

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Art	All students know and understand	Personal Projects: The assessment objectives and using the teacher mark sheet to identify areas of development in their projects. Individual tutorials – Articulating and discussing ideas. Essay: Introduction Clarifying ideas, using key vocabulary referencing sources appropriately; Developing research skills and essay structuring.	Personal Projects: Individual tutorials – Articulating and discussing ideas. Essay: Structuring an essay, making clear links to practical work. PPE – 5 hours. Planning and resourcing final outcomes. Reviewing and refining work in response to teacher, peer and self-assessment.	Personal Projects: Understanding what is required to meet the assessment objectives. Self-assessing work. Essay: Reviewing and refining essay in response to feedback. Conclusion. Examination Project: 1st Feb Researching and developing initial ideas. Gallery visit – Gathering visual and written information to inform and stimulate ideas. Recording observation. Photographs and drawings related to ideas.	Examination Project: Individual tutorials – Articulating and discussing ideas. Independently experimenting with appropriate materials, techniques and processes. Reviewing and refining ideas and skills as they develop.	Examination Project - 15 hour exam. Individual tutorials – Articulating and discussing ideas. Independently experimenting with appropriate materials, techniques and processes. Reviewing and refining ideas and skills as they develop. Planning and executing a refined outcome.
	All students know how to	Discuss the development of ideas; Independently research artists and various contextual references to develop ideas; Independently select appropriate materials, techniques and processes relevant to intentions; Review and refine ideas and skills; Present development of ideas and skills clearly in sketchbook, showing a critical and contextual understanding; Write a clear introduction to their Personal Project essay, setting out the areas of investigation; Analyse the suitability of sources; Use key vocabulary to present research and analysis of ideas as a result.	Discuss the development of ideas; Independently research artists and various contextual references to develop ideas; Independently select appropriate materials, techniques and processes relevant to intentions; Review and refine ideas and skills; Present development of ideas and skills clearly in sketchbook, showing a critical and contextual understanding; Produce a series of refined outcomes that show critical and contextual understanding; Refine essay in response to teacher assessment; Plan and execute ambitious final outcome(s) that realise intentions.	Identify any gaps in their Personal Projects and refine and complete work in response; Conclude essay, evaluating findings against intentions, relating to practical work. Research and present initial ideas; Record observation relevant to intentions; Use a gallery visit to inspire ideas and collect relevant visual information.	Experiment with appropriate materials, techniques and processes; Evaluate and refine work as a result; Present work clearly, showing the development of ideas and skills.	Experiment with appropriate materials, techniques and processes; Evaluate and refine work as a result; Present work, clearly showing the development of ideas and skills; Produce an ambitious and refined outcome that realises the intentions of the project; Plan and manage the 15-hour examination to ensure final outcome is completed.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Biology	All students know and understand	'How the nervous systems is structures and the process of nervous transmission; hormonal communication, including control of blood glucose levels, temperature and osmoregulation.	How plants respond to stimuli the process of photosynthesis and the process of respiration.	How gene expression is controlled; how characteristics are inherited (monohybrid and dihybrid inheritance); the theory of evolution and natural selection; DNA profiling and gene technology.	Cloning in plants and animals; culturing micro-organisms and biotechnology; recycling within ecosystems; succession; populations and ecosystems.	Revision and exam
	All students know how to	Investigate how heart rate is controlled and identify the structure of the kidney	Investigate the rate of photosynthesis.	Use gel electrophoresis to separate DNA fragments of different length; use chi-squared to analyse inheritance ratios.	Culture micro-organisms in the laboratory; use case studies to discuss populations and sustainability.	Revision of all skills

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Business *Please note that some Year 13 classes have different numbers of lessons with each teacher and therefore some groups may cover content in a different order.	All students know and understand	The relevance and usefulness of conducting a SWOT analysis.; The impact of external influences including the meaning of PESTLE and Porter's Five Forces. The impact of external influences including the meaning of PESTLE and Porter's Five Forces. The objectives, benefits and problems of business growth; The reasons for mergers and takeovers and the problems that they can create; The meaning and benefits of organic growth; Reasons why businesses may wish to remain small. Methods of protectionism including tariffs, quotas and other trade barriers; The impact of trading blocs and a number of examples; Conditions that prompt trade including push and pull factors; That firms may extend the product life cycle by selling in new markets; The factors to consider when assessing a country as a market; The factors to consider when assessing a country as a production location.	Quantitative sales forecasting and the limitations of such techniques; Investment appraisal and the limitation of such techniques; Decision trees and their limitations; The nature and purpose of Critical Path Analysis and its limitations; The importance of corporate influences; The role of the culture of an organisation including difficulties in changing an established culture. Reasons for global mergers/joint ventures; Global competitiveness including the impact of movements in exchange rates; Global marketing strategies including glocalisation; The relevance of the 4Ps and Ansoff's Matrix to global markets; The importance of niche markets in global marketing.	The roles of shareholders and stakeholders and the potential for conflict between them; The importance of business ethics including Corporate Social Responsibility; The requirements of the profit and loss account and balance sheet; The limitations of ratio analysis. The significance of cultural diversity in global marketing and niche markets; Relevant cultural and social factors for businesses to consider in their global marketing strategy; The impact of MNCs on local and national economies.	The importance of human resources when assessing competitiveness; The role of human resource strategies to reduce turnover and absenteeism; The causes and effects of change including transformational leadership; Key factors in change such as organisational culture and the size of the organisation; The importance of scenario planning including identifying and mitigating key risks such as IT systems failures. Ethics in global industries and companies including environmental, supply chain and marketing considerations; The factors to consider when looking to control MNCs.	The full course content for A Level Economics.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Chemistry	All students know and understand	Aromatic compounds, including the central role of delocalisation within the chemistry of arenes and phenols; Nitrogen compounds, including amines, amides and amino acids; Introduction of chirality and optical isomerism	How analytical techniques may be used in combination with NMR spectroscopy to provide evidence of structural features in molecules.	Energy, reaction rates and equilibria, and the periodic table.	Entropy and free energy to predict quantitatively the feasibility of chemical change; The periodic table within the context of the transition elements.	Revision
	All students know how to	Know that scientific knowledge and understanding develops over time; Communicate information and ideas in appropriate ways using appropriate terminology.	Consider applications and implications of science and evaluate their associated benefits and risks.	Consider ethical issues in the treatment of humans, other organisms and the environment.	Evaluate the role of the scientific community in validating new knowledge and ensuring integrity; Evaluate the ways in which society uses science to inform decision making.	Revision

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Drama	All students know and understand	Teaching the remainder of set text for section B (OUR COUNTRY'S GOOD by WERTENBAKER) using Practical exploration, Discussion, Design and Written tasks; Re-Introduction to theatre skills and basic practitioner work for application to C2; Complete Real Working Notebook, focusing on Devising, Group/skills development and Performance	Teaching the remainder of set text for section B (OUR COUNTRY'S GOOD by WERTENBAKER) using Practical exploration, Discussion, Design and Written tasks; Re-Introduction to theatre skills and basic practitioner work for application to C2; Complete Real Working Notebook, focusing on Devising, Group/skills development and Performance	Set texts using Practical exploration, Discussion, Design and Written tasks; Preparation for component 3 (script work extract 3). Practitioner knowledge (tbc) via practical workshops; A study (performance) of an extract from play 3 (TBC); Reflective report, based on feedback from draft 1 and 2; Start Final draft of reflective report with a focus on Teacher response to parts 1 and 2, Development, Skills, Methods and Influences	Set texts using Practical exploration, Discussion, Design and Written tasks; Preparation for component 3 (script work extract 3). Practitioner knowledge (tbc) via practical workshops; A study (performance) of an extract from play 3 (TBC); Reflective report, based on feedback from draft 1 and 2; Start Final draft of reflective report with a focus on Teacher response to parts 1 and 2, Development, Skills, Methods and Influences	Revision for set texts/live theatre, focusing on Practical exploration, Discussion, Design and Written tasks
	All students know how to	Write a response to meet Component 1 criteria for section B of the written exam; Respond to drama and theatre; Learn how relevant research, independent thought and analysis of live theatre production can inform decision making in their practical work and put this understanding into practice; Continue to develop the creativity and independence to become effective theatre makers; Experience the ways in which theatre makers collaborate to create theatre.	Write a response to meet Component 1 criteria for section B of the written exam; Respond to drama and theatre; Learn how relevant research, independent thought and analysis of live theatre production can inform decision making in their practical work and put this understanding into practice; Continue to develop the creativity and independence to become effective theatre makers; Experience the ways in which theatre makers collaborate to create theatre.	Deconstruct Set Text 1 and 2 ready for a written response; Rehearse extract 3 of Component 3 and write the Reflective Report ready for submission to examiner; Create, perform and respond to drama and theatre (Section C); Develop the creativity and independence to become effective theatre makers; Explore the relationship between theory and practice in a range of theatrical styles and periods and historical, social and cultural contexts; Experience the ways in which theatre makers collaborate to create theatre.	Deconstruct Set Text 1 and 2 ready for a written response; Rehearse extract 3 of Component 3 and write the Reflective Report ready for submission to examiner; Create, perform and respond to drama and theatre (Section C); Develop the creativity and independence to become effective theatre makers; Explore the relationship between theory and practice in a range of theatrical styles and periods and historical, social and cultural contexts; Experience the ways in which theatre makers collaborate to create theatre.	Deconstruct set texts and live theatre ready for a written response; Create, perform and respond to drama and theatre; Develop the creativity and independence to become effective theatre makers; Explore the relationship between theory and practice in a range of theatrical styles and periods and historical, social and cultural contexts; Experience the ways in which theatre makers collaborate to create theatre.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Computer Science	All students know and understand	That they must organise their project around their stakeholders; How to create a UML diagram and which is the most appropriate UML diagram for their project; How to create a test plan for their chosen project.	The reasons for programming documentation, our coding process and why commenting is an important part of working in a team; Dijkstra's and A* algorithms and how they are used to find the shortest path between two points; What is meant by the term Big O notation and how it is used to evaluate algorithms.	How to evaluate a programming project in relation to success criteria; What legislation is relevant to the digital age; How the Data Protection Act has evolved over time.	Based on the needs of the students/class	Revision
	All students know how to	Create UML diagrams that will be used for planning the project; Hold meetings and document each meeting.	Apply their test plan to their project and evolve their testing process based on how their project is taking shape; Document their code appropriately through comments and code log; Apply a shortest path algorithm to a given scenario; Evaluate the efficiency of a given scenario, referring to how you are measuring that efficiency; Plan for the most appropriate searching and sorting algorithms and implement them into a program.	Reflect on how the project has gone, what could have improved and where could the project go; if given more time; Decide which law (The Data Protection Act 1998, The Computer Misuse Act 1990, The Copyright Design and Patents Act 1988, The Regulation of Investigatory Powers Act 2000) is appropriate for a given scenario; Be able to evaluate the impact that technology has on the people and how attitudes may be different across the world.	Based on the needs of the students/class	Revision

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
DT	All students know and understand	Development of ideas; Cad development; Testing of materials; Testing of joints and mechanism; Technical drawings; Cutting list; Orthographic; Costing; Exploded diagram	Making and developing final product; Diary	Making and developing final product; Diary	Testing against specification; Comparing to existing product Client feedback; Evaluation; Redesign; 6.1 Health and safety including legislation; 6.2 design for Maintenance; 6.3 Responsible design; 6.4 National standards; 4.1 Scales of production; 4.2 Quality Assurance; 4.3 Feasibility studies; 1.2 Product development; 1.3 Enterprise and marketing; 1.4 Design Communication; 1.5 Design	1.6 Design Theory; 1.7 technological changes; 1.8 Design Process; 2.4 Materials and components, papers and boards, composites; 2.5 smart and modern materials; 2.6 Materials testing Methods; 2.1 Materials and components, metals, Timbers, Polymers ; Joining methods
	All students know how to	Complete the following: Development of ideas; Cad development; Testing of materials; Testing of joints and mechanism; Technical drawings; Cutting list; Orthographic; Costing; Exploded diagram	Complete the following: Making and developing final product using a wide range of high level skills; Diary	Complete the following: Making and developing final product using a wide range of high level skills; Diary	Complete the following: Testing against specification; Comparing to existing product; Client feedback; Evaluation; Redesign; Revision and exam paper practice	Revision and exam paper practice

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Economics	All students know and understand	The relevance of sizes and types of firms; How businesses grow and the advantages and disadvantages of different types of growth and demergers; The various definitions of profit including shut-down points; A number of different business objectives including satisficing; The various definitions of efficiency. The measurement, significance and impact of inequality. Characteristics of globalisation and factors affecting globalisation; Specialisation and patterns of trade; The factors influencing and the impact of changes to the terms of trade; The importance of trading blocs and restrictions on free trade.	The various market structures including perfect competition, monopolistic competition, oligopoly and monopoly. The concept of collusion and how the behaviour of firms may be explained using game theory. Types of price and non-price competition. The significance of price discrimination and the necessary conditions for it to take place; The concept of natural monopoly; The characteristics, conditions, costs and benefits of monopsony. The meaning and significance of contestability. The components of the balance of payments including the capital and financial account; Various exchange rate systems including changes to the value of exchange rates and the impact of such changes; Measures of international competitiveness and its significance. Measures and indicators of development including HDI; Some of the factors influencing growth and development with a particular focus on less economically developed countries.	The application of supply and demand to the labour market. Wage determination in competitive and non-competitive markets. The role of government intervention to: control mergers and monopolies; to promote competition and contestability; and to protect suppliers and employees. The impact of government intervention and its limitations. The factors influencing growth and development in less economically developed countries. Strategies influencing growth and development including market orientated, interventionist and other strategies. The role of international institutions and non-government organisations. The role of the financial markets. Market failure in the financial sector including the concept of moral hazard. The role of central banks including regulation of the banking industry.	The impact of public expenditure on an economy. The impact of taxation on an economy including the distinction between progressive, proportional and regressive taxation. A range of factors affecting public sector finances including deficits and national debts. The use of fiscal, monetary, exchange rate and supply-side policies in a global context. The use and relevance of macroeconomic policies to respond to external shocks. Measures to control global companies.	The full course content for A Level Economics.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Economics	All students know how to	Identify and illustrate profit, revenue and sales maximisation; Calculate total, average and marginal revenue; Calculate total, fixed, variable, average and marginal cost; Draw static and dynamic cost and revenue diagrams; Illustrate shut-down points on a diagram; Draw and interpret a Lorenz curve and understand Gini coefficients; Illustrate a tariff using a diagram.	Utilise diagrammatic analysis to explain the differences between the various market structures; Calculate concentration ratios; Illustrate price discrimination diagrammatically.	Draw a national minimum wage diagram; Use diagrammatic analysis to explain wage differentials; Draw a buffer stock diagram.	Draw and explain the Laffer curve; Incorporate sufficient application, analysis and evaluation into responses on topics across the full specification.	Incorporate micro and macroeconomic concepts into longer responses for Paper 3.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
English Literature	All students know and understand	All required poems by John Keats for Paper 3; All required poems from the Modern Selection for Paper 3; The form and structure of each poem and its impact; Key aspects of language and poetic techniques in each poem; All relevant context for the Keats poems and in connection with the Romantic Movement.	All required poems by John Keats for Paper 3; All required poems from the Modern Selection for Paper 3; The form and structure of each poem and its impact; Key aspects of language and poetic techniques in each poem; All relevant context for the Keats poems and in connection with the Romantic Movement.	Each text required for the exams; The format of the three exams; The relevant Assessment for the three exams.	Each text required for the exams; The format of the three exams; The relevant Assessment for the three exams.	Revision
	All students know how to	Tackle essay questions on Keats: Assessment Objectives 1,2,3, embedding context; Tackle comparative questions for the Modern poems: Assessment Objectives 1,2,4; Analyse unseen poems; Find connections between the known modern poems and any unseen poem; Plan and write a comparative essay combining a poem from the Modern collection with an unseen poem.	Tackle essay questions on Keats: Assessment Objectives 1,2,3, embedding context; Tackle comparative questions for the Modern poems: Assessment Objectives 1,2,4; Analyse unseen poems; Find connections between the known modern poems and any unseen poem; Plan and write a comparative essay combining a poem from the Modern collection with an unseen poem.	Answer questions in each of the three exams; Respond to feedback in order to hone skills; Respond to feedback in order to finalise coursework; Revise effectively.	Answer questions in each of the three exams; Respond to feedback in order to hone skills; Respond to feedback in order to finalise coursework; Revise effectively.	Revision

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
English Language	All students know and understand	The relevant theories and concepts for Language Change; The relevant theories and concepts for Child Language Acquisition; The relevant theories and concepts for Language Diversity; The relevant theories and concepts for Language Discourses; The Assessment Objectives for each part of the exam	The relevant theories and concepts for Language Change; The relevant theories and concepts for Child Language Acquisition; The relevant theories and concepts for Language Diversity; The relevant theories and concepts for Language Discourses; The Assessment Objectives for each part of the exam	Each theory required for the exams; The skills needed for each exam question; The format of the two exams; The relevant Assessment for the two exams.	Each theory required for the exams; The skills needed for each exam question; The format of the two exams; The relevant Assessment for the two exams.	Revision
	All students know how to	Tackle essay questions on Child Language Acquisition (AO1, AO2); Tackle essay questions on Language Change (AO1, AO2); Tackle essay questions on Language Diversity (AO1, AO2); Write analytical responses to representations in texts for P1SA (AO1, AO3); Compare two representation texts (AO4); Write a comparative analytical essay on two texts about Language Discourses (AO1, AO3, AO4); Write a piece of original writing in response to a Language Discourses topic (AO2, AO5); Complete their OW and Investigation NEAs to an appropriate standard.	Tackle essay questions on Child Language Acquisition (AO1, AO2); Tackle essay questions on Language Change (AO1, AO2); Tackle essay questions on Language Diversity (AO1, AO2); Write analytical responses to representations in texts for P1SA (AO1, AO3); Compare two representation texts (AO4); Write a comparative analytical essay on two texts about Language Discourses (AO1, AO3, AO4); Write a piece of original writing in response to a Language Discourses topic (AO2, AO5); Complete their OW and Investigation NEAs to an appropriate standard.	Answer questions in each of the two exams; Respond to feedback in order to hone skills; Respond to feedback in order to finalise coursework; Revise effectively.	Answer questions in each of the two exams; Respond to feedback in order to hone skills; Respond to feedback in order to finalise coursework; Revise effectively.	Revision

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
French	All students know and understand	Vocabulary to discuss a francophone book and analyse its key themes. Vocabulary to understand the important role of unions ; To talk about strikes and protests and consider different methods of protesting; To discuss different attitudes towards strikes, protests and other political tensions	Vocabulary to examine different groups who are socially marginalised; to discuss measures to help those who are marginalised; to consider contrasting attitudes to people who are marginalised. Vocabulary to discuss some of the political issues concerning immigration in francophone countries; to consider the viewpoints of political parties regarding immigration; to consider immigration from the standpoint of immigrants, as well as aspects of racism	PPEs and improving understanding in gaps of knowledge	Vocabulary to examine different attitudes to crime; to discuss prison and its merits and problems; to consider alternative forms of punishment; Revision dependent on students' needs	Revision
	All students know how to	Complete a Paper 1 on topic, listening and reading assessment, including a range of question types (multiple choice, written answer) as well as summaries and translations; Complete a Paper 2 (essay writing).	Complete a Paper 1 on topic, listening and reading assessment, including a range of question types (multiple choice, written answer) as well as summaries and translations; To complete a Paper 3 (oral), including discussion of a stimulus card based on year 12 and 13 modules, and an IRP - individual research project, a 1 minute presentation followed by 10 minutes discussion on the student's chosen hispanic topic, to be used as part of the January PPE data.	Hold a discussion based on a stimulus card about a familiar topic, providing concrete examples to justify views and extending answers; To write an analytical essay on the book and film studied, using a wide range of structures, vocabulary and grammar to lend fluency; To complete a listening, reading and writing assessment, including a range of listening and reading question types, summary questions, and translation both ways.	To revise all skills and get ready for public speaking exams at the start of term 5.	Revision

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Further Maths	All students know and understand	Pure (Complex numbers); Further Mechanics (momentum and impulse, work, kinetic/potential energy and power)	Pure (Methods in calculus; Volumes of revolution); Further Mechanics (Hooke's law and elasticity; Modulus of elasticity)	Pure (Hyperbolic functions, Methods in differential equations); Further Mechanics (Elastic collisions in one dimension)	Pure (Modelling with differential equations); Further Mechanics (Elastic collisions in two dimensions)	Revision
	All students know how to	Use exponential form of complex numbers; Multiply and divide complex numbers; Use De Moivre's theorem; Interpret trigonometric identities; Add series and nth roots of a complex number; Solve geometric problems; Solve problems involving momentum and impulse; Apply the conservation of momentum formula; Work with momentum as a vector; Use the formula for and calculate work done; Use the formula for and calculate kinetic/potential energy; Use the conservation of energy principle; Calculate and solve problems with power.	Use Improper integrals; Work out the mean value of a function; Differentiate inverse trigonometric function; Integrate with inverse trigonometric functions; Integrate using partial fractions; Work out volumes of revolution around the x-axis and the y-axis, volumes of revolution of parametrically defined curves; Model with volumes of revolution; Solve elasticity problems in equilibrium; Solve dynamic elasticity problems; Calculate and solve problems involving elastic energy.	Inverse hyperbolic functions; Interpret identities and equations; Differentiate hyperbolic functions; Integrate hyperbolic functions Use first-order differential equations, Second-order homogeneous differential equations, Second order non-homogeneous differential equations; Use boundary conditions; Complete calculations and use Newton's law of restitution; Solve problems involving collisions; Calculate the loss of kinetic energy.	Model with first order differential equations; Work out simple harmonic motion, damped and forced harmonic motion; Solve coupled first-order simultaneous differential equations; Solve problems involving collisions with a surface; Solve problems involving oblique collisions.	Revision

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Geography	All students know and understand	How the water cycle operates at a variety of spatial & timescales; physical processes that control the circulation of water; Water insecurity as a global issue - consequences & approaches to managing supply. The development of superpowers - characteristics, pattern of dominance, change over time, impact on the global economy, global politics and the environment; spheres of influence, geopolitical implications.	How the water cycle operates at a variety of spatial & timescales; physical processes that control the circulation of water; Water insecurity as a global issue - consequences & approaches to managing supply. The development of superpowers - characteristics, pattern of dominance, change over time, impact on the global economy, global politics and the environment; spheres of influence, geopolitical implications.	The carbon cycle - importance in maintaining planetary health, spatial scales and timescales; physical processes; the movement of carbon; changes to stores & carbon fluxes; reliance on fossil fuels; anthropogenic climate change; The water and carbon cycles and the role of feedbacks in and between them; adaptation and mitigation strategies. Globalisation - movement of capital, goods and people; tensions; environmental, social and economic interdependence; definitions of national sovereignty and territorial integrity; International migration; nationalist movements.	The carbon cycle - importance in maintaining planetary health, spatial scales and timescales; physical processes; the movement of carbon; changes to stores & carbon fluxes; reliance on fossil fuels; anthropogenic climate change; The water and carbon cycles and the role of feedbacks in and between them; adaptation and mitigation strategies. Globalisation - movement of capital, goods and people; tensions; environmental, social and economic interdependence; definitions of national sovereignty and territorial integrity; International migration; nationalist movements.	Revision
	All students know how to	Appraise the different factors which shape our entangled human and physical world.	Appraise the different factors which shape our entangled human and physical world.	Appraise the different factors which shape our entangled human and physical world.	Appraise the different factors which shape our entangled human and physical world.	Revision

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
History	All students know and understand	What challenges Edward VI face as a boy king. The economic policies of Nazi Germany and the roles of Schacht and Goering's 4 Year Plans, and the State's social policies towards the young, women, workers and the Church.	Whether Mary I deserve to be known as 'Bloody Mary' The radicalisation of the State between 1933-41 considering Nazi ideology and its racial policies towards Jews and the 'Untermensch'	How successfully Elizabeth I manage her domestic policies. The impact of war on Germany 1939-45, considering the impact on society with rationing, air raids and wartime propaganda as well as the wartime economy and the work of Speer.	Whether victory over the Spanish Armada cloud an otherwise undistinguished foreign policy record for Elizabeth I. The Final solution and the Holocaust, considering the origins of the Final Solution and responsibility. Pupils will also know the types of opposition and resistance during the war in Germany.	Revision
	All students know how to	Evaluate the successes and failures of Somerset and Northumberland; Judge the extent to which Edward's government's policies consolidated the reformation; Engage with contemporary sources, developing their understanding of source utility considering provenance, content and tone; Write an extended essay using a thematic approach.	Judge the extent to which Mary's religious policies should be weighed against her domestic reforms and foreign policy; Engage with contemporary sources, developing understanding of source utility considering provenance, content and tone; Write an extended essay using a thematic approach.	Analyze the relationship between Elizabeth and her parliaments and privy council; Evaluate the long-term success of her domestic reforms and judge the extent to which she should be judged for failing to resolve the succession; Engage with contemporary sources, developing their understanding of source utility considering provenance, content and tone; Write an extended essay using a thematic approach.	Assess the long-term success of Elizabeth's policies towards France and Scotland; Judge the extent to which her policies regarding the Netherlands created more long-term issues than they solved; Evaluate why the armada was defeated; Engage with contemporary sources, developing their understanding of source utility considering provenance, content and tone; Write an extended essay using a thematic approach.	Revision

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Maths	All students know and understand	Pure: Trigonometry and modelling; Sequences and series; Parametric equations; Differentiation	Pure: Binomial expansion; Numerical methods; Vectors; Integration	Statistics: Regression, correlation and hypothesis testing; Conditional probability; Mechanics: Moments; Forces and friction; Projectiles	Statistics: The normal distribution; Mechanics: Applications of forces; Further kinematics	Revision
	All students know how to	Addition formulae; Use the angle addition formulae; Double angle formulae; Solve trigonometric equations; Simplify $a\cos x \pm b\sin x$; Prove trigonometric identities; Model with trigonometric functions; Arithmetic sequences; Arithmetic series; Geometric sequences; Geometric series; Sum to infinity; Sigma notation; Recurrence relations; Model with series; Parametric equations; Use trigonometric identities; Curve sketching; Points of intersection; Model with parametric equations; Differentiate $\sin x$ and $\cos x$; Differentiate exponentials and logarithms; The chain rule; The product rule; The quotient rule; Differentiate trigonometric functions; Parametric differentiation; Implicit differentiation; Use second derivatives; Rates of change	Expand $(1+x)^n$; Expand $(a+bx)^n$; Use partial fractions; Locate roots; Iteration; The Newton-Raphson method; Applications to modelling. 3D coordinates; Vectors in 3D; Solve geometric problems; Applications to mechanics; Integrate standard functions; Integrating $f(ax+b)$; Use trigonometric identities; Reverse chain rule; Integration by substitution; Integration by parts; Partial fractions; Find areas; The trapezium rule; Solve differential equations; Model with differential equations	Exponential models; Measure correlation; Hypothesis testing for zero correlation; Set notation; Conditional probability; Conditional probabilities in Venn diagrams; Probability formulae; Tree diagrams; Moments; Resultant moments; Equilibrium; Centre of Mass; Tilting; Resolve forces; Inclined planes; Friction; Horizontal projection; Horizontal and vertical components; Projection at any angle; Projectile motion formulae	The normal distribution; Find probabilities for normal distributions; The inverse normal distribution; The standard normal distribution; Find μ and σ ; Approximate a binomial distribution; Hypothesis testing with the normal distribution; Static particles; Model with statics; Friction and static particles; Static rigid bodies; Dynamics and inclined planes; Connected particles; Vectors in kinematics; Vector methods with projectiles; Variable acceleration in one dimension; Differentiate vectors; integrate vectors	Revision

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Media Studies	All students know and understand	What editing skills create a successful music video; What elements create a successful promotional website.	The contexts around LFTVD; How representations are constructed through media language in LFTVD; The application and evaluation of theory in LFTVD. The difference between production, distribution and consumption of Snow White and Shanghi-Chi and the Legends of the Ten Rings	All course content for paper one, questions 1-4 including updated information on the news industry; Case study information including social media feed and online news for The Guardian and The Daily Mail.	No new knowledge at this stage of the curriculum apart from developments in newspapers, advertising, music videos, LFTVD, Jungle Book, Minecraft and ROBS that occurred since units were taught.	Revision
	All students know how to	Edit a music video so it fulfils the NEA brief; Create a website that fulfils the NEA brief.	The difference between production, distribution and consumption of Snow White and Shanghi-Chi and the Legends of the Ten Rings; Write a synoptic Paper two, question three answer How to write an exam-style answer for paper two, question four.	Incorporate case study information into exam-style answers, accessing the higher levels of the mark scheme in timed conditions; Write a ROBS exam-style answer in timed conditions that accesses the higher levels of the mark scheme; Write a Minecraft exam-style answer in timed conditions that accesses the higher levels of the mark scheme.	Answer an entire Paper one and Paper two in timed conditions to a high standard.	Revision

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Music	All students know and understand	A variety of compositional techniques	A variety of compositional techniques	Revision of all core knowledge for all areas of study	Revision of all core knowledge for all areas of study; a variety of exam techniques in preparation of final assessment.	Revision of all core knowledge for all areas of study; a variety of exam techniques in preparation of final assessment.
	All students know how to	Compose to a set brief, including how to use a variety of compositional techniques appropriate to the style or genre; perform to a high level, with fluency and technical control on their respective instrument(s) or voice.	Compose to a set brief, including how to use a variety of compositional techniques appropriate to the style or genre; perform to a high level, with fluency and technical control on their respective instrument(s) or voice.	Perform to a high level, with fluency and technical control on their respective instrument(s) or voice; Listen to & compare a variety of musical compositions written by prominent composers & write about them with clarity and sophistication.	Listen to & compare a variety of musical compositions written by prominent composers and performers of that style and genre and are able to write about them with clarity and sophistication.	Listen to & compare a variety of musical compositions written by prominent composers and performers of that style and genre and are able to write about them with clarity and sophistication.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Philosophy	All students know and understand	Details of the tripartite view of knowledge and details of arguments against it and alternative theories. Arguments for dualist theories of mind and criticisms of them.	Details of and issues facing the three main theories of perception: Direct realism, indirect realism and idealism. Arguments for philosophical behaviourism and criticisms of them.	Details of the main theories for reason as a source of knowledge and criticisms of them: Innatism, Intuition and deduction. Arguments for mind-brain type identity theory and eliminative materialism and criticisms of them.	Details of arguments involving scepticism and the limits of knowledge, and issues facing them. Arguments for functionalism and criticisms of them.	Revision
	All students know how to	Explain in logical order the arguments and concepts covered and critically analyse their strengths and weaknesses.	Explain in logical order the arguments and concepts covered and critically analyse their strengths and weaknesses.	Explain in logical order the arguments and concepts covered and critically analyse their strengths and weaknesses.	Explain in logical order the arguments and concepts covered and critically analyse their strengths and weaknesses.	Revision

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Physical Education	All students know and understand	Key terminology associated with energy expenditure and the effects of specialist training methods on energy systems; The difference between scalars and vectors; The forces acting on a performer during linear motion and the relationship between impulse and momentum; Concepts of physical activity and sport; Development of elite performers in sport; Coursework	The angular analogues of Newton's Laws; Key terminology associated with angular motion; Ethics, Violence and Drugs in sport; Sport and the law; Coursework	Key terminology associated with acute and chronic injuries, including possible causes; The use of methods to prevent injury in sport; Impact of commercialisation on physical activity and sport and the relationship between sport and the media; The role of technology in physical activity and sport	The physiological reasons why rehabilitation methods are used; Why a range of recovery methods are used and the importance of sleep and nutrition for improved recovery; A variety of revision strategies that can be used to prepare for exams.	A variety of revision strategies that can be used to prepare for exams; A variety of revision strategies that can be used to prepare for exams.
	All students know how to	Link the most appropriate training method to the energy system being developed and evaluate the impact on performance; Plot, label and interpret biomechanical graphs and diagrams; Evaluate the impact on sporting performance and interpret force/time graphs to analyse the effects on momentum.	Apply Newton's laws when analysing angular motion performance, evaluating the impact on sport performance; Explain how angular momentum can be conserved during flight using moment of inertia and its effect on angular velocity.	Identify a range of acute and chronic injuries based on the symptoms presented; Prevent the likelihood of injuries and the impact this would have on performance.	Analyse the impact of different rehabilitation methods and evaluate the impact on performance; Analyse the impact of different recovery methods and evaluate the impact on performance.	How to revise effectively in the buildup to exams.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Physics	All students know and understand	Molecular kinetic theory model, Thermal properties of materials, Ideal Gases; Kinematics of circular motion, Centripetal force, oscillations, simple harmonic oscillations, Energy of a simple harmonic oscillator, damping	Gravitational field strength; Gravitational potential; Orbits of planets and satellites; Evolution of stars, Electromagnetic radiation from stars - Wien's displacement law and Stefan's law, Hertzprung–Russell (HR) diagram	Coulomb's law; Electric field strength; Electric potential; Magnetic flux density; Stellar parallax, Doppler effect, Hubble's law, Big bang theory, dark matter and dark energy	Moving charges in a magnetic field; Magnetic flux and flux linkage; Electromagnetic induction; Nuclear atom, fundamental particles, Rutherford scattering, different types of radiation; Radioactive decay; Fission and Fusion	Using X rays and CAT, Diagnostic methods in medicine- tracers and PET, Using ultra sound; Particle classification and particle interactions; Review & revision
	All students know how to	Demonstrate CPAC Practical skills and Math skills throughout topics; Improve exam technique	Demonstrate CPAC Practical skills and Math skills throughout topics; Improve revision and exam technique	Demonstrate CPAC Practical skills and Math skills throughout topics; Improve exam technique; Practise reviewing & revision skills	Demonstrate CPAC Practical skills and Math skills throughout topics; Improve exam technique; Practise reviewing & revision skills	Demonstrate CPAC Practical skills and Math skills throughout topics; Improve exam technique; Practise reviewing & revision skills

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Politics	All students know and understand	USA constitution and federalism	USA Congress	USA Presidency and Supreme Court	USA democracy and participation	Revision
	All students know how to	Comprehend and interpret political information; Critically analyse and evaluate the areas of politics studied; Construct arguments and explanations leading to reasoned conclusions; Identify parallels, connections, similarities and differences between aspects of the areas of politics studied; Construct and communicate arguments and explanations with relevance, clarity and coherence; Use appropriate political vocabulary; Make connections between the different areas of politics studied; Make comparisons across two political systems.	Comprehend and interpret political information; Critically analyse and evaluate the areas of politics studied; Construct arguments and explanations leading to reasoned conclusions; Identify parallels, connections, similarities and differences between aspects of the areas of politics studied; Construct and communicate arguments and explanations with relevance, clarity and coherence; Use appropriate political vocabulary; Make connections between the different areas of politics studied; Make comparisons across two political systems.	Comprehend and interpret political information; Critically analyse and evaluate the areas of politics studied; Construct arguments and explanations leading to reasoned conclusions; Identify parallels, connections, similarities and differences between aspects of the areas of politics studied; Construct and communicate arguments and explanations with relevance, clarity and coherence; Use appropriate political vocabulary; Make connections between the different areas of politics studied; Make comparisons across two political systems.	Comprehend and interpret political information; Critically analyse and evaluate the areas of politics studied; Construct arguments and explanations leading to reasoned conclusions; Identify parallels, connections, similarities and differences between aspects of the areas of politics studied; Construct and communicate arguments and explanations with relevance, clarity and coherence; Use appropriate political vocabulary; Make connections between the different areas of politics studied; Make comparisons across two political systems.	Comprehend and interpret political information; Critically analyse and evaluate the areas of politics studied; Construct arguments and explanations leading to reasoned conclusions; Identify parallels, connections, similarities and differences between aspects of the areas of politics studied; Construct and communicate arguments and explanations with relevance, clarity and coherence; Use appropriate political vocabulary; Make connections between the different areas of politics studied; Make comparisons across two political systems.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Psychology	All students know and understand	RELATIONSHIPS: The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour. Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity. Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment. SCHIZOPHRENIA: Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap.	RELATIONSHIPS: Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases. Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships. Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation. SCHIZOPHRENIA: Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis. Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. Drug therapy: typical and atypical antipsychotics. Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia. The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.	FORENSIC PSYCHOLOGY: Offender profiling; Psychological explanations of offending behaviour; Dealing with offending behaviour. Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling. Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations. The key debates in psychology on Gender and culture, free will and determinism, nature-nurture, holism and reductionism, idiographic and nomothetic approaches, ethical implications of research studies and theory.	FORENSIC PSYCHOLOGY: Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimisation; differential association theory; psychodynamic explanations. Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes. REVISION & EXAM PREPARATION: The key debates in psychology on Gender and culture, free will and determinism, nature-nurture, holism and reductionism, idiographic and nomothetic approaches, ethical implications of research studies and theory.	REVISION & EXAM PREPARATION: The key debates in psychology on Gender and culture, free will and determinism, nature-nurture, holism and reductionism, idiographic and nomothetic approaches, ethical implications of research studies and theory.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Psychology	All students know how to	Demonstrate and apply, analyse, interpret and evaluate knowledge and understanding of scientific ideas relating to relationships & schizophrenia, Analyse, interpret and evaluate the psychology of relationships and schizophrenia, including making judgements and reaching conclusions (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice; Demonstrate and apply knowledge and understanding of research methods, scientific processes and techniques of data handling and analysis (A03).	Demonstrate and apply, analyse, interpret and evaluate knowledge and understanding of scientific ideas relating to approaches and forensic psychology & schizophrenia, including making judgements and reaching conclusions when evaluating (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice; Demonstrate and apply knowledge and understanding of research methods, scientific processes and techniques of data handling and analysis (A03).	Demonstrate and apply, analyse, interpret and evaluate knowledge and understanding of scientific ideas relating to approaches and forensic psychology & schizophrenia, including making judgements and reaching conclusions when evaluating (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice; Demonstrate and apply knowledge and understanding of research methods, scientific processes and techniques of data handling and analysis (A03).	Demonstrate and apply, analyse, interpret and evaluate knowledge and understanding of scientific ideas relating to relationships, forensics, schizophrenia, and issues and debates including making judgements and reaching conclusions when evaluating (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice; Demonstrate and apply knowledge and understanding of research methods, scientific processes and techniques of data handling and analysis (A03).	Demonstrate and apply, analyse, interpret and evaluate knowledge and understanding of scientific ideas relating to issues & debates, including making judgements and reaching conclusions when evaluating (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice; Demonstrate and apply knowledge and understanding of research methods, scientific processes and techniques of data handling and analysis (A03).

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Sociology	All students know and understand	Family structures and sociological perspectives of the function, patterns and causes of crime in society, including ways to reduce crime; The different sociological perspectives on religion & beliefs, and the functions of religion within and for society and individuals, according to different perspectives; Each research method and its strengths and weaknesses, including validity, reliability, representativeness and practical issues; The theoretical debates affecting choice of research topic and methods; The key sociological theories, and the strengths and weaknesses of each; The key debates in sociology (science, policy, value freedom, conflict, consensus, structuralism and social action)	Family structures and sociological perspectives of the function, patterns and causes of crime in society, including ways to reduce crime; The different sociological perspectives on religion & beliefs, and the functions of religion within and for society and individuals, according to different perspectives; Each research method and its strengths and weaknesses, including validity, reliability, representativeness and practical issues; The theoretical debates affecting choice of research topic and methods; The key sociological theories, and the strengths and weaknesses of each; The key debates in sociology (science, policy, value freedom, conflict, consensus, structuralism and social action)	Family structures and sociological perspectives of the function, patterns and causes of crime in society, including ways to reduce crime; The different sociological perspectives on religion & beliefs, and the functions of religion within and for society and individuals, according to different perspectives; Each research method and its strengths and weaknesses, including validity, reliability, representativeness and practical issues; The theoretical debates affecting choice of research topic and methods.	The key sociological perspectives of education, family, crime and beliefs in society, and the gender, social class, ethnicity and age patterns amongst each, and competing sociological explanations for each; The key sociological theories, and the strengths and weaknesses of each; The key debates in sociology (science, policy, value freedom, conflict, consensus, structuralism and social action)	The key sociological theories, and the strengths and weaknesses of each; The key debates in sociology (science, policy, value freedom, conflict, consensus, structuralism and social action); Revision

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Sociology	All students know how to	Analyse, interpret and evaluate the different sociological views on these sub-topics.(A03); Analyse and compare sociological perspectives, including making judgements, criticisms and reaching conclusions (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice.	Analyse, interpret and evaluate the functions of education and the differing sociological views on these sub-topics (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice.	Analyse, interpret and evaluate the functions of education and the differing sociological views on these sub-topics (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice.	Analyse, interpret and evaluate the functions of education and the differing sociological views on these sub-topics (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice.	Analyse, interpret and evaluate the functions of education and the differing sociological views on these sub-topics (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Spanish	All students know and understand	Vocabulary to discuss the different ways cultures integrate in Hispanic society; To show understanding and be able to describe the issues surrounding the integration of different cultures within the sphere of education; The coexistence of various religions in the Hispanic world; Prepositions, pronouns and adverbs; Use of language for describing change, how to vary sentence structure to enhance writing, how to structure an argument; Literary work in depth, looking at the themes, techniques, characters, quotes and cultural context of the novel <i>Crónica de una muerte anunciada</i>; Essay writing techniques using the PEA (point, evidence, analysis) method.	The importance of politics in young people's lives; why their attitude to politics is changing; The unemployment situation amongst young people nowadays and how it is affecting them; The type of society young people in the Hispanic world want to live in; The present and perfect subjunctive and the imperative; A variety of negative expressions, talk about data and trends, expression of an opinion or evaluation; A literary work in depth, looking at the themes, techniques, characters, quotes and cultural context of the novel <i>Como agua para chocolate</i>; Essay writing techniques using the PEA (point, evidence, analysis) method; The impact of the civil war and discuss life under Franco's dictatorship; The preterite tense.	The changes from monarchy and republic to dictatorship and the transition from dictatorship to monarchy; Dictatorships in Latin America, particularly in Panama, Chile and Argentina; The imperfect subjunctive; Sequence of tenses; Ordinal numbers; How effective protests and strikes are; The power of trade unions; The 15-M Movement in Spain and the Mothers of the Plaza de Mayo in Argentina; Use of if clauses + pluperfect subjunctive; Use of if clauses + imperfect subjunctive; Use of the passive voice; A wider vocabulary.	Revision and consolidation of all the AS and A2 topics.	Revision and consolidation of all the AS and A2 topics.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5
Spanish	All students know how to	Complete a Paper 1, listening and reading assessment, including a range of question types (multiple choice, written answer) as well as summaries and translations; Write a critically analytical essay on a francophone film and its key themes.	Complete a Paper 1 on topic, listening and reading assessment, including a range of question types (multiple choice, written answer) as well as summaries and translations; Complete a Paper 3 (oral), including discussion of a stimulus card based on year 12 and 13 modules, and an IRP - individual research project, a 1 minute presentation followed by 10 minutes discussion on the student's chosen hispanic topic, to be used as part of the January PPE data.	Hold a discussion based on a stimulus card about a familiar topic, providing concrete examples to justify views and extending answers; Write an analytical essay on the book and film studied, using a wide range of structures, vocabulary and grammar to lend fluency; Complete a listening, reading and writing assessment, including a range of listening and reading question types, summary questions, and translation both ways.	Revise skills practice: listening, reading, summarising, translation, essay writing, oral, including photo cards and IRP.	Revise skills practice: listening, reading, summarising, translation, essay writing, oral, including photo cards and IRP.