination</p> <p><b>U1: Recording:</b> Introduction to Mixing &amp; Monitoring: use of groups, buses, aux, sends/returns/inserts/ mix bus and compression techniques. Intro to Mastering, monitoring, formats.</p> <p><b>U2: Technology Based Composition:</b> cont: The use of technology and the structural elements of composition. Song Writing, adapting literary stimuli, arranging, applying DAW skills, mixing portfolio. Literary Composition &amp; Songwriting</p> <p><b>Unit 3: Listening &amp; Analysing:</b> Critical Listening Skills, Styles and Production. Revision. Examples of Comparative and Listening Questions. Exam Technique</p> <p><b>Unit 4: Producing &amp; Analysing:</b> DAW Production Core Skills: Use of delay, echo, modulation effects, chaining effects. Mix Projects and reference mixes.</p>	<p><i>Supporting materials:</i> Edexcel Specification (Teams) Logic Pro X &amp; Logic Handbook (Teams) A Level Music Technology Study Guide (Hallas) Burgess- History of Music Production (OUP) Logic Pro X- Cousins</p> <p><i>Assessment:</i> Continuous &amp; Half Term / End of Term assessment</p> <p><b>U3: Listening &amp; Analysing.</b> <b>U4: Producing &amp; Analysing</b></p>

# Physical Education

Specification: *AQA A Level in Physical Education (Syllabus pathway 7582)*

Click [here](#) for full specification

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p><b>Anatomy and Physiology</b></p> <ul style="list-style-type: none"> <li>• Cardiovascular system (3.1.1.2)</li> <li>• Neuromuscular System (3.1.1.4)</li> </ul> <p><b>Skill Acquisition</b></p> <ul style="list-style-type: none"> <li>• Skill, Skill continuums and transfer of skills (3.1.2.1)</li> <li>• Impact of skill classification on structure of practice for learning (3.1.2.2)</li> </ul> <p><b>Sport and Society</b></p> <ul style="list-style-type: none"> <li>• Sport in pre-industrial Britain (3.1.3.1.1)</li> </ul>	<p><i>Supporting materials:</i> AQA Textbook; Revision Guides, OneNote resources</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<p><b>Anatomy and Physiology</b></p> <ul style="list-style-type: none"> <li>• Neuromuscular System (3.1.1.4)</li> <li>• The respiratory System (3.1.1.3)</li> </ul> <p><b>Skill Acquisition</b></p> <ul style="list-style-type: none"> <li>• Impact of skill classification on structure of practice for learning (3.1.2.2)</li> <li>• Principles and theories of learning and performance (3.1.2.3)</li> </ul> <p><b>Sport and Society</b></p> <ul style="list-style-type: none"> <li>• Sport in post-industrial Britain (3.1.3.1.2)</li> </ul>	<p><i>Supporting materials:</i> AQA Textbook; Revision Guides, OneNote resources</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>
<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>Anatomy and Physiology</b></p> <ul style="list-style-type: none"> <li>• Muscular and Skeletal System (3.1.1.5)</li> <li>• Analysis of Movement (3.1.1.5)</li> </ul> <p><b>Skill Acquisition</b></p> <ul style="list-style-type: none"> <li>• Principles and theories of learning and performance (3.1.2.3)</li> </ul> <p><b>Sport and Society</b></p> <ul style="list-style-type: none"> <li>• Sport in Britain after the second world war (1950 - present) (3.1.3.1.3)</li> </ul>	<p><i>Supporting materials:</i> AQA Textbook; Revision Guides, OneNote resources</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> <li>• Mock examination</li> </ul>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><b>Anatomy and Physiology</b></p> <ul style="list-style-type: none"> <li>• Analysis of Movement</li> <li>• Energy Systems (3.1.1.6)</li> </ul> <p><b>Skill Acquisition</b></p> <ul style="list-style-type: none"> <li>• Use of guidance and feedback (3.1.2.4)</li> <li>• Memory models (3.1.2.5)</li> </ul> <p><b>Sport and Society</b></p> <ul style="list-style-type: none"> <li>• Sociological theory applied to equal opportunities (3.1.3.2.1)</li> </ul>	<p><i>Supporting materials:</i> AQA Textbook; Revision Guides OneNote resources</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>

## Physical Education cont.

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<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<p>Revision for the End of Year Examination</p> <p>Examination analysis</p> <p>Predicted Grades discussion and strategies required over Summer 2 and summer break.</p>	<p><i>Supporting materials:</i> AQA Textbook; Revision Guides, OneNote resources</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> <li>• End of Year Examination</li> </ul>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<p>Feedback on the End of Year Examination</p> <p>Non-Examined Assessment Coursework</p> <p>AA2/AA3 – to be written and analysed</p> <p><i>Part of the specification it relates to:</i></p> <p>NEA: 30% of overall grade</p>	<p><i>Supporting materials:</i> AQA Textbook; Revision Guides, OneNote resources</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>

# Physics

Specification: AQA A Level in Physics (Syllabus pathway 7408)

Click [here](#) for full specification

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p><b>Measurements and their errors (3.1)</b></p> <ul style="list-style-type: none"> <li>• Use of SI units and their prefixes (3.1.1)</li> <li>• Limitations of physical measurements (3.1.2)</li> <li>• Estimation of Physical quantities (3.1.3)</li> </ul> <p><b>Particles and Radiation (3.2)</b></p> <ul style="list-style-type: none"> <li>• Constituents of the atom (3.2.1.1)</li> <li>• Stable and unstable nuclei (3.2.1.2)</li> <li>• Particles, antiparticles and photons (3.2.1.3)</li> <li>• Particle interactions (3.2.1.4)</li> <li>• Classification of particles (3.2.1.5)</li> <li>• Quarks and antiquarks (3.2.1.6)</li> <li>• Applications of conservations laws (3.2.1.7)</li> <li>• Electromagnetic radiation and quantum phenomena (3.2.2)</li> <li>• The photoelectric effect (3.2.2.1)</li> <li>• Collisions of electrons with atoms (3.2.2.2)</li> <li>• Energy levels and photon emission (3.2.2.3)</li> <li>• Wave particle duality (3.2.2.4)</li> </ul>	<p><i>Supporting materials:</i> AQA Textbook; Revision Guides</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<p><b>Electricity (3.5)</b></p> <ul style="list-style-type: none"> <li>• Basics of electricity (3.5.1.1)</li> <li>• Current-voltage characteristics (3.5.1.2)</li> <li>• Resistivity (3.5.1.3)</li> <li>• Circuits (3.5.1.4)</li> <li>• Potential divider (3.5.1.5)</li> <li>• Electromotive force and internal resistance (3.5.1.6)</li> </ul>	<p><i>Supporting materials:</i> AQA Textbook; Revision Guides</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>
<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>Mechanics and Materials (3.4)</b></p> <ul style="list-style-type: none"> <li>• Scalars and Vectors (3.4.1.1)</li> <li>• Moments (3.4.1.1)</li> <li>• Motion along a straight line (3.4.1.2)</li> <li>• Projectile motion (3.4.1.4)</li> <li>• Newton's laws of motion (3.4.1.5)</li> <li>• Momentum (3.4.1.6)</li> <li>• Work Energy, and Power (3.4.1.7)</li> <li>• Conservation of energy (3.4.1.8)</li> <li>• Bulk properties of solids (3.4.2.1)</li> <li>• The Young modulus (3.4.2.2)</li> </ul>	<p><i>Supporting materials:</i> AQA Textbook; Revision Guides</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> <li>• Mock examination</li> </ul>

## Physics cont.

<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><b>Waves (3.3)</b></p> <ul style="list-style-type: none"> <li>• Progressive and stationary waves (3.3.1)</li> <li>• Longitudinal and transverse waves (3.3.1.2)</li> <li>• Principle of superposition of waves and formation of stationary waves (3.3.1.3)</li> <li>• Refraction, diffraction, and interference (3.3.2)</li> <li>• Interference (3.3.2.1)</li> <li>• Diffraction (3.3.2.2)</li> <li>• Refraction at a plane surface (3.3.2.3)</li> </ul>	<p><i>Supporting materials:</i> AQA Textbook; Revision Guides</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>
<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<p><b>Revision for the End of Year Examination</b></p> <p><b>Periodic Motion (3.6.1)</b></p> <ul style="list-style-type: none"> <li>• Circular Motion (3.6.1)</li> <li>• Simple Harmonic motion (SHM) (3.6.1.2)</li> <li>• Simple Harmonic systems (3.6.1.3)</li> <li>• Forced vibrations and resonance (3.6.1.4)</li> </ul>	<p><i>Supporting materials:</i> AQA Textbook; Revision Guides</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> <li>• End of year examination</li> </ul>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<p>Feedback on the End of Year Examination</p> <p>Start looking at Upper Sixth work</p>	<p><i>Supporting materials:</i> AQA Textbook; Revision Guides</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>

# Politics

Specification: *Edexcel A Level in Politics (Syllabus pathway 9PLO)*

Click [here](#) for full specification

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p><b>UK Politics: Democracy and Participation</b></p> <ul style="list-style-type: none"> <li>• Democracy and participation</li> <li>• Representation and direct democracy</li> <li>• Pressure groups and other influences</li> <li>• Rights in context</li> </ul> <p><b>UK Government: The Constitution</b></p> <ul style="list-style-type: none"> <li>• The UK Constitution</li> <li>• Nature and sources of the UK constitution</li> <li>• The constitution since 1997</li> <li>• Devolution and debates on further reform</li> </ul> <p><i>Part of the specification it relates to:</i></p> <p>Component One: UK Politics and Core Political Ideals (33.3% of full A Level)</p> <p>Component Two: UK Government and Non-Core Political ideas (33.3% of full A Level)</p>	<p><i>Supporting materials:</i> Edexcel Textbook; Revision Guides; Alevelpolitics.com</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<p><b>UK Politics: Political Parties</b></p> <ul style="list-style-type: none"> <li>• Established political parties</li> <li>• Emerging and minor UK political parties</li> <li>• UK political parties in context</li> </ul> <p><b>UK Government: Parliament</b></p> <ul style="list-style-type: none"> <li>• The House of Commons</li> <li>• The House of Lords</li> <li>• The legislative Process</li> <li>• Parliament and the Executive</li> </ul> <p><i>Part of the specification it relates to:</i></p> <p>Component One: UK Politics and Core Political Ideals (33.3% of full A Level)</p> <p>Component Two: UK Government and Non-Core Political ideas (33.3% of full A Level)</p>	<p><i>Supporting materials:</i> Edexcel Textbook; Revision Guides; Alevelpolitics.com</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>



## Politics cont.

<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>UK Politics: Electoral Systems</b></p> <ul style="list-style-type: none"> <li>• Compare 3 electoral systems</li> <li>• Referendums and their use</li> <li>• Electoral system analysis</li> </ul> <p><b>UK Government: Prime Minister</b></p> <ul style="list-style-type: none"> <li>• Role and power of the PM</li> <li>• Role and power of the Executive</li> <li>• Ministerial Responsibility</li> <li>• The Prime Minister and the Cabinet</li> </ul> <p><i>Part of the specification it relates to:</i></p> <p>Component One: UK Politics and Core Political Ideals (33.3% of full A Level)</p> <p>Component Two: UK Government and Non-Core Political ideas (33.3% of full A Level)</p>	<p><i>Supporting materials:</i> Edexcel Textbook; Revision Guides; Alevelpolitics.com</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><b>UK Government: Relations Between Branches</b></p> <ul style="list-style-type: none"> <li>• The Supreme Court</li> <li>• The Executive and Parliament</li> <li>• The EU and UK Government</li> </ul> <p><b>UK Politics: Voting Behaviour</b></p> <ul style="list-style-type: none"> <li>• Role of the Media in Voting Behaviour</li> <li>• Case studies of 3 general elections</li> </ul> <p><i>Part of the specification it relates to:</i></p> <p>Component One: UK Politics and Core Political Ideals (33.3% of full A Level)</p> <p>Component Two: UK Government and Non-Core Political ideas (33.3% of full A Level)</p>	<p><i>Supporting materials:</i> Edexcel Textbook; Revision Guides; Alevelpolitics.com</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>

## Politics cont.

<p><b>Summer 1 2025</b></p>	<p><b>Political Ideologies: Conservatism</b> Core ideas and principles</p> <p><b>Government and Politics of the USA</b> US Constitution and Federalism:</p> <ul style="list-style-type: none"> <li>• Nature and Principles of the US Constitution</li> </ul> <p><i>Part of the specification it relates to:</i></p> <p>Component One: UK Politics and Core Political Ideals (33.3% of full A Level)</p> <p>Component Three: Comparative Politics: The USA (33.3% of full A Level)</p> <p><b>Revision for the End of Year Examination</b></p>	<p><i>Supporting materials:</i> Edexcel Textbook; Revision Guides; Alevelpolitics.com</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> <li>• End of Year Examination</li> </ul>
<p><b>Summer 2 2025</b></p>	<p><b>Feedback on the End of Year Examination</b></p> <p><b>Political Ideologies: Conservatism</b> Core ideas and principles (continued)</p> <p><b>Government and Politics of the USA</b> US Constitution and Federalism (continued):</p> <ul style="list-style-type: none"> <li>• The main characteristics of federalism</li> <li>• Interpretations and debates</li> </ul> <p><i>Part of the specification it relates to:</i></p> <p>Component One: UK Politics and Core Political Ideals (33.3% of full A Level)</p> <p>Component Three: Comparative Politics: The USA (33.3% of full A Level)</p>	<p><i>Supporting materials:</i> Edexcel Textbook; Revision Guides; Alevelpolitics.com</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>

# Psychology

Specification: *AQA A Level in Psychology (Syllabus pathway 7182)*

Click [here](#) for full specification

<p><b>Autumn</b></p> <p><b>1</b></p> <p><b>2024</b></p>	<p><b>Social Influence:</b></p> <ul style="list-style-type: none"> <li>• Types of conformity.</li> <li>• Explanations for conformity and variables affecting conformity.</li> <li>• Conformity to social roles as investigated by Zimbardo.</li> <li>• Explanations for obedience: agentic state and legitimacy of authority, and situational variables. Dispositional explanation for obedience.</li> <li>• Explanations of resistance to social influence.</li> <li>• Minority influence.</li> <li>• The role of social influence processes in social change</li> </ul> <p><b>Approaches in Psychology:</b></p> <ul style="list-style-type: none"> <li>• Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.</li> </ul> <p>The basic assumptions of the following approaches:</p> <ul style="list-style-type: none"> <li>• Learning approaches: i) the behaviourist approach; ii) social learning theory.</li> <li>• The cognitive approach</li> <li>• The biological approach</li> </ul> <p><b>Research Methods is taught as a practical unit. The following areas will be part of this half term:</b></p> <ul style="list-style-type: none"> <li>• Aims and Hypotheses</li> <li>• Independent and dependent variables</li> <li>• Reporting Psychological Research</li> <li>• Presenting data: Tables and Graphs</li> <li>• Observation and Observational Design</li> <li>• Ethics</li> <li>• Case Studies</li> <li>• Self-report: Questionnaires and Interviews</li> <li>• Experimental Method</li> <li>• Sampling techniques</li> <li>• Controls in research and other variables impacting experiments</li> <li>• Pilot Study</li> <li>• Validity and Reliability</li> </ul> <p>All topics covered are involved with Paper 1 or Paper 2 with Research Methods topic appearing in 33% of whole A-Level.</p>	<p><i>Supporting materials:</i></p> <p>AQA Textbook; AQA Revision Guides;  <a href="https://www.simplypsychology.org">https://www.simplypsychology.org</a></p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>
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## Psychology cont.

<p><b>Autumn</b></p> <p><b>2</b></p> <p><b>2024</b></p>	<p><b>Memory:</b></p> <ul style="list-style-type: none"> <li>• The multi-store model of memory</li> <li>• Types of long-term memory</li> <li>• The working memory model</li> <li>• Explanations for forgetting</li> <li>• Factors affecting the accuracy of eyewitness testimony</li> <li>• Improving the accuracy of eyewitness testimony</li> </ul> <p><b>Approaches in Psychology:</b></p> <ul style="list-style-type: none"> <li>• The psychodynamic approach</li> <li>• Humanistic Psychology</li> <li>• Comparison of approaches.</li> </ul> <p><b>Psychopathology:</b></p> <ul style="list-style-type: none"> <li>• Definitions of abnormality</li> </ul> <p><b>Research Methods is taught as a practical unit. The following areas will be part of this half term:</b></p> <ul style="list-style-type: none"> <li>• Correlational research</li> <li>• Meta-analysis</li> <li>• Content Analysis and Thematic Analysis</li> <li>• Experimental Design</li> <li>• Investigator Effects and Demand Characteristics</li> <li>• Single-Blind and Double-Blind Design</li> <li>• Types of Experiments</li> <li>• Sampling Types</li> <li>• Types of Observation</li> <li>• Types of self-report</li> </ul> <p>All topics covered are involved with Paper 1 – Introductory Topics in Psychology with Research Methods topic appearing in 33% of whole A-Level.</p>	<p><i>Supporting materials:</i></p> <p>AQA Textbook; AQA Revision Guides;  <a href="https://www.simplypsychology.org">https://www.simplypsychology.org</a></p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>
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## Psychology cont.

<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>Psychopathology:</b></p> <ul style="list-style-type: none"> <li>• The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).</li> <li>• The behavioural approach to explaining and treating phobias</li> <li>• The cognitive approach to explaining and treating depression</li> <li>• The biological approach to explaining and treating OCD</li> </ul> <p><b>Attachment:</b></p> <ul style="list-style-type: none"> <li>• Caregiver-infant interactions in humans.</li> <li>• Stages of attachment.</li> <li>• Multiple attachments and the role of the father.</li> <li>• Animal studies of attachment: Lorenz and Harlow.</li> <li>▪ Explanations of attachment: learning theory and Bowlby's monotropic theory.</li> <li>▪ Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant.</li> <li>▪ Cultural variations in attachment, including van Ijzendoorn.</li> </ul> <p><b>Research Methods is taught as a practical unit. The following areas will be part of this half term:</b></p> <ul style="list-style-type: none"> <li>• Types of data</li> <li>• Assessing Reliability</li> <li>• Assessing Validity</li> <li>• Features of science</li> </ul> <p>Finishing up on topics involved with Paper 1 – Introductory Topics in Psychology and within Paper 2 – Psychology in Context.</p>	<p><i>Supporting materials:</i> AQA Textbook; AQA Revision Guides; <a href="https://www.simplypsychology.org">https://www.simplypsychology.org</a></p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> <li>• Mock examination</li> </ul>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><b>Attachment:</b></p> <ul style="list-style-type: none"> <li>• Bowlby's theory of maternal deprivation.</li> <li>• Romanian orphan studies: effects of institutionalisation.</li> <li>• The influence of early attachment on childhood and adult relationships.</li> </ul> <p><b>Research Methods is taught as a practical unit. The following areas will be part of this half term:</b></p> <ul style="list-style-type: none"> <li>• Mathematical Content</li> <li>• Descriptive Statistics</li> <li>• Inferential Statistics</li> </ul> <p><b>Research Project</b></p> <p>Finishing up on topics involved with Paper 1 – Introductory Topics in Psychology and continuing to cover topics within Paper 2 – Psychology in Context.</p>	<p><i>Supporting materials:</i> AQA Textbook; AQA Revision Guides; <a href="https://www.simplypsychology.org">https://www.simplypsychology.org</a></p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Paper Questions</li> </ul>

## Psychology cont.

<p><b>Summer 1 2025</b></p>	<p><b>Biopsychology:</b></p> <ul style="list-style-type: none"> <li>• The divisions of the nervous system</li> <li>• The structure and function of sensory, relay and motor neurons. The process of synaptic transmission</li> <li>• The function of the endocrine system: glands and hormones.</li> <li>• The fight or flight response</li> <li>• Localisation of function in the brain and hemispheric lateralisation</li> <li>• Plasticity and functional recovery of the brain after trauma.</li> <li>• Ways of studying the brain</li> <li>• Biological rhythms</li> <li>• The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle.</li> </ul> <p><b>Revision for the End of Year Examination</b></p> <p><b>Research Project</b></p> <p>Students will have completed all content that appears in Paper 1 (Introduction to Psychology) and Paper 2 (Psychology in Context) by the end of L6.</p>	<p><i>Supporting materials:</i> AQA Textbook; AQA Revision Guides; <a href="https://www.simplypsychology.org">https://www.simplypsychology.org</a></p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Papers</li> <li>• End of Year Examination</li> </ul>
<p><b>Summer 2 2025</b></p>	<p><b>Feedback from the End of Year Examinations</b></p> <p><b>Research Project</b></p> <p><b>Introduction to Issues &amp; Debates topic</b></p>	<p><i>Supporting materials:</i> AQA Textbook; AQA Revision Guides; <a href="https://www.simplypsychology.org">https://www.simplypsychology.org</a></p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular unit assessments</li> <li>• Homework</li> <li>• Past Papers</li> </ul>

# Religious Studies

Specification: *OCR A Level in Religious Studies (Syllabus pathway H573)*

Click [here](#) for full specification

<p><b>Autumn</b> <b>1</b> <b>2024</b></p>	<p><b>Philosophy</b></p> <ul style="list-style-type: none"> <li>• Ancient Philosophical Influences</li> <li>• Soul, Mind, and Body</li> <li>• Arguments based on observations</li> <li>• Arguments based on reason</li> </ul>	<p><i>Supporting materials:</i> OCR Textbook; Revision Guides; exemplar essays and Model Essay book; extra reading; digital resources; handouts</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular essays</li> <li>• Knowledge and vocabulary tests</li> <li>• Reading and research homework</li> </ul>
<p><b>Autumn</b> <b>2</b> <b>2024</b></p>	<p><b>Philosophy</b></p> <ul style="list-style-type: none"> <li>• Religious Experience</li> <li>• The Problem of Evil</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>• Natural Law Theory</li> <li>• Utilitarianism</li> <li>• Kantian Ethics</li> </ul>	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> <li>• OCR Textbook; Revision Guides; exemplar essays and Model Essay book; extra reading; digital resources; handouts</li> </ul> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular essays</li> <li>• Knowledge and vocabulary tests</li> <li>• Reading and research homework</li> <li>• Timed past paper questions</li> </ul>
<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>• Situation Ethics</li> <li>• Euthanasia</li> <li>• Business Ethics</li> </ul> <p><b>Developments in Christian Thought</b></p> <ul style="list-style-type: none"> <li>• Augustine’s Teaching on Human Nature</li> <li>• Death and the Afterlife</li> </ul>	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> <li>• OCR Textbook; Revision Guides; exemplar essays and Model Essay book; extra reading; digital resources; handouts</li> </ul> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular essays</li> <li>• Knowledge and vocabulary tests</li> <li>• Reading and research homework</li> <li>• Timed past paper questions</li> </ul>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><b>Developments in Christian Thought</b></p> <ul style="list-style-type: none"> <li>• Knowledge of Gods existence</li> <li>• Jesus the person</li> <li>• Christian Moral Principles</li> <li>• Christian Moral Actions</li> </ul>	<p><i>Supporting materials:</i> OCR Textbook; Revision Guides; exemplar essays and Model Essay book; extra reading; digital resources; handouts</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular essays</li> <li>• Knowledge and vocabulary tests</li> <li>• Reading and research homework</li> <li>• Timed past paper questions</li> </ul>

## Religious Studies cont.

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<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Content consolidation</li> <li>• Essay and examination skills</li> </ul> <p><b>End of Year Examination</b></p>	<p><i>Supporting materials:</i> OCR Textbook; Revision Guides; exemplar essays and Model Essay book; extra reading; digital resources; handouts</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Regular essays</li> <li>• Knowledge and vocabulary tests</li> <li>• Reading and research homework</li> <li>• Timed past paper questions</li> <li>• End of Year Examination</li> </ul>
<p><b>Summer</b> <b>2</b> <b>2025</b></p>	<p><b>Feedback on the End of Year Examination</b></p> <ul style="list-style-type: none"> <li>• Feedback and reflection</li> <li>• Begin Year 2 content (if possible)</li> </ul>	<p><i>Supporting materials:</i> OCR Textbook; Revision Guides; exemplar essays and Model Essay book; extra reading; digital resources; handouts</p> <p><i>Assessment:</i></p>



# Spanish

Specification: *AQA A Level in Spanish (Syllabus pathway 7652)*

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<p><b>Autumn</b></p> <p><b>1</b></p> <p><b>2024</b></p>	<p><b>Aspects of Hispanic Society</b></p> <p><b>Unit 1: Traditional and Modern Values</b></p> <ul style="list-style-type: none"> <li>• Different types of family</li> <li>• Attitudes towards marriage and divorce</li> </ul> <p><b>Artistic Culture in the Hispanic World</b></p> <p><b>Unit 4: The Influence of Idols</b></p> <ul style="list-style-type: none"> <li>• The influence of musicians in the Spanish speaking world</li> <li>• Effect of TV and cinema stars on society</li> </ul> <p><b>Film: 'Las Trece Rosas'</b></p>	<p><i>Supporting materials:</i></p> <p>AQA Textbook; Past Papers; Kerboodle; Spanish Media</p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><a href="http://www.cambio16.com">www.cambio16.com</a></p> <p><a href="http://www.elpais.es">www.elpais.es</a></p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Unit assessments covering all four skills (reading, writing, listening, oral)</li> </ul>
<p><b>Autumn</b></p> <p><b>2</b></p> <p><b>2024</b></p>	<p><b>Aspects of Hispanic Society</b></p> <p><b>Unit 1: Traditional and Modern Values (cont)</b></p> <ul style="list-style-type: none"> <li>• The influence of the Catholic Church</li> </ul> <p><b>Artistic Culture in the Hispanic World</b></p> <p><b>Unit 4: The Influence of Idols (cont)</b></p> <ul style="list-style-type: none"> <li>• Influence of fashion models on young people</li> </ul> <p><b>Film: 'Las Trece Rosas'</b></p>	<p><i>Supporting materials:</i></p> <p>AQA Textbook; Past Papers; Kerboodle; Spanish Media</p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><a href="http://www.cambio16.com">www.cambio16.com</a></p> <p><a href="http://www.elpais.es">www.elpais.es</a></p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Unit assessments covering all four skills (reading, writing, listening, oral)</li> </ul> <p>Mock examination</p>

## Spanish cont.

<p><b>Spring</b> <b>1</b> <b>2025</b></p>	<p><b>Unit 2: Cyberspace</b></p> <ul style="list-style-type: none"> <li>• The influence of the internet</li> <li>• Smartphones in our society</li> <li>• Influence of social media on society</li> </ul> <p><b>Artistic Culture in the Hispanic World</b></p> <p><b>Unit 5: Spain's Regional Identity</b></p> <ul style="list-style-type: none"> <li>• Spanish customs and traditions</li> <li>• Gastronomy of Spain</li> </ul> <p><b>Film: 'Las Trece Rosas'</b></p>	<p><i>Supporting materials:</i> AQA Textbook; Past Papers; Kerboodle; Spanish Media</p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> <a href="http://www.cambio16.com">www.cambio16.com</a> <a href="http://www.elpais.es">www.elpais.es</a></p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Unit assessments covering all four skills (reading, writing, listening, oral)</li> <li>• Mock examination</li> </ul>
<p><b>Spring</b> <b>2</b> <b>2025</b></p>	<p><b>Unit 3: Equal Rights</b></p> <ul style="list-style-type: none"> <li>• TWomen in the world of work and the role of women at home</li> <li>• Male chauvinism and feminism</li> <li>• Changes to LGBT rights</li> </ul> <p><b>Artistic Culture in the Hispanic World</b></p> <p><b>Unit 5: Spain's Regional Identity (cont)</b></p> <ul style="list-style-type: none"> <li>• Languages spoken in Spain and their importance</li> </ul> <p><b>Film: 'Las Trece Rosas'</b></p>	<p><i>Supporting materials:</i> AQA Textbook; Past Papers; Kerboodle; Spanish Media</p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> <a href="http://www.cambio16.com">www.cambio16.com</a> <a href="http://www.elpais.es">www.elpais.es</a></p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Unit assessments covering all four skills (reading, writing, listening, oral)</li> <li>• Mock examination</li> </ul>
<p><b>Summer</b> <b>1</b> <b>2025</b></p>	<p><b>Film: Las Trece Rosas</b></p> <p><b>Revision for the End of year examination</b></p> <p><b>Unit 6: Cultural Heritage</b></p> <ul style="list-style-type: none"> <li>• Civilisations that contributed to the cultural heritage of Spain</li> <li>• Spanish and Latin American artists. Architecture in Spain</li> <li>• Diversity of Hispanic music</li> </ul>	<p><i>Supporting materials:</i> AQA Textbook; Past Papers; Kerboodle; Spanish Media</p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> <a href="http://www.cambio16.com">www.cambio16.com</a> <a href="http://www.elpais.es">www.elpais.es</a></p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Unit assessments covering all four skills (reading, writing, listening, oral)</li> <li>• End of year examination (3 papers)</li> </ul>

## Spanish cont.

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<p>Summer 2 2025</p>	<p><b>Artistic Culture in the Hispanic World</b></p> <p><b>Continue with Unit 6: Cultural Heritage</b></p> <ul style="list-style-type: none"><li>• Civilisations that contributed to the cultural heritage of Spain</li><li>• Spanish and Latin American artists. Architecture in Spain</li><li>• Diversity of Hispanic music</li></ul>	<p><i>Supporting materials:</i> AQA Textbook; Past Papers; Kerboodle; Spanish Media</p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> <a href="http://www.cambio16.com">www.cambio16.com</a> <a href="http://www.elpais.es">www.elpais.es</a></p> <p><i>Assessment:</i> Unit assessments covering all four skills (reading, writing, listening, oral)</p>
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