

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	All students know and understand	Still life: Experimental drawing. Materials, processes and techniques used to explore different mark making, to create experimental drawings which develop their chosen theme. Students will know how to work on a larger scale and take creative risks. Analysis of a range of artists to help with the development of ideas. Exploring a range of drawing techniques. Exploring a range of printmaking techniques. Compositional rules. Operations of a camera. Photo editing.	Still life - Realise intentions. Develop skills in a range of materials, techniques and process. Research artist to inform and develop ideas. Refine skills in selected media to produce a final piece that realises intentions.	Trip to London gallery – gathering relevant visual and written information for development of ideas. Personal Project: Researching a chosen theme using a variety of sources. Analysis of sources and ideas. Use of key vocabulary. Observational studies in a relevant media. Analysis of artists and sources to develop ideas. Independently experimenting with appropriate materials, techniques and processes. Reviewing and refining ideas and skills as they develop.	Personal Project: Researching a chosen theme using a variety of sources. Analysis of sources and ideas. Observational studies in a relevant media. Analysis of artists and sources to develop ideas. Independently experimenting with appropriate materials, techniques and processes. Reviewing and refining ideas and skills as they develop.	Personal Project: Individual tutorials – Articulating and discussing ideas.	Personal Project: Individual tutorials – Articulating and discussing ideas. 5 hour PPE Planning and preparing for an Art examination.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	All students know how to	To research a theme using a range of sources. To present work showing a visual and written contextual understanding of chosen theme. To draw on a large scale and explore experimental drawing techniques. To produce a series of relevant photographs showing an understanding of composition. To use editing software. To use appropriate mark making to create exciting and experimental drawings. To experiment with various drawing techniques. To use their drawing to explore final compositions and realise intentions. To produce a meaningful response that incorporates their theme clearly showing a refined and developed idea.	To analyse the work of various artists using key vocabulary. To produce a series of pieces showing indepth experimentation and refinement. To produce a painting using expressive brush marks and colours. Research and develop ideas independently. To realise intentions in a refined piece.	To produce a meaningful response that incorporates their theme clearly showing a refined and developed idea. To research a theme in depth showing an understanding of context, using appropriate written language. To reference sources appropriate in written work. To present initial ideas clearly to the class and review and refine ideas as a result of critique. To select and use relevant materials, techniques and processes to communicate and explore ideas. To independently review and refine ideas and skills as work develops.	To record observations relevant to intentions. To research artists and sources to develop ideas. To experiment with appropriate materials, techniques and processes. To evaluate and refine work as a result. To present work showing a clear development of ideas and skills.	To discuss the development of ideas. To independently research artists and various contextual references to develop ideas. To independently select appropriate materials, techniques and processes relevant to intentions. To review and refine ideas and skills. To present development of ideas and skills clearly in sketchbook showing a critical and contextual understanding.	To discuss the development of ideas. To independently research artists and various contextual references to develop ideas. To independently select appropriate materials, techniques and processes relevant to intentions. To review and refine ideas and skills. To present development of ideas and skills clearly in sketchbook showing a critical and contextual understanding. To realise intentions. To produce a refined outcome that concludes the Personal Project so far.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Biology	All students know and understand	How microscopes are used to view cells; the structure and functions of organelles in eukaryotic and prokaryotic cells. The structure and function of biological molecules; water, carbohydrates, lipids, protein and nucleic acids; the processes of DNA replication and protein synthesis.	How enzymes work and factors affecting the rate of enzyme activity; the cell cycle and the processes of mitosis and meiosis; stem cells. The structure and function of plasma membranes; diffusion, active transport and osmosis.	Transport in Animals - ventilation and gas exchange in mammals, fish and insects; blood, tissue fluid and lymph; and the structure of the heart. Transport in Plants - the processes of transpiration and translocation; plant adaptations to water availability.	Transport in Animals - ventilation and gas exchange in mammals, fish and insects; blood, tissue fluid and lymph; and the structure of the heart. Transport in Plants - the processes of transpiration and translocation; plant adaptations to water availability.	What biodiversity is; factors that affect biodiversity; maintaining biodiversity and sampling techniques. The principles of classification, what natural selection is and how it is the mechanism for evolution.	Communicable Diseases - animal and plant pathogens; transmission of disease; plant defences against pathogens; non-specific and specific immune system; preventing and treating disease. Ecology - fieldwork residential; succession, ecosystems, competition; conservation.
	All students know how to	Prepare a slide and use a microscope to observe cells and use graticules to measure length. Use molecular models to show the structure of biological molecules; carry out and interpret chemical tests; extract DNA.	Investigate the rate of an enzyme controlled reaction; prepare a cell and observe the stages of mitosis and meiosis. Investigate the effect of temperature of membrane permeability; investigate osmosis in a cell.	Dissection of bony fish, lung tissue and the mammalian heart (not compulsory); use a spirometer to collect data on ventilation; interpret ECG traces. Use a potometer to investigate transpiration; dissection of the stem.	Dissection of bony fish, lung tissue and the mammalian heart (not compulsory); use a spirometer to collect data on ventilation; interpret ECG traces. Use a potometer to investigate transpiration; dissection of the stem.	Calculate biodiversity; calculate genetic diversity; calculation of various statistical tests including standard deviation, spearman's rank and t-tests.	Calculate biodiversity; conduct different sampling techniques and use statistical tests.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Business *Please note that some Year 12 classes have different numbers of lessons with each teacher and therefore some groups may cover content in a different order.	All students know and understand	Draw and interpret supply and demand diagrams; Calculate price and income elasticity of demand; Interpret elasticities of demand; Calculate changes in total revenue given price elasticity values; Calculate contribution, break-even point and margin of safety; Calculate gross profit, operating profit and net profit; Calculate gross profit margin, operating profit margin and net profit margin; complete 10-mark exam style questions making use of the context provided.	The interpretation of supply and demand diagrams; The meaning and relevance of price and income elasticity of demand; The meaning and relevance of and changes to the design mix; Different types of promotion and branding; The benefits of strong branding and how businesses build a brand; The impact of social trends on branding and promotion. The importance of break-even and limitations of break-even analysis; The purpose of budgets and different types of budgets; The meaning of variance analysis and difficulties of budgeting; The importance of profit and the distinction between profit and cash; Ways to improve liquidity and the importance of cash.	A range of pricing strategies and how businesses choose an appropriate pricing strategy for a particular situation; The impact of social trends on pricing; Various distribution challenges and how they have changed to reflect social trends; The product life cycle including extension strategies; The Boston Matrix model; Marketing strategies appropriate for different types of market and how businesses develop loyalty; Staffing issues including: flexible workforce, dismissal and redundancy, individual and collective bargaining; The recruitment, selection and training process; Different types of training. Internal and external causes of business failure; The methods of production including job, batch, flow and cell; The concept of productivity; The concept of efficiency and factors which influence it; The relevance of capacity utilisation and ways to improve it.	A number of different organisational structures; The impact of various organisational structures on the business; Motivational theory and practice including Taylor, Mayo, Maslow and Herzberg; Financial and non-financial incentives to employees; The importance of leadership and different leadership styles; The role of an entrepreneur including setting up and expanding a business, intrapreneurship and anticipating risk and uncertainty; Entrepreneurial motives and characteristics. Various methods of stock control including Just in Time and lean production; Methods of quality management including Total Quality Management and Kaizen; External economic influences including inflation, exchange rates, interest rates, taxation and government spending and the business cycle.	A range of business objectives including survival, profit maximisation and customer satisfaction; The range of forms of business, from a sole trader to a public limited company; The meaning of opportunity cost and trade-offs; The difficulties of moving from an entrepreneur to a leader. All Theme 1 Business content. The impact of legislation on businesses; The importance of competition and market size to a business. All Theme 2 Business content.	The importance and development of corporate objectives; Theories of corporate strategy including Ansoff and Porter; Economic growth rates in the UK and emerging economies; The growing economic power of emerging economies; Indicators and implications of economic growth; The importance of imports, exports and international trade; The role of foreign direct investment; Factors contributing to increased globalisation.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Business *Please note that some Year 12 classes have different numbers of lessons with each teacher and therefore some groups may cover content in a different order.	All students know how to	Interpret a cash-flow forecast; Carry out cash-flow calculations; Calculate sales volume, sales revenue, fixed and variable costs; Complete 4-mark exam style questions making use of the context provided.	Draw and interpret supply and demand diagrams; Calculate price and income elasticity of demand; Interpret elasticities of demand; Calculate changes in total revenue given price elasticity values; Calculate contribution, break-even point and margin of safety; Calculate gross profit, operating profit and net profit; Calculate gross profit margin, operating profit margin and net profit margin; complete 10-mark exam style questions making use of the context provided.	Calculate the current ratio and acid test ratio; Interpret a profit and loss account; Calculate capacity utilisation; Complete 12-mark exam style questions making use of the context provided.	Interpret a stock control diagram; Complete 20-mark exam-style questions making use of the context provided.	Respond to the full range of exam questions in timed conditions.	Develop a SWOT analysis.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Chemistry	All students know and understand	Atomic structure, quantitative chemistry, amount of substance and the mole.	Concept of atomic orbitals and electron configurations linked to the periodic table.	The applications of energy use to everyday life and industrial processes, and current environmental concerns associated with sustainability.	Enthalpy changes, their uses and determination from experimental results including enthalpy cycles.	The various types of structures used routinely in organic chemistry, nomenclature, and the important concepts of homologous series, functional groups, isomerism and reaction mechanisms using curly arrows.	Alcohols and haloalkanes, and considers the importance of polarity and bond enthalpy to organic reactions.
	All students know how to	Use theories, models and ideas to develop scientific explanations	Use knowledge and understanding to pose scientific questions, define scientific problems, present scientific arguments and scientific ideas.	Use appropriate methodology, including information and communication technology (ICT), to answer scientific questions and solve scientific problems.	Carry out experimental and investigative activities, including appropriate risk management, in a range of contexts.	Analyse and interpret data to provide evidence, recognising correlations and causal relationships.	Evaluate methodology, evidence and data, and resolve conflicting evidence.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Drama	All students know and understand	The content of Component 1, section C as an introduction to A Level standard writing; Introduction to theatre skills and basic practitioner work of Grotowski, Berkoff, Artaud and Stanislavski (Direction, Performance, Design focuses).	Introduction to a Practitioners via practical workshops, focusing on Work, Significance, Context, Purpose, Methods and Influences; How to perform in the style of Kneehigh; How to address the criteria for an effective reflective report. The requirements of Component 3; How to explore and prepare Extract 1 for performance	Set text for section A (JERUSALEM by BUTTERWORTH) using Practical exploration, Discussion, Design and Written tasks	Set text for section A (JERUSALEM by JEZ BUTTERWORTH) using Practical exploration, Discussion, Design and Written tasks; Start set text for section B (OUR COUNTRY'S GOOD by TIMBERLAKE WERTENBAKER)	Set text for section B (OUR COUNTRY'S GOOD by WERTENBAKER) using Practical exploration, Discussion, Design and Written tasks; Preparation for component 3 (extract 2); Practitioner knowledge (tbc) via practical workshops; Preparation and study of the text used for Extract 2 in Component 3	Set text for section B (OUR COUNTRY'S GOOD by WERTENBAKER) using Practical exploration, Discussion, Design and Written tasks; Preparation for component 3 (extract 2); Practitioner knowledge (tbc) via practical workshops; Preparation and study of the text used for Extract 2 in Component 3
	All students know how to	Write a review to meet Component 1 criteria for section C of the written exam; Respond to drama and theatre; Learn how analysis of live theatre production can inform decision making in their practical work; Begin to develop the creativity and independence to become effective theatre makers; Experience the ways in which theatre makers collaborate to create theatre.	Create a piece of Drama in the style of Kneehigh for a workshop audience; Complete the first part of the reflective report; Create drama and theatre; Develop the creativity and independence to become effective theatre makers; Explore the relationship between theory and practice in a range of theatrical styles and periods and historical, social and cultural contexts; Experience the ways in which theatre makers collaborate to create theatre.	Deconstruct Set Text 1 ready for a written response; Create, perform and respond to drama and theatre; Develop the creativity and independence to become effective theatre makers; Explore the relationship between theory and practice in a range of theatrical styles and periods and historical, social and cultural contexts; Experience the ways in which theatre makers collaborate to create theatre.	Deconstruct Set Text 1 ready for a written response; Create, perform and respond to drama and theatre; Develop the creativity and independence to become effective theatre makers; Explore the relationship between theory and practice in a range of theatrical styles and periods and historical, social and cultural contexts; Experience the ways in which theatre makers collaborate to create theatre.	Deconstruct set text 2 ready for a written response; Create, perform and respond to drama and theatre; Develop the creativity and independence to become effective theatre makers; Explore the relationship between theory and practice in a range of theatrical styles and periods and historical, social and cultural contexts; Experience the ways in which theatre makers collaborate to create theatre.	Deconstruct set text 2 ready for a written response; Create, perform and respond to drama and theatre; Develop the creativity and independence to become effective theatre makers; Explore the relationship between theory and practice in a range of theatrical styles and periods and historical, social and cultural contexts; Experience the ways in which theatre makers collaborate to create theatre.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computer Science	All students know and understand	The key terminology in relation to computational thinking (abstraction, proceduralism, logical conditioning and concurrency); What a programmer needs to consider when creating a program; The GCSE programming constructs; Object-Orientation and GUI development; The key data types and structures used when programming; Boolean Operators and Binary numbers; What floating-point binary numbers are and why we use them; How ASCII and UNICODE are used to represent text and why UNICODE is more appropriate in the Digital Age.	The notation used for Boolean Logic; The appropriate use of each data structure; The components that make up the CPU and how they are used during the Fetch-Decode-Execute cycle; How the architecture has evolved since the Von Neumann Architecture; How parallel and co-processing are used to improve the performance of a computer system; What is required at A Level, in terms of programming constructs.	How there are different used for co-processors and how consumer and business might use them; How lossy and lossless compression works; The difference between symmetric and asymmetric encryption; How a Database is used to store persistent data and when it is appropriate to use one; How considering the parts of ACID (Atomicity, Consistency, Isolation, Durability) are used to improve the design and performance of a database; The rules that must be followed when computers communicate and the scenarios that each set of rules apply to; The hardware devices used when communicating on a network or the internet; How to create simple websites using HTML, JavaScript, CSS.	The different types of software used by a computer; The role of the Operating System, BIOS, drivers and virtual machines; What is meant by Open and Closed Source and why someone might choose to licence in each way; The different programming paradigms and how different programming languages interface with the hardware.	What makes a successful NEA project; How a large-scale programming project is planned; How to obtain high marks in the NEA component of the course.	The appropriate tools for planning a project and the stages a programmer goes through.
	All students know how to	Identify the components of a problem; Identify the components of a solution to a problem; Determine the order of the steps needed to solve a problem; Identify sub-procedures necessary to solve a problem; Create code that follows the object-oriented paradigm; Write code for a GUI; Convert Binary, Decimal and Hexadecimal numbers; Convert a floating-point binary number to a decimal number, and vice-versa.	Apply De Morgan's Law to a Boolean algebraic expression; Traverse a graph and a tree; Evaluate the performance of a Computer System using the units of measurement; Define the terms CISC and RISC, with an understanding of what they can be used for; Write programs using all of the GCSE and A Level programming constructs.	Evaluate whether the use of parallel processing and co-processing will impact the performance of processing a task, benefits and drawbacks; Evaluate the most appropriate storage device for a given scenario; Evaluate whether lossy or lossless compression is most appropriate for a given scenario; Evaluate whether symmetric or asymmetric encryption should be applied when setting up a network; Apply normalisation to a Database; from a flat file to third normal form; Define each of the layers of the TCP/IP protocol stack and why they are separated in that way; Evaluate the benefits and drawbacks of server-side and client-side processing in terms of webpages.	Define the functions of an operating system; Describe the stages of compilation; Explain the role of linkers and loaders; Evaluate the benefits and drawbacks of different project methodologies (ways of working).	Consider the project they wish to undertake and apply the NEA marking criteria to the project; Use the programming constructs that they have learned at A Level and consider how they are going to use a data structure in their project. (The data structure cannot be an array or a list)	Create a project proposal; Analyse what is currently on the market and consider how to improve upon the current offering; Set success criteria in relation to their project.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
DT	All students know and understand	Product development; Enterprise and marketing; Design communication; Design methods; Materials and components, metals, timbers, polymers; Joining methods	Design theory; Technological changes; Design process; Materials and components, papers and boards, composites; Smart and modern materials; Materials testing.	Health and safety including legislation; Design for maintenance; Responsible design; National standards; Scales of production; Quality assurance; Feasibility studies.	Protecting intellectual property; Public Interaction; Design and manufacture for maintenance.	Task analysis; Client interviewing and profile; Moodboard and designers/ movements; Immersion testing; Situation; Gannt charts.	Ergonomics and anthropometrics; Product analysis - primary & secondary; Any other relevant research (legislation etc); Brief; Specification; Initial ideas.
	All students know how to	Use various joining methods; Produce scrap souvenirs; Design ideas; Plan of making; Making skills mostly metal; Critique and evaluate; Use rendering techniques; Do pewter (sand) casting.	Complete a hardwood project; Develop ideas; Write a specification; Use wood skills in making; Visual appearance modelling; Laser interface modelling; Complete a mini chair project modelling with laser cutter.	Complete a schools project, finding a problem in the school; Develop a solution with an architectural model; Present to a member of SLG their findings and solutions.	Make the architectural model based on feedback; Evaluate and use iterative process to develop again.	Complete the following: Task analysis; Client interviewing and profile; Moodboard and designers/ movements; Immersion testing; Situation; Gannt charts.	Complete the following: Ergonomics and anthropometrics; Product analysis - primary & secondary; Any other relevant research (legislation etc); Brief; Specification; Initial ideas.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Economics	All students know and understand	The fundamental economic problem; The introductory economic concepts: positive and normative statements, opportunity cost, production possibility frontiers and rationality; The role of specialisation and the division of labour within markets and the functions of money; The distinction between and relative advantages of different economic systems; The concept of demand..The meaning of and how to use price, income and cross elasticities of demand. The concept of national income including injections into and withdrawals from the circular flow. The meaning and measurement of economic growth and how to compare growth across countries; The limitations of GDP as a measure of living standards and alternative measures such as happiness; The concept of inflation, including how CPI is calculated and its limitations; How to measure unemployment and its causes; The effects of unemployment on a range of stakeholders.	The concept of supply and price elasticity of supply. How the interaction of supply and demand determines prices. The functions of the price mechanism. The meaning and relevance of consumer and producer surplus. The impact of taxes and subsidies on consumers and producers. The current account of the balance of payments. The meaning and components of aggregate demand. The meaning and characteristics of aggregate supply.	The different types of market failure: externalities, under-provision of public goods and information gaps. Examples of markets where failures may occur e.g. housing and commodities. The difference between short and long-run aggregate supply curves. Equilibrium levels of national output. The importance of the multiplier and various marginal propensities.	Forms of government intervention including indirect taxation, subsidies and maximum/minimum prices. How the government intervenes in markets using trade pollution permits, state provision of public goods, provision of information and regulation. The causes of economic growth. The significance of output gaps and the trade cycle. The impact of economic growth on a number of stakeholders.	The concept of government failure and why this might occur. Demand-side policies including monetary and fiscal policy instruments. The role of the Bank of England. The significance of the Great Depression and the Global Financial Crisis. Supply-side policies.	The significance of the labour market and national minimum wages. Various macroeconomic objectives and the trade-offs between them. The difference between relative and absolute poverty.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Economics	All students know how to	Draw a PPF; Construct and interpret index numbers; Calculate price, income and cross elasticities of demand; Differentiate between real and nominal values; Respond to short-answer exam questions; Respond to a 5-mark question relating to a given context.	Draw and manipulate supply and demand diagrams; Calculate price elasticity of supply; Use supply and demand diagrams to represent taxes and subsidies; Draw and shift aggregate demand and aggregate supply curves; Recognise the impact of seasonally adjusted figures; Respond to 8, 10 and 12-mark questions relating to a given context.	Draw and manipulate externality diagrams; Draw and shift short and long-run aggregate supply curve; Use aggregate demand/supply diagrams to demonstrate changes in the price level and real national output; Demonstrate an output gap on an aggregate demand/supply diagram; Calculate the multiplier;	Draw and manipulate diagrams relating to: indirect taxation, subsidies and maximum/minimum prices. Respond to 15-mark questions relating to a given context.	Respond to exam questions in timed conditions.	Draw a national minimum wage diagram. Respond to 25-mark questions, bringing in real-world economic knowledge.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English Literature	All students know and understand	Plot, characters and themes of two novels for Paper 2; Context of each of the two novels: social, cultural, historical, biographical; The form of the two novels and the impact this has; Relevant subject terminology; Relevant Assessment Objectives; A range of multi-purpose quotations from each of the two prose texts.	Plot, characters and themes of two novels for Paper 2; Context of each of the two novels: social, cultural, historical, biographical; The form of the two novels and the impact this has; Relevant subject terminology; Relevant Assessment Objectives; A range of multi-purpose quotations from each of the two prose texts.	Plot, characters and themes of two texts for a comparative coursework essay; Context of each of the two texts: social, cultural, historical, biographical; The form of the two texts and the impact this has; Relevant subject terminology; All 5 Assessment Objectives; A range of critical arguments to support different interpretations of each of the two texts; A range of multi-purpose quotations from each of the two texts.	Plot, characters and themes of two texts for a comparative coursework essay; Context of each of the two texts: social, cultural, historical, biographical; The form of the two texts and the impact this has; Relevant subject terminology; All 5 Assessment Objectives; A range of critical arguments to support different interpretations of each of the two texts; A range of multi-purpose quotations from each of the two texts.	Plot, characters and themes of two plays for Paper 1: one by Shakespeare and one other play, both from the genre of Tragedy; Context of each of the two plays; The form of the two plays and the impact this has; Different critical interpretations of the Shakespeare play; A selection of multi-purpose quotations from each text; A selection of quotations about different critical interpretations about the Shakespeare play.	Plot, characters and themes of two plays for Paper 1: one by Shakespeare and one other play, both from the genre of Tragedy; Context of each of the two plays; The form of the two plays and the impact this has; Different critical interpretations of the Shakespeare play; A selection of multi-purpose quotations from each text; A selection of quotations about different critical interpretations about the Shakespeare play.
	All students know how to	Plan and write analytical essays; Select useful quotations; Analyse language, form and structure, and the impact of this, for each text; Compare and contrast the two texts; Embed context in comparative essays; Write analytical, comparative essays that balance the two texts and each of the relevant Assessment Objectives; Form well-constructed comparative paragraphs, following the PEAL format.	Plan and write analytical essays; Select useful quotations; Analyse language, form and structure, and the impact of this, for each text; Compare and contrast the two texts; Embed context in comparative essays; Write analytical, comparative essays that balance the two texts and each of the relevant Assessment Objectives; Form well-constructed comparative paragraphs, following the PEAL format.	Compose a well-constructed, analytical comparative essay of between 2500-3000 words; Cite authors and critics appropriately; Embed quotations from both authors and critics appropriately; Compile a bibliography; Evaluate different critical interpretations; Balance all 5 Assessment Objectives.	Compose a well-constructed, analytical comparative essay of between 2500-3000 words; Cite authors and critics appropriately; Embed quotations from both authors and critics appropriately; Compile a bibliography; Evaluate different critical interpretations; Balance all 5 Assessment Objectives.	Answer essay questions on each of the two texts incorporating the relevant Assessment Objectives; Combine evaluation of different critical interpretations with analysis of the Shakespeare play; Embed context into analytical essays; Select helpful quotations required for essay questions; Plan and write analytical essays.	Answer essay questions on each of the two texts incorporating the relevant Assessment Objectives; Combine evaluation of different critical interpretations with analysis of the Shakespeare play; Embed context into analytical essays; Select helpful quotations required for essay questions; Plan and write analytical essays.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English Language	All students know and understand	Detailed and thorough subject terminology; Relevant Assessment Objectives; Theories and concepts for the following Language and Diversity topics (Accent and Dialect, Gender and Sexuality, Social Class and Social Groups, Ethnicity, Language and Occupation, Anti-languages, Global Englishes, Age); Features of written mode texts; Why the Context of a text is important.	Detailed and thorough subject terminology; Relevant Assessment Objectives; Theories and concepts for the following Language and Diversity topics (Accent and Dialect, Gender and Sexuality, Social Class and Social Groups, Ethnicity, Language and Occupation, Anti-languages, Global Englishes, Age); Features of written mode texts; Why the Context of a text is important.	How purpose, audience, genre and context impact the style of a written text; The purposes of persuade, storytelling and inform; Which features make a good style model for the Original Writing coursework; The theorists for Child Language Acquisition (spoken and written); The features of spoken mode texts.	How purpose, audience, genre and context impact the style of a written text; The purposes of persuade, storytelling and inform; Which features make a good style model for the Original Writing coursework; The theorists for Child Language Acquisition (spoken and written); The features of spoken mode texts; Language Change theorists.	How purpose, audience, genre and context impact the style of a written text; The purposes of persuade, storytelling and inform; Which features make a good style model for the Original Writing coursework; The theorists for Child Language Acquisition (spoken and written); The features of spoken mode texts; Language Change theorists.	Language Change theories and concepts; Original Writing and commentary NEA; Investigation NEA; Some of the common discourses about language, linked to the topics studied in Language Diversity and Language Change.
	All students know how to	Comment on the Purpose, Audience, Genre of the text; Plan and write analytical essays for analysis of representation in texts; Select useful quotations; Analyse language, form and structure, using the contexts; Use theory in an essay; Explore sociolinguistic concepts; Analyse the impact of contexts on the ideas explored in sociolinguistic theories; Structure an analytical essay about a sociolinguistic concept.	Comment on the Purpose, Audience, Genre of the text; Plan and write analytical essays for analysis of representation in texts; Select useful quotations; Analyse language, form and structure, using the contexts; Use theory in an essay; Explore sociolinguistic concepts; Analyse the impact of contexts on the ideas explored in sociolinguistic theories; Structure an analytical essay about a sociolinguistic concept.	Analyse and annotate a style model; Choose a style model; Write appropriately for their Original Writing coursework; Analyse children's writing; Write an analytical essay using Child Language Acquisition theorists and appropriate terminology; Collect data for the Investigation coursework; Analyse data for the Investigation coursework; Write an effective text; Write a commentary in line with the specification guidelines; Meet the assessment objectives for the Investigation.	Analyse and annotate a style model; Choose a style model; Write appropriately for their Original Writing coursework; Analyse children's writing; Write an analytical essay using Child Language Acquisition theorists and appropriate terminology; Collect data for the Investigation coursework; Analyse data for the Investigation coursework; Write an effective text; Write a commentary in line with the specification guidelines; Meet the assessment objectives for the Investigation; Write an analytical essay using Language Change theorists; Analyse and evaluate the Language Change theory and concepts; Compare two representation texts using relevant AO.	Analyse and annotate a style model; Choose a style model; Write appropriately for their Original Writing coursework; Analyse children's writing; Write an analytical essay using Child Language Acquisition theorists and appropriate terminology; Collect data for the Investigation coursework; Analyse data for the Investigation coursework; Write an effective text; Write a commentary in line with the specification guidelines; Meet the assessment objectives for the Investigation; Write an analytical essay using Language Change theorists; Analyse and evaluate the Language Change theory and concepts; Compare two representation texts using relevant AO.	Write an analytical essay using Language Change theories and concepts; Analyse texts which are about language discourses; Write an analytical investigation response to data; Write an original piece using a style model; Write an analytical commentary on their own original writing.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
French	All students know and understand	Vocabulary to describe and discuss trends in marriage and other forms of partnership; To consider and discuss the merits and problems of different family structures; To consider relationships between the generations and discuss problems that can arise. Vocabulary to describe and discuss trends in marriage and other forms of partnership; To consider and discuss the merits and problems of different family structures; To consider relationships between the generations and discuss problems that can arise. Vocabulary to discuss the popularity of contemporary francophone music and its diversity of genre and style; Who listens to contemporary francophone music, how often and by what means; The threats to contemporary francophone music and how it might be safeguarded.	Vocabulary to describe and discuss how technology has transformed everyday life; The dangers of digital technology; The different users or digital technology and possible future developments. Vocabulary to describe and discuss how technology has transformed everyday life; The dangers of digital technology; The different users or digital technology and possible future developments. Vocabulary to discuss a variety of aspects of French cinema; The major developments in the evolution of French cinema from its beginnings until the present day; The continuing popularity of French cinema and film festivals.	Vocabulary to discuss a francophone film and analyse its key themes. The notion of heritage and heritage preservation on a regional and national scale; The ways in which some of the country's most famous heritage sites market themselves; How heritage impacts upon and is guided by culture in society.	Vocabulary to discuss a francophone film and analyse its key themes. Vocabulary to examine the voluntary sector in France and the range of work volunteers provide; The benefits of voluntary work.	End of Year assessments & revision based on results. IRP introduction.	Revision dependent on students' needs; Vocabulary to consider the benefits of living in an ethnically diverse society; To consider the need for tolerance and respect of diversity; To consider how we can promote diversity to create a richer world Vocabulary to discuss arguments relating to the vote and examine the French political system and its evolution; To discuss engagement levels of young people and their influence on politics; To discuss the future of politics and political engagement.
	All students know how to	Complete a Paper 1, listening and reading assessment, including a range of question types (multiple choice, written answer) as well as summaries and translations.	Complete a speaking stimulus card, answering and extending in the target language, using in depth knowledge to answer unseen questions.	Complete a Paper 1, listening and reading assessment, including a range of question types (multiple choice, written answer) as well as summaries and translations. Write a critically analytical essay on a francophone film and its key themes.	Perform a full speaking mock.	Complete a full AS set of papers, including listening and reading assessment with a range of question types, summaries and translations as well as a 300 word written task based on the film.	Complete a Paper 1, listening and reading assessment, including a range of question types (multiple choice, written answer) as well as summaries and translations.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Further Maths	All students know and understand	Pure (Complex numbers, Argand diagrams, Series); Decision Maths (Algorithm, Graphs and networks, special types of graphs, graph theory terminology).	Pure (Roots of polynomials, Volumes of revolution); Decision Maths (Algorithms on graphs, Route Inspections).	Pure (Matrices, Linear transformations); Decision Maths (Travelling Salesman, Linear Programming).	Pure (Proof by induction, Vectors); Decision Maths (Simplex Algorithm).	Pure (Differentiation, Trigonometric functions, Radians); Decision Maths (Critical path analysis).	Pure (Integration, Trigonometry and modelling, Parametric equations, Polar coordinates).
	All students know how to	Use imaginary and complex numbers; Multiply complex numbers; Do complex conjugation; Work out Roots of quadratic equations; Solve cubic and quartic equations; Interpret Argand diagrams (Modulus and argument, Modulus-argument form of complex numbers, Loci in the Argand diagram, Regions in the Argand diagram); Add natural numbers, squares and cubes; Use an algorithm given in words; Use Flow charts; Carry out a bubble sort; Carry out a quick sort; Carry out three bin-packing algorithms; Determine the order of an algorithm; Construct graphs and networks; Represent graphs and networks using matrices; Use the planarity algorithm.	Work out roots of a quadratic equation, of a cubic equation, of a quartic equation; Use expressions relating to the roots of a polynomial; Project linear transformations of roots; Use volumes of revolution around the x-axis and the y-axis; Add and subtract volumes; Model with volumes of revolution; Use Kruskal's algorithm; Use Prim's algorithm on a network and matrix; Use Dijkstra's algorithm; Use Floyd's algorithm; Determine whether a graph is Eulerian, semi-Eulerian or neither; Use the route inspection algorithm.	Multiply matrix multiplication; Use Determinants; Invert a 2x2 matrix and a 3x3 matrix; Solve systems of equations using matrices; Use linear transformations in two dimensions, reflections and rotations, enlargements and stretches, linear transformations in three dimensions and the inverse of a linear transformation; Use minimum spanning trees to find upper and lower bound solutions; Use the nearest neighbour algorithm; Formulate a linear programming problem from a worded problem; Illustrate a problem on a graph; Solve the problem by finding optimal solutions.	Prove mathematical induction, divisibility result and statements involving matrices; Solve equation of a line in three dimensions of a plane in three dimensions; Work out Scalar product; Calculate angles between lines and planes, Points of intersection; Find perpendiculars; Use slack and surplus variables, simplex tableaux to solve maximise and minimise problems; Use the two-stage simplex method and the Big-M method.	Differentiate $\sin x$ and $\cos x$; Differentiate exponentials and logarithms; Use the chain rule, the product rule, the quotient rule; Differentiate trigonometric functions; Use parametric differentiation and implicit differentiation; Use second derivatives and rates of change; Use secant, cosecant and cotangent; Interpret graphs of $\sec x$, $\csc x$ and $\cot x$; Use $\sec x$, $\csc x$ and $\cot x$; Calculate trigonometric identities; Inverse trigonometric functions; Measure radian, arc length, areas of sectors and segments; Solve trigonometric equations; Work out small angle approximations. Model an activity using a precedence table; Use dummy activities; Identify critical activities and the critical path; Calculate a total float of an activity; Calculate and use Gantt charts; Construct resource histograms; Construct scheduling diagrams.	Integrate standard functions, $f(ax + b)$; Use trigonometric identities; Reverse chain rule; Integrate by substitution and by parts; Work out partial fractions; Find areas; Use the trapezium rule; Solve differential equations; Model with differential equations; Add formulae; Use the angle addition formulae and Double angle formulae; Solve trigonometric equations; Simplify; Prove trigonometric identities; Model with trigonometric functions; Solve parametric equations; Use trigonometric identities; Curve sketching; Points of intersection; Model with parametric equations; Solve polar coordinates and equations; Sketch curves; Work out area enclosed by a polar curve and tangents to polar curves.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Geography	All students know and understand	How coastal landscapes develop; threats & management of the world's coasts; examples of landscapes from inside and outside the UK. The key geographical and geopolitical principles that govern our world; the role of the UN, IMF and World Bank in creating a more global world; that winners and losers are created by globalisation and that this happens on a variety of different scales; countermovements to globalisation.	How coastal landscapes develop; threats & management of the world's coasts; examples of landscapes from inside and outside the UK. The key geographical and geopolitical principles that govern our world; the role of the UN, IMF and World Bank in creating a more global world; that winners and losers are created by globalisation and that this happens on a variety of different scales; countermovements to globalisation.	The key geophysical and tectonic processes that create hazards; the different ways that processes can create events of ranging severity. Changes in local places and how this is driven by local, national and global processes; economic and social inequalities between and within local areas; Urban and rural regeneration programmes & the impact of these; place making (regeneration) and place marketing (rebranding).	Students will learn the key geophysical and tectonic processes that create hazards; the different ways that processes can create events of ranging severity. Changes in local places and how this is driven by local, national and global processes; economic and social inequalities between and within local areas; Urban and rural regeneration programmes & the impact of these; place making (regeneration) and place marketing (rebranding).	The context of the NEA and begin preparing for the trip.	Data processing after going on the trip.
	All students know how to	Appraise the different factors which shape our entangled human and physical world.	Appraise the different factors which shape our entangled human and physical world.	Apply their statistical understanding to exam contexts.	Apply their statistical understanding to exam contexts.	Develop the practical skills to research and contextualise a geographical question.	Practise the skills required to collect, present and analyse data.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
German	All students know and understand	"Vocabulary to describe and discuss trends in marriage and other forms of partnership; to consider and discuss the merits and problems of different family structures; to consider relationships between the generations and discuss problems that can arise; revise the use of present tense (including modal verbs) and the perfect tense. Vocabulary to discuss how we use the internet today, the benefits and dangers of social networks and the online world, the digital society and its future; revise the use of correct word order, prepositions with cases and the future tense. "	Vocabulary to describe and discuss fashion, music and TV and the role they play in the life of young people; learn about the role of celebrities as role models in the lives of young people; revise the use of pronouns, cases with verbs and the imperative. Learn about different festivals and how they are celebrated across the German-speaking world; analyse the importance of festivals and festivities for the economy and society in general; explore the diversity of festivals and traditions in the German-speaking world; understand how to use the passive with werden; revise how to use separable and reflexive verbs.	Vocabulary to discuss a German-language film and analyse its key themes. Discuss the influence and role of art and architecture today; discuss how contemporary architecture and art shape our everyday life; discuss developments in art and architecture from past to present and into the future; use accurate word order rules with subordinate clauses; revise comparatives and superlatives; form the pluperfect tense.	Vocabulary to discuss a German film and analyse its key themes. Learn about the influence of political events on Berlin; discuss the role of culture in Berlin today; vocabulary to describe Berlin's diverse society and debate aspects and challenges of life in a multicultural city.	End of Year assessments & revision based on results. IRP introduction.	Revision dependent on students' needs. Explain the reasons for migration; evaluate the advantages and disadvantages of immigration for immigrants and the country of destination; examine the issues affecting a country's migration policy; understand how to use weak masculine nouns, complex adjectival phrases; revise adjective endings.
	All students know how to	Complete a Paper 1, listening and reading assessment, including a range of question types (multiple choice, written answer) as well as summaries and translations.	Complete a speaking stimulus card, answering and extending in the target language, using in depth knowledge to answer unseen questions.	Complete a Paper 1, listening and reading assessment, including a range of question types (multiple choice, written answer) as well as summaries and translations. Write a critically analytical essay on a German-language film and its key themes.	Perform a full speaking mock.	Complete a full AS set of papers, including listening and reading assessment with a range of question types, summaries and translations as well as a 300 word written task based on the film.	Complete a Paper 1, listening and reading assessment, including a range of question types (multiple choice, written answer) as well as summaries and translations.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History	All students know and understand	Henry VII's consolidation of power and early domestic policies, with a specific focus on financial policies and control of the nobility. The establishment and early years of the Weimar Republic (1919-24) considering the impact of WW1, the Treaty of Versailles, economic and social problems in Germany and political instability and extremism; The economic policies of Nazi Germany and the roles of Schacht and Goering's 4 Year Plans, and the State's social policies towards the young, women, workers and the Church.	The success of Henry VII's isolationist Foreign Policy. The Golden Age of the Weimar republic (1924-28) considering the economic, political, social and cultural developments within Germany as well as Germany's international position and how these impacted the Weimar's stability; The radicalisation of the State between 1933-41 considering Nazi ideology and its racial policies towards Jews and the 'Untermensch'.	Henry VIII's character, aims as king, and early domestic policies, with specific reference to the success of Wolsey. The collapse of democracy 1928-33 considering the impact of the Great Depression, the appeal of Nazism and communism, the rise of Hitler and the establishment of the Nazi dictatorship by March 1933; The impact of war on Germany 1939-45, considering the impact on society with rationing, air raids and wartime propaganda as well as the wartime economy and the work of Speer.	The success of Henry VIII's aggressive foreign policies and the English Reformation. Nazi Germany 1933-45, considering Hitler's consolidation of power to August 1934, the Terror State; The Final solution and the Holocaust, considering the origins of the Final Solution and responsibility; The types of opposition and resistance during the war in Germany.	For the NEA, the Russian society between 1825-1917, considering the long and short term causes of the Russian Revolution and the end of the Romanov dynasty; The reigns of Tsar Nicholas I, Tsar Alexander II, Tsar Alexander III and Tsar Nicholas II.	For the NEA, the Russian society between 1825-1917, considering the long and short term causes of the Russian Revolution and the end of the Romanov dynasty; The reigns of Tsar Nicholas I, Tsar Alexander II, Tsar Alexander III and Tsar Nicholas II.
	All students know how to	Identify reasons how and why Henry VII was able to establish his authority over England following the Battle of Bosworth. Engage with contemporary sources, developing their understanding of source utility with a particular emphasis given to tone, content and provenance; write an extended essay using a thematic approach.	Engage with historical evidence and interpretations to evaluate how successfully Henry VII managed his foreign policy. Improve their essay writing skills, developing a thematic approach to writing extended essays; Engage with contemporary sources, developing their understanding of source utility considering provenance, content and tone.	Evaluate the extent to which Henry VIII's early actions damaged Henry VII's legacy. Engage with contemporary sources, developing their understanding of source utility with a particular emphasis given to tone, content and provenance; Write an extended essay using a thematic approach.	Evaluate the extent to which Henry VIII's foreign policy succeeded in achieving his aims as a warrior king; Analyse the causes and consequences of the reformation, with reference to historiographical schools of thought. Improve essay writing skills, developing a thematic approach to writing extended essays in timed conditions; Engage with contemporary sources, developing their understanding of source utility considering provenance, content and tone; Write an extended essay using a thematic approach.	Independently engage with historical interpretations and contemporary sources to support them with their planning and writing of their NEA.	Independently engage with historical interpretations and contemporary sources to support them with their planning and writing of their NEA.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	All students know and understand	Pure: Algebraic fractions; Quadratics; Equations and inequalities; Graphs and transformations; Straight line graphs; Circles.	Pure: Algebraic methods; The binomial expansion; Trigonometric ratios; Trigonometric identities and equations.	Pure: Vectors; Differentiation; Integration; Exponentials and logarithms.	Statistics: Data collection; Measures of location and spread; Representations of data. Mechanics: Modelling in mechanics; Constant acceleration.	Statistics: Correlation; Probability; Statistical distributions; Hypothesis testing. Mechanics: Forces and motion; Variable acceleration.	Pure: Algebraic methods; Functions and graphs; Radians; Trigonometric functions.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	All students know how to	Multiply and divide integers; Expand a single term over brackets and collect like terms; Expand the product of two or three expressions; Factorise linear, quadratic and simple cubic expressions; Know and use the laws of indices; Simplify and use the rules of surds; Rationalise denominators. Solve quadratic equations using factorisation, the quadratic formula and completing the square; Read and use $f(x)$ notation when working with functions; Sketch the graph and find the turning point of a quadratic expression; Use and apply models that involve simultaneous equations using elimination or substitution; Solve simultaneous equations: one linear one quadratic; Interpret algebraic solutions of equations graphically; Solve linear inequalities graphically; Represent linear and quadratic inequalities graphically. Draw cubic graphs; Quartic graphs; Reciprocal graphs; Points of intersection; Translate graphs; Stretch graphs; Transform functions. Solve $y=mx+c$, equations of straight lines, parallel and perpendicular lines, length and area; Model with straight lines. Midpoints and perpendicular bisectors; Equation of a circle; Intersections of straight lines and circles; Use tangent and chord properties; Circles and triangles	Algebraic fractions; Divide polynomials; The factor Theorem; Mathematical proof; Methods of proof Pascal's triangle; Factorial notation; The binomial expansion; Solve binomial problems; Binomial estimation; The cosine and sine rules; Areas of triangles; Solve triangle problems; Graphs of sine, cosine and tangent; Transform trigonometric graphs Angles in all four quadrants; Exact values of trigonometrical ratios; Trigonometric identities; Simple trigonometric equations; Harder trigonometric equations; Equations and identities.	Vectors; Represent vectors; Magnitude and direction; Position vectors; Solve geometric problems; Model with vectors; Gradients of curves; Find the derivative; Differentiate x^n; Differentiate quadratics; Differentiate functions with two or more terms; Gradients, tangents and normal; Increase and decrease functions; Second order derivatives; Stationary points; Sketch gradient functions; Model with differentiation; Integrate x^n; Indefinite integrals; Find functions; Definite integrals; Areas under curves; Areas under the x-axis; Areas between curves and lines Exponential functions; $y=e^x$; Exponential modelling; Logarithms; Laws of logarithms; Solve equations using logarithms; Work with natural logarithms; Logarithms and non-linear data.	Populations and samples; Sampling; Non-random sampling; Types of data; The large data set Measures of central tendency; Other measures of location; Measures of spread; Variance and standard deviation; Coding Outliers; Box plots; Cumulative frequency; Histograms; Compare data Construct a model; Model assumptions; Quantities and units; Work with vectors Displacement-time graphs; Velocity time graphs; Constant acceleration formulae 1; Constant acceleration formulae 2; Vertical motion under gravity.	Correlation; Linear regression Calculating probabilities; Venn diagrams; Mutually exclusive and independent events; Tree diagrams Probability distributions; The binomial distribution; Cumulative probabilities Hypothesis testing; Find critical values; One-tailed tests; Two-tailed tests Force diagrams; Forces as vectors; Forces and acceleration; Motion in 2 dimensions; Connected particles; Pulleys Functions of time; Use differentiation; Maxima and minima problems; Use integration; Constant acceleration formulae.	Proof by contradiction; Algebraic fractions; Partial fractions; Repeated factors; Algebraic division; The modulus function; Functions and mappings; Composite functions; Inverse functions; $y=f(x)$ and $y=f^{-1}(x)$; Combining transformations; Solve modulus problems Radian measure; Arc length; Areas of sectors and segments; Solve trigonometric equations; Small angle approximations Secant, cosecant and cotangent; Graphs of $\sec x$, $\csc x$ and $\cot x$; Use $\sec x$, $\csc x$ and $\cot$; Trigonometric identities; Inverse trigonometric functions.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Media Studies	All students know and understand	The basics of media language; How media language is used in the three advertising set texts; The genre and political leaning of the newspapers on the curriculum; The theories of all six media theorists; The four elements of the theoretical framework and how these apply to Advertising and News.	The difference between The Big Issue and conventional magazine products; The elements of The Big Issue that appeal to the target audience including media language; The process and importance of Leveson Inquiry and resulting media regulation, the decline in newspaper sales and the state of the newspaper industry.	Audience, media language, and industry theorists, and how to evaluate their usefulness in relation to the newspaper industry; History of Minecraft and why it differs from other video games.	How media language has been used to create representations, appeal to audiences and express contexts in two music videos; The importance of industry, context and audience in showing the difference between PSB (ROBS) and commercial radio.	The difference between production, distribution and consumption of Jungle Book in 1967 and 2016.	What the NEA brief is and the elements needed to create a successful media product.
	All students know how to	Analyse an unseen advert using knowledge from set texts; Answer a exam-style Advertising answer using elements of the theoretical framework; Answer an exam-style paper one question one and two exam-style using elements of the theoretical framework.	Answer an exam-style on The Big Issue using elements of the theoretical framework; Apply the analysis skills and knowledge based on unseen The Big Issue covers using elements of the theoretical framework; Answer an exam-style paper one question three exam-style using elements of the theoretical framework.	Answer an exam-style paper one question four exam-style using elements of the theoretical framework; Answer an exam-style on Minecraft using elements of the theoretical framework.	Answer an exam-style on Unfinished Sympathy and Titanium using elements of the theoretical framework, either using single video analysis or through comparison; Answer an exam-style on Radio One Breakfast Show using elements of the theoretical framework.	Answer an exam-style on Jungle Book using elements of the theoretical framework.	Research, plan and execute the filming of a music video along with additional AV for a website.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Music	All students know and understand	The background and context of musical compositions written by Haydn and another composer(s) from the optional study (according to student expertise).	The background and context of musical compositions written by Mozart and Beethoven and another composer(s) from the optional study (according to student expertise).	The background and context of musical compositions written by composer(s) from the optional study (according to student expertise).	The background and context of musical compositions written by composer(s) from the optional study (according to student expertise).	The background and context of musical compositions written by composers and performers in the style of Blues, Big Band, Jazz & Swing.	The background and context of musical compositions written by composers and performers in the style of Blues, Big Band, Jazz & Swing.
	All students know how to	Develop and improve their skills as a performer, including developing knowledge, fluency and technical control on their respective instrument(s) or voice; Listen to & compare a variety of musical compositions.	Develop and improve their skills as a performer, including developing knowledge, fluency and technical control on their respective instrument(s) or voice; Listen to & compare a variety of musical compositions & write about them with clarity and sophistication.	Develop and improve their skills as a performer, including developing knowledge, fluency and technical control on their respective instrument(s) or voice; Listen to & compare a variety of musical compositions, including a range of musical techniques and devices.	Compose music to a brief they have set for themselves, including how to use a variety of compositional techniques appropriate to the style or genre; Listen to & compare a variety of musical compositions, including a range of musical techniques and devices.	Compose music to a brief they have set for themselves, including how to use a variety of compositional techniques appropriate to the style or genre; Listen to & compare a variety of musical compositions written by prominent composers & write about them with clarity and sophistication.	Compose music to a brief they have set for themselves, including how to use a variety of compositional techniques appropriate to the style or genre; Listen to & compare a variety of musical compositions written by prominent composers & write about them with clarity and sophistication.
Physical Education	All students know and understand	The structure of the cardiovascular system, how it is controlled, the short- and long-term effects of exercise; Skill Acquisition; Pre-industrial revolution.	The structure of the respiratory and neuromuscular systems, how they are controlled, the short- and long-term effects of exercise; Skill Acquisition; Industrial revolution.	The structure of the musculoskeletal system, how it is controlled, the short- and long-term effects of exercise; Personality, Attitudes, Arousal and Anxiety; Post-industrial and post WWII; Barriers to participation.	Newton's three laws of linear motion and key terminology and equations associated with Biomechanics; The importance of a balanced diet, including the seven classes of food and the exercise-related function of each one; Aggression and Motivation; Sport England and partners; The requirements of the coursework element.	The reasons for supplementation and the possible positive and negative effects on the performer; Key terminology associated with laboratory and field testing, the principles of training and a range of training methods; Social Facilitation and Group Dynamics; Sociological theory applied to equal opportunities; The requirements of the coursework element.	Which energy system is the main energy provider according to the intensity and duration of exercise; How ATP is produced in each of the three energy systems; Group Dynamics and Goal Setting; Revision and recap; The requirements of the coursework element.
	All students know how to	Apply their knowledge to sporting examples, considering the impact on health and performance.	Apply their knowledge to sporting examples, considering the impact on health and performance.	Analyse the movements taking place within the musculoskeletal system and the effect this has on performance.	Apply Newton's laws when analysing performance, evaluating the impact on sport performance; Evaluate the impact of correct nutrition on sporting performance.	Evaluate the use of supplementation in sport; Structure an effective training programme, taking into consideration the needs of the performer.	Explain the process of the three energy systems and how these are used within different sporting examples; Evaluate the impact of the different energy systems of sports performance.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physics	All students know and understand	The use of SI units and their prefixes; Limitations of physics measurements; Estimation of physical quantities; Basics of electricity; Scalars & vectors; Moments; Motion along a straight line.	Current and voltage characteristics; Resistivity; Circuits; Newton's laws of motion; Momentum; Work, energy and power.	Potential divider; EMF & internal resistance (Circuits); Behaviour of materials; Effects of force on materials, Hooke's Law and The Young modulus.	Constituents of the atom; Stable and unstable nuclei; Particles, antiparticles and photons, Particle interactions; Classification of particles; Quarks and antiquarks; Progressive waves; Longitudinal and transverse wave, Principle of superposition and stationary waves.	Collisions of electrons with atoms; Energy levels and photon emission; Wave particle duality; Interference; Diffraction; Refraction at a plane surface (Waves).	Capacitor charge and discharge; Parallel plate capacitor; Energy stored by a capacitor; Thermal energy transfer; S.H.M, S.H.M systems (Circular motions).
	All students know how to	Demonstrate CPAC practical skills and Math skills throughout topics.	Demonstrate CPAC practical skills and Math skills throughout topics.	Demonstrate CPAC Practical skills and Math skills throughout topics; Improve exam technique; Practise reviewing & revision skills.	Demonstrate CPAC Practical skills and Math skills throughout topics; Improve exam technique.	Demonstrate CPAC Practical skills and Math skills throughout topics; Improve exam technique.	Demonstrate CPAC Practical skills and Math skills throughout topics; Improve exam technique.
Politics	All students know and understand	UK Politics: UK democracy and participation; Political parties; Constitution and role of Parliament.	UK political parties; Role of Parliament and that of the Prime Minister.	UK electoral systems; The cabinet; The UK Supreme Court.	UK voting behaviour and the media; Relations between branches of government.	Core Political Ideas: Liberalism, Socialism	Core Political Ideas: Conservatism; Non-core political ideas: anarchism.
	All students know how to	Use appropriate political vocabulary; Comprehend and interpret political information.	Critically analyse and evaluate the areas of politics studied; Use political terms to understand systems, roles and differing parties.	Make comparisons across political systems; Comprehend and interpret political information.	Construct arguments and explanations leading to reasoned conclusions; Make connections between the different areas of politics studied.	Identify parallels, connections, similarities and differences between aspects of the areas of politics studied and link to theory with core political ideas.	Identify parallels, connections, similarities and differences between aspects of the areas of politics studied and link to theory with a range of political ideas.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Psychology	All students know and understand	Models and types of Memory, explanations for forgetting, and factors affecting accuracy of the memory; Types and explanations of conformity, explanations for obedience, and Social Influence; The different research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations; The scientific processes, data handling and analysis used in research.	Models and types of Memory, explanations for forgetting, and factors affecting accuracy of the memory; Types and explanations of conformity, explanations for obedience, and Social Influence; The different research methods; The different research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations; The scientific processes, data handling and analysis used in research.	The basic assumptions of psychological Approaches, the comparisons of each, and the criticisms of each; The different interactions, explanations, types, and studies of attachment; The influences of Attachment on relationships; The different research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations; The scientific processes,	Definitions of abnormality, characteristics of phobias, depression and OCD, and the different approaches to treatment; data handling and analysis used in research. The different research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations; The scientific processes, data handling and analysis used in research.	The divisions of the nervous system, the structure and function of sensory, relay and motor neurons, the process of synaptic transmission, the function of the endocrine system (glands and hormones, and the fight or flight response); Localisation of function in the brain; 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); ; The different research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations; The scientific processes, data handling and analysis used in research.	The key debates in psychology (gender and culture, free will and determinism, nature-nurture, holism and reductionism, idiographic and nomothetic approaches, ethical implications of research studies and theory); The different research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations; The scientific processes, data handling and analysis used in research.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Psychology	All students know how to	Demonstrate and apply knowledge and understanding of scientific ideas relating to the memory and its processes, and social influence; Analyse, interpret and evaluate the memory, and social influence including making judgements and reaching conclusions (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice; Demonstrate and apply knowledge and understanding of research methods, scientific processes and techniques of data handling and analysis; Analyse, interpret and evaluate research methods, scientific processes and techniques of data handling and analysis (A03).	Demonstrate and apply knowledge and understanding of scientific ideas relating to the Memory and its processes, and Social Influence; Analyse, interpret and evaluate the memory, and social influence including making judgements and reaching conclusions (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice; Demonstrate and apply knowledge and understanding of research methods, scientific processes and techniques of data handling and analysis; Analyse, interpret and evaluate research methods, scientific processes and techniques of data handling and analysis (A03).	Demonstrate and apply, analyse, interpret and evaluate knowledge and understanding of scientific ideas relating to Attachment and the assumptions of psychology, including making judgements and reaching conclusions when evaluating (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities. All students know how to respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice; Demonstrate and apply knowledge and understanding of research methods, scientific processes and techniques of data handling and analysis; Analyse, interpret and evaluate research methods, scientific processes and techniques of data handling and analysis (A03).	Demonstrate and apply, analyse, interpret and evaluate knowledge and understanding of scientific ideas relating to Clinical Psychology and approaches, including making judgements and reaching conclusions when evaluating (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently.; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice; Demonstrate and apply knowledge and understanding of research methods, scientific processes and techniques of data handling and analysis; Analyse, interpret and evaluate research methods, scientific processes and techniques of data handling and analysis (A03).	Demonstrate and apply, analyse, interpret and evaluate knowledge and understanding of scientific ideas relating to Biopsychology,, including making judgements and reaching conclusions when evaluating (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice; Demonstrate and apply knowledge and understanding of research methods, scientific processes and techniques of data handling and analysis; Analyse, interpret and evaluate research methods, scientific processes and techniques of data handling and analysis (A03).	Demonstrate and apply, analyse, interpret and evaluate knowledge and understanding of scientific ideas relating issues & debates and all Year 12 topics, including making judgements and reaching conclusions when evaluating (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice; Demonstrate and apply knowledge and understanding of research methods, scientific processes and techniques of data handling and analysis; Analyse, interpret and evaluate research methods, scientific processes and techniques of data handling and analysis (A03).

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Philosophy	All students know and understand	Details and arguments for and against utilitarianism, including scholars. Details of arguments for and against the ontological argument for God's existence, including scholars.	Details and arguments for and against Kantian Ethics, including scholars. Details of arguments for and against the cosmological argument for God's existence, including scholars.	Details and arguments for and against Virtue Ethics, including scholars. Details of arguments for and against the teleological argument for God's existence, including scholars.	Details and arguments for and against key theories in religious and ethical language, including scholars.	Details of how ethical theories apply to real life issues and evaluative arguments around this. Details and arguments for and against the problem of evil.	Details and arguments for and against different definitions of knowledge and types of knowledge. Details and arguments for and against different definitions of mental states and basic ideas of dualism.
	All students know how to	Explain in logical order the arguments and concepts covered.	Explain in logical order the arguments and concepts covered and critically analyse their strengths and weaknesses.	Explain in logical order the arguments and concepts covered and critically analyse their strengths and weaknesses.	Explain in logical order the arguments and concepts covered and critically analyse their strengths and weaknesses.	Explain in logical order the arguments and concepts covered and critically analyse their strengths and weaknesses.	Explain in logical order the arguments and concepts covered and critically analyse their strengths and weaknesses.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Sociology	All students know and understand	Family structures and sociological perspectives of the function of the family in society; The different sociological perspectives on education, and the functions of education for society.	Family policy, patterns in family structure and demographic patterns and the different explanations for these; Social class differences in achievement, including working class identities; gender differences in achievement, boys underachievement and subject choice, including studies done in this area.	The division of domestic labour and different explanations for domestic violence; Differences in childhood throughout history, how childhood has changed and whether it is disappearing; The reasons for differences in achievement by ethnic group, including studies done in this area; Each research method and its strengths and weaknesses, including validity, reliability, representativeness and practical issues; The theoretical debates affecting choice of research topic and methods.	Trends in migration affecting families and the experience of childhood; Education policy since 1870, marketisation of education, the privatisation of education and the effect of globalisation on education, including the view of postmodernists and post-fordists; The key sociological theories, and the strengths and weaknesses of each; The key debates in sociology (science, policy, value freedom, conflict, consensus, structuralism and social action).	The key sociological theories, and the strengths and weaknesses of each; The key debates in sociology (science, policy, value freedom, conflict, consensus, structuralism and social action); each research method and its strengths and weaknesses, including validity, reliability, representativeness and practical issues; The theoretical debates affecting choice of research topic and methods.	The key sociological theories and studies underpinning all topics covered in Terms 1-5. Additionally, the six key debates in sociology (using examples and theory from all topics covered so far). 1. Is Sociology a Science? 2. Conflict vs Consensus Theories. 3. Can Sociology ever be Value Free? 4. Can/Should Sociology inform Social Policy? 5. Are we living in the Postmodern Era? 6. Which best explains society: Structuralism or Social Action Theories?
	All students know how to	Analyse, interpret and evaluate the different sociological views on these sub-topics.(A03); Analyse and compare sociological perspectives, including making judgements, criticisms and reaching conclusions (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice.	Analyse, interpret and evaluate the functions of education and the differing sociological views on these sub-topics (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice.	Analyse, interpret and evaluate the functions of education and the differing sociological views on these sub-topics (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice.	Analyse, interpret and evaluate the functions of education and the differing sociological views on these sub-topics (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice.	Analyse, interpret and evaluate the functions of education and the differing sociological views on these sub-topics (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice.	Demonstrate and apply, analyse, interpret and evaluate knowledge and understanding of scientific ideas relating all Year 12 topics, including making judgements and reaching conclusions when evaluating (A03); Respond to memory retrieval activities, identifying and recording learning gaps, and revisiting these independently; Engage with guided practice and self-assessment activities; Respond to skill-based targets and formative feedback in lessons, and embed the feed-forward process in their deliberate practice.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Spanish	All students know and understand	Vocabulary to describe types of modern families, trends in marriage, traditional Hispanic values and the religious history of Spain and how it affects these ideas; Vocabulary to discuss the positives and negatives of technology, smartphones, and the influence of social media on society; The two past tenses (imperfect and preterite) and their use with the continuous, looking at accent usage, and revising the key present tenses, future, condition I and ser/estar, comparatives and superlatives.	Vocabulary to describe women's roles in the world of work, discussing feminism and chauvinism, understanding changing rights in the LGBTQ+ community and the hispanic world's view on these changes; Vocabulary to discuss the influence of famous people (singers, actors, models) on younger generations, the positive/negative effect they have on society; The use of a range of pronouns, the four types of the perfect tense and the passive voice.	Vocabulary to describe spanish customs and traditions including gastronomy and the structure of the hispanic language; The use of the subjunctive and numerals; Spanish history and the effect Franco had on Spain, studying the works of Guillermo del Toro; Structure of an essay and start analytical reviews.	Vocabulary to describe civilisations that contributed to Latin America and Spain today, discussing the role of architecture and art, music and dance; The use of the subjunctive, a range of adjectives and the imperative; Techniques, characters, quotes and cultural context of the film El Laberinto del Fauno. continuing practice of essay writing and PEA (point, evidence, analysis).	Revision of AS topics in preparation for the end of year assessment. Vocabulary to discuss hispanic immigration, positives/negatives, issues migrants face; The use of compound tenses.	Research skills for the IRP (Individual Research Project) in preparation for A level Speaking exam, structure and markscheme reviewed, and viability of topics. Introduction to set text for Y13, reviewing the context, historical background and author.
	All students know how to	Complete a Paper 1, listening and reading assessment, including a range of question types (multiple choice, written answer) as well as summaries and translations.	Complete a speaking stimulus card, answering and extending in the target language, using in depth knowledge to answer unseen questions.	Complete a Paper 1, listening and reading assessment, including a range of question types (multiple choice, written answer) as well as summaries and translations. Write a critically analytical essay on a francophone film and its key themes.	Perform a full speaking mock.	Complete a full AS set of papers, including listening and reading assessment with a range of question types, summaries and translations as well as a 300 word written task based on the film.	Complete a Paper 1, listening and reading assessment, including a range of question types (multiple choice, written answer) as well as summaries and translations.