

Departmental Long Term Planning Grid



Department: Art	Subject: Art	Key Stage: 5	Year: 12
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	<p>Close up Project A short project that uses the theme of "Close up" to develop and refine students drawing and recording skills, and will be focusing on sketchbook development.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Develop and refine skills in using a range of 2D media. ● Understand how artist convey ideas and meanings through their use of visual communication. ● Analyse and evaluate art work. ● Use sources and identify starting points to help develop and record ideas. ● Produce and present art and investigations. 	<p>Surreal project</p> <p>Students will investigate and research a selection of contemporary surreal artist and use this to develop their own starting point for an art project. The surreal project will consist of sketchbook work and a final outcome.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. ● Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. ● Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. ● Present a personal and meaningful response that realises intentions and where appropriate, makes connections between visual and other elements. 	<p>Personal investigation/ Component 1</p> <p>This is a practical investigation supported by written material. Students are required to produce a practical investigation into an idea, concept or theme, supported by written material. The focus of the investigation will be identified by the student and must lead to a finished outcome or a series of related finished outcomes.</p> <ul style="list-style-type: none"> ● The investigation needs to be a coherent, in depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to final realisation. ● Clear development from initial intentions to final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/ contextual materials. ● Be informed by an aspect of contemporary or past practice artist, photographers, designers or craftspeople. ● Develop a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose. <p>For Component 1 students could decide to return to the Close up or Surreal project to develop into their personal investigation or decide on their own them.</p>
Make It Stick Focus	Drawing and recording skills. Analysing and evaluating art work. Developing ideas and presenting investigations.	Developing and refining art skills. Analysing and evaluating work. Developing ideas and presenting investigations. Producing an outcome.	Developing and refining art skills. Analysing and evaluating work. Developing ideas and presenting investigations. Producing an outcome.

Departmental Long Term Planning Grid



Department: Art	Subject: Art	Key Stage: 5	Year: 13
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p><u>Personal investigation/ Component 1</u> This is a practical investigation supported by written material. Students are required to produce a practical investigation into an idea, concept or theme, supported by written material. The focus of the investigation will be identified by the student and must lead to a finished outcome or a series of related finished outcomes.</p> <ul style="list-style-type: none"> • The investigation needs to be a coherent, in depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to final realisation. • Clear development from initial intentions to final outcome or outcomes. It must include evidence of the students ability to research and develop ideas and relate their work in meaningful ways to relevant critical/ contextual materials. • Be informed by an aspect of contemporary or past practice artist, photographers, designers or craftspeople. • Develop a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose. 	<p><u>Component 2 Externally set assignment</u> Question papers will be provided by the exam board. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that date.</p> <p>Preparatory period - from 1 February</p> <p>Following receipt of the paper students will consider the starting points and select one. Preparatory work will then be developed which will consist of research and investigations and development of ideas.</p> <p>Supervised time-15 hours- April Following the preparatory period, students must complete 15 hours of unaided, supervised time. In the 15 hours students must produce a finished outcome or a series of related finished outcomes informed by their preparatory work.</p>	
Make It Stick Focus	Developing and refining art skills. Analysing and evaluating work. Developing ideas and presenting investigations. Producing an outcome	Developing and refining art skills. Analysing and evaluating work. Developing ideas and presenting investigations. Producing an outcome	

Departmental Long Term Planning Grid



Department: Business Studies	Subject: Business Studies	Key Stage: 5	Year: 12
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>A Level Business Studies Theme 1 - Marketing and People - - This theme enables students to understand how businesses identify opportunities and to explore how businesses focus on developing a competitive advantage through interacting with customers. Students develop an understanding of how businesses need to adapt their marketing to operate in a dynamic business environment. This theme also considers people, exploring how businesses recruit, train, organise and motivate employees, as well as the role of enterprising individuals and leaders. Students must investigate different types and sizes of organisation in various business sectors and environments, and in local, national and global contexts.</p> <p>1.1 Meeting customer needs 1.1.1 The market 1.1.2 Market research 1.1.3 Market positioning</p> <p>1.2 Market 1.2.1 Demand 1.2.2 Supply 1.2.3 Markets 1.2.4 Price elasticity of demand 1.2.5 Income elasticity of demand</p> <p>1.3 Marketing mix and strategy 1.3.1 Product/service design 1.3.2 Branding and promotion 1.3.3 Pricing strategies 1.3.4 Distribution 1.3.5 Marketing strategy 1.4 Managing people 1.4.1 Approaches to staffing 1.4.2 Recruitment, selection and training</p>	<p>A Level Business Studies Theme 2 - Managing Business Activities This theme enables students to develop an understanding of raising and managing finance, and measuring business performance. The theme outlines the importance of using resources efficiently within a business to ensure that goods or services can be delivered effectively and efficiently, and to a high quality. Students also consider the external influences that have an impact on businesses, including economic and legal factors. Students will investigate different types and sizes of organisation in various business sectors and environments, and in local, national and global contexts.</p> <p>2.1 Raising finance 2.1.1 Internal finance 2.1.2 External finance 2.1.3 Liability 2.1.4 Planning</p> <p>2.2 Financial planning 2.2.1 Sales forecasting 2.2.2 Sales, revenue and costs 2.2.3 Break-even 2.2.4 Budgets</p> <p>2.3 Managing finance 2.3.1 Profit 2.3.2 Liquidity 2.3.3 Business failure</p> <p>2.4 Resource management 2.4.1 Production, productivity and efficiency 2.4.2 Capacity utilisation 2.4.3 Stock control 2.4.4 Quality management</p> <p>2.5 External influences</p>	<p>Theme 1/Theme 2 Revision, Industry research in prep for Theme 3/4</p>

	<p>1.4.3 Organisational design 1.4.4 Motivation in theory and practice 1.4.5 Leadership</p> <p>1.5 Entrepreneurs and leaders 1.5.1 Role of an entrepreneur 1.5.2 Entrepreneurial motives and characteristics 1.5.3 Business objectives 1.5.4 Forms of business 1.5.5 Business choices 1.5.6 Moving from entrepreneur to leader</p>	<p>2.5.1 Economic influences 2.5.2 Legislation 2.5.3 The competitive environment</p>	
<p>Vocational units studied throughout the year.</p> <p>Unit 1 - The Business Environment This unit will help students to have an understanding of the range of different businesses that can exist in an economy. Students will discover the different purposes that such organisations can have and the different forms of ownership that can exist. Students will also be able to appreciate the role of the different stakeholders involved in such businesses.</p> <p>This unit will also help students to have an understanding of the way in which the wider environment can impact on businesses in terms of both the economic environment and the political, legal and social framework in which businesses operate.</p> <p>Unit 2 - Business Resources The unit looks at how a range of resources including human, physical, technological and financial resources are used and managed within business. This unit will help students to have an understanding of how human resources are managed and of the employability and personal skills required of personnel in an organisation. Students will gain an understanding of the purpose of managing resources effectively, not only in relation to human resources but also in terms of physical and technological resources. Students will also gain an understanding of how an organisation can gain access to sources of finance, both internally and externally and be able to interpret financial statements.</p> <p>Unit 3 - Introduction to Marketing Students will gain a basic understanding of the role of the marketing function, with particular emphasis on the role of marketing research and how it contributes to marketing planning and the development of a marketing mix for a target group of customers. Students will have the opportunity to develop, analyse and evaluate key marketing techniques in order to obtain a better understanding of them.</p> <p>Unit 5 - Human Resources Management This unit provides an overview of some of the key areas that fall within the remit of the human resources function. By the end of this unit students will gain an understanding of the factors that are taken into account by organisations when planning their human resource management. Students will also learn how organisations gain employee motivation and employee commitment. Finally, students will know about how employee performance is measured and managed as well as the benefits of doing so. This knowledge will help students to understand the working environment and the nature of Human Resource Management when they are seeking or engaged in employment</p> <p>Unit 9 - Creative Product Promotion Product promotion is an important part of the marketing mix. When studying this unit students will gain knowledge and understanding of the promotional process and the importance of the choice of promotional methods. Students will learn about the promotional mix, the role of advertising agencies and the media as well as gaining the skills to enable them to create a simple promotional campaign of their own.</p> <p>Unit 19 - Website Design Strategy This unit will give students the opportunity to explore the purpose of websites and the main features that make a website effective. Students will explore the design process for a business website, from planning and design stages to the launch, all from a practical perspective as you will plan the development yourself. The development will ensure that students gain an understanding of how to appeal to a defined target group and meet the needs of this target group. This will give students a thorough grounding in the strategy behind website design, offering an insight into one of the fastest growing areas in modern business.</p>			
<p>Make It Stick Focus</p>			



Departmental Long Term Planning Grid

Department: Business Studies	Subject: Business Studies	Key Stage: 5	Year: 13
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>A Level Business Studies Theme 3 - Business decisions and strategy This theme moves from functions to strategy, enabling students to develop their understanding of the core concepts and to take a strategic view of business opportunities and issues. Students analyse corporate objectives and strategy against financial and non-financial performance measures and how businesses grow, and develop an understanding of the impact of external influences. The theme covers the causes and effects of change and how businesses mitigate risk and uncertainty. Students will investigate different types and sizes of organisation in various business sectors and environments, and in local, national and global contexts.</p> <p>3.1 Business objectives and strategy 3.1.1 Corporate objectives 3.1.2 Theories of corporate strategy 3.1.3 SWOT analysis 3.1.4 Impact of external influences</p> <p>3.2 Business growth 3.2.1 Growth 3.2.2 Mergers and takeovers 3.2.3 Organic growth 3.2.4 Reasons for staying small</p> <p>3.3 Decision-making techniques 3.3.1 Quantitative sales forecasting 3.3.2 Investment appraisal 3.3.3 Decision trees 3.3.4 Critical Path Analysis</p> <p>3.4 Influences on business decisions 3.4.1 Corporate influences 3.4.2 Corporate culture 3.4.3 Shareholders versus stakeholders 3.4.4 Business ethics</p>	<p>A Level Business Studies Theme 4 - Global Business Students investigate businesses that trade on a global scale and explore their reasons for doing so. Students develop an understanding of the globally competitive environment and consider the ethical and moral dimensions of global business activities. Students will investigate different types and sizes of organisation in various business sectors and environments, and in local, national and global contexts.</p> <p>4.1 Globalisation 4.1.1 Growing economies 4.1.2 International trade and business growth 4.1.3 Factors contributing to increased globalisation 4.1.4 Protectionism 4.1.5 Trading blocs</p> <p>4.2 Global markets and business expansion 4.2.1 Conditions that prompt trade 4.2.2 Assessment of a country as a market 4.2.3 Assessment of a country as a production location 4.2.4 Reasons for global mergers or joint ventures 4.2.5 Global competitiveness</p> <p>4.3 Global marketing 4.3.1 Marketing 4.3.2 Niche markets 4.3.3 Cultural/social factors</p> <p>4.4 Global industries and companies (multinational corporations) 4.4.1 The impact of MNCs 4.4.2 Ethics 4.4.3 Controlling MNCs</p>	

	<p>3.5 Assessing competitiveness 3.5.1 Interpretation of financial statements 3.5.2 Ratio analysis 3.5.3 Human resources</p> <p>3.6 Managing change 3.6.1 Causes and effects of change 3.6.2 Key factors in change 3.6.3 Scenario planning</p>		
	<p>Vocational units studied throughout the year.</p> <p>Unit 4 - Business Accounting Accounting records are frequently used in business decision making; understanding their purpose and uses is a useful skill in business management. This unit will enable student to identify the need for accounting and be able to create and use some of the most common financial accounts and their related documents. Students will also be able to review business performance through the use of simple ratio analysis</p> <p>Unit 6 - Business Communications Students will have the opportunity to develop, analyse and evaluate a range of methods used to communicate different types of business information and will understand the purpose of such communication. Students will also produce and evaluate different types of business communication of their own.</p> <p>Unit 10 - Market Research Students will gain an in-depth understanding of the main primary and secondary research methods used to inform marketing decision making and will appreciate the importance of identifying appropriate research methods when considering market research. Students will also be able to interpret research findings and be able to carry out research of their own.</p> <p>Unit 13 - Development Planning for a Career in Business Continuous Professional Development is paramount to the progression and flexibility of an individual as an employee and this unit will help students to understand the value of investing in training and development for their future prospects. On completion of this unit, students will have assessed their skills and have completed an up-to-date personal development career plan relevant to a career in business. Students will have a good understanding of the concept of transferable skills and the importance of continuing professional development.</p> <p>Unit 12 - Recruitment and Selection in Business Students will have a broad understanding of the legislation surrounding recruitment and selection and be able to explain how these laws affect a business. As part of this, students will consider the role of the Human Resource department. This will help students understand the vital role that the HR department plays in helping an organisation achieve its business objectives and will help them in the future when attending a job interview or participating in a selection panel. The students will recognise the difficulty that staff within a Human Resource department experience as they prepare documents in readiness for advertising a job and then assess applicants against the set criteria.</p> <p>Unit 17 - Understanding Health and Safety in the Business Workplace Students will gain an introduction to the health and safety legislation, regulations and requirements that form the basis of all workplaces in the UK. The aim is not to create students who are experts in this field, but to allow a level of knowledge that would be expected of a new employee in an organisation who has responsibility for areas of health and safety.</p>		
<p>Make It Stick Focus</p>			

Departmental Long Term Planning Grid



Department: DT	Subject: DT-Product Design	Key Stage: 5	Year: 12
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Forged metal tealight <ul style="list-style-type: none"> • Developing metal work techniques using hot metal. • Theory • Performance of metal and forming techniques, the use of specialist tools. Stereo amplifier design based on Art Deco radios- design and make task. <ul style="list-style-type: none"> • Theory • Processes and specialist marking out tools, digital technologies used for designing and making, factors influencing the development of products, scales of production. 	Jewellery design <ul style="list-style-type: none"> • Design and make a piece of jewellery casting pewter. To be accompanied with packaging. • Theory • Materials- properties and characteristics, specialist processes and tools. Anthropometrics and ergonomics. Wooden stool project <ul style="list-style-type: none"> • Manufacture a wooden stool using a combination of traditional and modern manufacturing techniques. • Theory • Woods, making processes and specialist tools, graphical communication techniques, jigs and fixtures. 	<ul style="list-style-type: none"> • Major project -coursework • Respond to a selected design brief set by the exam board- to be carried on into Year 13.
Make It Stick Focus	Classifying types of materials, quick fire questions. Past exam papers	Class presentations, crosswords, recap questions, past exam papers.	

Departmental Long Term Planning Grid



Department: DT	Subject: DT Product Design	Key Stage: 5	Year: 13
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Individual coursework. Theory <ul style="list-style-type: none"> • ICT in industrial and commercial practice. This unit looks at topics such as ISDN, video conferencing through to virtual modelling and rapid prototyping. Taught through the use of classroom discussions, worksheets, industrial examples. • Marketing and distribution, electronic point of sale, internet marketing. • Digital special effects including topics such as blue/green screen, computer generated images. • Biotechnology- polymers, branded examples • Systems and control linking in QRM, concurrent manufacturing, flexible manufacturing systems and computer integrated manufacture. Lean manufacturing and handling systems including robotics. • Assessed through set worksheets/questions, presentations and past exam papers. 	Individual coursework Theory <ul style="list-style-type: none"> • Design in context- the effect of technological change on society linking in planned obsolescence, computers in the development of products, smart materials. • Design movements and their influence on modern day design. • Form versus functions • Anthropometrics and ergonomics • Assessed through set worksheets/questions, presentations and past exam papers. 	<ul style="list-style-type: none"> • Sustainability , life cycle assessment, cleaner design and technology, minimising waste in production, renewable and non-renewable sources of energy. • Reducing the carbon footprint. • Assessed through set worksheets/questions, presentations and past exam papers. Revision
Make It Stick Focus	Quick fire questions, exam questions,.	Quick fire questions, reduce it!, presentations. Exam techniques, practice papers	Exam techniques, practice papers

St Thomas More Catholic School
Striving for Excellence
Departmental Long Term Planning Grid



Department: Drama	Subject: Drama	Key Stage: 5	Year: 12
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	<p>Component 1 - Drama and Theatre Students will delve practically and dramaturgically into a pair of contrasting plays where they will be expected to build individual interpretations in regards to the following:</p> <ul style="list-style-type: none"> ● practical demands of texts ● the choice and use of performance space ● patterns of stage movement ● stage positioning and configuration ● spatial relationships on stage ● performer and audience configuration ● character motivation and interaction ● performers' vocal and physical interpretation of character ● delivery of lines ● listening and response ● playing of sub-text ● development of pace, pitch and dramatic climax ● relationships between performers and audience ● design of sets, costume, makeup, lighting, sound and props ● design fundamentals such as scale, shape, colour, texture ● Performance of two extracts from one play 	<p>Component 3 - Making Theatre Methodology of a prescribed practitioner must be applied to Extract 3. Extract 3 is to be performed as a final assessed piece and students must produce a reflective report analysing and evaluating their theatrical interpretation of all three extracts.</p> <p>Practical skill mastery:</p> <ul style="list-style-type: none"> ● learn how to interpret characters or develop roles that contribute positively to the overall effect of the performance and are fully aligned with the dramatic aims of the group ● develop vocal skills and techniques including the appropriate use of vocal expression, regional or national accent, clarity of diction, pace, pitch, pause, projection, intonation, inflection and rhythm; verse-speaking ● develop physical skills and techniques including the appropriate use of movement, body language, posture, gesture, gait, agility, synchronisation, fluidity ● develop facial expression and techniques including for example eye contact, listening and response, expression of mood ● develop skills and techniques in ensemble playing showing awareness of spatial relationships; choral work ● develop understanding of the configuration of the performer/audience relationship ● develop interpretative skills and invention to communicate meaning ● adopt the latest safe working practices <p>In order to fulfil the criteria of this component it is essential that all students embrace the opportunities and challenges presented by their three extracts, specifically:</p> <ul style="list-style-type: none"> ● their theatrical interpretations for each key extract, including how this was informed by: <ul style="list-style-type: none"> ○ the genre and style of the play ○ the social, cultural and historical contexts of the play ○ the work and methodology of their selected prescribed practitioner, where appropriate ● how successful their theatrical interpretations are in fulfilling their aims and communicating intended meaning, during the workshopping of material. 	<p>Component 2 - Understanding Drama Students must develop their ability to:</p> <ul style="list-style-type: none"> ● develop their own ideas ● research relevant processes and practices of theatre making to inform their own practice ● apply what they have learnt from live theatre to their own work in practice ● collaborate with other theatre makers ● explore devising and rehearsal methods ● refine and amend work in progress. Students must also study for this component the work and methodology of one influential theatre practitioner chosen from the list of Prescribed practitioners. <p>Students must study the social, cultural and historical context in which their chosen practitioner is/was working as well as:</p> <ul style="list-style-type: none"> - theatrical purpose and practice - artistic intentions - innovative nature of their approach - working methods - theatrical style and use of conventions - collaboration with/influence on other practitioners
<p>Make It Stick Focus</p>	<p>Students will explore the theatrical processes and practices involved in interpreting and performing theatre. How conventions, forms and techniques are used in drama and live theatre to create meaning. How creative and artistic choices influence how meaning is communicated to an audience.</p>	<p>Students must learn how to create and develop original devised ideas to communicate meaning as part of the theatre making process and explicitly individualise the work to reflect their own ideas and opinions in relation to theatre.</p>	<p>Component 3 provides students with the opportunity to focus on the practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play.</p>

St Thomas More Catholic School
Striving for Excellence
Departmental Long Term Planning Grid



Department: Drama	Subject: Drama	Key Stage: 5	Year: 13
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	<p>Component 2 - Understanding Drama Students must develop their ability to:</p> <ul style="list-style-type: none"> ● develop their own ideas ● research relevant processes and practices of theatre making to inform their own practice ● apply what they have learnt from live theatre to their own work in practice ● collaborate with other theatre makers ● explore devising and rehearsal methods ● refine and amend work in progress. <p>Students must also study for this component the work and methodology of one influential theatre practitioner chosen from the list of Prescribed practitioners.</p> <p>Students must study the social, cultural and historical context in which their chosen practitioner is/was working as well as:</p> <ul style="list-style-type: none"> - theatrical purpose and practice - artistic intentions - innovative nature of their approach - working methods - theatrical style and use of conventions - collaboration with/influence on other practitioners 	<p>Component 3 - Making Theatre Methodology of a prescribed practitioner must be applied to Extract 3. Extract 3 is to be performed as a final assessed piece and students must produce a reflective report analysing and evaluating their theatrical interpretation of all three extracts.</p> <p>Practical skill mastery:</p> <ul style="list-style-type: none"> ● learn how to interpret characters or develop roles that contribute positively to the overall effect of the performance and are fully aligned with the dramatic aims of the group ● develop vocal skills and techniques including the appropriate use of vocal expression, regional or national accent, clarity of diction, pace, pitch, pause, projection, intonation, inflection and rhythm; verse-speaking ● develop physical skills and techniques including the appropriate use of movement, body language, posture, gesture, gait, agility, synchronisation, fluidity ● develop facial expression and techniques including for example eye contact, listening and response, expression of mood ● develop skills and techniques in ensemble playing showing awareness of spatial relationships; choral work ● develop understanding of the configuration of the performer/audience relationship ● develop interpretative skills and invention to communicate meaning ● adopt the latest safe working practices <p>In order to fulfill the criteria of this component it is essential that all students embrace the opportunities and challenges presented by their three extracts, specifically:</p> <ul style="list-style-type: none"> ● their theatrical interpretations for each key extract, including how this was informed by: <ul style="list-style-type: none"> ○ the genre and style of the play ○ the social, cultural and historical contexts of the play ○ the work and methodology of their selected prescribed practitioner, where appropriate ● how successful their theatrical interpretations are in fulfilling their aims and communicating intended meaning during the workshopping of material. 	<p>Component 1 - Drama and Theatre Students will be delve practically and dramaturgically into a pair of contrasting plays where they will be expected to build individual interpretations in regards to the following:</p> <ul style="list-style-type: none"> ● practical demands of texts ● the choice and use of performance space ● patterns of stage movement ● stage positioning and configuration ● spatial relationships on stage ● performer and audience configuration ● character motivation and interaction ● performers' vocal and physical interpretation of character ● delivery of lines ● listening and response ● playing of sub-text ● development of pace, pitch and dramatic climax ● relationships between performers and audience ● design of sets, costume, makeup, lighting, sound and props ● design fundamentals such as scale, shape, colour, texture ● Performance of two extracts from one play
<p>Make It Stick Focus</p>	<p>Component 3 provides students with the opportunity to focus on the practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play.</p>	<p>Students must learn how to create and develop original devised ideas to communicate meaning as part of the theatre making process and explicitly individualise the work to reflect their own ideas and opinions in relation to theatre.</p>	<p>Students will explore the theatrical processes and practices involved in interpreting and performing theatre. How conventions, forms and techniques are used in drama and live theatre to create meaning. How creative and artistic choices influence how meaning is communicated to an audience.</p>



Departmental Long Term Planning Grid

Department: English	Subject: English Literature	Key Stage: 5	Year: 12
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	<p>Introduction to Literature</p> <p>Poetry of Ted Hughes - students study a broad range of 20 Ted Hughes poems:</p> <ul style="list-style-type: none"> ● AO1 - introduction of key literary and poetic terminology ● AO2 - how the language, structure and form of the poems impact on meaning ● AO3 - context - poetic, autobiographical and impact on language ● AO5 - introduce a range of literary approaches and critics - students evaluate and use as part of their analysis of the poetry. <p>A Streetcar Named Desire and The Duchess of Malfi:</p> <ul style="list-style-type: none"> ● AO1 - introduction of key literary and dramatic terminology ● AO2 - how the language, structure and form of the plays creates meaning. ● AO3 - the social, historical, and dramatic contexts of the plays and how this adds to the meaning. ● AO4 - strong focus - 20 marks - students focus on creating illuminating and perceptive links between the plays. ● Students apply a range of literary approaches and critics to the texts. 	<p>Poetry of Sylvia Plath</p> <ul style="list-style-type: none"> ● AO1 - introduction of key literary and poetic terminology ● AO2 - how the language, structure and form of the poems impact on meaning ● AO3 - context - poetic, autobiographical and impact on language ● AO5 - introduce a range of literary approaches and critics - students evaluate and use as part of their analysis of the poetry. ● Introduce AO4 - comparison of poems - comparison MUST be across Plath and Hughes poems - students focus on making perceptive and illuminating links. <p>NEA - students study The Great Gatsby and select a post-2000 text of their own (nominations subject to exam board approval) to compare with. Students are encouraged to do their own research and reading and to come up with a title that reflects their own area of interest in The Great Gatsby and that allows all AOs to be sufficiently achieved.</p>	<p>Poetry comparison</p> <p>Focus on preparation for EOY 12 exam - student prepare and write a range of Plath and Hughes comparison essays.</p> <p>Duchess and Streetcar exam preparation - focus on EOY 12 exam - students prepare and write a range of Streetcar and Malfi essays.</p>
Make It Stick Focus	AO1 literary terminology Streetcar and Malfi quotations	Exam technique - using all AOs and integrating them effectively is a key skill that students will be focusing on using. AO5 critics	AO1 literary terminology and AO2 quotations

Departmental Long Term Planning Grid



Department: English	Subject: English Literature	Key Stage: 5	Year: 13
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p><u>The Tempest</u></p> <p>Part a) AO2 study and analysis of a range of short extracts from the play.</p> <p>Part b) Students prepare for a broader essay question about the play. Strong focus is on AO3 (context) as 20 marks comes from this AO and a key skill that students must learn is how to lead an essay with AO1 and AO2 yet allow for the majority of the marks to come from AO3</p> <p><u>Poetry of John Donne</u></p> <p>Students study a wide range of John Donne poems to allow them to answer a section a question on a poem regardless of whether they know it or not.</p> <p>Section A) Students analyse a wide range of poems for AO2</p> <p>Section B) Students prepare to write a response to a question on Donne’s poetry using AO1, AO2, AO3 and AO5.</p>	<p>Unseen Prose</p> <p>Students prepare for a question that will ask them to analyse an extract of unseen prose written between 1880 and 1910 as well as applying a critical and contextual extract to their analysis.</p> <p>Students will have to have a good general understanding of the social, political, economic and literary context of the period and will conduct their own directed research into this time period accordingly.</p> <p>Students will analyse a wide range of extracts from the period - both British and American with a strong focus on AO2.</p> <p>Unseen Poetry</p> <p>Students prepare for a question that will ask them to analyse a poem that they have never seen before. Students will prepare by reading and exploring a wide range of poems so that they have a solid AO2 understanding of a wide range of poetic forms and structures and techniques</p>	<p>Focused revision</p>
<p>Make It Stick Focus</p>	<p>Tempest contextual information and quotations.</p> <p>Regular tests on Malfi and Streetcar quotations and critical quotations</p>	<p>Tempest quotations and critical quotations</p> <p>Tempest contextual information</p>	



Departmental Long Term Planning Grid

Department: English	Subject: English Language	Key Stage: 5	Year: 12
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>Introduce the key terminology and concepts to prepare students for the course.</p> <p>Paper 1 Section A</p> <ul style="list-style-type: none"> • Linguistic frameworks • Representation • Comparison - mode <p>Frameworks:</p> <ul style="list-style-type: none"> • Graphology • Lexis • Grammar • Phonology • Pragmatics • Discourse <p>Representation:</p> <ul style="list-style-type: none"> • How texts use language to represent people/organisations. • Power - Fairclough/Positional/personal/political • Positioning of the audience/reader <p>Multi-modal texts</p> <ul style="list-style-type: none"> • Analysis of the construction and make up of multi-modal texts <p>Comparison of texts</p> <ul style="list-style-type: none"> • Introduce Hudson's modes. 	<p><u>Introduce Language Varieties:</u></p> <ul style="list-style-type: none"> • Regional Varieties of English • International Varieties of English • Language and Occupation • Language and Social Group • Language and gender <p>Students study a range of texts and data relating to all of these topics as well as introducing key language variety theorists - Lakoff/Tannen/Milroy/Trudgill/Labov. Students conduct research into a wider range of theorists.</p> <p><u>NEA - creative writing</u></p> <p>Students study a range of texts and choose one as a style model to base a piece of original writing on. Students complete a 1500 piece of coursework in which they do their own piece of original writing and write a commentary on the writing that they have done. The writing fits into one of the three categories:</p> <ul style="list-style-type: none"> • Power of persuasion • Power of storytelling • Power of information 	<p><u>Continue Language Varieties:</u></p> <ul style="list-style-type: none"> • Regional Varieties of English • International Varieties of English • Language and Occupation • Language and Social Group • Language and gender <p>Students study a range of texts and data relating to all of these topics as well as introducing key language variety theorists - Lakoff/Tannen/Milroy/Trudgill/Labov. Students conduct research into a wider range of theorists.</p> <p>Introduce NEA - Language Investigation</p> <p>Students collect data to complete their own language investigation of 2,500 words based on an area of their own interest comprising of:</p> <ul style="list-style-type: none"> • Introduction • Methodology • Analysis • Conclusion • Evaluation • Bibliography <p>Revision for EOY 12 examinations</p>
Make It Stick Focus	AO1 terminology	Continue to focus on AO1 terminology with particular focus on grammar. AO2 theorists	

Departmental Long Term Planning Grid



Department: English	Subject: English Language	Key Stage: 5	Year: 13
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p><u>Child Language Acquisition:</u></p> <p>Students study how children learn to read and write and are prepared to answer a question in which they have to analyse the following types of data:</p> <ul style="list-style-type: none"> • Spoken data • Written data • Multimodal data <p>Students are also introduced to key child language acquisition theorists:</p> <ul style="list-style-type: none"> • Skinner • Chomsky • Vygotsky • Piaget <p>Students focus on evaluating these theories in the light of the data that they are studying.</p> <p><u>Language Change</u></p> <p>Students study how language has changed in Britain from 1600 onwards looking at a wide range of aspects of change:</p> <ul style="list-style-type: none"> • Lexical change • Semantic change • Orthography • Grammatical change • Standardisation • Spread and causes of change. 	<p><u>Paper 2 Section B</u></p> <p>Analysis of attitudes of writers towards diversity and change - students study a wide range of non-fiction texts and articles about language diversity and change and analyse them for how the language used in the texts helps to convey the attitude of the writers. Students study articles on:</p> <ul style="list-style-type: none"> • Occupation • Social group • Gender • Regional varieties of English • International varieties of English • Language Change <p>Students study stylistic features of a range of texts - newspaper articles/blogs/radio scripts and create their own versions of these texts in response to the articles that they have read (AO2 and AO5)</p>	<p><u>Structured Revision</u></p> <p><u>Paper 1</u></p> <ul style="list-style-type: none"> • AO1 and AO3 analysis of texts • AO4 comparison of texts <p><u>Language Acquisition</u></p> <ul style="list-style-type: none"> • AO1 construction of essays and analysis of data • AO2 theories <p><u>Language Varieties and Change</u></p> <ul style="list-style-type: none"> • AO1 terminology • AO2 theories • AO5 original writing
<p>Make It Stick Focus</p>	<p>AO1 terminology - focus on paper 1 style texts and associated terminology</p> <p>Change and Acquisition theorists</p>	<p>Continue to focus on AO1 terminology with particular focus on grammar.</p> <p>AO2 theorists</p>	

St Thomas More Catholic School
Striving for Excellence
Departmental Long Term Planning Grid



Department: MFL	Subject: French	Key Stage: 5	Year: 12
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	<p>Theme objectives</p> <ul style="list-style-type: none"> · The changing family structure in France · The family structure in France · The institution of marriage · Relationships within the family unit · Education in France · How the education system is structured · Issues French students might have · Higher education in France · Ways of adapting to working life <p>Grammar</p> <ul style="list-style-type: none"> · Revision of the present tense of regular and common irregular verbs · Future and near future tenses · Interrogatives · Definite and indefinite articles · Regular and irregular perfect tense · Position and agreement of adjectives · Pronouns, including direct and indirect <p>Skills/strategies:</p> <ul style="list-style-type: none"> · Listening/reading/speaking and writing developed within each subtopic · Summarise information and extract key points from listening passages · Research and find useful material on line · Use dictionaries(bilingual and online) · Use techniques to better understand written French · Learn techniques to memorise vocabulary · Acquire techniques to translate from French to English · Acquire techniques to answer questions in French 	<p>Theme objectives</p> <ul style="list-style-type: none"> · The world of work in France · Work-life balance and attitudes towards work in France · Reasons why people strike, their rights and trade union intervention · Gender discrimination in the workplace · Music in France and French speaking countries · The popular music genre, la chanson française and Haïtian music <p>Literary text -Les mains sales de Jean-Paul Sartre</p> <ul style="list-style-type: none"> · Study characters · Themes · Style and structure · Cultural and historical background · The author and his aims and philosophy <p>Grammar:</p> <ul style="list-style-type: none"> Recognising and using comparative and superlative adjectives · Recognising and using the perfect and imperfect tenses · Using the passive voice and on · Reflexive verbs · Recognising and understanding the past historic of regular and common irregular verbs <p>Skills:</p> <ul style="list-style-type: none"> ·Listening/reading/speaking and writing developed within each subtopic · Learn how to summarise information · Extending vocabulary through word families and the use of synonyms · Improving reading techniques · Improving listening techniques · Translate from English into French · Essay writing in French 	<p>Theme objectives</p> <ul style="list-style-type: none"> · The media in France · Freedom of speech in Francophone countries · Print and online media in francophone countries · The effect of the media on politics and society in francophone countries · French festivals and traditions · Celebrations in francophone countries · French and francophone festivals · Customs and traditions in France · Research for independent research project <p>Grammar:</p> <ul style="list-style-type: none"> ·Present and past participles ·Using the negative form ·Using the imperative · Using ‘when’ followed by the future or conditional · Using the present subjunctive <p>Skills:</p> <ul style="list-style-type: none"> ·Listening/reading/speaking and writing developed within each subtopic ·Create more interesting sentences ·Acquire revision techniques · Learning and using more sophisticated language
<p>Make It Stick Focus</p>	<p>Consolidating current vocabulary as well as that of previous themes through various activities such as:</p> <ul style="list-style-type: none"> Speaking activities to start lesson Dictation Translations French to English and vice versa Weekly vocabulary tests Independent listening and reading work Regular grammar assessments Essay and exam question practice 		

St Thomas More Catholic School

Striving for Excellence

Departmental Long Term Planning Grid



Department: MFL	Subject: French	Key Stage: 5	Year: 13
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>Theme objectives</p> <ul style="list-style-type: none"> · Immigration in France · Origins of immigrants and their reasons for coming to France · The positive contribution of immigrants in France and how immigrants enrich French culture · The challenges and benefits of immigration and multiculturalism in France · Effects of immigration on local people · Issues surrounding multiculturalism in France · The German occupation of France in WW2 · Life for the French under the Vichy regime · The nature of anti-Semitism in France under the occupation · Life under the occupation and post-war reprisals · Marshal Pétain and life under the Vichy Regime · The National Revolution and the role propaganda played in it. <p>Literary text -Les mains sales de Jean-Paul Sartre</p> <ul style="list-style-type: none"> · Study characters and Themes · Cultural, social historical background · Essay practice <p>Grammar</p> <ul style="list-style-type: none"> · Using expressions of time- depuis and venir de · Constructing sentences with mixed tenses · Using direct and indirect speech · Demonstrative pronouns and adjectives · Possessive pronouns and adjectives · A wider range of uses of the subjunctive · Phrases with the infinitive · Avoiding use of adverbs · Recognizing the irregular form of the past historic <p>Skills/strategies:</p> <ul style="list-style-type: none"> · Listening/reading/speaking and writing developed within each subtopic · Expressing proportions in written or spoken French · Summarising a listening passage in French · Dealing with unknown language · Extracting and summarising information from a longer passage 	<p>Theme objectives</p> <ul style="list-style-type: none"> · The extreme right in France · The Front National including The rise of the FN, The aims of the party leaders, What the public think of the FN, and The impact of the policies of Vichy and the fate of Marshal Pétain · Resistance movements in France · The role Jean Moulin and women played in the French resistance · The Free French-who they were and how they supported General de Gaulle · Revisit themes 1 and 2 (year12) · What France is doing to care for the most vulnerable · Volunteers in the workplace and in charities · Studying abroad · The role of the internet in crime and crime prevention <p>Literary text -Les mains sales de Jean-Paul Sartre</p> <ul style="list-style-type: none"> · Themes, Style and structure, the author and his aims and philosophy · Essay practice <p>Grammar:</p> <ul style="list-style-type: none"> · Comparative and superlative adverbs · Passive with tenses other than the present · Indefinite adjective and pronouns · The perfect subjunctive · How to use dependent and perfect infinitives · Using different tenses with expressions of time. · Using prepositions, interrogative adjectives and pronouns · Using alternatives to the passive · Future and conditional perfect <p>Skills:</p> <ul style="list-style-type: none"> · Listening/reading/speaking and writing developed within each subtopic · Checking writing for an appropriate range of language and accuracy · Weighing up and drawing conclusions · Using a variety of complex grammatical structures · Recognizing and using similes and metaphors · Translating from English into authentic French 	<p>Revision and exam practice</p>

	<ul style="list-style-type: none"> · Researching an event or series of events · Translating from French to authentic English · Adapting register according to task · Acquiring techniques for holding audience attention while giving an oral presentation. 	<ul style="list-style-type: none"> · Responding to different styles of spoken language · Taking the lead in conversation 	
Make It Stick Focus	Consolidating current vocabulary as well as that of previous themes through various activities such as: <ul style="list-style-type: none"> <li style="width: 25%;">· Weekly vocabulary tests <li style="width: 25%;">· Independent listening and reading work <li style="width: 25%;">· Regular grammar assessments <li style="width: 25%;">· La Haine(film) <li style="width: 25%;">· Speaking activities to start lesson <li style="width: 25%;">· Essay and exam question practice <li style="width: 25%;">· Translations French to English and vice versa <li style="width: 25%;">· Dictation 		

St Thomas More Catholic School

Striving for Excellence

Departmental Long Term Planning Grid



Department: Geography	Subject: Geography	Key Stage: 5	Year: 12
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>Changing Places This section of our specification focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives. Study of the content must be embedded in two contrasting places, one to be local (Newcastle).</p> <p>A contrasting place (Detroit) is likely to be distant – it could be in the same country or a different country but it must show significant contrast in terms of economic development and/or population density and/or cultural background and/or systems of political and economic organisation.</p> <p>The place studies complement the requirement to embed the study of content in two contrasting places. Study of this section offers particular opportunities to exercise and develop qualitative (and quantitative) investigative techniques and practice-related observation, measurement and various mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork.</p> <p>Coasts This section of our specification focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their A-level Geography 7037. A-level exams June 2018 onwards. In common with water and carbon cycles, a systems approach to study is specified. Student engagement with subject content fosters an informed appreciation of the beauty and diversity of coasts and their importance as human habitats. The section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills,</p>	<p>Population and the Environment This section of our specification has been designed to explore the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment.</p> <p>Engaging with these themes at different scales fosters opportunities for students to contemplate the reciprocating relationships between the physical environment and human populations and the relationships between people in their local, national and international communities.</p> <p>Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.</p>	<p>Water Cycle This section of our specification focuses on the major stores of water at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography.</p>

	together with data manipulation and statistical skills, including those associated with and arising from fieldwork.		
Make It Stick Focus	KS4 Hazards Globalisation & Trade	Coastal Systems and Landscapes Changing Places	Population and the environment Changing Places

St Thomas More Catholic School

Striving for Excellence

Departmental Long Term Planning Grid



Department: Geography	Subject: Geography	Key Stage: 5	Year: 13
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>Carbon Cycle This section continues from before the summer break, which specifies a systems approach to the study of water and carbon cycles. The content invites students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations.</p> <p>The section offers the opportunity to exercise and develop geographical skills including observation, measurement and geospatial mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork.</p> <p>Fieldwork and write up Students will have 4 days of fieldwork preparation. They will then complete an individual investigation which must include data collected in the field.</p> <p>The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content. How it's assessed:</p> <ul style="list-style-type: none"> • 3,000–4,000 words • 60 marks • 20% of A-level • marked by teachers • moderated by AQA 	<p>Hazards This optional section of our specification focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy.</p> <p>Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.</p> <p>Global Governance This section of our specification focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them. Study of this section offers the opportunity to exercise and develop both qualitative and quantitative approaches to gathering, processing and interpreting relevant information and data including, those associated with and arising from fieldwork.</p>	<p>Revision and final Exam Practice This term will focus on themes and concepts throughout the whole course and the synoptic links between them. Time will be spent revising each of the topics, practicing key skills and developing exam technique.</p>
Make It Stick Focus	Coastal Systems and Landscapes Population and the Environment	Water and Carbon Cycles Changing Places	Global Governance Hazards



Departmental Long Term Planning Grid

Department: MFL	Subject: German	Key Stage: 5	Year: 12
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Social development in Germany (Language) <ul style="list-style-type: none"> • Nature and Environment • Education Grammar <ul style="list-style-type: none"> • nouns/genders/plurals • Articles • Present tense with regular / irregular / modal / separable / reflexive verbs • Cases • Personal pronouns • Prepositions 	Social development in Germany (Language) <ul style="list-style-type: none"> • The world of work Political and artistic culture in German speaking areas (Language) <ul style="list-style-type: none"> • Musik • Media Grammar <ul style="list-style-type: none"> • Word order • Conjunctions • Perfect tense with haben and sein • Future tense • Adjectives and adjectival ending • Imperfect tense • Pluperfect tense Good bye Lenin! (Film) <ul style="list-style-type: none"> • Historical background • Life in DDR • Watch the film • Character analysis - main and minor characters 	Political and artistic culture in German speaking areas (Language) <ul style="list-style-type: none"> • Media • Festivals and traditions Grammar <ul style="list-style-type: none"> • Interrogatives • Relative clauses / pronouns • Imperative • Future perfect • Passive voice • Um...zu / ohne...zu • Conditional • Subjunctive I and II Good bye Lenin! (Film) <ul style="list-style-type: none"> • Analysis of themes in the film • Cinematic devices • Essay practice Independent Research Project <ul style="list-style-type: none"> • Choosing and breaking down into subheadings the topic for research project.
Make It Stick Focus	Frequent grammar assessments of everything taught so far Weekly vocabulary tests	Frequent grammar assessments of everything taught so far Weekly vocabulary tests Translations into English and into target language	Frequent grammar assessments of everything taught so far Weekly vocabulary tests Essay practice Translations into English and into target language

Departmental Long Term Planning Grid



Department: MFL	Subject: German	Key Stage: 5	Year: 13
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>Immigration and the German multicultural society (Language)</p> <ul style="list-style-type: none"> • The positive effects of integration • The challenges of immigration and integration • The social reaction to immigration <p>Grammar</p> <ul style="list-style-type: none"> • Consolidation of year 12 grammar <p>Ich fuhl mich so fifty-fifty (Text)</p> <ul style="list-style-type: none"> • Historical background of text • Chapter analysis • Main and minor character analysis • Relevance of real life events • Relevance of title <p>Independent Research Project</p> <ul style="list-style-type: none"> • Ongoing independent research 	<p>The German Reunification (Language)</p> <ul style="list-style-type: none"> • East Germany before the reunification • Events before the reunification • Germany since the reunification <p>Revision of previous topics in more detail</p> <ul style="list-style-type: none"> • Life after school • Work and Pensions • Internet - friend or foe? <p>Grammar</p> <ul style="list-style-type: none"> • Consolidation of year 12 grammar <p>Ich fuhl mich so fifty-fifty (Text)</p> <ul style="list-style-type: none"> • Analysis of themes • Author's techniques • Essay practice <p>Good bye Lenin!</p> <ul style="list-style-type: none"> • Revision and essay practice <p>Independent Research Project</p> <ul style="list-style-type: none"> • Ongoing independent research 	<ul style="list-style-type: none"> • Revision of language topics • Essay practice for film / text • Speaking examination
<p>Make It Stick Focus</p>	<p>Grammar assessments Vocabulary tests, including vocabulary from year 12 Essay practice Translations into English and the target language Independent listening practice</p>	<p>Grammar assessments Vocabulary tests, including vocabulary from year 12 Essay practice Translations into English and the target language Independent listening practice</p>	

Departmental Long Term Planning Grid



Department: History	Subject: History	Key Stage: 5	Year: 12
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	Unit 1	Unit 2 & 4
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>British Period Study & Enquiry</p> <p>The early Stuarts and the Origins of the English Civil War & The execution of King Charles 1st and the Interregnum</p> <ul style="list-style-type: none"> • James I and Parliament • James I and religion • Charles I 1625-1640 • Charles I and the victory of parliament 1640-1646 <p>Enquiry Topics</p> <ul style="list-style-type: none"> • The Execution of Charles I and the Interregnum 1646-1660 • The failure to achieve a settlement 1646-49 • The Commonwealth and the Protectorate • The Restoration of Charles II 	<p>Non British Period of Study</p> <p>Democracy and Dictatorship in Germany 1919-63</p> <ul style="list-style-type: none"> • The establishment and development of the Weimar Republic: Jan 1919 - Jan 1933 • The establishment of the Nazi Dictatorship and its domestic policies: Feb 1933-1939 <p>Topic Based Essay</p> <ul style="list-style-type: none"> • Reading preparation for essay • Collating contrasting views of Historians • Source Log collating primary sources and secondary interpretations • Proposing and finalising essay question • First draft of essay
	<p>Programme of Study A Level History A, OCR</p> <p>Units 1,2,& 4</p> <p>Unit 1 - British Period Study & Enquiry (25%) 1 hour 30 min exam Period study - essay based questions Enquiry study - source based questions</p> <p>Unit 2 - Non British Period Study (15%) 1 hour exam 2 essay based questions</p> <p>Unit 4 - Topic based essay (20%)</p>	
Make it Stick Focus	<ul style="list-style-type: none"> • Knowledge tests • Frequent timed essays in class • Revisiting previous topics • Revision techniques 	<ul style="list-style-type: none"> • Knowledge tests • Frequent timed essays in class • Revisiting previous topics • Revision techniques

Departmental Long Term Planning Grid



Department: History	Subject: History	Key Stage: 5	Year: 13
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	Unit 3	Unit 2 & 4
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p><u>Thematic study and Historical Interpretations</u></p> <p>Rebellion and disorder under the Tudors 1485-1603 & Interpretations of Pilgrimage of Grace, Northern Earls Rebellion, Tyrone's Rebellion</p> <ul style="list-style-type: none"> • The main causes of rebellion and disorder • The frequency and nature of disturbances • The impact of disturbances on Tudor Governments • The maintenance of political stability <p>Depth studies</p> <ul style="list-style-type: none"> • The Pilgrimage of Grace • The Western Rebellion • Tyrone's Rebellion 	<p><u>Non British Period of Study</u></p> <p>Democracy and Dictatorship in Germany 1919-63</p> <ul style="list-style-type: none"> • The establishment of the Nazi Dictatorship and its domestic policies: Feb 1933-1939 • The impact of war and defeat on Germany: 1939-1949 • Divided Germany: The Federal Republic and the DDR 1949 - 1963 • Revision • Topic Based Essay <ul style="list-style-type: none"> ➢ Draft 2 & 3 of essay ➢ Final essay
	<p>A Level History A, OCR</p> <p>Completing the study of Units 2,3 & 4.</p> <p>Unit 2 - Non British Period Study (15%) 1 hour exam 2 essay based questions</p> <p>Unit 3 - Thematic Study and Historical Interpretations (40%) 2 Hours 30 min exam Thematic based essays Evaluation of Historical Interpretations</p> <p>Unit 4 - Topic based essay (20%)</p>	
Make it Stick Focus	<ul style="list-style-type: none"> • Knowledge tests • Frequent timed essays in class • Revisiting previous topics • Revision techniques 	<ul style="list-style-type: none"> • Knowledge tests • Frequent timed essays in class • Revisiting previous topics • Revision techniques

Departmental Long Term Planning Grid



Department: IT	Subject: CTec IT	Key Stage: 5	Year: 12
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> • Information Systems • Business Documents • Design Life Cycle • Problem Solving • Writing specifications • Digital image capture • Business Data Collection • Report writing • Presentation creation • Advanced Google Suite Skills • Designing websites • Asset creation 	<ul style="list-style-type: none"> • Spreadsheet design & development • Data Flow Diagrams • Installing software • Upgrading software • Game engine development • Asset creation • Web development • Testing products • Refining reports • Responding to feedback 	<ul style="list-style-type: none"> • Database development • Advanced asset creation • Advanced spreadsheet formulas & functions • Publishing sites to the web • Key research skills • Identification of suitable sources
Make it Stick Focus	<ul style="list-style-type: none"> • Web Design (From Y11) • Report writing skills - MIS across units 	<ul style="list-style-type: none"> • Web design software (from M1) • Utilizing business data (from M1) • Editing images 	<ul style="list-style-type: none"> • Data flow Diagrams (M2)

Departmental Long Term Planning Grid



Department: IT	Subject: CTec IT	Key Stage: 5	Year: 13
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> • Social Media Platforms • Designing Databases • Designing Spreadsheets • Interrogating computer systems • Storyboarding • Analysing multimedia products • Creating analysis tools • Drawing data dictionaries • Drawing entity relationship diagrams • Building a storyboard for a concept • Creating multimedia assets • Graphic Design 	<ul style="list-style-type: none"> • Manipulating data in databases • Advanced formulas - spreadsheets • Advanced functions - spreadsheets • Representation of data - spreadsheets • Advanced Hardware & Software • Creating a 2D animation • Coding multimedia products • Building Social Media Platforms • Multimedia <ul style="list-style-type: none"> ➢ Layering ➢ Hyperlinks ➢ Embedding media content • Animation <ul style="list-style-type: none"> ➢ Loops ➢ Tweening ➢ Rotoscoping • Spreadsheets <ul style="list-style-type: none"> ➢ Nested IF ➢ V & H Lookups ➢ Linked workbooks ➢ Charts/graphs ➢ Data validation • Databases <ul style="list-style-type: none"> ➢ Creating relationships, queries, reports 	<ul style="list-style-type: none"> • Publishing databases to users • Analysis of spreadsheet data • Testing • Publication of media products • Pitching business concepts
<p>Make it Stick Focus</p>	<ul style="list-style-type: none"> • Digital image editing (from Y12) • DFD (Y12) 	<ul style="list-style-type: none"> • Spreadsheet functions & formulas (Y12) 	<ul style="list-style-type: none"> • Publishing products to the web (Y12, Y13 M1)

Departmental Long Term Planning Grid



Department: Mathematics	Subject: Mathematics	Key Stage: 5	Year:12
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Focus on algebraic skills and developing problem solving skills Surds & Indices Quadratic Functions Equations & Inequalities Polynomials Trigonometry Binomial Expansion Co-ordinate Geometry Vectors Graphs & Transformations Collecting Data Kinematics	Using algebra to prove statements and modelling real-life scenarios discussing limitations Processing & Interpreting Data Probability Forces Differentiation Integration	Exponentials & Algorithms Binomial Distribution Hypothesis Testing Variable Acceleration
Make it Stick Focus	Regular Unit Tests / Exam Questions by Topic	Exam Papers of Autumn Term Content	Exam Papers of All Content

Departmental Long Term Planning Grid



Department: Mathematics	Subject: Mathematics	Key Stage: 5	Year:13
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Exponentials & Natural Logarithms Complex differentiation (product, chain, implicit) Complex Integration (parts, substitution, trigonometric functions) Functions Poisson / Normal Distribution Kinematics Forces	Parametric Equations Volumes of Revolution Trigonometry Differential Equations Binomial Expansion Hypothesis Testing Bivariate Data Projectiles Resolving Forces Vectors	Revision
Make it Stick Focus	Regular Unit Tests / Exam Questions by Topic	Exam Papers of Autumn Term Content	Exam Papers of All Content

St Thomas More Catholic School

Striving for Excellence

Departmental Long Term Planning Grid



Department: Mathematics	Subject: Further Mathematics	Key Stage: 5	Year: 12
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none">• Topics studied• Key skills taught / developed / assessed	All of Y12 and Y13 Mathematics		
Make It Stick Focus	Regular Unit Tests / Exam Questions by Topic	Exam Papers of Autumn Term Content	Exam Papers of All Content

Departmental Long Term Planning Grid



Department: Mathematics	Subject: Further Mathematics	Key Stage: 5	Year: 13
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Matrices Complex Numbers Polynomials Properties Proof by Induction Poisson / Normal Distribution Hypothesis Testing Bivariate Data Friction Moments	Integration Matrices (further) Complex Numbers (further) Polar Graphs Continuous Random Variables Combining Distributions Non-Parametric Tests T-test Frameworks Centres of Mass Impulses and Momentum	Revision
Make It Stick Focus	Regular Unit Tests / Exam Questions by Topic	Exam Papers of Autumn Term Content	Exam Papers of All Content

St Thomas More Catholic School
Striving for Excellence
Departmental Long Term Planning Grid



Department: Music	Subject: Music	Key Stage: 5	Year: 12
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	<p><u>Appraising</u> Vocal Music</p> <ul style="list-style-type: none"> ● J.S. Bach, <i>Cantata, Ein feste Burg, BWV 80: Movements 1, 2 and 8</i> ● Mozart, <i>The Magic Flute: Act 1 Nos. 4 and 5</i> <p><i>Suggested Wider Listening on Baroque and Classical Choral Music:</i> Handel Messiah - Surely he hath borne, And with his stripes, Hallelujah, Worthy is the Lamb, Amen, The Trumpet Shall Sound Schubert, Selection of Lieder: Erbkönig, An die Musik, Die Forelle, Der Leiermann (Winterreise, no. 24) Cover the full chronological period of 1600s - 1900s. Using the relationship between the words and music, musical contexts and make critical judgements and decisions.</p> <p><u>Instrumental Music</u></p> <ul style="list-style-type: none"> ● Vivaldi, Concerto in D minor, Op. 3 No. 11 ● Clara Wieck-Schumann, Piano Trio in G minor, Op. 17: movement 1 <p><i>Suggested Wider Listening on Baroque and Classical Instrumental Music:</i> Haydn Symphony no.6 - movements 1 and 4 Bach Instrumental Suites Beethoven String Quartet in C op. 59 movements 3 & 4 Beethoven op. 133 Grosse Fugue</p> <p><u>Compositional Techniques: Bach Chorale</u> Adding ATB parts to a given soprano line (2 chorales) Harmonic vocabulary: triads in root position, first inversion, tonic triad in second inversion, 7th chords and inversions Voice leading, Passing notes and suspensions Modulation to closely related keys: abrupt/pivot/passing modulation Advanced harmonic vocabulary - diminished 7th chords, 3rd inversion chords Harmonising chorales in a minor key</p>	<p><u>Appraising</u> Music for Film</p> <ul style="list-style-type: none"> ● Danny Elfman, Batman Returns: Main theme (Birth of a Penguin Part II), Birth of a Penguin Part I, Rise and fall from grace, and Batman vs the Circus ● Rachel Portman, The Duchess: The Duchess and End titles, Mistake of your life, Six years later, and Never see your children again <p><i>Suggested Wider Listening:</i> Max Steiner King Kong Ennio Morricone - Once Upon a Time in the West John Williams - Schindler's List</p> <p><u>Popular Music and Jazz</u></p> <ul style="list-style-type: none"> ● Courtney Pine, Back in the Day: Inner state (of mind), Lady Day and (John Coltrane), and Love and affection ● Kate Bush, Hounds of Love: Cloud busting, And dream of sheep, and Under ice <p>Theory - extended chords and jazz progressions, jazz structures <i>Suggested Wider Listening:</i> Charles Mingus - Blues and Roots Carole King -Tapestry Bix Beiderbecke - Jazz Me Blues</p> <p><u>Free Composition</u> <u>Conventions of the Classical Period</u></p> <ul style="list-style-type: none"> ● Classical piano writing ● Sonata form ● String Quartet ● Minuet and Trio <p><u>Romanticism</u></p> <ul style="list-style-type: none"> ● Composing for voice - Song Cycles/Lieder ● Romantic miniatures for piano and solo instrument 	<p><u>Appraising</u> Fusions</p> <ul style="list-style-type: none"> ● Debussy, Estampes: Nos. 1 and 2 (Pagodes and La soirée dans Grenade) ● Familia Valera Miranda, Caña Quema: Alla vá candela and Se quema la chumbambà <p><i>Suggested Wider Listening</i> Afro Celt Sound System - Vol. 2 Released: Eireann and Riding the Waves Villa Lobos - Bachiana Brasileiras No. 2 and No. 5 Robert Glasper Experiment, Black Radio: Afro Blue</p> <p><u>New Directions</u></p> <ul style="list-style-type: none"> ● Cage, Three Dances for two prepared pianos: No. 1 ● Kaija Saariaho, Petals for Violoncello and Live Electronics <p><i>Suggested Wider Listening</i> Stockhausen - Gesang der Jünglinge Pierre Boulez - Structures: 1a Peter Maxwell Davies - Eight Songs for a Mad King: no's 6-8 Pupils to be assessed in the Summer Term with a mock exam paper based on the set works studied in Year 12 and comparison with other wider listening.</p> <p><u>Free Composition</u> Pupils to begin free composition in a style of their own choice.</p> <p>Lessons to consist of individual composition time with one to one tutorials with teacher.</p>
Make it Stick Focus	<p><u>Appraising</u> - previous set works covered <u>Composition</u> Pupils to compose 1 Chorale per 2 week period to embed skills.</p>	<p><u>Appraising</u> - previous set works covered <u>Composition</u> Pupils to compose 1 Chorale per 2 week period to embed skills.</p>	<p><u>Appraising</u> - previous set works covered <u>Composing</u> Module 3 assessment to comprise of 2 chorales to be completed in 6 hours under controlled conditions.</p>

Departmental Long Term Planning Grid



Department: Music	Subject: Music	Key Stage: 5	Year:13
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>Appraising Vocal Music</p> <ul style="list-style-type: none"> • Vaughan Williams, On Wenlock Edge Nos. 1, 3 and 5 (On Wenlock Edge, Is My Team Ploughing? And Bredon Hill) <p><i>Suggested Wider Listening:</i> Fanny Mendelssohn, Ihr Tone schwingt euch fröhlich (Lied zum Geburtstag des Vaters) Ethel Smyth, Mass in D: Gloria Verdi, Rigoletto: Act III, Nos. 11 and 12 Wagner, Die Walküre: Siegmund and Sieglinde (Wie dir die Stirn to Wälsungen-Blut! And orchestral postlude) Verdi: Rigoletto: Act III, Nos. 11 and 12</p> <p>Instrumental Music</p> <ul style="list-style-type: none"> • Berlioz, Symphonie Fantastique: Movement I <p><i>Suggested Wider Listening on Baroque and Classical Instrumental Music:</i> Cecile Chaminade - Concertino for flute and orchestra: op. 107 Liszt - Les Preludes</p> <p>Music for Film</p> <ul style="list-style-type: none"> • Bernard Herrmann, Psycho: Prelude, The City, Marion, The Murder (Shower Scene), The Toys, The Cellar, Discovery, Finale <p><i>Suggested Wider Listening:</i> Debbie Wiseman - Wilde Hans Zimmer and Lisa Gerrard - Gladiator Toru Takemitsu - Black Rain</p> <p>Popular Music and Jazz</p> <ul style="list-style-type: none"> • The Beatles - Revolver - Eleanor Rigby, Here there and everywhere, I want to tell you, and Tomorrow never knows <p>Theory - extended chords and jazz progressions, jazz structures <i>Suggested Wider Listening:</i> Jay Z, Blueprint 3 Bjork, Vulnicura Michael Jackson, Thriller</p>	<p>Appraising Fusions</p> <ul style="list-style-type: none"> • Anoushka Shankar, Breathing Under Water: Burn, Breathing Under Water, Easy <p><i>Suggested Wider Listening</i> R. Rahman - Jai ho (You are my destiny) Gloria Estefan - Mi Tierra Sara Tavares - Xinti</p> <p>New Directions</p> <ul style="list-style-type: none"> • Stravinsky - The Rite of Spring, Introduction, The Augurs of Spring, and Ritual of Abduction <p><i>Suggested Wider Listening</i> Unsuk Chin - Alice in Wonderland: The Mad Tea Party Oliver Messiaen - Des Canyons aux étoiles - nos. 8 and 10 Tansy Davies - Re-greening for a large orchestra</p>	<p>Appraising Revision in preparation for exam.</p>
	<p>Free Composition - Throughout term pupils to work on their Free Choice Composition. Pupils can begin a new free choice (own choice or responding to brief</p>	<p>Free Composition - Final write up/corrections/recording of composition to be completed by end of January.</p>	<p>Compositional Techniques - Completion of 6 hours controlled time for Bach</p>

	set by exam board on 1st September) or continue work on previous piece from before Summer.	<p>Compositional Techniques- Revision of Bach Chorale Technique through a range of example exercises. Focus on <i>stylistic</i> aspects of chorales - emulating Bach's style as much as possible.</p> <p>Brief for Bach Chorales released on 1st April: 6 hours to complete under controlled conditions.</p>	Chorale.
Make it Stick Focus	<p>Appraising - previous set works covered</p> <p>Composition Revision of various compositional styles as necessary through style pupils are working in.</p>	<p>Appraising - previous set works covered</p> <p>Composition Revision of Bach Chorale techniques.</p>	Appraising

Departmental Long Term Planning Grid



Department: Music	Subject: Music Technology A Level	Key Stage: 5	Year: 13
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Unit 3: Coursework Portfolio Task 3b: Ongoing work on multi-track recording (begun before Summer holidays) To be completed by Christmas. Task 3a: Release of brief for Sequencing Task. Choice of brief from 2. Embedding of synthesis techniques, use of specific plugins (such as vocoder) specific to track sequenced.	Unit 3: Coursework Portfolio Task 3a: Ongoing work on Task 3a completion by end of January. Task 3c: Introduction to Task 3c - choice from free briefs. Development of compositional skills using music technology. Using more advanced features and editing to base composition around. Development of sampling techniques.	Unit 3: Coursework Portfolio Completion of Task 3c by May. Unit 3 logbook to be completed April - May.
	Unit 4: Analysing and Producing <ul style="list-style-type: none"> • History and development of the microphone • Development of multi-track recording • Live Sound and Studio Design • Mixing/Mastering • EQ/Filtering • Dynamic Processing • Analogue and Digital Audio 	Unit 4: Analysing and Producing <ul style="list-style-type: none"> • Reverb • Delay • Synthesisers and Synthesis • Samplers and Sampling Theory • Drum Machines • MIDI • Electric Pianos and Organs • Electric Guitars and Amplification • Modulation/Distortion 	Unit 4: Analysing and Producing <ul style="list-style-type: none"> • Revision of all topics for exam.
Make It Stick Focus	Essay questions set each fortnight on previous topics studied.	All topics covered in Autumn Term through essay questions set for homework each fortnight	All topics covered in preparation for exam.

Departmental Long Term Planning Grid



Department: PE	Subject: PE	Key Stage: 5	Year: 12
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>Anatomy & Physiology <i>Skeletal and muscular systems</i></p> <ul style="list-style-type: none"> - Joints, movements and muscles - Functional roles of muscles and types of contraction - Analysis of movement - Skeletal muscle contraction - Muscle contraction during exercise of differing intensities and during recovery <p><i>Cardiovascular and respiratory systems</i></p> <ul style="list-style-type: none"> - Cardiovascular system at rest - Cardiovascular system during exercise of differing intensities and during recovery - Respiratory system at rest - Respiratory system during exercise of differing intensities and during recovery <p>Exercise Physiology <i>Diet and nutrition and their effect on physical activity and performance</i></p> <ul style="list-style-type: none"> - Diet and nutrition - Ergogenic aids <p><i>Preparation and training methods in relation to improving and maintaining physical activity and performance</i></p> <ul style="list-style-type: none"> - Aerobic training - Strength training - Flexibility training - Periodisation of training - Impact of training on lifestyle diseases <p>Demonstrate, apply, analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>	<p>Skill Acquisition</p> <ul style="list-style-type: none"> - Classification of skills - Types and methods of practice - Transfer of skills - Principles and theories of learning movement skills - Stages of learning - Guidance - Feedback <p>Sport Psychology</p> <ul style="list-style-type: none"> - Personality - Attitudes - Motivation - Arousal - Anxiety - Aggression - Social facilitation - Groups and team dynamics in sport - Goal setting in sports performance <p>Demonstrate, apply, analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>	<p>Sport and Society Emergence and evolution of modern sport.</p> <p>How social and cultural factors shaped the characteristics of, and participation in, sports and pastimes in <i>pre-industrial</i> Britain:</p> <ul style="list-style-type: none"> social class gender law and order education/literacy availability of time availability of money type and availability of transport <p>How social and cultural factors shaped the characteristics of, and participation in, sport in <i>post 1850 industrial</i> Britain:</p> <ul style="list-style-type: none"> social class – amateurism and professionalism gender/changing status of women law and order education/literacy availability of time/changing work conditions availability of money transport notably the railways <p>Influence of public schools:</p> <ul style="list-style-type: none"> on the promotion and organisation of sports and games on the promotion of ethics through sports and games the ‘cult’ of athleticism – meaning, nature and impact on the spread and export of games and the games ethic <p>How social factors shaped the characteristics of, and participation in, sport in 20th century Britain:</p> <ul style="list-style-type: none"> Class – amateurism and professionalism gender/changing role and status of women law and order education

			<p>availability of time availability of money Transport</p> <p>How contemporary factors are shaping the characteristics of, and participation in, sport in the <i>21st century</i>: class – amateurism and professionalism gender/changing role and status of women law and order education availability of time availability of money transport</p> <p>Globalisation of sport – media coverage – freedom of movement for performers – greater exposure of people to sport.</p> <p>Global sporting events The modern Olympic Games Background and aims (1896) Political exploitation of the Olympic Games – Berlin 1936, Third Reich Ideology – Mexico City 1968 ‘Black Power’ demonstration – Munich 1972 Palestinian terrorism – Moscow 1980 boycott lead by USA – Los Angeles 1984 boycott by Soviet Union</p> <p>Hosting global sporting events Positive and negative impacts on the host country/city of hosting a global sporting event (such as the Olympic Games or FIFA World Cup) – sporting – social – economic – political.</p> <p>Non examined assessment. (Practical)</p> <p>The learner’s practical performance, knowledge and understanding are assessed in the NEA component, Performance in physical education. The Learner is assessed in the selection, application and performance of skills in an open environment (effective performance) in one activity together with the Evaluation and Analysis of Performance for Improvement (EAPI), through observation and synopsis of knowledge (oral response) in that activity.</p>
<p>Make It Stick Focus</p>	<ul style="list-style-type: none"> - Short answer exam questions. - Extended answer exam questions. - Revision sheets. - Low stakes testing. 	<ul style="list-style-type: none"> - Short answer exam questions. - Extended answer exam questions. - Revision sheets. - Low stakes testing. 	<ul style="list-style-type: none"> - Short answer exam questions. - Extended answer exam questions. - Revision sheets. - Low stakes testing.

Departmental Long Term Planning Grid



Department: PE	Subject: PE	Key Stage: 5	Year: 13
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>Anatomy & Physiology <i>Energy for exercise</i> - Adenosine Triphosphate (ATP) and energy transfer - Energy systems and ATP resynthesis - ATP resynthesis during exercise of differing intensities and durations - The recovery process</p> <p><i>Environmental effects on body systems</i> - Exercise at altitude - Exercise in the heat</p> <p>Exercise Physiology <i>Injury prevention and the rehabilitation of injury</i> - Acute and chronic injuries - Injury prevention - Responding to injuries and medical conditions in a sporting context - Rehabilitation of injury</p> <p>Demonstrate, apply, analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>	<p>Skill Acquisition - Memory</p> <p>Sport Psychology - Attribution - Confidence and self-efficacy in sports performance - Leadership in sport - Stress management to optimise performance</p> <p>Demonstrate, apply, analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>	<p>Contemporary Issues in Physical Activity and Sport</p> <p><i>Ethics and deviance in sport</i> drugs and doping in sport legal supplements versus illegal drugs and doping reasons why elite performers use illegal drugs/doping consequences/implications to: – society – sport – performers strategies to stop the use of illegal drugs and doping •</p> <p><i>Violence in sport</i> causes in relation to players and spectators implications to: – society – sport – performers strategies to prevent violence in relation to players and spectators</p> <p><i>Gambling in sport</i> match fixing/bribery illegal sports betting.</p> <p><i>Commercialisation and media</i> factors leading to the commercialisation of contemporary physical activity and sport: growing public interest and spectatorship more media interest professionalism advertising Sponsorship</p> <p><i>Positive and negative impacts of the commercialisation of physical activity and sport on</i> society individual sports performers Spectators</p> <p><i>Coverage of sport by the media today and reasons for changes since the 1980s</i> television – terrestrial – free-to-air – satellite – subscription –</p>

			<p>pay-per-view radio – dedicated sports stations – local and national radio written press – newspapers – magazines internet positive and negative effects of the media on sport individual sports performers spectators relationship between sport and the media sport as a commodity links with advertising and sponsorship ('golden triangle').</p> <p><i>-Routes to sporting excellence in the UK</i> development routes from talent identification through to elite performance the role of school, clubs, universities in contributing to elite sporting success the role of UK Sport and National Institutes in developing sporting excellence/high performance sport strategies to address drop-out/failure rates from elite development programmes/at elite level.</p> <p><i>-Modern technology in Sport – its impact on Elite level sport, participation, fair outcomes and entertainment</i></p> <p>Elite performance: the extent to which modern technology has affected elite level sport including increased/improved: – access – facilities – equipment – monitoring of exercise – safety</p> <p>General participation: The extent to which modern technology has increased participation including increased/improved: – access – facilities – equipment – monitoring of exercise – safety The extent to which modern technology has limited or reduced participation including: – cost – the range of alternatives to physical activity and sport</p> <p>Fair outcomes: The extent to which modern technology has increased fair outcomes including: – better timing devices – increased accountability of officials – more accurate decision making – improved detection of foul play – improved detection of doping . The extent to which modern technology has limited or decreased fair outcomes including: – access to modern technology can be limited – performance enhancing drug testing technology cannot keep up with new drug development – pressure on officials due to the exposure and scrutiny of their decisions</p> <p>Entertainment: The extent to which modern technology has increased entertainment including: – action replays – multiple camera angles – slow motion technology – improved analysis – punditry The extent to which modern technology has reduced or limited entertainment including: – interruption and delay – reduced live attendances.</p>
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			<p>Non examined assessment. (Practical)</p> <p>The learner's practical performance, knowledge and understanding are assessed in the NEA component, Performance in physical education. The Learner is assessed in the selection, application and performance of skills in an open environment (effective performance) in one activity together with the Evaluation and Analysis of Performance for Improvement (EAPI), through observation and synopsis of knowledge (oral response) in that activity.</p>
Make It Stick Focus	<ul style="list-style-type: none"> - Short answer exam questions. - Extended answer exam questions. - Revision sheets. - Low stakes testing. 	<ul style="list-style-type: none"> - Short answer exam questions. - Extended answer exam questions. - Revision sheets. - Low stakes testing. 	<ul style="list-style-type: none"> - Short answer exam questions. - Extended answer exam questions. - Revision sheets. - Low stakes testing.

Departmental Long Term Planning Grid



Department: Psychology	Subject: Psychology	Key Stage: 5	Year: 12
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>NB: students will sit 3 papers at the end of Year 13 and will be taught all three throughout the two years. Some topics will be spread over more than one term.</p> <p>Skills will be developed over time and revisited at regular intervals.</p> <p>PAPER TWO: Biopsychology</p> <ul style="list-style-type: none"> • The divisions of the nervous system: central and peripheral (somatic and autonomic). • The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. • The function of the endocrine system: glands and hormones. • The fight or flight response including the role of adrenaline. • Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma. • Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations. • Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle. • Approaches in Psychology • Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. • The basic assumptions of the following approaches: • Learning approaches: the behaviourist approach, including 	<p>PAPER ONE: Social Psychology</p> <ul style="list-style-type: none"> • Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch. • Conformity to social roles as investigated by Zimbardo. • Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity, location and uniform, as investigated by Milgram. Dispositional explanation for obedience: the Authoritarian Personality. • Explanations of resistance to social influence, including social support and locus of control. • Minority influence including reference to consistency, commitment and flexibility. • The role of social influence processes in social change. • Psychopathology • Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. • The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). • The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding. • The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts. • The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy. 	<p>PAPER ONE: Developmental Psychology</p> <ul style="list-style-type: none"> • Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. • Animal studies of attachment: Lorenz and Harlow. • Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. • Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. • Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. • The influence of early attachment on childhood and adult relationships, including the role of an internal working model. <p>PAPER TWO: Research Methods</p> <ul style="list-style-type: none"> • Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. • Primary and secondary data, including meta-analysis. • Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations. • Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms. • Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. • Analysis and interpretation of correlation, including

classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research.

- The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience.
- The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.
- The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages.
- Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology.

Research Methods

- Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.
- Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.
- Self-report techniques. Questionnaires; interviews, structured and unstructured.
- Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.
- Content analysis.
- Case studies.

PAPER THREE

Issues and Debates in Psychology

- Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.
- Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.
- The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.
- Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.
- Idiographic and nomothetic approaches to psychological

PAPER TWO:

Research Methods

- Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.
- Primary and secondary data, including meta-analysis.
- Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations.
- Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms.
- Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.
- Analysis and interpretation of correlation, including correlation coefficients.
- Levels of measurement: nominal, ordinal and interval.
- Content analysis and coding. Thematic analysis.

PAPER THREE

Issues and Debates (see previous notes)

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. 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.
- Para social relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation.

Skills Developed:

- The use of data in Psychology
- Answering 16 markers
- AO2 (application to situations) stem questions

correlation coefficients.

- Levels of measurement: nominal, ordinal and interval.
- Content analysis and coding. Thematic analysis.

PAPER THREE:

- Relationships (see previous notes)

Skills Developed:

- Answering exam questions to time

	<p>investigation.</p> <ul style="list-style-type: none"> Ethical implications of research studies and theory, including reference to social sensitivity. <p>Skills Developed:</p> <ul style="list-style-type: none"> Academic tone Application of Scientific processes Essay planning in Psychology 		
Make It Stick Focus	<ul style="list-style-type: none"> Links to KS4 work in Maths and Biology Knowledge tests Essays plans 	<ul style="list-style-type: none"> How does the work on I&D and approaches apply to the new units? Mini mocks 	<ul style="list-style-type: none"> How does the work on I&D and approaches apply to the new units? Mini mocks

Departmental Long Term Planning Grid



Department: Psychology	Subject: Psychology	Key Stage: 5	Year: 13
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>NB: students will sit 3 papers at the end of Year 13 and will be taught all three throughout the two years. Some topics will be spread over more than one term. Skills will be developed over time and revisited at regular intervals.</p> <p>PAPER ONE: Cognitive Psychology (Memory)</p> <ul style="list-style-type: none"> • The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. • Types of long-term memory: episodic, semantic, procedural. • The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. • Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. • Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. • Improving the accuracy of eyewitness testimony, including the use of the cognitive interview. <p>PAPER TWO: Research Methods (incl Stats)</p> <ul style="list-style-type: none"> • introduction to statistical testing; the sign test. • Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors. • Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test. • 	<p>PAPER TWO: Research Methods (incl Stats)</p> <p>PAPER THREE: Schizophrenia</p> <ul style="list-style-type: none"> • 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. • Biological explanations for schizophrenia: genetics, the dopamine hypothesis and neural correlates. • 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 	<ul style="list-style-type: none"> • Revision and Past Papers

	<p>PAPER THREE: Aggression</p> <ul style="list-style-type: none"> • Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene. • The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression. • Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation. • Institutional aggression in the context of prisons: dispositional and situational explanations. • Media influences on aggression, including the effects of computer games. The role of desensitisation, disinhibition and cognitive priming. 		
Make It Stick Focus	<p>NB: in Year 13 25% of lessons are dedicated to MIS to cover Year 1 content</p> <ul style="list-style-type: none"> • PAPER TWO 	<p>NB: in Year 13 25% of lessons are dedicated to MIS to cover Year 1 content</p> <ul style="list-style-type: none"> • PAPER ONE 	<p>NB: in Year 13 25% of lessons are dedicated to MIS to cover Year 1 content</p> <ul style="list-style-type: none"> • PAPER THREE

Departmental Long Term Planning Grid



Department: RE	Subject: RE	Key Stage: 5	Year:12
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> • Arguments for the existence of God • Challenges to religious belief • Religious figures and sacred texts • Ethical thought • Deontological ethics • Teleological ethics • Religious concepts and religious life 	<ul style="list-style-type: none"> • Religious figures and sacred texts • Religious concepts and religious life • Religious Experience • Teleological ethics • Religious practices that shape identity • Religious concepts and life 	<ul style="list-style-type: none"> • Challenges to religious belief • Ethical thought • Revision • Trial exams
	Key Skills <ul style="list-style-type: none"> • Develop their interest in a rigorous study of religion and belief and relate it to the wider world • Develop knowledge and understanding appropriate to a specialist study of religion • Develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies • Adopt an enquiring, critical and reflective approach to the study of religion • Reflect on and develop their own values, opinions and attitudes in the light of their study. • A level Religious Studies is designed to enable learners to develop their interest in, and enthusiasm for, a study of religion and its place in the wider world. • The WJEC Eduqas A Level specification contains three components which include a wide range of topics for consideration, including an in-depth and broad study of one of the six major world religions, philosophy of religion, religion and ethics. • Demonstrate knowledge and understanding of religion and belief, including: <ul style="list-style-type: none"> • Religious, philosophical and/or ethical thought and teaching influence of beliefs, teachings and practices on individuals, communities and societies • Cause and significance of similarities and differences in belief, teaching and practice • Approaches to the study of religion and belief. • Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study 		
Make it Stick Focus	<ul style="list-style-type: none"> • Knowledge tests • Frequent timed essays in class • Comprehension exercises • Revisiting previous topics • Revision techniques 	<ul style="list-style-type: none"> • Knowledge tests • Frequent timed essays in class • Comprehension exercises • Revisiting previous topics • Revision techniques 	<ul style="list-style-type: none"> • Knowledge tests • Frequent timed essays in class • Comprehension exercises • Revisiting previous topics • Revision techniques

Departmental Long Term Planning Grid



Department: RE	Subject: RE	Key Stage: 5	Year:13
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> • Challenges to religious belief • Religious experience • Ethical thought • Deontological ethics • Religious Experience • Religious figures and sacred texts • Significant social and historical developments in religious thought 	<ul style="list-style-type: none"> • Religious language • Religious practices that shape identity • Determinism and freewill • Significant social developments in religious thought 	<ul style="list-style-type: none"> • Revision • Timed essay practice
	Key Skills <ul style="list-style-type: none"> • Develop their interest in a rigorous study of religion and belief and relate it to the wider world • Develop knowledge and understanding appropriate to a specialist study of religion • Develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies • Adopt an enquiring, critical and reflective approach to the study of religion • Reflect on and develop their own values, opinions and attitudes in the light of their study. • A level Religious Studies is designed to enable learners to develop their interest in, and enthusiasm for, a study of religion and its place in the wider world. • The WJEC Eduqas A Level specification contains three components which include a wide range of topics for consideration, including an in-depth and broad study of one of the six major world religions, philosophy of religion, religion and ethics. • Demonstrate knowledge and understanding of religion and belief, including: <ul style="list-style-type: none"> • Religious, philosophical and/or ethical thought and teaching influence of beliefs, teachings and practices on individuals, communities and societies • Cause and significance of similarities and differences in belief, teaching and practice • Approaches to the study of religion and belief. • Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study 		
Make it Stick Focus	<ul style="list-style-type: none"> • Knowledge tests • Frequent timed essays in class • Comprehension exercises • Revisiting previous topics • Revision techniques 	<ul style="list-style-type: none"> • Knowledge tests • Frequent timed essays in class • Comprehension exercises • Revisiting previous topics • Revision techniques 	<ul style="list-style-type: none"> • Knowledge tests • Frequent timed essays in class • Comprehension exercises • Revisiting previous topics • Revision techniques

Departmental Long Term Planning Grid



Department: Science	Subject: Biology	Key Stage: 5	Year: 12
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>Teacher 1: Cells and Microscopy Water and its importance in plants and animals Proteins and Enzymes</p> <p>Teacher 2: The heart and monitoring heart function Transport systems in mammals Gas exchange in mammals and plants Transport systems in plants</p> <p>Ongoing Development of skills throughout the whole course:</p> <p>Practical Skills (tested in a written examination and as part of a practical endorsement) - Planning - independent thinking - Implementing - use and application of scientific methods and practices, use of apparatus and techniques - Analysis - Evaluation - Research and referencing</p> <p>Mathematical skills</p> <p>Examination skills</p>	<p>Teacher 1: Nucleic acids The developing cell: cell division and cell differentiation The developing individual: meiosis, growth and development</p> <p>Teacher 2: Pathogenic microorganisms The immune system Controlling communicable diseases The cellular basis of cancer and treatment</p> <p>Ongoing Development of skills throughout the whole course:</p> <p>Practical Skills (tested in a written examination and as part of a practical endorsement) - Planning - independent thinking - Implementing - use and application of scientific methods and practices, use of apparatus and techniques - Analysis - Evaluation - Research and referencing</p> <p>Mathematical skills</p> <p>Examination skills</p>	<p>Teacher 1: The development of species: evolution and classification</p> <p>Teacher 2: Respiratory diseases and treatment</p> <p>Revision End of year exams</p> <p>Ongoing Development of skills throughout the whole course:</p> <p>Practical Skills (tested in a written examination and as part of a practical endorsement) - Planning - independent thinking - Implementing - use and application of scientific methods and practices, use of apparatus and techniques - Analysis - Evaluation - Research and referencing</p> <p>Mathematical skills</p> <p>Examination skills</p>
Make It Stick Focus	Topics covered during this term	Water and its importance Proteins and enzymes Gas exchange in mammals and plants Transport systems in plants Pathogenic organisms	Nucleic acids The developing cell: cell division and differentiation The developing individual: meiosis, growth and development The immune system Controlling communicable disease

Striving for Excellence
Departmental Long Term Planning Grid



Department: Science	Subject: Biology	Key Stage: 5	Year: 13
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>Teacher 1: Fertility and assisted reproduction The effects of ageing on the reproductive system Plant reproduction Cellular respiration</p> <p>Teacher 2: Patterns of inheritance Population genetics and epigenetics Gene technologies The nervous systems</p> <p>Ongoing Development of skills throughout the whole course:</p> <p>Practical Skills (tested in a written examination and as part of a practical endorsement) - Planning - independent thinking - Implementing - use and application of scientific methods and practices, use of apparatus and techniques - Analysis - Evaluation - Research and referencing</p> <p>Mathematical skills Examination skills</p>	<p>Teacher 1: Metabolism and exercise Photosynthesis, food production and the management of the environment The impact of population increase</p> <p>Teacher 2: Identification and consequences of damage to the nervous system Monitoring visual function Effect of ageing on the nervous system Principles and importance of homeostasis The hormonal control of blood glucose and the management of diabetes Kidney functions and malfunctions</p> <p>Ongoing Development of skills throughout the whole course:</p> <p>Practical Skills (tested in a written examination and as part of a practical endorsement) - Planning - independent thinking - Implementing - use and application of scientific methods and practices, use of apparatus and techniques - Analysis - Evaluation - Research and referencing</p> <p>Mathematical skills Examination skills</p>	<p>Revision in preparation for external examinations</p> <p>Ongoing Development of skills throughout the whole course:</p> <p>Practical Skills (tested in a written examination and as part of a practical endorsement) - Planning - independent thinking - Implementing - use and application of scientific methods and practices, use of apparatus and techniques - Analysis - Evaluation - Research and referencing</p> <p>Mathematical skills Examination skills</p>
<p>Make It Stick Focus</p>	<ul style="list-style-type: none"> - Cells and microscopes - Water and its importance - Proteins and enzymes - The developing cell: cell division and cell differentiation - The developing individual: meiosis, growth and development - The development of a species: evolution and classification - The immune system - Cellular respiration - Fertility and assisted reproduction - The effects of ageing on the reproductive system 	<ul style="list-style-type: none"> - Plant reproduction - Patterns of inheritance - Population genetics and epigenetics - Gene technologies - The heart and monitoring heart function - Transport systems in mammals - Gas exchange in mammals and plants - Controlling communicable diseases - Cellular basis of cancer and treatment - Respiratory diseases and treatment 	<ul style="list-style-type: none"> - Whole course



Departmental Long Term Planning Grid

Department: Science	Subject: Chemistry	Key Stage: 5	Year: 12
	Autumn Term	Spring Term	Summer Term
	Specification: OCR Chemistry A		
Programme of Study <ul style="list-style-type: none"> • Topics studied 	Module 2: Foundations in chemistry <ul style="list-style-type: none"> • Atomic structure • Quantitative chemistry: formulae, equations, amount of substance and the mole • Reactions of acids • Oxidation number and redox reactions • Bonding and structure 	Module 3: Periodic table and energy <ul style="list-style-type: none"> • The periodic table • Reversible reactions and chemical equilibrium • Consideration of energy and yield in improving sustainability Module 4: Core organic chemistry <ul style="list-style-type: none"> • Nomenclature and formula representation, functional groups, organic reactions and isomerism • Aliphatic hydrocarbons 	Module 3: continued <ul style="list-style-type: none"> • Enthalpy changes and their determination • Rates of reactions Module 4: continued <ul style="list-style-type: none"> • Alcohols and haloalkanes • Organic practical skills and organic synthesis • Instrumental analytical techniques to provide evidence of structural features in molecules
<ul style="list-style-type: none"> • Key skills taught / developed / assessed 	Module 1 - Development of practical skills are embedded throughout all modules <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures • Apply of knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> ○ In a theoretical context ○ In a practical context ○ When handling qualitative data ○ When handling quantitative data • Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> ○ Make judgements and reach conclusions ○ Develop and refine practical design and procedures • Application of Level 2 or above mathematical skills to relevant chemistry 		
Make It Stick Focus	Frequent testing on prior knowledge Exam question practice e.g. multiple choice vs longer answers Development of synoptic skills		

Departmental Long Term Planning Grid



Department: Science	Subject: Chemistry	Key Stage: 5	Year: 13
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	Autumn Term	Spring Term	Summer Term
	Specification: OCR Chemistry A		
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Module 5: Physical chemistry and transition elements: <ul style="list-style-type: none"> • Rates of reactions • Equilibrium • Enthalpy and entropy Module 6: Organic chemistry and analysis <ul style="list-style-type: none"> • Chromatography and spectroscopy • Aromatic chemistry • Carbonyls and carboxylic acids 	Module 5: continued <ul style="list-style-type: none"> • Acids, bases and pH • Buffers and neutralisation • Redox and electrode potentials • Transition elements Module 6: continued <ul style="list-style-type: none"> • Amines , amino acids and proteins • Organic synthesis 	Exam preparation
	Module 1 - Development of practical skills are embedded throughout all modules <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures • Apply of knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> ○ In a theoretical context ○ In a practical context ○ When handling qualitative data ○ When handling quantitative data • Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> ○ Make judgements and reach conclusions ○ Develop and refine practical design and procedures • Application of Level 2 or above mathematical skills to relevant chemistry 		
Make It Stick Focus	Frequent testing on prior knowledge Exam question practice e.g. multiple choice vs longer answers Development of synoptic skills		

Departmental Long Term Planning Grid



Department: Science	Subject: Physics	Key Stage: 5	Year: 12
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	Autumn Term		Spring Term		Summer Term	
	Module 1		Module 2		Module 3	
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Teacher A 2.2.1 Measurement & U 3.1.1 Kinematics 3.1.2 Linear Motion 3.1.3 Projectile Motion 3.2.1 Dynamics 1.2 CORE PRACTICAL Terminal Velocity 3.2.2 Non uniform Acceleration 3.5.1 Newton's of Law 3.5.2 Collisions	Teacher B Introductory Maths Skills 2.3.1 Vectors 3.2.3 Equilibrium 3.2.4 Density & Pressure 3.3.1 Work & Cons Energy 3.3.2 KE & PE 3.3.3 Power 3.4.1 Springs 3.4.2 Mechanical Properties 2.1 Core Practical Young's Modulus	Teacher A 4.4.1 Wave Motion 5.3 CORE PRACTICAL Oscilloscope 4.4.2 EM Waves 5.1 CORE PRACTICAL Wavelength of light 4.4.3 Superposition 4.4.4 Stationary Waves 4.5.1 Photons 4.5.2 Photoelectric effect 6.1 CORE PRACTICAL Determine Planks constant 4.5.3 Wave particle duality	Teacher B 4.1.1 Charge 4.1.2 Mean Drift Velocity 4.2.1 Circuit Symbols 4.2.2 EMF PD 4.2.3 Resistance 4.2.4 Resisitivity 3.1 Core Practical Resistivity 4.2.5 Power 4.3.1 Series & Parallel 4.3.2 Internal Resistance 4.3.3 Potential Dividers 4.3 Core Practical Electrical Characteristics of Non Ohmic conductors	5.53 Cosmology – prep for CERN 12.2 Research Report Preparation for End of Year Examinations	6.41 & 6.42 Nuclear & Particle Physics, particle accelerators – preparation for CERN 12.2 Core Practical Research Project Preparation for End of Year Examinations
Make It Stick Focus	<ul style="list-style-type: none"> • Students are expected to be doing 6-7 hours work per week outside of the classroom. Part of this time will be completing directed homework tasks, in addition to this students are expected to be doing self directed study to consolidate or extend their work. Examples of self directed study would be, working through additional problems from the textbooks or exam papers (including those from other boards), going back to redo/improve difficult problems from previous class work or homework, making revision notes or resources e.g. flash cards, reading ahead or reading around the subject with suitably advanced books or articles. Files will be checked periodically and students will be expected to show evidence of their self directed study. • Short knowledge based make it stick homeworks and mini tests will be given roughly every 5 weeks 					

St Thomas More Catholic School

Striving for Excellence

Departmental Long Term Planning Grid



Department: Science	Subject: Physics	Key Stage: 5	Year: 13
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	Autumn Term		Spring Term		Summer Term	
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Teacher A 5.2.1 Kinematics of Circular Motion 5.2.2 Centripetal Force 5.4.1 Point & Spherical Masses 5.4.2 Newton's Law of Gravitation 5.4.3 Planetary Motion 5.4.4 Gravitational Potential Energy 5.5.1 Stars 5.5.2 Electromagnetic Radiation from Stars 5.5.3 Cosmology 12.2 Core Practical Research Report	Teacher B 5.1.1 Temperature 5.1.2 Solid, liquid & Gas 5.1.3 Thermal Properties of Materials 11.2 Core Practical Determining SHC 5.1.4 Ideal Gases 9.1 Estimating Absolute Zero from P&V 5.3.1 Simple Harmonic Oscillations 10.1 Core Practical Factors affecting SHM 5.3.2 Energy in SHM 5.3.3 Damppling	Teacher A 6.1.1 Capacitors 6.1.2 Energy in Capacitors 6.1.3 Charging & Discharging 9.1 Core Practical Charging & Discharging a Capacitor 6.2.1 Point & Spherical charges 6.2.2 Coulomb's Law 6.2.3 Uniform Electric Field 6.3.1 Magnetic fields 11.3 Core Practical Determine B 6.3.2 Motion of charged Particles 6.3.3 Electromagnetism	Teacher B 5.1.1 Temperature 5.1.2 Solid, liquid & Gas 5.1.3 Thermal Properties of Materials 11.2 Core Practical Determining SHC 5.1.4 Ideal Gases 9.1 Estimating Absolute Zero from P&V 5.3.1 Simple Harmonic Oscillations 10.1 Core Practical Factors affecting SHM 5.3.2 Energy in SHM 5.3.3 Damppling	Teacher A Preparations for terminal examinations.	Teacher B Preparations for terminal examinations.
Make It Stick Focus	<ul style="list-style-type: none"> • Students are expected to be doing 7-8 hours work per week outside of the classroom. Part of this time will be completing directed homework tasks, in addition to this students are expected to be doing self directed study to consolidate or extend their work. Examples of self directed study would be, working through additional problems from the textbooks or exam papers (including those from other boards), going back to redo/improve difficult problems from previous class work or homework, making revision notes or resources e.g. flash cards, reading ahead or reading around the subject with suitably advanced books or articles. Files will be checked periodically and students will be expected to show evidence of their self directed study. • Make It Stick Tests - students will be periodically given synoptic tests which will cover material studied from the beginning of year 12. Most of the tests are designed to be done and marked in a lesson. All tests will be on unseen material. The frequency of tests will be one per month in the first term stepping up to one per fortnight after Christmas and then one per week from March. 					