

Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	Experimental themed project	Experimental themed project	Mock exam themed project	Mock exam themed project	Mock exam themed project	Preparation and planning for Personal investigation
Biology	1 Biological molecules 2 Cells	1 Biological molecules 2 Cells	3 Organisms exchange substances with their environment 4 Genetic information, variation and relationships between organisms	3 Organisms exchange substances with their environment 4 Genetic information, variation and relationships between organisms	3 Organisms exchange substances with their environment 4 Genetic information, variation and relationships between organisms	5 Energy transfers in and between organisms 6 Organisms respond to changes in their internal and external environments
Business	What is business?	Managers, leadership & decision-making	Decisions to improve marketing performance	Decisions to improve operational/production performance	Decisions to improve financial performance	Decisions to improve human resources performance
Chemistry	C1 Development of Practical Skills in Chemistry C2 Foundations in chemistry	C1 Development of Practical Skills in Chemistry C2 Foundations in chemistry C3 Periodic table and energy	C1 Development of Practical Skills in Chemistry C3 Periodic table and energy	C1 Development of Practical Skills in Chemistry C3 Periodic table and energy C4 Core organic chemistry	C1 Development of Practical Skills in Chemistry C4 Core organic chemistry	C1 Development of Practical Skills in Chemistry C5 Physical chemistry and transition elements C6 Organic chemistry and analysis
Criminology	AC1: Introduction to Criminology: Definitions of crime, deviance, social norms, and moral panics. Measuring Crime: Discussion on how crime is measured through official statistics, victim surveys, and self-report studies. Social Construction of Crime: Exploration of how crime definitions vary across cultures and change over time. AC2: Biological Theories of Crime: Examination of Lombroso, Sheldon's body types, and the nature vs. nurture debate. Psychological Theories: Focus on theories like Freud's psychoanalytic theory, Eysenck's personality theory, and Bandura's social learning theory. Sociological Theories: Overview of functionalism, Marxism, interactionism, and how they explain crime and deviance.	AC1: Crime and Media: Understanding the role of the media in crime portrayal and moral panics. Crime Prevention: Introduction to crime prevention strategies (deterrence, rehabilitation, incapacitation). Criminal Justice System: A look at the roles of the police, courts, and sentencing within the justice process. AC2: Criminological Theories in Practice: Application of criminological theories to real-life cases and media representations of crime. Evaluation of Theories: Critical analysis of how well each theory explains crime, with an emphasis on case studies. Final Review: Preparation for mock assessments or end-of-term evaluations.	AC1: Crime Scene to Courtroom: Overview of the steps from crime scene investigation to courtroom trial. Roles in Criminal Justice System: Understanding the responsibilities of various roles like police, CPS, and judiciary. AC2: Criminological Theories and High-Profile Cases: Deep dive into real-world applications of criminological theories to well-known cases. Research Task: Students undertake research projects, comparing and applying psychological and sociological theories of crime.	AC1: Sentencing and Punishment: Aims and types of punishment in the justice system (e.g., retribution, rehabilitation). Victimology: Study of victims' roles and experiences within the criminal justice system. AC2: Mock Assessments: Review and practice through case studies and comparative analysis of criminological theories. Final Evaluation: Preparation for AC2 assessments, focusing on applying theory to real-world situations.	AC1: Criminal Justice Process Review: Recap of criminal justice system roles and processes, using case law discussions. Presentations: Student-led seminars and presentations on criminological theories and their relevance to current crime trends. AC2: Mock Exams: Practice exams and revision sessions with feedback on application of criminological theories in real-world contexts. Consolidation: Revisiting complex theories and reviewing assessments.	AC1: Exam Preparation: Intensive review of crime scene to courtroom processes and final preparation for external assessments. Final Assessments: Students complete final assessments for AC1. AC2: Final Wrap-Up: Final assessments and reflection on the application of theories in criminology. Exam Feedback and Review: Final feedback and preparation for any resits or wrap-up of the course.
Drama	Devising with practitioners: Brecht, Berkoff, Artuand, frantic and chorus work. Social, cultural and historical contexts of performance texts.		Component 1 - Devising a script influenced by a practitioner		Exploring the script: Cat on a Hot Tin Roof and Saved.	Component 2. Introduction to stimulus and performance work.
English Language	Introduction to linguistic methods	Sociolinguistics Paper 2: Occupation/Power Textual analysis Paper 1 - Gender	Sociolinguistics Paper 2: Gender Textual analysis Paper 1 - Sexuality	Sociolinguistics Paper 2: Ethnicity Textual analysis Paper 1 - Religion	NEA Investigation and Original Writing	NEA Investigation and Original Writing
English Literature	Paper 1 -Pre-1900 poetry anthology and unseen poetry. 'Othello' by William Shakespeare	Paper 1 - Pre-1900 poetry anthology and unseen poetry. 'Othello' by William Shakespeare	Paper 1 - 'The Great Gatsby' by F. Scott Fitzgerald. Paper 2 - 'The Handmaid's Tale' by Margaret Atwood.	Paper 1 - 'The Great Gatsby' by F. Scott Fitzgerald. Paper 2 - 'The Handmaid's Tale' by Margaret Atwood.	Revision of paper 1 texts. NEA preparation.	Paper 2 - Unseen Prose. NEA.
EPQ	Identify topic	Feasibility study	Feasibility study	Research	Presentation	

Film Studies	<p>Introduction - Key Elements of Film Form</p> <p>European Film (Component 2, Section A) Contexts</p> <p>Key Sequence Analysis - Representations and Meaning & Response</p> <p>Key Sequence Analysis - Aesthetics and Meaning & Response</p>	<p>Global Film (Component 2, Section A)</p> <p>Key Sequence Analysis - Representations and Meaning & Response</p> <p>Key Sequence Analysis - Aesthetics and Meaning & Response</p> <p>Introduction to Theories and Debates about Documentary</p> <p>Documentary (Component 2, Section B)</p> <p>Key Sequence Analysis - Core Study Areas Refresher</p> <p>Documentary Sequence Analysis - Applications of Theories and Debates</p>	<p>Hollywood Film</p> <p>The Contexts of Hollywood - Classical, New</p> <p>Classical Hollywood (1930-1960) (Component 1, Section A)</p> <p>Classical Hollywood and Auteur</p> <p>Key Sequence Analysis - Core Study Areas and Auteur</p> <p>New Hollywood (1961-1990) (Component 1, Section A)</p> <p>New Hollywood and Auteur</p> <p>Key Sequence Analysis - Core Study Areas and Auteur</p> <p>Comparative Sequence Analysis - Contexts</p> <p>Comparative Sequence Analysis - Core/Auteur</p>	<p>American Mainstream Film (Component 1, Section B)</p> <p>Key Sequence Analysis - Representations and Ideology</p> <p>Key Sequence Analysis - Core and Spectatorship</p> <p>Contemporary Indie Film (Component 1, Section B)</p> <p>Key Sequence Analysis - Representations and Ideology</p> <p>Key Sequence Analysis - Core and Spectatorship</p>	<p>Production (Component 3)</p> <p>Watching Shorts/Reading Screenplays</p> <p>Evaluation Draft Part 1 - Influences</p> <p>Ideas, Synopsis, Storyboard</p> <p>Production</p>	<p>Production (Component 3)</p> <p>Post Production (including re-shoot, redrafts)</p> <p>Evaluation</p>
Further Maths	<p>Discrete Maths:</p> <p>Graphs and Networks - Minimum Spanning Trees and Travelling Salesmans Problem</p> <p>Further Networks - Route Inspection Problem and Network Flows</p> <p>Critical Path Analysis</p> <p>Game Theory</p>	<p>Discrete Maths:</p> <p>Linear Programming</p> <p>Pure Maths</p> <p>Matrices and Transformations</p> <p>Complex Numbers</p> <p>Discrete Maths:</p> <p>Binary Operations</p> <p>Pure Maths</p> <p>Roots of Polynomials</p> <p>Complex numbers and geometry</p>	<p>Pure Maths:</p> <p>Rational Functions and Further Algebra</p> <p>Vectors and 3D Space</p> <p>Sequences and Series</p> <p>Conics</p>	<p>Pure Maths:</p> <p>Hyperbolic Functions</p> <p>Further Calculus</p> <p>Polar Coordinates</p> <p>Mechanics:</p> <p>Work, Energy and Power</p>	<p>Mechanics:</p> <p>Elastics Strings and Springs</p> <p>Impulse and Momentum</p> <p>Circular Motion</p> <p>Dimensional Analysis</p>	<p>Revision and Mock Exams</p> <p>Decision Maths:</p> <p>Further Graphs and Networks - Network Flows and Planarity</p> <p>Group theory</p>
Geography	<p>Contemporary Urban Environments</p> <p>Coasts</p>	<p>Contemporary Urban Environments</p> <p>Coasts</p>	<p>Changing Places</p> <p>Fieldwork and skills</p>	<p>Changing Places</p> <p>Fieldwork and skills</p>	<p>Hazards</p> <p>NEA</p>	<p>Hazards</p> <p>NEA</p>
Health and Social Care	<p>Unit 1: Human Lifespan Development</p> <p>Learning Aim A: Human growth and development through the life stages</p>	<p>Unit 1: Human Lifespan Development</p> <p>Learning Aim B: Factors affecting human growth and development</p> <p>Learning Aim C: Effects of ageing</p>	<p>Unit 5: Meeting Individual Care and Support Needs</p> <p>Learning Aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals</p>	<p>Unit 5: Meeting Individual Care and Support Needs</p> <p>Learning Aim B: Examine the ethical issues involved when providing care and support to meet individual needs</p>	<p>Unit 5: Meeting Individual Care and Support Needs</p> <p>Learning Aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges</p>	<p>Unit 5: Meeting Individual Care and Support Needs</p> <p>Learning Aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</p>
History	<p>The Later Tudors: England 1547-1603 and Russia 1894-1941</p>	<p>The Later Tudors: England 1547-1603 and Russia 1894-1941</p>	<p>The Later Tudors: England 1547-1603 and Russia 1894-1941</p>	<p>The Later Tudors: England 1547-1603 and Russia 1894-1941</p>	<p>Popular Culture and the Witchcraze of the 16th and 17th centuries and NEA: The Holocaust</p>	<p>Popular Culture and the Witchcraze of the 16th and 17th centuries and NEA: The Holocaust</p>
ICT	<p>Unit 3: Using Social Media in Business. Learning Aim A - To understand the various social media avenues businesses can employ to raise their profile</p>	<p>Unit 3: Using Social Media in Business. Learning Aim B and C - Work closely with a local employer to assess their social media project and to plan an alternative</p>	<p>Unit 2: Creating Systems to manage information. Types of relational database management systems (RDBMS) and their characteristics</p>	<p>Unit 2: Creating Systems to manage information. Constructing various DB's from set scenarios. Preparing for May exam.</p>	<p>Unit 2: Creating Systems to manage information. Constructing various DB's from set scenarios. Preparing for May exam.</p>	<p>Unit 1 Information Technology Systems. role of computer systems and the implications of their use in personal and professional situations</p>

Maths	Index Laws, Surds and Quadratics, The Binomial Expansions and Algebraic Division, Simultaneous Equations and Inequalities, Lines and Circles,	Collect, represent and interpret data, Discrete random variables, Hypothesis testing	Curve Sketching, Logarithms and Exponentials , Curve Fitting	Trigonometry, Differentiation, Tangents, Normals and Turning Points	Vectors, Kinematics, Variable acceleration, Forces	Integration, Argument and Proof
Media Studies	Introduction - Theoretical Framework and Practical Skills Component One Section A: Advertising and Marketing Media Language, Representation Component One Section B: Advertising and Marketing Audience	Component One Section B: Film Industry Component One Section A: Newspapers ML, Rep Component One Section B: Newspapers Industry and audience	Component Two Section B: Magazines Introduction & industry overview; contexts Historical product - ML and Rep, Industry, Audience Contemporary Non-Mainstream Product - ML and Rep, Industry, Audience	Component Two Section B - Comparison of Texts Component One Section A: Music video ML and Rep	Revision - Component 1/Component 2B Component 3 Research Planning	Statement of Aims and Intentions Production of product 1
Music	Unit 1: Introduction to Musical notation, theory and harmony. Unit 2: Introduction to the Music Industry	Unit 1: Musical harmony and composition. Unit 2: Creating a bid for work.	Unit 1: Assessment on musical harmony and composition. Unit 2: Creating a project plan.	Unit 1: Assessment of musical harmony and composition. Unit 2: External assessment on the music industry	Unit 2: External assessment on the music industry. Optional Unit	Optional Unit
Philosophy and Ethics	Ancient Philosophical Influences. Natural Law. Christian Moral Principles.	Mind/body/Soul. Situation Ethics. Christian Moral Action.	The Problem of Evil. Euthanasia. Death and the Afterlife.	Augustine on Human Nature. Utilitarianism. Arguments for the existence of God based on observation.	The Person of Jesus Christ. Kant. Religious Experience.	Knowledge of God. Business Ethics. Arguments based on reason.
Photography	Mini projects: composition, shutter speed, photographic alphabet	Transformations: thematic inquiry	Continue with theme	Thematic project based on AS exam theme	Thematic project based on AS exam theme	New theme for personal investigation
Physics	Imaging Signalling Sensing	Mechanical Properties of materials Sensing	Mechanical properties of materials Waves and Quantum behaviour	Space Time and Motion	Space Time and Motion	Creating Models (Exponential, SHM and Fields)
Psychology	Methods	Approaches	Biopsychology	Social Influence & Memory	Attachment & Psychopathology	Psychopathology & Issues and Debates
Sociology	Sociological Theories and Perspectives	Education	Education and Methods in Context (MIC)	Research Methods and MIC	Family	Family
Sport	Unit 3: Professional development in the sports industry.	Unit 3: Professional development in the sports industry.	Unit 1: Anatomy and Physiology Unit 3: Professional development in the sports industry.	Unit 1: Anatomy and Physiology Unit 3: Professional development in the sports industry.	Unit 1: Anatomy and Physiology Unit 3: Professional development in the sports industry.	Unit 2: Fitness training and programming for health, sport and wellbeing.
Textiles	Experimental Themed Project & Practical Workshops	Experimental Themed Project & Practical Workshops	Mock Exam Themed Project	Mock Exam Themed Project	Mock Exam Themed Project	Personal Investigation