

Saffron Walden County High School Curriculum

CURRICULUM SUMMARY



SAFFRON WALDEN
COUNTY HIGH SCHOOL

| Year 12 | | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Art and Textile Design | KNOWLEDGE DOMAIN | Learning about critical and contextual research and how this enriches the development of ideas, skills, techniques and processes. | Developing a personal response in textiles that consolidate design ideas, contextual links and technical skills within a final piece. | Creating a sustained and resolved outcome that consolidates skills and understanding. Experiencing exam type projects and starting points. | Conducting meaningful and appropriate research and investigation, learning how this deepens and extends ideas and inspiration. | Planning and preparation for internal practical examination. Preparation and submission of sketchbook/portfolio | Introduction to the A level personal investigation |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <p>WORKSHOP observational drawing and pastiches, producing critical studies for textiles. Synthesising ideas and understanding to develop a personal response.</p> <p>WET & DRY MEDIA, translating observations from art into textiles media and materials, drawing to emulate stitch.</p> <p>Exploration of basic skills: kunin felt fusing, burning organza joining, fusing, embellisher, Angelina</p> | <p>Extending and developing design ideas in preparation for developing a personal response in textiles.</p> <p>Developing design ideas using a series of stages to refine and extend ideas in preparation for final textiles outcomes.</p> <p>Curwen trip – working in a professional print making studio, with practicing artists and print makers.</p> <p>Developing and extending printed</p> | <p>The importance of creating mock ups to fully explore and resolve ideas using relevant media and materials. Learning how to evaluate progress and plan to make further refinements.</p> <p>Extending skills, techniques and processes, planning the construction and development of final outcomes.</p> <p>Realising intentions and developing a final textile piece for portfolio.</p> | <p>Exploration of black and initial black & white work in response to primary and secondary source material.</p> <p>Researching and selecting artists to enrich and deepen the development of ideas and understanding.</p> <p>Colour investigation in drawing and textile media Informed by own photos and critical study artists. Self-directed textiles experimentation informed by critical study work.</p> | <p>Creating and experimenting with media, materials, techniques and processes within a mock up prior to internal exam.</p> <p>Preparing and refining sketchbooks that document a meaningful personal response.</p> <p>Annotating ideas to provide reflective and analytical commentary of ideas, insights and understanding.</p> <p>Portfolio and exam submission.</p> | <p>Introduction to A Level textiles course, planning and exploration of ideas for personal investigation.</p> <p>Extending and developing investigative skills and researching how to cover assessment objectives within initial stages.</p> <p>Extending skills relating to depth and breadth of critical and contextual research to submit a plan for A level personal</p> |

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| | | <p>fibres, Tyvek, romeo & stitch.</p> <p>Introduction to print process and technique: Collograph & printed papers, lino, dry point etching.</p> <p>manipulating fabric techniques.</p> | <p>outcomes through stitching and quilting techniques, developing a personal response to workshops to refine ideas.</p> | <p>Internal exam projects start, based on previous externally set tasks.</p> <p>Initial research and investigation of a starting point. Building on skills from portfolio sequencing to create a personal response.</p> <p>Undertaking independent research in response to exam Questions.</p> | <p>Exploration of initial design ideas, developing and refining alternate design ideas, creating a final design idea ready to review and refine.</p> <p>Creating a mock up in response to textile experimentation, selection of material, techniques and processes to prepare for internal practical exam.</p> | | <p>investigation title and starting points.</p> |
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| CTEC Art (Double) | KNOWLEDGE DOMAIN | <p>Drawing (unit 60) – 2D drawing project of any theme</p> <p>Learning Outcome: explore a range of drawing techniques to develop a project and realise idea through the completion of a drawing outcome</p> <p><i>This builds on drawing experience students already have and introduces students that may not have studied art at GCSE to drawing. The specialist unit allows drawing to be explored in-depth and recognises the importance of drawing as the fundamental art skill. Students explore their ideas through the use of a sketchbook</i></p> <ul style="list-style-type: none"> • Research artists in the form of artists drawings • Analyse a range of drawings to understand the purpose of drawing and the approach artists have used • Build on previous knowledge of drawing media, techniques and processes. | | <p>Photography or Digital image</p> <p>Learning Outcome: work to a brief to produce digital images on chosen theme. Outcome could be a digital illustration, photography for an article, poster etc</p> <p><i>This unit introduces students to photography and digital image creation and provides students with the opportunity of exploring their own theme. Students explore and present their ideas through the use of PP which acts as a digital sketchbook to document their work and ideas</i></p> <ul style="list-style-type: none"> • Research a range of photographer’s and digital artists work on a variety of themes • Analyse photographs and digital images using subject specific language • Develop knowledge of photographic techniques – composition, angles, lighting etc • Develop knowledge of digital imagery – scanning, digital collage, filters, use of text, colour adjustment. | | <p>Ceramic (unit 42) - theme developed continued from illustration or drawing</p> <p>Learning Outcome: explore ceramic making and decoration, informed by ceramic artists to realise ideas in a final ceramic outcome</p> <p><i>This project involves students developing either the protein theme or the theme explored for the drawing project. This specialist unit builds on students existing ceramic knowledge while allowing those new to ceramics to explore the medium</i></p> <ul style="list-style-type: none"> • Contextual research of ceramics artists to inform ideas and development • Develop knowledge of clay processes and approaches | |

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| | <p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> | <ul style="list-style-type: none"> • Critiques of summer work • Explore a range of artists that draw for different reasons and purposes and carry out practical investigations • Drawing workshops with contextual focus on line, tone and mark making. • Drawing workshops that explore a range of themes • Develop ideas using a range of drawing media and approaches which may be b/w and colour • Design work informed by chosen artist • Final drawing outcome – students selecting the most appropriate media and approach. | <ul style="list-style-type: none"> • Independently take photos based on chosen theme • Use of photoshop to explore colour adjustment, filters, layers, digital art tools • Present ideas to tutors acting as a client – develop verbal and visual presentation skills • Explore photographic and digital creation techniques • Develop ideas through independent experimentation with photoshop editing • Realise ideas through the production of digitally created images • Develop presentation skills through the use of PP | <ul style="list-style-type: none"> • Investigation of ceramics through observational drawing of vessels, natural forms and portraits • Explore basic clay making techniques including, slab, coil and pinch pots • Development of thoughts and ideas through a series of design idea • Exploration of ideas through clay making and decoration • Refinement of clay making in the production of a final outcome. |
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| CTEC Art (Single) | KNOWLEDGE DOMAIN | <p>Illustration (unit 32): Cross curricular – science and art</p> <p>Learning Outcome: working to a brief to produce illustration work on the theme of proteins for the client PDBe</p> <p>Introduces students to the idea of working to a brief and the constraints associated. A basic understanding of proteins and the science behind it is introduced to students thus allowing them to explore their own chosen protein. The project requires students to explore a wide range of illustrators and use them as inspiration to their own work. Developing ideas and then then realising them in the form of a final piece or series of outcomes.</p> <p>This work will then be displayed at the PDBe exhibition in Cambridge and PDBe online exhibition. Work will also be considered for PDBe calendar submissions</p> <ul style="list-style-type: none"> Contextual research of a range of illustrators on the theme of medical illustration to inform ideas and development and researching how designers work on briefs Explore chosen protein through research, observational drawings and media experimentation | | <p>Fine Art Printmaking (unit 65): working to a brief to produce a series of prints using lino and drypoint.</p> <p>Learning Outcome: produce a series of prints using lino and drypoint. Attending a professional studio in the completion of the prints</p> <p>This project involves students developing either the protein theme or if they are a double student, they can explore the theme worked on for the drawing theme.</p> <ul style="list-style-type: none"> Research a range of printmaking processes Research a wide range of printmakers to aid the development of own ideas | | <p>Art in Context (unit 1): Various theme and subjects</p> <p>Learning Outcome: Explore a chosen area of student's personal interest to produce in-depth contextual research presented in the form of timeline and Critical Studies. Develop and realise own ideas in the completion of a final outcome or series of outcomes linking to personal theme and specialism.</p> <p>This project involves students producing in-depth research into an area of art and design. Beginning with a timeline and contextual research. This contextual research underpins the entire project and requires students to not only research the approach and style of artist work but also the context, political events, technological developments, historical events and social settings. This whole project is underpinned by knowledge into a particular area of art and design. This is the first truly personal project, where students are selecting a personal theme of interest and pursuing and exploring ideas through their own specialism</p> <ul style="list-style-type: none"> Research skills - student carry out in-depth research into a period of time and artists. This knowledge and understanding is then applied to their own work and ideas | |

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| | <p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> | <ul style="list-style-type: none"> • A range of processes is explored including printmaking, drawing, ink studies, collage, digital and mixed media • Presentation skills focusing on how to layout sketchbook pages • Use of PP for formal presentation of design idea for client review and feedback • Bursary applications available for hardship for studio fees and art box resources. • Open access to studio during frees to continue independent work. | <ul style="list-style-type: none"> • Explore a range of print process and surfaces for print • Develop ideas by using themes covered in drawing or illustration projects • Developing initial observational work into print/building design for print skills • Exploration of collagraphy, lino and etching processes and techniques. • Design work informed by CCL. • Colour media exploration and drawing linked to textile Artists/DPS in sketchbooks • Presentation skills - Mount all prints • VISIT TO CURWEN PRINT AND STUDY CENTRE: working with professional artists and print makers. • Bursary applications available for hardship for Curwen trip fee | <ul style="list-style-type: none"> • Organisation – students are required to plan and manage their own project • Presentation skills – consider how best to present timeline and Critical studies • Independent enquiry – exploring own specialist pathways • Presentation of research – in the form of a timeline and Critical Studies on 3 artists/designers. • Exploration of approach of other artists • Explore the approach on one artist by working in the style of • Experimentation is informed by the artists and designers being studied |
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| Art, Craft and Design | KNOWLEDGE DOMAIN | Recording and observational drawing in BW media. Ceramics | Printmaking | Colour theory and colour media techniques. Oil-painting | In depth analysis of other artists and designers Design ideas Year 12 exam project | Development of final piece | Refining portfolio CTG Progression |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <p>Through a series of teacher led work shops students develop recording skills in a broad range of black and white media. They use their own photos taken over summer in the genre of their choice.</p> <p>Students design and create a 3D outcome in clay.</p> <ul style="list-style-type: none"> • Exploration of composition. • Analysis of x 2 print-makers work • Observational drawing techniques. • Develop knowledge of the visual elements. | <p>Students design their own collagraph, lino print and etching, closely linked to the work of other printmakers.</p> <ul style="list-style-type: none"> • Secure understanding and dexterity in a range of print-making techniques. • Create several print outcomes to be executed at the Curwen print studio. • Develop understanding of presentation and contextual studies in sketch-book. Informative, meaningful and insightful annotation | <p>Workshops on wet and dry colour media With focus on techniques and processes of other artists. Development of painting techniques in oils and acrylic.</p> <ul style="list-style-type: none"> • Florentine painting school underpainting technique. • Scaling up • Developing compositional ideas • Understanding tonal values. • Photography for final design ideas • Critical studies to inform outcomes. • Understanding of colour theory linked to fauvism, Impressionism, Pointillism etc. | <p>Students synthesise learnings from the analysis of other artists and the techniques developed through workshops to create a series of x 4 design ideas on chosen theme.</p> <ul style="list-style-type: none"> • Refine painting skills. • Develop confidence in composition and visual communication. • Develop confidence in experimenting with visual elements <p>Internal exam project launch</p> <ul style="list-style-type: none"> • Experience working from past papers to develop a starting | <p>Students develop a more personal and independent approach to develop ideas through observation and investigation informed by independent work.</p> <ul style="list-style-type: none"> • Observational drawing and media development using colour and links to artists. • Exploration of working on a larger scale, developing and refining ideas, skills, techniques and processes. • Developing a series of design ideas from initial to final design. | <p>Exam project development through undertaking 'mock ups' in preparation for year 12 practical exams.</p> <p>Areas of improvement are identified in portfolio.</p> <p>Progression work and introduction to A level projects.</p> <p>Students select their most successful design ideas and bring the project to a conclusion in a fully developed final piece.</p> <ul style="list-style-type: none"> • Understanding successful composition |

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| | | <ul style="list-style-type: none"> • Secure understanding of a range of techniques and processes of other artists, printmakers, ceramicists and sculptors. | <p>is taught throughout the three terms.</p> | | <p>point for exam style preparatory work.</p> <ul style="list-style-type: none"> • Gathering ideas and developing research and resources for independent investigation. • Initial observational drawing, photography and artists investigations. | | <ul style="list-style-type: none"> • Outcome evidences development and refinement of technical skills. • Students evidence depth of contextual knowledge and understanding in outcomes. • Annotation in sketchbook is reviewed with using correct technical and contextual terms. <p>Students are introduced to the concepts involved in the A2 Personal Investigation and given work to complete over Summer.</p> |
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| Biology | KNOWLEDGE DOMAIN – teacher 1 | 3.1.7 - Water 3.1.1 - Monomers and Polymers 3.1.2 – Carbohydrates 3.1.3 – Lipids 3.1.4 – Proteins and 3.1.8 inorganic ions Required practical 1 | 3.1.5 and 3.1.8 – Nucleic acids and inorganic ions 3.4.1 – DNA, genes and chromosomes 3.4.2 – DNA and protein synthesis | 3.2.2 – All cells arise from other cells (Mitosis) 3.4.3 – Genetic diversity, mutations and meiosis 3.4.4 Genetic diversity and adaptation Required practical 2 Required practical 6 | 3.4.5 – species and taxonomy 3.4.6 – Biodiversity within a community 3.4.7 – Investigating diversity | 3.4.7 – Investigating diversity Statistics | Revision focusing on maths skills and stats |
| | KNOWLEDGE DOMAIN – teacher 2 | 3.2.1 and 3.1.3 – cell structure and phospholipids 3.1.6, 3.1.8 and 3.2.3 – ATP, phosphate and transport across membranes Required practical 4 Required practical 3 | 3.2.3 – transport across membranes continued 3.2.3 and 3.3.1 – surface area : volume 3.3.2 – Gas exchange | 3.3.3 – Digestion and absorption 3.3.4 – Mass transport Required practical 5 | 3.3.4 – Mass transport 3.2.4 - Immunity | 3.2.4 – Immunity Required practical 6 | Revision focusing on exam skills and CPAC / practical skills TBC – RP 12 and fieldtrip |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <p>Maths skills are developed throughout the Biology Year 1 course.</p> <p>https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402/mathematical-requirements-and-exemplifications</p> <p>Practical skills are also revisited and refined. They are assessed as part of CPAC skills through required practicals, and also in the exams. Students must keep a digital notebook of the practical work undertaken.</p> <p>https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402/a-level-practical-assessment</p> <p>The stated assessment objectives are:</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures. AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:</p> <ul style="list-style-type: none"> • In a theoretical context • In a practical context • When handling qualitative data • When handling quantitative data | | | | | |

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:

- Make judgements and reach conclusions
- Develop and refine practical design and procedures.

Students will also be given opportunities to refine these skills:

- Time management and organisation
- Written communication and correct application of terminology
- Group work
- Verbal articulation of ideas
- Research
- Revision
- Exam question's
- Scientific drawing

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| Social Sciences - CTEC Business Level 2 & HPQ | KNOWLEDGE DOMAIN Business | Unit 1 Business Purposes Understand the purpose and ownership of business | Unit 1 Understand the business context in which organisations operate | Unit 3 Know about costs, revenue and profit in a business organisation Be able to prepare a break even analysis | Unit 3 Be able to create a cashflow forecast Unit 4 Know about job roles and their functions in organisations Match current knowledge and skills to possible job opportunities using appropriate sources of information and advice | Unit 4 Be able to produce documentation for specific job roles Be able to prepare for employment and plan career development | Progression activities |
| | | Unit 2 Be able to set business aims and objectives | Unit 2 Understand the main functional areas in business organisations Unit 7 Know the purpose of communication in business contexts Be able to complete and use business documents for internal communication in an organisation | Unit 7 Be able to complete and use business documents for external communication in an organisation Know the importance of using appropriate methods of written communication depending on audience | Unit 8 Know the rights and responsibilities of the employee and employer Understand how employees can be motivated | Unit 8 Understand the importance of training and performance review | |
| | | Unit 10 Know how customer service is provided in business | Unit 10 Customer Relations Understand how consistent and reliable customer service contributes to customer satisfaction | Unit 10 Demonstrate presentation, communication and interpersonal skills in different customer service situations | Unit 12 Business Ethics Understand the difference between business values and ethical values | Unit 12 Business Ethics Understand current ethical issues in business | |

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| | | | Know how to monitor and evaluate customer service within an organisation | | | Be able to design an ethical policy for a chosen business | |
| | <p>Unit 5 Understand marketing concepts used by businesses Plan marketing for a micro start-up business that is relevant to customer needs</p> | <p>Unit 6 Understand the purpose of verbal communication in business contexts Demonstrate speaking and listening skills in a one to one business context</p> | <p>Unit 5 Plan & explain costed promotional activity for a micro start-up business that is appropriate for customer groups</p> | <p>Unit 6 Demonstrate speaking and listening skills in a business group context Analyse own strengths and weaknesses in speaking and listening skills and evaluate improvements</p> <p>Unit 9 Understand the role of sales staff and the techniques used when making personal sales</p> | <p>Unit 9 Understand the knowledge and skills used when making sales Be able to demonstrate personal selling skills and processes Analyse strengths and weaknesses of own skills and suggest improvements</p> | | |
| SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | Research Application to a business situation Planning | Research Application to a business situation Evaluation Speaking and listening | Research Application to a business situation Evaluation Speaking and listening | Presentation Communication Interpersonal Speaking and listening Self reflection Evaluation Calculate break even | Prepare a cash flow forecast Research Application Analysis Evaluation Self reflection | | |
| KNOWLEDGE DOMAIN HPQ | By the end of this half term, students will have chosen an area of research and will have a question to develop their research further | By the end of this half term, students will have a working title and will be undertaking extensive research. | By the end of this half term, students will have completed their first drafts of their extended writing. Students will evaluate this process within | By the end of this half term, students will present their projects to the class, including an extensive evaluation of the process. Students will complete their projects this half term. | | | |
| SKILLS DOMAIN | Research Critical thinking Question Setting | Note taking Time Management Referencing | Editing Evaluation Critical Thinking | Presentations Final write up Self-evaluation | | | |

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| Social Sciences – CTEC Business Level 3 | <p>KNOWLEDGE DOMAIN</p> <p>Single Award</p> | <p>Unit 1: The Business Environment Understand different types of businesses and their objectives Understand the relationship between businesses and stakeholders</p> <p>Unit 5: Marketing & Market Research Understand the role of marketing in businesses: the marketing function, benefits of market analysis, measuring the impact of marketing</p> | <p>Unit 1 Be able to use financial information to check the financial health of businesses Determining appropriate sources of finance for businesses</p> <p>Unit 5 Know the constraints on marketing Be able to carry out market research for business opportunities</p> | <p>Unit 1 Understand how the functional areas of businesses work together to support the activities of businesses Understand the effect of different organisational structures on how businesses operate Understand the external influences and constraints on businesses and how businesses could respond</p> <p>Unit 5 Be able to carry out market research for business opportunities Be able to validate and present market research findings</p> | <p>Unit 1 Understand why businesses plan Be able to assess the performance of businesses to inform future business activities</p> <p>Unit 5 Be able to validate and present market research findings</p> | <p>Unit 1 Conduct research on the pre-release research theme</p> <p>Mock exam</p> <p>Revision</p> <p>Unit 1 Exam</p> | <p>Unit 4 Customers and Communication Understand who customers are and their importance to businesses Understand how to communicate with customers – listening skills Convey messages for business purposes</p> |
| | <p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> <p>Single Award</p> | <p>Application of knowledge to a case study or real life business Research and note taking from sources Analysis of a business situation Evaluation: making balanced judgement</p> | <p>Calculate, manipulate and interpret break-even, cash flow, income statements and statements of financial position Construct and interpret break even graph</p> | <p>Critical analysis of models Research and note taking from sources Analysis of a business situation Evaluation: making balanced judgement Interpretation and presentation of research</p> | <p>Use and interpret quantitative and non-quantitative information in order to make decisions Application & analysis of concepts and models to business situations Evaluation: making balanced judgements</p> | <p>Research and interpretation of data</p> | <p>Research Listening Presentation</p> |

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| | | | Application & analysis of concepts and models to business situations Evaluation: making balanced judgements Conducting market research | | Presentation Methods | | |
| <p>KNOWLEDGE DOMAIN</p> <p>Double Award (Students also complete the Single award units above)</p> | <p>Unit 16 Principles of Project Management Understand the skills project managers need to have Understand the stages of project management</p> <p>Unit 4 Customers and Communication Understand who customers are and their importance to businesses</p> | <p>Unit 16 Principles of Project Management Understand how and why projects are monitored and factors that influence a project Be able to prepare project plans</p> <p>Unit 4 Customers and Communication Understand how to communicate with customers Know the constraints and issues which affect the sharing, storing and use of information for business communications Be able to convey messages for business purposes</p> | <p>Unit 16 Principles of Project Management Understand the factors that influence, and present a risk to, a project, how they can be mitigated and the impact if contingencies have to be implemented Understand the effectiveness of the methods used for monitoring a project</p> <p>Unit 4 Customers and Communication Be able to establish a rapport with customers through non-verbal and verbal communication skills Be able to convey messages for business purposes</p> | <p>Unit 2 Working in Business Understand protocols to be followed when working in business Understand factors that influence the arrangement of business meetings Be able to use business documents Be able to prioritise business tasks</p> <p>Unit 4 Customers and Communication Recommend and justify changes to customer service Justify how to adapt the structure, method of delivery and any other considerations to convey a business message for differing audience requirements</p> | <p>Unit 2 Working in Business Understand how to communicate effectively with stakeholders</p> <p>Revision</p> <p>Unit 2 Exam</p> | <p>Unit 6 Understand the purpose of marketing strategies</p> | |
| <p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> <p>Double Award</p> | <p>Research and analysis Selecting information for a purpose</p> | <p>Assessment of fitness for purpose of documents Research and analysis Selecting information for a purpose Team work Problem Solving Communication Budgeting</p> | <p>Communication skills in a variety of situations – verbal, non-verbal and written Adaptations required to communicate to different audiences Critical analysis of own performance Customer service Presentation for different audiences Listening</p> | <p>Research and analysis Evaluation: making recommendations based on evidence Justification of decisions based on analysis</p> | <p>Revision Staying Positive</p> | | |

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| Social Sciences - Business | KNOWLEDGE DOMAIN | <p>Understanding the nature and purpose of business: why businesses exist, mission and objectives, the measurement and importance of profit</p> <p>Understanding different business forms: different forms of business, shareholders, influences on share price</p> <p>The external environment and its impact on costs & demand</p> <p>Managers, leadership and decision making</p> | <p>Marketing Management: Setting marketing objectives, Understanding markets and customers, Making marketing decisions: segmentation, targeting, positioning</p> <p>Operational Management: Setting operational objectives, Analysing operational performance, Making operational decisions to improve performance: increasing efficiency and productivity</p> | <p>Marketing Management: Making marketing decisions: using the marketing mix</p> <p>Operational Management: Making operational decisions to improve performance: improving quality, Making operational decisions to improve performance: managing inventory and supply chains</p> | <p>Financial Management: Setting financial objectives, Analysing financial performance,</p> <p>Human Resource Management : Setting human resource objectives, Analysing human resource performance, making human resource decisions: improving organisational design and managing the human resource flow</p> | <p>Financial Management: Making financial decisions: sources of finance, Making financial decisions: improving cash flow and profits</p> <p>Human Resource Management: Making human resource decisions: improving motivation and engagement, Making human resource decisions: improving employer-employee relations</p> <p>Revision</p> | <p>Revision</p> <p>Internal Assessment</p> <p>Analysing the strategic position of a business: The value of SWOT analysis</p> <p>Analysing the social environment: Corporate Social Responsibility (CSR)</p> |

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| | <p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> | <p>Application of concepts learnt to case studies, real life Quantitative skills calculation of revenue/profit/decision trees Use and interpret quantitative and non-quantitative information in order to make decisions Evaluation of concepts and decision making</p> | <p>Calculate market and sales growth, market share and size Calculate, use and understand percentages and percentage changes Interpret index numbers Calculate and interpret operations data Calculate and interpret values of price and income elasticity of demand Interpret, apply and analyse information in written, graphical and numerical forms. Critical analysis of models Evaluation: making balanced judgements</p> | <p>Application of concepts and models Critical analysis of models Evaluation Communication and research skills</p> | <p>Calculate and interpret HR data Calculate, manipulate and interpret break-even Construct and interpret a range of standard graphical forms Application of concepts and models Critical analysis of models Evaluation</p> | <p>Communication and research skills Application of concepts and models Critical analysis of models Evaluation</p> | <p>Application and analysis of concepts and models Evaluation</p> |
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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Chemistry | KNOWLEDGE DOMAIN TEACHER 1 | <p>Maths skills – decimal places and significant figures, standard form, algebra, units and conversions</p> <p>Amount of substance - moles, ideal gas law, equations, reacting mass, yield, atom economy</p> | Amount of substance - concentration, titrations | Kinetics - rates of reaction, catalysis, disappearing cross | Energetics - enthalpy, bond enthalpies, calorimetry, Hess's Law | Equilibria – reversible reactions, industrial processes, K _c | Revision and CPAC skills |
| | KNOWLEDGE DOMAIN TEACHER 2 | Atomic structure – atomic models, relative mass, mass spectrometry, electronic structure, ionisation energies | Bonding – ionic bonding, covalent bonding, polarised bonds, metallic bonding | <p>Bonding ctd - shapes of molecules, intermolecular forces</p> <p>Redox – oxidation numbers, half equations, balancing redox equations</p> | Halogens – properties, halide ions, testing for ions | <p>Group 2 – alkaline earth metals, compounds, testing ions</p> <p>Periodicity – blocks, trends across period 3</p> | |
| | KNOWLEDGE DOMAIN TEACHER 3 | <p>Intro to organic – functional groups, nomenclature, mechanisms, isomers</p> <p>Alkanes – petroleum, fuels, free radical reactions</p> | <p>Halogenoalkanes – nucleophilic substitution and elimination</p> <p>Alkenes - reactions</p> | <p>Polymers</p> <p>Alcohols – dehydration, ethanol production, oxidising alcohols</p> | <p>Alcohols ctd</p> <p>Organic distillation practical</p> | <p>Spectroscopy – mass spectrometry and IR</p> <p>Organic tests</p> | |

SKILLS
DEVELOPED
THROUGH
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AND
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TERM

Maths skills are developed throughout the Chemistry Year 1 course, being particularly important in Physical Chemistry (amount of substance, equilibria and energetics topics), together with data handling (kinetics, energetics, amount of substance).

<https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/mathematical-requirements-and-exemplifications>

Practical skills are also revisited and refined. They are assessed as part of CPAC required practicals, and also in the exams. Students must keep a formal and chronological notebook of the practical work undertaken.

<https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/as-practical-assessment>

The stated assessment objectives are:

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:

- In a theoretical context
- In a practical context
- When handling qualitative data
- When handling quantitative data

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:

- Make judgements and reach conclusions
- Develop and refine practical design and procedures.

Students will also be given opportunities to refine these skills:

- Time management and organisation
- Written communication and correct application of terminology
- Group work
- Verbal articulation of ideas
- Research

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| Classical Civilisation | KNOWLEDGE DOMAIN | <p>The cultural and historical contexts and the beliefs and values of the societies which produced the ancient sources – Greek and Roman</p> <p>How classical sources might be interpreted by different readers or audiences both in an ancient and modern context</p> <p>How classical texts relate to literary traditions and genres of Classical World</p> <p>World of the Hero – The Iliad:</p> <ul style="list-style-type: none"> Literary context in which the Iliad was created and handed down Structure and plot of the epic Language of the epic (E.g. speeches, formulae, similes) and their effects Characterisation of major and minor characters Key themes (death & mortality, reconciliation, gods/ Fate, picture of war, family & friendship, <i>xenia</i>; women; children & slaves); knowledge of examples from a across the epic <p>Imperial Image:</p> <ul style="list-style-type: none"> Benefits & dangers for Augustus of associating himself with Julius Caesar; how he achieved this Different images of Augustus: military leader; religious leader; culture hero; <i>Pater Patriae</i>; presentations of Augustus beyond his lifetime Literary and visual sources Scholarship: knowledge of a range of academic arguments for Imperial Image | As Term 1A | As Term 1A | As Term 1A | As Term 1A | <p>Revision and exams; CTG</p> <p>World of the Hero – introduction to the Aeneid:</p> <p>Composition of the epic</p> <p>The cultural and historical context – civil war & Augustus – and the beliefs and values of the society and author Structure and plot of epic</p> <p>Language of the epic (E.g. speeches, flashback, similes) and their effects</p> <p>Homeric influence</p> |
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| | <p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> | <p>Write commentaries and essays which:</p> <ul style="list-style-type: none"> • are logically structured and supported by a range of precise examples • present a range of arguments, leading to sound conclusions <p>Critical analysis and evaluation of classical texts and (for Imperial Image) visual sources</p> <p>Evaluation of how the attitudes and values of the Classical World or the authors are expressed</p> <p>Application of knowledge of cultural context to enable evidence-based judgments about texts and (for Imperial Image) visual sources</p> <p>Selection of evidence from texts and (for Imperial Image) visual sources to show comprehension of social, historical and cultural context</p> <p>Scholarship for Imperial Image: selection and evaluation of range of academic arguments to support/ challenge ideas in the extended essay</p> | As Term 1A | As Term 1A | As Term 1A | As Term 1A | <p>World of the Hero – The Aeneid:</p> <ul style="list-style-type: none"> • Critical analysis of text • Evaluation of how the attitudes and values of the Classical World or the author are expressed • Application of knowledge of cultural context to enable evidence-based judgments about text • Selection of evidence from text to show comprehension of social, historical and cultural context |
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| Computer Science | KNOWLEDGE DOMAIN | <p>Programming</p> <ul style="list-style-type: none"> • OOP <p>Theory Hardware and Software Pupils will learn how the computer functions and how the software interacts with the hardware. We also learn about the different types of software that are used in computer systems.</p> <p>Programming Language Classification Students will learn about the different programming language types, be able to identify differences between them, and scenarios where different languages may be more suitable.</p> | <p>Programming</p> <ul style="list-style-type: none"> • User interfaces • Assembly language <p>Theory Internal Hardware We will study the components within the computer and students will understand how the components interact with each other, how the data travels between them. They will be able to explain the factors that can have an impact on processor speed.</p> <p>External Hardware Pupils need to be able to explain how the following devices function; Laser Printer, RFID, Barcode reader, Digital Camera. They need to understand which devices are best suited to different scenarios.</p> | <p>Theory Data Representation Pupils will be familiar with a variety of number systems. Students will learn how to convert between the different number bases and understand why they are used. Units of measurement will be taught and students will be able to convert between the different units of measurement. We will move on to learn how sound and images are stored in the computer to include vector and bitmap images. We then move on to learn about compression and encryption. This includes the Caesar cipher and the Vernam cipher</p> <p>Logic Gates Pupils need to be able to complete the truth</p> | <p>Programming Database Programming</p> <p>Theory Database Theory Students will be able to design and create relational databases. They will be able to use technical terminology surrounding database theory. They will be able to normalise data to 3rd normal form and create databases using SQL commands, to include creation of tables, inserting, updating, retrieving and deleting data.</p> | <p>Programming Consolidation of Python</p> <p>NEA introduction Students are introduced to the NEA and spend time planning and coming up with their projects. They will write project proposals.</p> | <p>NEA Students write the analysis section which involves researching different areas and evaluating different approaches</p> |

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| | | | <p>Secondary Storage Pupils need to be able to explain how different devices function, and be able to make a comparison between them, with particular reference to speed of access to data and capacity. SSD, HDD and Optical Drives are covered.</p> <p>Consequences of Computing Pupils will study the impacts of computing covering moral, ethical, legal and cultural. Pupils will learn about the changes that computing has brought to the world, the moral, ethical and legal responsibilities that computer scientists should be aware of. In this unit we will be practising essay writing skills.</p> | <p>tables for the different logic gates, draw logic gate circuits, know how to write logic gate expressions and complete truth tables for the circuits.</p> <p>Boolean Algebra Pupils will learn how to use Boolean identities and De Morgan's laws to manipulate and simplify Boolean expressions.</p> | | | |
| SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <p>Programming</p> <ul style="list-style-type: none"> • Decomposition • Abstraction • Generalisation • Pattern recognition • Python syntax <p>Theory Research and use of wider reading resources</p> | <p>Programming</p> <ul style="list-style-type: none"> • Decomposition • Abstraction • Generalisation • Pattern recognition • Python syntax • Design | <p>Theory</p> <ul style="list-style-type: none"> • Converting between number bases • File size calculations • Binary addition and shift <p>Binary subtraction and Two's complement</p> | <p>Programming</p> <ul style="list-style-type: none"> • Decomposition • Abstraction • Generalisation • Pattern recognition • Python syntax | <p>Programming Extend python skills</p> | <p>Programming</p> <ul style="list-style-type: none"> • Design skills <p>Skills</p> <ul style="list-style-type: none"> • Report writing • Research <p>Critical Analysis</p> | |

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| Core Maths | KNOWLEDGE DOMAIN | Financial Maths | Currency and Data | Probability and Graphs | Normal Distribution, Spreadsheets and Exponential Law | Fermi Estimates, Medicine and Law | Measure and Scale, Logs |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <ul style="list-style-type: none"> • Use of spreadsheets • Percentage increase and decrease • Calculate with reference to inflation • Student Loans • Budgets • APR and AER • Index linked calculations and interpretations • Use words such as income, expenditure, budget, profit, loss, investment., tax, revenue, inflation, Apr and AER | <ul style="list-style-type: none"> • Real life problem solving. • Interpret exchange rates • Understand 'we buy' and 'buy rate', 'we sell' and 'sell rate'. • Use a suitable method for collecting data. • Key terms: Primary, secondary, categorical, numerical, continuous, discrete. • Understand the meaning of population and sample. | <ul style="list-style-type: none"> • Calculate probability or likelihood of an event • Prepare a business plan using estimation and budget skills • Look at box and whisker, dot plots, scatters, bar charts, frequency charts and CF diagrams • Calculate and estimate numbers • Begin to recognise different distributions. • Look at real life graphs in context • Calculate range and IQR • Understand a 100% increased risk does not mean a risk is now certain. | <ul style="list-style-type: none"> • Look at box and whisker, dot plots, scatters, bar charts, frequency charts and CF diagrams. • Introduce normal distributions and St.Dev. • Introduce normal distributions and St.Dev • Understand that if the distribution is symmetrical the mean is central • Use real life data to explore statistical representations • Begin to recognise different distributions. | <ul style="list-style-type: none"> • Look at real life graphs in context • Calculate range and IQR • Use Sig figs including on spreadsheets and with calculator. • Recognise graphs of inverse and direct proportion. • Calculate and estimate numbers • Understand how data is collected and used. • Focus on presentation and use of assumption in Fermi Estimates.. | <ul style="list-style-type: none"> • Spreadsheets revisited for budgeting and business plans • Interpret maps, diagrams and scale drawings • Shape, measure and ratio • Logs and log scales • <i>Revision for mocks and work experience falls in this block.</i> • <i>Focus on revision of skills for mocks and consolidating through project work and mini tasks</i> |

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| Social Sciences - Criminology | KNOWLEDGE DOMAIN | <p>Unit 1 – controlled assessment</p> <p>Changing awareness of crime (LO1, 2 and 3 run parallel across two teachers)</p> | <p>Unit 1 – controlled assessment</p> <p>Changing awareness of crime (LO1, 2 and 3 run parallel across two teachers)</p> | <p>Unit 2 – examination</p> <p>Criminological theories (LO1, 2, 3 and 4 run parallel across two teachers)</p> | <p>Unit 2 – examination</p> <p>Criminological theories (LO1, 2, 3 and 4 run parallel across two teachers)</p> | <p>Unit 2 – revision</p> <p>Criminological theories (LO1, 2, 3 and 4 run parallel across two teachers)</p> | <p>Starting year 13 – unit 3 controlled assessment)</p> <p>Crime scene to court room (LO1, 2 and 3 run parallel across two teachers)</p> |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <p><u>Knowledge and enquiries:</u></p> <p>1.1 analyse different types of crime (4)</p> <p>1.2 explain reasons for crimes being unreported (4)</p> <p>1.3 consequences of unreported crime (4)</p> <p>1.4 media representation of crime (6)</p> <p>1.5 impact of media on public perception (6)</p> <p>1.6 evaluate methods of collecting statistics about crime (6)</p> <p><u>Skills:</u> Researching using the internet, news app, articles, social media</p> <p>Extended writing (11 sections in total)</p> <p>Application of knowledge to unseen brief</p> | <p><u>Knowledge and enquiries:</u></p> <p>2.1 comparing campaigns for change (10)</p> <p>2.2 evaluate effectiveness of media methods used in campaigns for change (15)</p> <p>3.1 plan a campaign for change (relevant to unseen brief) (10)</p> <p>3.2 design materials (20)</p> <p>3.3 justify campaign (15)</p> <p><u>Skills:</u> As previous column</p> | <p><u>Knowledge and enquiries:</u></p> <p>1.1 comparing criminal and deviant behaviour</p> <p>1.2 the social construction of criminality</p> <p>LO2, 3 and 4</p> <p>Sociological theories of criminality, evaluation and policy</p> <p>Analyse situations of criminality</p> <p><u>Skills:</u> Independent learning (regular homework and flipped learning tasks)</p> <p>Listening and focusing in lessons</p> | <p><u>knowledge and enquiries:</u> LO2, 3 and 4</p> <p>Biological theories of criminality, evaluation and policy</p> <p>Individualistic theories of criminality, evaluation and policy</p> <p>4.2 Social changes affecting policy development</p> <p>4.3 campaigns affecting policy development</p> | <p>Full mock examination (25 marks in each section, 3 sections in total, 1 hour 30 min paper)</p> <p>Max marks – extended writing = 9 marks</p> <p>Mock exam feedback, in class structured revision activities, development of exam skill</p> <p><u>Skills:</u> How to prevent cognitive overload through use of dual coding strategies</p> <p>Self / peer marking using past exam papers and mark schemes</p> <p>Group revision</p> <p>Reflection on exam performance and focused work on areas that require progress</p> | <p><u>knowledge and enquiries:</u></p> <p>1.4 examine rights of individuals in criminal investigations (6)</p> <p>2.1 requirements of the Crown Prosecution Service for prosecuting suspects (4)</p> <p>2.2 describe trial processes (4)</p> <p><u>Skills:</u> As column 1</p> <p>Proactive engagement with compulsory criminology workshop and Court trip</p> <p>Paying attention to detail</p> |

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| | | <p>Meta- cognition - reflecting on work produced, taking teacher feedback on board, making changes to improve quality of work</p> <p>Creativity - production of technological accurate and stimulating materials for a campaign</p> <p>Awareness of contemporary issues in society</p> <p>Ability to read, understand and draw conclusions on government reports, official statistics tables and legislation and policy documents</p> <p>Time-management, meeting deadlines, organisation of individual notes and folder</p> <p>Paraphrasing and references sources appropriately</p> <p>Engagement, independent and group enquiry and passionate about social issues in society (discussing, asking questions, answering questions)</p> <p>Synopticity – how different ACs and LOs link to each</p> <p>Aiming high and having high individual yet realistic expectations, staying positive and working hard</p> <p>Transferability of ideas to and from other a-level subjects, particularly sociology and psychology</p> | | <p>Problem solving through applications to unseen scenarios</p> <p>Time management under exam conditions and pressures</p> <p>Clear, concise, autonomous writing style and effective note-taking</p> <p>Development of subject specific vocabulary</p> <p>Presentation of knowledge and ideas (revision aids, knowledge organisers)</p> <p>Rehearsal of knowledge and retrieval practice</p> <p>Aiming high and having high individual yet realistic expectations, staying positive and working hard</p> <p>Motivation, dedication and commitment to revise for mid topic, end of topic and 9-mark assessments</p> <p>Proactive interaction with teacher feedback and closing the gap to ensure progression</p> <p>Ability to navigate and discuss sensitive issues in society using appropriate terminology</p> | | <p>Independent revision strategies</p> <p>Time management under exam conditions and pressures</p> <p>Synopticity – how different ACs and LOs link to each</p> <p>Transferability of ideas to and from other a-level subjects, particularly sociology and psychology</p> | |
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| | | <p>Strong and effective communication and rapport with subject teachers both in lessons and on virtual platforms</p> <p>Ability to navigate and discuss sensitive issues in society using appropriate terminology</p> | | | | | |
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| | | Pre-production planning and research and production | | | | | |
| Digital Media | KNOWLEDGE DOMAIN | Intro to production skills | Pre-production | Production | Production | Revision | CTG |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | Ability to evidence skills in moving image and audio production. | Ability to research and plan media products. | Development and evidence of creative, practical skills in response to a client brief. | Development and evidence of creative, practical skills in response to a client brief. | Application of theory and key terms in preparation for final external assessment | Evidence improvements to units covered (pre-production and production). |

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| Drama | KNOWLEDGE DOMAIN | Introduction to Component 3: Text in Performance- Section A: " <i>Chimerica</i> " Section B " <i>Machinal</i> " | Component 2/3 Introduction to Live Theatre (<i>Production Visit</i>) Component 1: Theatre Workshop- Introduction: " <i>A Doll's House</i> "/Brecht | Component 1: Theatre Workshop-: " <i>A Doll's House</i> "/Brecht | Component 1: Theatre Workshop-: " <i>A Doll's House</i> "/Brecht | Component 1: Theatre Workshop <i>Performance & Creative Log</i> Component 3: Section B Live Theatre: " <i>Yerma</i> " | Component 3: Section A & B Retrieval Component 2: Text in Action: <i>Introduction to Frantic Assembly</i> Component 2/3: <i>Live Theatre Visit (Day trip)</i> |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | C3: Exploration Set Texts will be approached through practical methods, focusing on: Section A Interpretation of character Vocal & physical skills including interaction. Structure, language, stage directions, rehearsal techniques Interpretation of design elements: sound, lighting, set, props, costume, hair & makeup Section B Social, Historical & Cultural Context of the text Influence of contemporary theatre practice | C3: Exploration Live Theatre • Students will view 3 productions, focusing on: Analysis of performance /design / technique elements Analysis & evaluation influence of contemporary theatre practice in relation to Section B How live theatre influences their decision making & understanding of how drama & theatre is developed in relation to Section B C1 Research Reinterpretation: Students will: | C1: Create • Students will create & develop ideas to communicate meaning as part of theatre making process. • Students make notes on the changes made during the rehearsal process, to prepare their Creative Log. | C1: Development • Students will create & develop ideas to communicate meaning as part of theatre making process. • Students will refine their work in response to feedback, considering the use of proxemics/technical/ and staging choices • Students make notes on the changes made during the rehearsal process, to prepare their Creative Log. | C1 Performance • Students to apply theatrical skills in final live performance. • Students to refine their written work on Reinterpretation to submit their Creative Log C3: Retrieval • Students will view a 3rd Live Theatre/Streamed production, making clear practical links to Section B: <i>Machinal</i> . | C3 Assessment Students will sit Internal Assessments on " <i>Chimerica</i> " & " <i>Machinal</i> ". C2 Introduction • Students will explore an initial response to the 4 Exam Set Stimuli, upon which they will base devised & text pieces. • Students will be introduced to some of the techniques and work of Frantic Assembly. • Students will view a 4 th Live Theatre production, making clear practical links to C2 & C3 |

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| | | <p>How plays are constructed & performed through structure, language style and text How the text approaches its theme.</p> | <p>-explore DH, before choosing the precise extract for reinterpretation -learn and apply key techniques of Brecht.</p> | | | | <ul style="list-style-type: none">• Students will experience a National Theatre Backstage tour to develop their knowledge of design/technical elements as well as supporting post education choices. |
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| Humanities – Earth Science (Geology) | KNOWLEDGE DOMAIN | <p>Elements minerals and rocks</p> <p>Key idea 1 The Earth is composed of rocks which have distinctive mineralogies and textures</p> | <p>F2 Surface and internal processes of the rock cycle</p> <p>Key idea 1 The mineralogy and texture of sedimentary rocks result from surface processes as part of the rock cycle.</p> <ul style="list-style-type: none"> Physical and chemical weathering of rocks Surface materials are transported by erosional agents and are deposited as sediments <p>Key Idea 2 The formation and alteration of igneous and metamorphic rocks result from the Earth's internal energy</p> | <p>F3 Time and change</p> <p>Key Idea 1: The study of present-day processes and organisms enables understanding of changes in the geological past</p> <p>Key Idea 2: Geological events can be placed in relative and absolute time scales</p> | <p>F4 Earth structure and global tectonics</p> <p>Key Idea 1: The Earth has a concentrically zoned structure and composition</p> <p>Key Idea 2: The Earth's internal heat is the underlying cause of lithospheric plate motions that control global geological processes</p> | <p>G1 Rock-forming processes</p> <p>Key Idea 1: The generation and evolution of magma involve different processes.</p> <p>Key Idea 2: The mineralogy and texture of metamorphic rocks are determined by the composition of the parent rock and the conditions of metamorphism</p> <p>Key Idea 3: Sedimentary processes can be</p> | <p>G2 Rock deformation</p> <p>Key Idea 1: Geological structures are formed when rock material undergoes deformation</p> |

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| | | | <p>Key Idea 3: Deformation results when rocks undergo permanent strain in response to applied tectonic stresses and can be interpreted using geological maps</p> | | | understood using scientific modelling. | |
| SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <p>Pupils will investigate the diagnostic properties of minerals.</p> <p>Measurement of the density of minerals</p> <p>Recognition, of the main rock-forming minerals (as specified on the exam board's mineral data sheet)</p> <p>Application of classification systems using distinguishing characteristics to identify unknown minerals.</p> | <p>Constructing and interpreting frequency tables and diagrams, bar charts and histograms.</p> <p>Understanding of the principles of sampling as applied to scientific data.</p> <p>Understanding of the measures of dispersion, including standard deviation and interquartile range</p> <p>Selection and use of a statistical test</p> <p>Identification of sedimentary structures in hand specimen</p> <p>Recognition and interpretation of structural features from photographs, diagrams, sections, geological maps and in the field</p> | <p>Analysis of modern and fossil assemblages to interpret the degree of transportation before burial</p> <p>Application of classification systems using distinguishing characteristics to identify unknown fossils.</p> <p>Production of scaled, annotated scientific drawings of fossils, using a light microscope, or hand lens observation.</p> | <p>Investigation of how the plate tectonics paradigm developed over time.</p> <p>Interpretation of the evidence for plate tectonic theory.</p> <p>Investigation of the relationships between earthquake data (focal depth, magnitude and distance from plate boundaries) using data on Google EarthTM.</p> <p>Evaluation of the possible mechanisms for plate movement (role of mantle convection, slab pull, ridge push).</p> | <p>Use of logarithms scale concerning quantities that range over several orders of magnitude.</p> <p>Interpretation of logarithmic plots</p> <p>Investigation of magma crystallisation and differentiation processes using phase diagrams</p> <p>Analysis of ocean survey data</p> <p>Analysis of simple pressure-temperature-time paths</p> <p>Investigation of contact metamorphism</p> <p>Analysis of metamorphic textures</p> <p>Application of the Hjulstrom graph.</p> | <p>Identification of plunge direction (of axis) and axial planar cleavage.</p> <p>Analysis of the relationship between fault type (normal, reverse/thrust, strike-slip) and the orientation of the principal stress components</p> <p>Calculations involving measurements of:</p> <ul style="list-style-type: none"> • true bed thickness • vertical bed thickness • width of outcrop • angle of dip. <p>Use of sin, cos and tan in physical problems</p> | |

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| | | | <p>Production of scaled annotated field sketches at unfamiliar field exposures to record data relevant to an investigation.</p> <p>Measurement of dip and strike elements: dip angle, dip and strike directions of planar surfaces</p> <p>Recognition of fold elements: limb, hinge, axis, axial plane trace, fold symmetry (as a function of limb length), antiform, synform, anticline, syncline</p> <p>Use of geological maps, block diagrams, boreholes, cross-sections, and photographs to interpret the geology of an area</p> <p>Construction of geological cross-sections from simplified geological maps</p> | | | | |
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|-----------------------------|--|--|---|--|---|---|--|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Social Sciences - Economics | KNOWLEDGE DOMAIN | Micro: The Economic Problem Macro: Circular Flow. Intro to Exam Board: Eduqas & Course Spec | Micro: Market Forces Macro: Aggregate Demand and Aggregate Supply | Micro: Labour Markets Macro: Growth, Inflation & Unemployment | Micro: Market Failure Macro: Trade, Balance of Payments and Exchange Rates | Micro: Government Intervention Macro: Management of the Economy | Micro: Interrelated markets and intro to Cost / Product Curves Macro: Management of economy continued and conflict between objectives. |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | General Skills: 1. Logical thinking 2. Interpretation of data 3. Critical thinking Specific content skills include: 1. Scarcity and choice 2. Production Possibility Frontiers 3. 3 questions of economics 4. Opportunity Cost 5. Specialisation 6. Multiplier 7. Circular flow including injections, leakages and equilibrium 8. National income including GNP/GDP, 9. Standard of living and how to measure GDP | General Skills: 1. Incorporating diagrams and data into arguments 2. Evaluating economic arguments 3. Introduction to extended essay answers Specific content skills include: 1. AD definition, components, shape/slope, factors affecting and shifts 2. AS definition, factors affecting, shape/slope, shifts 3. All about Demand 4. All about Supply 5. Market equilibrium 6. Inter-related markets 7. Consumer and producer surplus 8. Efficiency 9. Role of profit | General Skills: 1. Synthesizing contemporary research with existing schools of thought 2. Enhanced quantitative skills 3. Applying knowledge to real-time economic challenges / decisions Specific content skills include: 1. Main influences on the demand and supply of labour 2. Labour market issues including flexibility, minimum wages and migration 3. Detailed analysis and review of growth, inflation and unemployment 4. How unemployment is measured 5. Causes and consequences of inflation, deflation and unemployment, 6. Labour market reform Wage diagram | General Skills: 1. Continued refinement of critical thinking 2. Incorporating data and research into economic arguments 3. Understanding economic events around the world Specific content skills include: 1. UK Trade 2. Why Trade 3. WTO 4. UK BoP 5. Consequences and disequilibrium 6. Reducing trade deficit 7. Factors influencing exchange rates 8. Market power Information failure 9. Private and public goods 10. Merit and de-merit goods 11. Externalities 12. Property rights 13. Price volatility 14. Poverty and inequality | General Skills: 1. Synthesizing Micro, Macro and real-world knowledge 2. Refining persuasive argument technique in writing 3. Mastering precise answer skills Specific content skills include: 1. Minimum and maximum prices 2. Taxation 3. State provision and regulation 4. Subsidies 5. Tradable permits 6. Government failure 7. Monetary policy including interest rates and QE 8. Fiscal policy including taxation, expenditure, borrowing, consequences and evaluation | General Skills: 1. Independent Research 2. Engaging deeply on topics of interest to each student Specific content skills include: 1. Understanding the conflict between different macro policy objectives, e.g., growth and inflation 2. Putting it all together for end of year 12 exam 3. Supply side policies including classification, examples, consequences and evaluation 4. Introduction to Cost and Product Curves |

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SIXTH FORM CURRICULUM SUMMARY

| Year 12 | | | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
|------------------|--------------|--|---|---|--|---|---|--------------------------|
| | | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| English Language | Spoken/Power | KNOWLEDGE DOMAIN | Speech vs Writing | Language and Power / Editorials | Language and Power / Editorials | Comparison of Texts | Mini Language Investigations | Revision and exams / CTG |
| | | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | Building up terminology regarding spontaneous speech (AO1) | Understanding the significance of contexts on language (AO3) and using terminology in essays (AO1). Manipulating register to suit a non-specialist audience | Integrating conversational theory into written work (AO2) and developing stronger alternative contexts (AO3) | Ability to annotate at speed, together with developing comparative writing skills (AO4). Comparing contexts (AO3) | Independent transcription skills. Developing efficient analytical writing (AO1). Integrating multiple AOs into one piece. | |
| | LUTM/Gender | KNOWLEDGE DOMAIN | Intro to Creative Writing | Language Under the Microscope | Language and Gender / editorials | Language and Gender / editorials | Language and Technology | Revision and Exams / CTG |
| | | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | Creative writing skills – ability to use figurative devices when writing about language (AO5) | Close analytical skills, development of accurate terminology (AO1) and integration of contexts surrounding text production and reception | Integrating gender theory into written work (AO2) and developing stronger alternative contexts (AO3) . Manipulating register to suit a non-specialist audience | Integrating gender theory into written work (AO2) and developing stronger alternative contexts (AO3) | Making connections between technological theory and close analysis (AO2) | |

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CURRICULUM SUMMARY



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| Year 12 | | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | | |
|--------------------|---------------|--|---|---|---|---|--|---------------------------------|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B | |
| English Literature | Gothic | KNOWLEDGE DOMAIN | Intro to Gothic – concepts and tropes | ‘Dracula’ | ‘The Bloody Chamber’ | ‘The Bloody Chamber’ | Comparison with ‘Dracula’ | Revision and exams / CTG |
| | | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | Ability to identify Gothic concepts and ideas in a passage (AO3) | Close analysis in order to inform arguments (AO1); making connections to a range of contexts – biographical, social, historical and literary. | Close analysis in order to inform arguments (AO1); making connections to a range of contexts – biographical, social, historical and literary. | Close analysis in order to inform arguments (AO1); making connections to a range of contexts – biographical, social, historical and literary. | Developing comparative essay writing skills (AO4) and adding depth to critical views (AO5) | |
| | Twelfth Night | KNOWLEDGE DOMAIN | Twelfth Night | Twelfth Night | Twelfth Night | ‘Jerusalem’ Coursework | Twelfth Night and coursework revision | Revision and Exams / CTG |
| | | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | In part A, developing close analysis skills (AO2). For part B, learning how to integrate and argue with critics (AO5) | In part A, developing close analysis skills (AO2). For part B, learning how to integrate and argue with critics (AO5) | In part A, developing close analysis skills (AO2). For part B, learning how to integrate and argue with critics (AO5) | Close analysis of dramatic devices (AO2) Concise writing skills (AO1) | Editing skills for coursework (AO1) | |

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| Year 12 | | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
|-----------------------|------------------|--|---|---|---|---|---|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Environmental Science | KNOWLEDGE DOMAIN | <p>Chp 1: The conditions for life on Earth (earth before life and the development of life on earth)</p> <p>Chp2: Conservation and biodiversity (the importance and threats to biodiversity)</p> <p>The following themes are built into most chapters: Consider applications and implications of environmental science and evaluate their associated benefits and risks Consider ethical issues in the treatment of humans, other organisms and the environment Evaluate the role of the scientific community in validating new knowledge and ensuring integrity Evaluate the ways in which society uses</p> | <p>Chp 4: The Atmosphere (composition of the atmosphere, how the atmosphere supports life, the greenhouse effect, the enhanced greenhouse effect and global warming, ozone depletion)</p> <p>Chp2: Conservation and biodiversity (methods of conserving biodiversity, selected habitats)</p> <p>Chp 15: Research methods (specific practical investigations, statistical analysis)</p> | <p>Chp 5: The Hydrosphere (global demand for water, the natural water cycle, human impacts on the cycle, exploitation of new water sources, sustainable water management)</p> <p>Chp 6: The Lithosphere (mineral resources extracted, geological processes that created exploitable deposits)</p> <p>Chp2: Conservation and biodiversity (selected habitats)</p> | <p>Chp 6: The Lithosphere (environmental impacts of mineral exploitation, future mineral supplies, cradle to cradle design)</p> <p>Chp 3: Life processes in the biosphere (adaptations to the environment, ecological succession, species diversity and ecological stability, ecological terminology)</p> | <p>Chp 8 Soils (soil fertility and erosion, soil triangle)</p> <p>Chp 7: Biogeochemical cycles (carbon, nitrogen and phosphorous)</p> <p>Chp 15: Research methods (scientific methodologies, population studies, specialist techniques and research, abiotic factors, specific practical investigations, statistical analysis)</p> | <p>Chp 7: Biogeochemical cycles (carbon, nitrogen and phosphorous)</p> <p>Fieldtrip – review of all content taught in chp 15 (Compulsory 4 days of field work)</p> |

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| | | science to inform decision making | | | | | |
| SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | Students carry out investigative/practical activities within an environmental context. Students will develop the required practical skills which are signposted within the subject content. Students will incorporate the required mathematical skills . Students must undertake experimental and investigative activities , including appropriate risk management, in a range of environmental contexts. They must also know how to safely and correctly use a range of practical equipment and materials . Students must carry out practical activities using the best contemporary practices for risk assessment and safe working in the laboratory and during fieldwork. | Independent thinking Numeracy and the application of mathematical concepts in a practical context Use theories, models and ideas to develop scientific explanations of environmental processes Use knowledge and understanding to pose questions, define scientific problems, present scientific arguments and scientific ideas related to the environment Use of communication technology (ICT), to answer scientific questions | Same as before but included are revision strategies for mocks – graphical analysis, extended response and essay writing skills, review of key terms | Working scientifically: opportunities for skills development and independent thinking – this includes <ul style="list-style-type: none"> - Solve problems in practical contexts - Analyse and evaluate existing scientific knowledge - Apply scientific knowledge to practical contexts - Plan scientific investigations and apply these approaches to the practicals - Comment on experimental design and evaluate methods - Evaluate results and draw conclusions - Identify variables - Plot and interpret graphs - Process and analyse data using appropriate mathematical skills - Consider margins of error and accuracy | Working scientifically: opportunities for skills development and independent thinking – this includes <ul style="list-style-type: none"> - Solve problems in practical contexts - Analyse and evaluate existing scientific knowledge - Apply scientific knowledge to practical contexts - Plan scientific investigations and apply these approaches to the practicals - Comment on experimental design and evaluate methods - Evaluate results and draw conclusions - Identify variables - Plot and interpret graphs - Process and analyse data using appropriate mathematical skills - Consider margins of error and accuracy | Working scientifically: opportunities for skills development and independent thinking – this includes <ul style="list-style-type: none"> - Solve problems in practical contexts - Analyse and evaluate existing scientific knowledge - Apply scientific knowledge to practical contexts - Plan scientific investigations and apply these approaches to the practicals - Comment on experimental design and evaluate methods - Evaluate results and draw conclusions - Identify variables - Plot and interpret graphs - Process and analyse data using appropriate mathematical skills - Consider margins of error and accuracy | |

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| Year 12 | | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
|--------------|--|---|---|--|--|---|--|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| | | Making Meaning and Response | | | | | |
| Film Studies | KNOWLEDGE DOMAIN | How films make meaning. Film form. Meaning & response | Comparison of film texts. Context | Spectatorship. | Ideology. | Narrative & ideology. | Revision and exams / CTG |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | How to write a film essay. Knowledge and understanding of film language, including key terms. (A01) | Ability to compare film texts from different periods in film history. (AO2) Ability to apply an auteur critical approach to films studied (AO2). | Ability to identify and explore the role of the spectator and how meanings are open to interpretation (AO2). | Ability to adopt an ideological critical approach when analysing film texts (AO1/AO2). | Ability to analyse film texts in terms of narrative devices used in British films since 1995 (AO1/AO2). | Revision of key concepts applicable to set texts. Exam technique and revision questions. Introduction to Component 3 coursework unit. Ability to identify short film-making conventions. |

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|--------------------|------------------|---|---|---|---|--|--|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Languages - French | KNOWLEDGE DOMAIN | <p>Grammar Present tense Nouns, gender Adjectives Perfect tense with avoir and etre Future tense Ordinal/cardinal numbers</p> <p>Family (Les changements dans les structure familiales) Structure of Family in France Marriage Family relationships</p> <p>Work (Le monde du travail) Work/life balance Strikes in France Gender equality in the workplace</p> | <p>Grammar Imperfect tense Conditional Negation Pluperfect Future and conditional perfect tense Direct/Indirect objects Use of y/en Si clauses</p> <p>Education (L'éducation) Education systems School stresses Higher education Vocational training</p> <p>Music (La musique) Francophone music Music tastes Influence of music</p> | <p>Grammar Prepositions Passive voice Subordinate clauses Possessive pronouns Subjunctive</p> <p>Media (Les médias) Freedom of speech Written press New technologies</p> <p>Film - Intouchables Social and historical context Key scenes and structures Characters – Driss and Philippe Secondary characters</p> | <p>Grammar Adverbs Comparisons Intensifiers</p> <p>Festivals (Les festivals et les traditions) Francophone celebrations and festivals</p> <p>Film - Intouchables Cinematographic techniques Key themes : Disability, Humour, Social class, Music, Language</p> | <p>Grammar Revision of Year 12 grammar</p> <p>Festivals (Les festivals et les traditions) Customs and traditions in France Customs in the French speaking world</p> <p>Revision – Paper 2 essays and Paper 3 speaking</p> | <p>Grammar Revision of Year 12 grammar</p> <p>Revision Paper 1 – listening/reading/translation Paper 2- Writing – essay and translation</p> <p>Mini IRP- les Pieds Noris L'étranger OR Le château de ma mère Historical context of Year 13 literature text</p> |

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| | <p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> | <p>Conjugating verbs accurately in present tense and preterite tenses</p> <p>Understanding the changes in French families</p> <p>Understanding the challenges in the world of work on France</p> <p>Being able to read longer, authentic texts – knowing what to look up/how to read for gist and how to find detail.</p> <p>Assessment: Reading/Listening/ Translation into French and English</p> <p>Grammar test</p> | <p>Being able to use tenses accurately</p> <p>Understanding the structures of the education system in France</p> <p>Knowledge of customs and festivals in both France and the Francophone world</p> <p>The ability to give specific examples to support ideas and opinions.</p> <p>Researching a festival and giving a short presentation</p> <p>Assessment: Paper 1 Reading/listening and translation into English and French</p> | <p>Understanding the concept of the subjunctive mood and when to use it.</p> <p>Being able to use compound tenses</p> <p>Understanding the role of TV and print media in France</p> <p>Being able to listen to authentic French for gist and pick out details</p> <p>Understanding the social and historical context for the film – Intouchables</p> <p>Assessment: In class assessment – Paper 1 Reading/listening and translation into English and French</p> | <p>Understanding how to improve the quality of written work by including higher level structures such as si clauses.</p> <p>Understanding when to use and when to avoid the passive voice in French</p> <p>Understanding how to plan essays and craft P/E/A/L paragraphs for essays</p> <p>Understanding the role of social media in France</p> <p>Understanding how music in France has developed</p> <p>Developing an ability to analyse critically the influence of songs and singers.</p> <p>Understanding key characters and themes in Intouchables.</p> <p>Assessment: Paper 1 Reading/listening and translation into English and French</p> <p>Paper 2 Essay on film (theme advised)</p> <p>Paper 3 – Practice task 1 with FLA</p> | <p>Preparing for the speaking exam task 1 – being able to present relevant and up to date statistics on Y12 topics</p> <p>Being able to interact and seek clarification in a speaking exam.</p> <p>Translation skills – spotting the grammar points that are being tested before tackling the translation.</p> <p>Understanding the impact of music piracy and the way in which music can be used as a protest.</p> <p>Developing an understanding of the historical and social context of Year 13 literature book</p> <p>Assessment: Paper 2 Essay on film (theme advised)</p> | <p>Listening and reading for gist and detail.</p> <p>Translating accurately into English and French</p> <p>Planning and writing in timed conditions</p> <p>Planning skills for the research project</p> <p>Understanding the key context of Pieds Noirs</p> <p>Assessment: Full exam paper 1, paper 2 (essay on film and translation into French) and paper 3 task 1.</p> <p>Practice IRP</p> |
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| Year 12 | | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
|---------------|--|--|---|---|---|---|--|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Further Maths | KNOWLEDGE DOMAIN | Matrices Roots of polynomials Sequences and Series Complex number | Matrices Vectors and 3D space Dimensional analysis | Matrices Eigenvectors and Eigenvalues Discrete random variables | Discrete random variables Recurrence relations Matrices | Complex numbers Chi-squared tests | Proof Induction |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <p>Matrix arithmetic Transformations with matrices in both 2D and 3D</p> <p>Methods for solving high order polynomials with real, repeated and complex roots</p> <p>Use of Sigma notation</p> <p>Complex number arithmetic and complex roots to quadratics</p> <p>Use of the argand diagram for sums, differences and conjugates</p> | <p>Work out line of invariant points and invariant lines</p> <p>Calculating determinants of 2x2 matrices by hand and with a calculator for 3x3</p> <p>Use of determinants with respect to coordinate geometry</p> <p>Understand the difference between singular and non-singular matrices and the implications of each</p> <p>Use matrices to solve 3-system simultaneous equations and</p> | <p>Calculate the inverse of a 3x3 matrices by hand using a variety of methods</p> <p>Calculate Eigenvectors and Eigenvalues of a given matrix and understand the context of these in terms of transformations</p> <p>Calculate expectation and variance of both singular and linear combinations of discrete random variables</p> <p>Understand, use, and be able to model with the geometric and uniform distributions</p> | <p>Understand, use, and be able to model with the Binomial and Poisson distributions</p> <p>Calculate the expectation and variance of both the Binomial and Poisson distribution</p> <p>Find the closed form of first and second order recurrence relations (both homogenous and non-homogenous) and be able to model real-world problems using recurrence relations.</p> | <p>Convert between component and mod-arg form of complex numbers and how this relates to the argand diagram</p> <p>Be able to draw loci in the complex plane; specifically circles, sectors, half lines, and lines expressed as $z-a = z-b$.</p> <p>Sketch regions bounded by inequalities and use f set notation to describe solutions</p> <p>Use expected values to calculate the test statistic and use to test for a goodness of fit of different models</p> | <p>To be able to use induction in a proof setting.</p> <p>Use of partial fractions with induction to perform proofs using the method of differences</p> <p>Use of induction with respect to divisibility</p> |

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| | | | <p>understand the in context of intersecting planes/lines</p> <p>Calculate and use dot product</p> <p>Use of vector/cartesian form of equation of planes and work out angle between</p> <p>Deriving the units of given quantities and using these relationships to estimate indices in a model</p> | | | | |
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|------------------------|------------------|--|--|--|--|--|--|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Humanities - Geography | KNOWLEDGE DOMAIN | <p>Physical Geography Coastal Landscapes</p> <p>Systems in physical geography.</p> <p>Fieldwork: River Rib Fieldwork knowledge in a physical geography setting.</p> <p>Sources of energy in coastal environments.</p> <p>Low energy and high energy coasts.</p> <p>Sediment sources, cells and budgets.</p> <p>Human Geography Population and the Environment</p> <p>Population change, DTM, key vital rates, impacts on population.</p> <p>International migration. Impacts of migration.</p> <p>Population ecology – impacts of under and over population. Balance of population on resources and the implications of this.</p> | <p>Physical Geography Coastal Landscapes</p> <p>Geomorphological and coastal processes.</p> <p>Origin and development of landforms of coastal erosion and deposition.</p> <p>Eustatic, isostatic and tectonic sea level change and associated landforms.</p> <p>Impact of climate change on the coast.</p> <p>Coastal management in HICs and LICs.</p> <p>Human Geography Population and the Environment</p> <p>Global pattern of food production and consumption. Agricultural systems and productivity.</p> <p>Climate and soils and the relationship with human activity.</p> <p>Podsols and latosols</p> | <p>Physical Geography Water & Carbon Cycles</p> <p>Systems in physical geography.</p> <p>Global distribution and size of major stores of water.</p> <p>Processes driving change in the magnitude of these stores over time and space.</p> <p>Drainage basins as open systems.</p> <p>Runoff variation and the flood hydrograph.</p> <p>Changes to the water cycle over time.</p> <p>Human Geography Population and the Environment</p> <p>Global patterns of health, mortality and morbidity.</p> <p>Epidemiological transition model.</p> <p>Relationship between environmental variables and health/disease.</p> | <p>Physical Geography Water & Carbon Cycles</p> <p>Global distribution, and size of major stores of carbon.</p> <p>Factors driving change in the magnitude of these stores over time and space.</p> <p>Changes in the carbon cycle over time including human and physical changes.</p> <p>The carbon budget.</p> <p>The role of the carbon and water stores and cycles in supporting life on Earth.</p> <p>The relationship between the water and carbon cycle.</p> <p>Human Geography Changing Places</p> <p>Concept and importance of place. Insider and outsider perspectives. Near and far places.</p> <p>Factors contributing to the character of place</p> | <p>Physical Geography Revision of previous units for Years 12 mock exams.</p> <p>Knowledge recall of previously studied topics and consolidation of understanding of systems in physical geography.</p> <p>Investigative Skills</p> <p>Knowledge of fieldwork skills and techniques applicable to physical geography investigations.</p> <p>Human Geography Changing Places</p> <p>Saffron Walden Case Study Detroit Case Study</p> <p>Revision of previous units for Years 12 mock exams.</p> <p>Investigative Skills</p> <p>Knowledge of fieldwork skills and techniques</p> | <p>Physical Geography Investigative Skills</p> <p>Fieldwork: Epping Forest</p> <p>Knowledge of fieldwork skills and techniques applicable to physical geography investigations.</p> <p>Students will be able to apply their knowledge from water and carbon cycles to a fieldwork scenario.</p> <p>Human Geography Investigative Skills</p> <p>Fieldwork: Saffron Walden</p> <p>Knowledge and understanding of Saffron Walden for Changing Places case study.</p> <p>Knowledge of fieldwork skills and techniques applicable to human geography investigations</p> |

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| | Contrasting population theorists. | Soil problems Food security | Malaria/Obesity/CHD Global population futures Uganda Case Study | (endogenous and exogenous factors) The impact of connections of place with a focus on demographic and cultural change The importance of the representation of place and the implication of attachment to place | applicable to human geography investigations | |
| SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <p>Physical Geography Coastal Landscapes</p> <p>Students will engage with a range of quantitative and relevant qualitative skills, within the theme landscape systems. These should include observation skills, measurement and geospatial mapping skills and data manipulation and statistical skills applied to field measurements.</p> <p>Human Geography Population and the Environment</p> <p>Students will engage with a range of quantitative and relevant qualitative skills, within the theme of population.</p> <p>They should be able to use qualitative and quantitative data to inform their studies.</p> | <p>Physical Geography Coastal Landscapes</p> <p>Students will engage with investigative skills whilst studying coastal landscapes.</p> <p>They will bring all their knowledge from the course to manifest a comparative case study on Holderness and Odisha.</p> <p>Human Geography Population and the Environment</p> <p>Students will engage with a range of quantitative and relevant qualitative skills, within the theme of population and the environment.</p> <p>Students will engage with investigative skills whilst studying food security and engage with evaluating key sources of information and geographical concepts.</p> | <p>Physical Geography Water & Carbon Cycles</p> <p>Students will engage with a range of quantitative and relevant qualitative skills, within the theme water and carbon cycles.</p> <p>Students must specifically understand simple mass balance, unit conversions and the analysis and presentation of field data.</p> <p>Human Geography Population and the Environment</p> <p>Students will engage with a range of quantitative and relevant qualitative skills, within the theme of population and the environment.</p> <p>Students will engage with comparative and summary skills, bringing all their knowledge from the course to manifest a case study on Uganda.</p> | <p>Physical Geography Water & Carbon Cycles</p> <p>Students will engage with investigative skills whilst studying coastal landscapes, including an infiltration study and fieldwork at Epping Forest.</p> <p>They will bring all their knowledge from the course to manifest a case study on the tropical rainforest and the river Exe.</p> <p>Human Geography Changing Places</p> <p>Students will be challenged with their own and others concepts of place and the importance of this within their life.</p> <p>They will develop an understanding and appreciation of change over time through using a range of quantitative and qualitative data.</p> | <p>Physical Geography Investigative Skills</p> <p>Students will develop independent investigation skills such as developing a research question, devising a methodology and collecting primary and secondary data.</p> <p>Students will also develop research skills and be able to formulate an evaluation and conclusion.</p> <p>Human Geography Changing Places and Investigative Skills</p> <p>Embed learning through two contrasting place studies of Saffron Walden and Detroit.</p> | <p>Physical Geography Investigative Skills</p> <p>Students will develop skills in both human and physical geography data collection.</p> <p>Human Geography Investigative Skills</p> <p>Students will develop skills in both human and physical geography data collection.</p> |



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|--------------------|------------------|--|---|---|--|--|--|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Languages - German | KNOWLEDGE DOMAIN | <p>Grammar Grammatical terminology Present tense Nouns and gender Modal verbs Separable/inseparable verbs</p> <p>Environment (Umwelt) Recycling initiatives Renewable energy Sustainable living</p> <p>Music Musical heritage in G Bands/groups Music Festivals</p> | <p>Grammar Perfect tense Imperfect tense Passive (pr/imp/perf)</p> <p>School (Bildung) German school system Repeating years Pressure University</p> <p>Media (Medien) TV habits in Germany Radio Printed media Social Media Fake News Freedom of speech</p> <p>Traditions/Festivals Christmas/NY in German-speaking countries</p> | <p>Grammar Cases Prepositions Adjective endings Personal pronouns Relative pronouns Possessive Adjectives Adjectival nouns</p> <p>Media continued Cybermobbing/Identity theft</p> <p>Traditions/Festivals Karneval/Fasching Tag der Deutschen Einheit Oktoberfest Ostern</p> <p>World of Work Apprenticeships German work ethic German Industries Working conditions Equality</p> | <p>Grammar Comparatives Superlatives Subordinating clauses Word-order Expressions with zu Infinitives with zu</p> <p>Traditions/Feste Commercialism of festivals Comparing Germanic culture in Germany/Austria and Switzerland</p> <p>Film Historical background of film Overview of themes Characters in film Cinematography</p> | <p>Grammar Recap modal verbs Pluperfect tense Negation Conditional tenses</p> <p>Revisiting Topics Umwelt/Music/Media/Traditions/Education and creation of factfiles for speaking exam prep.</p> <p>Film Ostalgie Political stance of characters Lies and truth</p> | <p>Grammar Question words for exams</p> <p>Exam Skills Listening – how to sift for information and take notes</p> <p>Writing - Paper 2 timing</p> <p>Speaking - Explaining the Individual Research Project</p> <p>Group mock IRP on background to the novel (coming to terms with the nazi past) Immigration in Germany (Willkommen in Alymanya) Film to introduce history of immigration in post-war Germany.</p> |

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| <p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> | <p>Conjugating verbs accurately in present tense</p> <p>Understanding the German attitudes to the environment</p> <p>Knowledge of current popular German bands and genres Knowledge about German music events Knowledge about classical music roots in German-speaking culture</p> <p>Being able to prepare longer, authentic texts – knowing what to look up/how to get gist and how to find detail.</p> <p>Assessment: Reading/Listening/ Translation into German</p> | <p>Being able to speak & write about past events</p> <p>Understanding the passive voice in authentic texts. Being able to translate the passive voice</p> <p>Knowledge of school sectors and levels. Awareness of the differences between Education system in Germany/England.</p> <p>Knowledge of popular tv programmes, newspapers/magazines and apps. Awareness of how freedom of speech is ensured in Germany. Awareness of changes in how Germans access the news Knowledge of German Christmas/NY traditions</p> <p>Assessment: Paper 1 Reading/listening and translation into German</p> | <p>Being able to give a 5 minute presentation on a festival/company: stating facts, giving historical context and giving opinion</p> <p>Understanding the concept of 'cases' and when to use them.</p> <p>Knowledge of working life in Germany and work-related specific vocabulary/terminology (e.g Betriebsberater/Azubi)</p> <p>Knowledge of important dates in the German calendar and why/where/how they are celebrated.</p> <p>Assessment: Paper 3 Speaking Task 1 with FLA</p> | <p>Understanding how to make comparisons and give analysis</p> <p>Understanding how to plan essays and craft P/E/A/L paragraphs for essays</p> <p>Appreciating the cultural differences within the German-speaking area</p> <p>Understanding how traditions can be exploited for commercial purposes and how they can be protected from this.</p> <p>Assessment: Paper 1: Reading/Listening/Translation into GER&ENG</p> | <p>Being able to refer to events further back in time. Being able to talk about hypothetical situations</p> <p>Preparing for the speaking exam task 1 – being able to present relevant and up to date statistics on Y12 topics</p> <p>Being able to interact and seek clarification in a speaking exam.</p> <p>Translation skills – spotting the grammar points that are being tested before tackling the translation.</p> <p>Assessment: Paper 2 Essay on film (theme advised)</p> | <p>Listening for gist and detail.</p> <p>Timing for the written tasks.</p> <p>Planning skills for the research project</p> <p>Understanding why Germany has Turkish immigrants.</p> <p>Assessment: Full exam paper 1, paper 2 (essay on film) and paper 3 task 1.</p> |
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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Social Sciences – Health & Social Care | <p>KNOWLEDGE DOMAIN</p> <p>SINGLE AWARD</p> | <p>Unit 1: Understand relationships in health, social care or child care environments Understand the factors that influence the building of relationships</p> <p>Unit 2: exam Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments</p> | <p>Unit 1 Understand how a person-centred approach builds positive relationships in health, social care or childcare environments</p> <p>Unit 2 exam Understand the impact of discriminatory practices on individuals in health, social care and child care environments</p> | <p>Unit 1 Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment</p> <p>Unit 2 exam Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and child care environments</p> | <p>Unit 3 exam Understand potential hazards in health, social care and child care environments</p> <p>Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments</p> <p>Unit 2 exam Understand how equality, diversity and rights in health, social care and child care environments are promoted.</p> | <p>UNIT 3 exam Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments Know how to respond to incidents and emergencies in a health, social care or child care environment</p> <p>Unit 2 exam Review Autumn and Spring term work</p> | <p>Unit 3 exam Revision, mock and exam</p> <p>Unit 2 exam Revision, mock and exam</p> |
| | <p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> <p>SINGLE AWARD</p> | <p>Application of knowledge to a case study or real life Health and Social Care setting</p> <p>Research and note taking from sources Evaluation: making balanced judgement Time management, academic writing and referencing</p> | <p>Suggest and justify choices to demonstrate excellent practice Empathise and suggest suitable supportive methods. Evaluate the impact of strategies. Adaptations required to communicate to different audiences</p> | <p>Demonstrate effective communication skills. Application of knowledge, justifying decisions. Evaluation: making balanced judgement Interpretation and presentation of research Critical analysis of own performance Presentation for different audiences.</p> <p>Listening</p> | <p>Application & analysis of concepts and models to health and social care scenarios Evaluation: making balanced judgements Application of legislation, accountability and impact of poor judgement</p> | <p>Application of knowledge to exam questions Viewing incidents from different perspectives</p> | |

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| <p>KNOWLEDGE DOMAIN</p> <p>DOUBLE AWARD</p> <p>(Students also complete the Single award units above)</p> | <p>Unit 14 Know what longterm physiological conditions are; their causes and symptoms</p> <p>Unit 4 exam Understand the cardiovascular system, malfunctions and their impact on individuals</p> | <p>Unit 14 Understand effects of long-term physiological conditions</p> <p>Unit 4 exam Understand the respiratory system, malfunctions and their impact on individuals</p> | <p>Unit 14 Be able to support individuals with long-term physiological conditions to plan their care and support Know about end of life care</p> <p>Unit 4 exam Understand the digestive system, malfunctions and their impact on individuals</p> | <p>Unit 24 Understand systems for the protection and promotion of public health</p> <p>Unit 4 exam Understand the musculoskeletal system, malfunctions and their impact on individuals</p> | <p>Unit 24 Understand public health strategies</p> <p>Unit 4 exam Understand the control and regulatory systems, malfunctions and their impact on individuals</p> | <p>Unit 4 exam</p> <p>Review, revise and mock exam</p> <p>Unit 4 exam</p> <p>Understand the sensory systems, malfunctions and their impact on individuals</p> |
| <p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> <p>DOUBLE AWARD</p> | <p>Research and analysis Selecting information for a purpose</p> | <p>Research and analysis Selecting information for a purpose.</p> <p>Problem Solving Empathy and analysis of case study material.</p> | <p>Critical analysis of the impact of ethical and moral approaches and attitudes.</p> | <p>Analyse data and make connections between strategy and outcome. Explain ideas and justify ideas and suggestions.</p> | <p>Research and analysis Evaluation: making recommendations based on evidence Justification of decisions based on analysis.</p> | <p>Revision</p> <p>Staying Positive</p> <p>Understanding how to revise.</p> |

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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Humanities - History | <p>KNOWLEDGE DOMAIN</p> <p>RUSSIA Part one: Autocracy, Reform and Revolution: Russia, 1855–1917</p> <p>1H Russia 1855-1964 Key Questions</p> <ol style="list-style-type: none"> How was Russia governed and how did political authority change and develop? Why did opposition develop and how effective was it? How and with what results did the economy develop and change? What was the extent of social and cultural change? How important were ideas and ideology? How important was | <p>Trying to preserve autocracy, 1855–1894</p> <p>Alexander II 1855-1881</p> <p>Political authority and the state of Russia: autocracy; the political, social and economic condition of Russia in 1855 and the impact of the Crimean War</p> <p>Political authority under All and attempts at reform: emancipation of the serfs and attempts at domestic and military reform</p> <p>Opposition: ideas and ideologies; individuals; liberals and radical groups and the Tsarist reaction</p> | <p>Trying to preserve autocracy, 1855–1894</p> <p>Alexander III 1881-1894</p> <p>Government and Tsars: Alexander III as ruler; attitudes to and imposition of autocracy; key developments during the post-1881 reaction</p> <p>Political authority in action: Russification; treatment of ethnic minorities and Jews - Overview of developments under All and AllI</p> <p>Overview: Economic and social developments: industrial developments and the land issue; social divisions; nobles, landowners and position of the peasantry; the cultural influence of the Church</p> | <p>The collapse of autocracy, 1894–1917</p> <p>Nicholas II 1894-1917</p> <p>Nicholas II's attitude towards autocracy and early reign 1894-1904</p> <p>Opposition: ideas and ideologies, liberalism, socialism; Marxism; individuals and radical groups 1894-1905</p> <p>The 1905 Revolution; October Manifesto Duma government</p> <p>Overview - Political authority, government and Tsar; Nicholas II as ruler: political developments 1905 - 1914;</p> <p>Opposition: ideas and ideologies, liberalism, socialism; Marxism; individuals and radical groups 1905-1914</p> | <p>The collapse of autocracy, 1894–1917</p> <p>Economic developments to 1914: industrial and agricultural growth and change</p> <p>Social developments to 1914: change and conditions of working and living in towns and countryside; social divisions; cultural changes</p> | <p>The collapse of autocracy, 1894–1917</p> <p>Political authority, opposition and the state of Russia in wartime: the political, economic and social problems of wartime;</p> <p>opposition and the collapse of autocracy; the political developments of 1917</p> | <p>The collapse of autocracy, 1894–1917</p> <p>The political developments of 1917 – the Provisional Government in power</p> <p>Political authority, opposition and government: the Bolshevik takeover and the establishment of Bolshevik government by December 1917; early opposition to the Bolsheviks</p> |

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| | <p>the role of individuals and groups and how were they affected by developments?</p> <p>THE WARS OF THE ROSES, 1450–1499 Part one: The Fall of the House of Lancaster, 1450–1471</p> | <p>The origins of conflict, 1450–1459</p> <p>English society and politics in 1450: the weakness of Henry VI's rule; baronial factions; Cade's rebellion; the loss of Normandy</p> <p>The impact on English politics of the emerging power and influence of Richard of York</p> <p>[EQs-</p> <p>Why was Henry VI an ineffective King?</p> <p>Why was London full of rebels in 1450?</p> <p>Who was Richard Duke of York?</p> | <p>The origins of conflict, 1450–1459</p> <p>The impact on English politics of the emerging power and influence of Richard of York</p> <p>The outbreak of war: the first Battle of St Albans and the balance of military power in 1455</p> <p>The uneasy peace: the influence of Margaret of Anjou; factional rivalries and their impact on English society</p> <p>[EQs-</p> <p>How did Richard Duke of York emerge into power?</p> <p>How stable were the years of peace?]</p> | <p>The War of the Barons, 1459–1461</p> <p>The renewal of war: York's flight into exile; the emergence of Warwick 'the Kingmaker'; the capture of Henry VI at Northampton</p> <p>Filling the political vacuum: the rule of Richard of York as Protector of England</p> <p>Shifting loyalties and the Lancastrian revival: Wakefield; the second Battle of St Albans; the death of York and the restoration of Henry VI</p> <p>Proclamation of Edward IV as King; Yorkist victory at Towton; the strengths and weaknesses of the Yorkists by 1461</p> <p>[EQs-</p> <p>How far was Margaret responsible for the breakdown of peace?</p> <p>How and why were the Yorkists able to seize the throne by 1461?]</p> | <p>The triumph of the Yorkists, 1461–1471</p> <p>The personal rule of Edward IV and the political impact of his marriage to Elizabeth Woodville</p> <p>[EQ- Who was Edward IV?</p> <p>How effective was Edward IV as a King-1461-1469]</p> | <p>The triumph of the Yorkists, 1461–1471</p> <p>Factional rivalries: Warwick 'the Kingmaker'; attempts to restore Henry VI; Margaret of Anjou; Edward, Prince of Wales</p> <p>The crushing of the Lancastrian cause: Barnet and Tewkesbury; the destruction of the Lancastrian nobility</p> <p>[EQs- Why did Edward lose power?</p> <p>Why did the Adepton regime fail so quickly?</p> <p>How was Edward restored to the throne?</p> | <p>The triumph of the Yorkists, 1461–1471</p> <p>The impact of the baronial wars on English society by 1471: the weakening of the aristocracy; the impact on trade and the economy</p> <p>[EQ- what was the impact of the Wars of the Roses on English society by 1471?</p> <p>NB- this half term also includes planned and structured revision and the end of year exam. Following the exam, students will then start work on their NEA in their WOTR lessons]</p> |
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| | <p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> <p>AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>AO2 Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.</p> <p>AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p> | <p>Skills: How to read medieval sources.</p> <p>How to apply the content of sources to a QF and explain the value</p> <p>How to summarise causes to show a range of issues that led to an event</p> | <p>Skills: Reaching simple judgments that focus on the question.</p> <p>How to explain the value of provenance and tone.</p> <p>Selection of relevant factual evidence and relevant quotes from sources</p> | <p>Skills: Assessing and explaining the limitations of sources</p> <p>Constructing essays that explore a range of factors. Starting to compare significance.</p> <p>Developing and justifying judgments.</p> | <p>Skills: Developing the use of own knowledge to evaluate sources (students will already do this but will need to become more precise)</p> <p>Developing sustained and consistent arguments with a focus on effective introductions</p> | <p>Skills: How to revise.</p> <p>Embedding chronological understanding</p> <p>Planning and responding to unseen questions in timed conditions</p> | <p>Skills: revision.</p> |
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| Information Technology | KNOWLEDGE DOMAIN | <p>Unit 3 Using Social Media in Business Coursework Learning Aim A</p> <p>Business uses of social media</p> <p>Knowledge on a variety of social media platforms is taught to pupils, they learn about the target audiences for each platform, how the different platforms function. We look at how businesses can use social media in different ways for example, advertising, connecting and communication with customers, building a brand and customer base. Students learn to</p> | <p>Unit 2 Creating Systems to Manage Information</p> <p>Students now consolidate the database skills that they have been learning and put them together to work through a practise paper so that they can see how everything fits together. They will cover normalisation of data, validation, linking tables together to form the correct relationships. Once the database is set up they will create forms for data entry, queries for data retrieval and reports</p> | <p>Unit 2 Creating Systems to Manage Information</p> <p>Exam preparation</p> <p>Targeted practise at specific areas of the exam dependent on assessment from Term 1B – different students will potentially be working on improving different skills as per their need.</p> <p>Exam - Late January</p> <p>Unit 3 Using Social Media in Business Coursework Learning Aim BC</p> <p>Project management</p> <p>Pupils will demonstrate their</p> | <p>Unit 3 Using Social Media in Business Coursework Learning Aim BC</p> <p>Write up</p> <p>Pupils will be completing the write up and evaluation of their social media campaigns.</p> <p>Redraft of coursework. Pupils will receive feedback and be given time to improve their coursework.</p> <p>Unit 6 – Website Development Design Principles</p> <p>Students will learn about the different design principles surrounding</p> | <p>Unit 6 – Website Development Design Principles</p> <p>Students will learn about the different design principles surrounding interface design. They will be able to compare and contrast different websites and identify the design principles used.</p> <p>Purposes of websites</p> <p>Students will study the different purposes of websites and how this can link with the design principles utilised.</p> <p>Accessibility needs Making interfaces accessible to different types of</p> | <p>Unit 6 – Website Development</p> <p>We will study the specification for the website unit and learn all of the Keyword terminology require to be successful in this unit of work.</p> <p>Target Audience Analysis</p> <p>Analysis surrounding target audiences of interfaces and evaluation of different sites will be completed to prepare pupils for the first piece of coursework that they will undertake in year 13.</p> <p>Javascript</p> <p>Pupils will learn to use JavaScript to add interactivity to</p> |

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| | | <p>analyse, compare, and evaluate the use of social media using case studies to demonstrate effective and ineffective campaigns.</p> <p>Unit 2 Creating Systems to Manage Information Theory surrounding Databases Pupils are taught the basics of databases, they will learn how to normalise data, and design databases using Microsoft Access as this is required software for the exam. Keyword terminology will be understood by all students, the different types of keys, will be explained and pupils will recognise when they are required.</p> | <p>for displaying the data.</p> <p>Pupils will work through a number of past papers, practising these skills so that they are well prepared for the January exam.</p> <p>Unit 3 Using Social Media in Business Some lessons towards the end of term will be spent on this unit with the aim of preparing the pupils for the second piece of coursework which involves project management skills and finding a client to work with. The preparation and skills needed for the assignment will be completed this term.</p> | <p>project management skills in the planning of their project which is to run the social media for a client. They will liaise with the client and create requirements and success factors They will create posts which will be posted on the clients social media (either via the client, or depending on the agreement the student may be given access to the social media platform by the client). Thy will then analyse the posts and look at the data generated by the social media platform. This will allow them to evaluate their success throughout the campaign.</p> | <p>interface design. They will be able to compare and contrast different websites and identify the design principles used.</p> <p>HTML Pupils will learn to use basic HTML to create web pages. This will feed into the second assignment for this unit that will be completed in year 13</p> | <p>users will be studied – this will encourage pupils to consider the needs of different people.</p> <p>CSS Pupils will learn to use CSS to add style to their websites, to improve the look and feel of the web pages</p> | <p>their websites, to create more dynamic web pages that can collect information from a user, or open up pop up boxes etc. Making the website more useful for the real world.</p> |
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| | <p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> | <p>Unit 3 Using Social Media in Business</p> <ul style="list-style-type: none"> Identifying and targeting specific audiences Presentation skills <p>Unit 2 Creating Systems to Manage Information</p> <ul style="list-style-type: none"> Normalisation Creation of tables Linking tables together | <p>Unit 2 Creating Systems to Manage Information</p> <ul style="list-style-type: none"> Creation of queries Creation of Reports Creation of Forms | <p>Unit 2 Creating Systems to Manage Information</p> <ul style="list-style-type: none"> Practising skills for exam <p>Unit 3 Using Social Media in Business</p> <ul style="list-style-type: none"> Skills in proper use of Word for report writing Working with client Analysis of data from social media platforms | <p>Unit 3 Using Social Media in Business</p> <ul style="list-style-type: none"> Analysis of data from social media platforms Evaluation <p>Unit 3 Using Social Media in Business Coursework Learning Aim BC</p> <ul style="list-style-type: none"> Acting on Feedback <p>Unit 6 – Website Development</p> <ul style="list-style-type: none"> Website design HTML | <p>Unit 6 – Website Development</p> <ul style="list-style-type: none"> CSS | <p>Unit 6 – Website Development</p> <ul style="list-style-type: none"> JavaScript |
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| Latin | KNOWLEDGE DOMAIN | <p>Latin Language: accidentence – focus on Latin nouns and verbs – and syntax as prescribed by exam board</p> <p>Latin vocab: learn prescribed AS list – nouns & adjectives (gender and declension), verbs (all principle parts)</p> <p>Latin Literature – two set texts (one prose & one verse) prescribed by exam board:</p> <ul style="list-style-type: none"> the social, cultural and historical contexts for the set texts, their authors and audiences the immediate literary context of set texts translation of the set texts technical terms in English to describe the literary techniques and their effects | <p>Latin Language: as Term 1A</p> <p>Latin vocab: as Term 1A</p> <p>Latin Literature: as Term 1A</p> | <p>Latin Language: accidentence and syntax as prescribed by exam board</p> <p>Latin vocab: as Term 1A</p> <p>Latin Literature: as Term 1A</p> | <p>Latin Language: as Term 2A</p> <p>Latin vocab: as Term 1A</p> <p>Latin Literature: as Term 1A</p> | <p>Latin Language: as Term 2A</p> <p>Latin vocab: as Term 1A</p> <p>Latin Literature: as Term 1A</p> | <p>Revision and exams; CTG</p> <p>Unseen Translation:</p> <ul style="list-style-type: none"> recognise and analyse/ deploy accidentence and syntax taught in Y12 social, cultural and historical contexts of the prose and verse authors set by exam board for unseen translation learn vocab associated with the set prose and verse authors |
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| <p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> | <p>Latin Language: unseen translation skills – analysis, close attention to detail and problem solving; students apply knowledge of explicitly taught syntax and accidence to translate accurately adapted Latin passages by a range of prose authors</p> <p>Vocab learning and English derivations – recognise vocab in context of unseen translation</p> <p>Latin Literature: 1. Accurate translation of the prose and verse set texts; these are unadapted Latin texts 2. Literary Criticism: • identify, analyse and evaluate literary techniques, characterisation, strength of argument and literary meaning use of an academic commentary</p> | <p>Latin Language: as Term 1A</p> <p>Vocab learning and English derivations: as Term 1A</p> <p>Prose Composition of English sentences into Latin (able to apply grammar constructions in Latin)</p> <p>Latin Literature: with increased independence produce accurate translation of the set texts</p> <p>Literary Criticism: as Term 1A</p> | <p>Latin Language: as Term 1A</p> <p>Vocab learning and English derivations: as Term 1A</p> <p>Prose Composition: as Term 1B</p> <p>Latin Literature and Literary Criticism: as Term 1B</p> | <p>Latin Language: as Term 1A</p> <p>Vocab learning and English derivations: as Term 1A</p> <p>Prose Composition: as Term 1B</p> <p>Latin Literature and Literary Criticism: as Term 1B</p> | <p>Latin Language: as Term 1A</p> <p>Vocab learning and English derivations: as Term 1A</p> <p>Prose Composition: as Term 1B</p> <p>Latin Literature and Literary Criticism: as Term 1B</p> | <p>Latin Language: as Term 1A</p> <p>Vocab learning and English derivations: as Term 1A</p> <p>Prose Composition: as Term 1B</p> <p>Latin Literature and Literary Criticism: as Term 1B</p> | <p>Unseen Translation:</p> <ul style="list-style-type: none"> • translation skills of unadapted Latin passages by the prose and verse authors set by exam board for A Level unseen translation • vocab – independently compile comprehensive vocab lists for set unseen prose and verse authors |
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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Maths | KNOWLEDGE DOMAIN | Polynomials Hypothesis testing Binomial expansion Surds, indices, exponentials and logarithms | Quadratic functions Coordinate Geometry Graph transformations Probability Sequences and series Vectors Forces and Newton's laws | Differentiation Integration (Intro) Inequalities Trigonometry | Integration Kinematics Variable acceleration Binomial distribution | Kinematics Forces and Newton's law Trigonometry Exponentials and Logarithms | Algebraic manipulation Proof |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | Sketching polynomial graphs and algebraic division Use of correlation and association Expanding Binomials Simplification of algebraic terms Change between exponential and logarithmic form | Analysis of quadratic functions with the use of the discriminant. Solving simultaneous equations Use and knowledge various geometric concepts in the context of cartesian coordinate plane Sketching more complex graphs and transformations of graphs Modelling with probability and probability calculations | Use of calculus to analyse and identify key properties of functions Intro into calculating areas underneath curves Solving inequalities and sketching areas bound by inequalities Use of trigonometric identities in algebraic proof and trigonometric graphs in solving trigonometric equations | Use of calculus to find areas under curves. Understand and use Integration as the inverse of differentiation Use of calculus in use for modelling scenarios where acceleration is not constant Use of kinematics graphs Use of the binomial distribution for calculating probabilities and use within hypothesis testing | Use of the kinematics formulae Use of Newton's three laws of motion Application of trigonometric in a variety of circumstances Conversion between degrees and radians Application and use of small angle approximation Use of e^x and $\ln x$ Use of exponentials and logarithms in | Simplification of algebraic terms Introduction of partial fractions (to be used in integration later) Use of formal proof notation and use of the different methods of proof (such as contradiction) |

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| | | | Use of Sigma notation Vector proof and notation Force diagrams and equilibrium | | | modelling real-life situations | |
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| | | Media Language, Representation, Industry and Audiences | | | | | |
| Media Studies | KNOWLEDGE DOMAIN | Intro to print and moving image analysis | Comparison of seen and unseen texts | Industry & Audience | Language and Gender / editorials | Language and Technology | Revision and Exams / CTG |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | Essay writing techniques. Introduction to studying the media. Introduction to media language and representation (AO1/2). Knowledge of key terms and texts. (AO1) | Ability to compare moving image and print texts (AO2). Ability to apply and evaluate theory (AO2). | Integrating gender theory into written work (AO2) and developing stronger alternative contexts (AO3) . Manipulating register to suit a non-specialist audience | Integrating gender theory into written work (AO2) and developing stronger alternative contexts (AO3) | Making connections between technological theory and close analysis (AO2) | Revision of key concepts applicable to set texts. Exam technique and revision questions. Introduction to Component 3 coursework unit. Ability to identify music video conventions in response to coursework brief. |

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|------------------|--|---|--|---|---|---|--|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Music Technology | Component 1: Recording (NEA) | Introducing studio practice Introducing mics, recording and basic editing | Recording drums and bass Editing, processing and mixing | Recording electric and acoustic guitars Compression Mixing practice | Recording vocals Mixing personal projects Basic mastering and dynamic processors | Reviewing studio practice, supporting Component 3 content | Preparing for Y13 Term 1A NEA project |
| | Component 2: Technology-based Composition (NEA) | Logic 101 course: introduction to software Micro-composing project: Electro | Micro-composing projects: synthesis focus | Micro-composing projects: sampling | Micro-composing projects: use and development of melody, harmony and structure | Micro-composing projects: creative use of effects Micro-composing project: Synthwave | Micro-composing projects: rhythm and texture |
| | Component 3: Listening and analysing (exam) | Focus era 1: Direct-to-tape and -disc mono recording (1930–63) Week 5 assessment | Focus era 2: Early multitrack recording (1964–69) | Focus era 3: Large-scale analogue multitrack (1969–95) January in-class assessment | Reviewing focus eras and practice questions | Focus era 4: Digital recording and sequencing (1980–present) | Reviewing focus eras and practice questions for Y12 mocks Numeracy, PCM, advanced acoustics, convolution reverb |
| | Component 4: Producing and analysing (exam) | Audio and MIDI editing following Logic 101 course Week 5 Logic 101 assessment | Effects controls, inserts vs sends Practice questions: MIDI focus | EQ, editing Practice questions: audio focus January in-class assessment | Audio quantization Dynamic processors Practice questions: advanced MIDI editing and interpreting diagrams | Advanced effects and settings | Practice activities and exam-style questions for Y12 mocks |

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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Music | KNOWLEDGE DOMAIN | | | | | | |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM <i>Assessment in italics</i> | COMPOSITION <i>Theory assessment</i> Fundamentals of tonal harmony Cadential progressions Two-part writing Harmonisation at the keyboard JAZZ Roots of Jazz Harmony and vocabulary Blues Ragtime THE WESTERN CLASSICAL TRADITION (The Development of the Symphony 1750-1900) | COMPOSITION Harmonising more complex melodies Introducing string quartets JAZZ Early Jazz Piano Styles Dixieland Swing THE WESTERN CLASSICAL TRADITION (The Development of the Symphony 1750-1900) | COMPOSITION JAZZ Bebop January in-class assessment THE WESTERN CLASSICAL TRADITION (The Development of the Symphony 1750-1900) Important symphonic composers and landmark works in the period. Score Study: set work | JAZZ Cool Jazz THE WESTERN CLASSICAL TRADITION (The Development of the Symphony 1750-1900) Score Study: set work Symphony No. 104 in D major 'London': Haydn Increasingly detailed analysis. Focus on a detailed analysis question on Symphony No. 104 in D major, 'London' by Haydn, and starting to | COMPOSITION <i>Year 12 assessment</i> JAZZ Modern jazz Performance and composition THE WESTERN CLASSICAL TRADITION (The Development of the Symphony 1750-1900) <i>Year 12 assessment</i> Score Study: set work Symphony No. 104 in D major 'London': Haydn Increasingly detailed analysis. | COMPOSITION Into the twentieth century JAZZ Review of styles Listening practice THE WESTERN CLASSICAL TRADITION (The Development of the Symphony 1750-1900) Score Study: set work Symphony No. 104 in D major 'London': Haydn Increasingly detailed analysis. |

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| | | <p>The influence of the Mannheim orchestra and early classical listening and analysis.</p> <p>Score Study: set work Symphony No. 104 in D major 'London': Haydn</p> <p>Aural exercises.</p> | <p>How musical elements are used in the symphony, including: structure, tonality, texture, melody and thematic development, sonority.</p> <p>Score Study: set work Symphony No. 104 in D major 'London': Haydn</p> <p>Aural exercises. Renrec listening tests.</p> | <p>Symphony No. 104 in D major 'London': Haydn Increasingly detailed analysis</p> <p>Focus on a question on an unprepared extract with a skeleton score provided.</p> <p>Aural exercises. Renrec listening tests.</p> | <p>structure an essay-based question which assesses knowledge of the development of the symphony.</p> <p>Aural exercises. Renrec listening tests.</p> | <p>Focus on a detailed analysis question on Symphony No. 104 in D major, 'London' by Haydn, and an essay-based question which assesses knowledge of the development of the symphony.</p> <p>Programmatic use of the orchestra to create and suggest underlying meaning.</p> <p>Aural exercises. Renrec listening tests</p> | <p>Start analysis: Symphony No. 4 in A major 'Italian': Mendelssohn</p> <p>INTO THE TWENTIETH CENTURY Begin research and listening: Debussy, Ravel, Schoenberg, Berg, Webern, Stravinsky, Poulenc and Prokofiev</p> <p>Aural exercises. Renrec listening tests</p> |
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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Physical Education | KNOWLEDGE DOMAIN | <p>Skill Acquisition</p> <p>Skill Characteristics and their impact on transfer and practice</p> <ul style="list-style-type: none"> • Characteristics of skill • Transfer of learning • Practice of learning • Stages of Learning • Purposes and Types of Feedback • Learning Plateaus <p>Sport and society</p> <ul style="list-style-type: none"> • Pre-industrial Britain • Popular recreation • Rational Recreation • Urbanisation • Travel • Communications • NGB's • Emergence of women in sport <p>Exercise Physiology</p> <ul style="list-style-type: none"> • Fitness Testing • Warm ups and Cool Downs • Principles of training • Periodisation | <p>Skill Acquisition</p> <p>Principles and theories of learning and performance</p> <ul style="list-style-type: none"> • Methods of guidance • Theories of learning • Operant Conditioning • Observational learning • Social Development Theory • Insight Learning <p>Sport and society</p> <ul style="list-style-type: none"> • Comercialisation • Media • Sponsorship <p>Exercise Physiology</p> <ul style="list-style-type: none"> • Methods of training • Balanced Diet • Dietary Supplements | <p>Sport Psychology</p> <p>Psychological influences on the individual</p> <ul style="list-style-type: none"> • Personality • Attitude formation • Arousal in sport <p>Sport and society</p> <ul style="list-style-type: none"> • Sociology of sport • Socialisation • Stratification Social class <p>Applied Anatomy & Physiology</p> <ul style="list-style-type: none"> • The Cardiovascular System • The Respiratory System | <p>Sport Psychology</p> <p>Further Psychological effects on the individual</p> <ul style="list-style-type: none"> • Anxiety in sport • Anxiety Measures • Aggression in sport and theories. • Motivation <p>Sports and society</p> <ul style="list-style-type: none"> • Raising participation • Barriers to participation • Disability • Gender • Ethnic groups • Women in sport <p>Applied Anatomy & Physiology</p> <ul style="list-style-type: none"> • The neuromuscular System <p>The musculoskeletal system and analysis of movement</p> | <p>Sport Psychology</p> <p>Psychological Influences on the team</p> <ul style="list-style-type: none"> • Social facilitation and inhibition • Group Dynamics • Cohesion in sport • Goal setting <p>Sports and Society</p> <ul style="list-style-type: none"> • Continued barriers to participation • Sport england – local partners • National partners • County sport partnerships • Technology in sport <p>Biomechanical principles and levers</p> <ul style="list-style-type: none"> • Newtons laws of linear motion • Measurements in linear motion • Centre of mass <p>Levers</p> | <p>Recap, Revision and Testing of Year 12 work</p> |

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|-------------------------|------------------|--|--|---|--|---|---|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Humanities - Philosophy | KNOWLEDGE DOMAIN | <p>What is Philosophy? (Introductory skills course)</p> <ul style="list-style-type: none"> How can you read and write philosophy? Why is studying philosophy so hard? <p>Epistemology: How is knowledge defined?</p> <ul style="list-style-type: none"> The Justified True Belief (JTB) account Issues with the necessity of each condition Issues with the sufficiency of the conditions Counter-examples to the JTB account Gettier's influence <p>Moral Philosophy: Utilitarianism</p> <ul style="list-style-type: none"> Nature of normative ethics Notion of utility Bentham and quantitative utilitarianism Mill's qualitative utilitarianism Act/Rule utilitarianism | <p>Epistemology: How is knowledge defined? (cont.)</p> <ul style="list-style-type: none"> Alternative accounts which add or change a condition: <ul style="list-style-type: none"> Reliabilism No False Lemmas Infallibilism Virtue epistemology <p>Epistemology: Can we trust our senses to give us knowledge?</p> <ul style="list-style-type: none"> Direct realism Issues with direct realism: <ul style="list-style-type: none"> Illusion Hallucination Time-lag and speed of light Perceptual variation <p>Moral Philosophy: Utilitarianism (cont.)</p> <ul style="list-style-type: none"> Non-hedonistic utilitarianism Nozick's criticism Justice Partiality Inclusion of animals Role of intentions <p>Moral Philosophy: Kantian deontology</p> <ul style="list-style-type: none"> 'Good will' Nature of duty | <p>Epistemology: Can we trust our senses to give us knowledge? (cont.)</p> <ul style="list-style-type: none"> Indirect realism John Locke and Russell Sceptical arguments against indirect realism including from George Berkeley and responses: <ul style="list-style-type: none"> Involuntary nature Coherence Best hypothesis (abductive reasoning) Berkeley's idealism Issues of illusion, hallucination and unreasonable implications Problems with Berkeley and God. <p>Moral Philosophy: Aristotelian virtue ethics</p> <ul style="list-style-type: none"> Eudaimonia Person centred ethics vs act centred ethics The function argument The skill analogy The doctrine of the mean and the nature of virtue and vice Moral responsibility <p>The role of practical reasoning</p> | <p>Epistemology: Do we have any innate knowledge?</p> <ul style="list-style-type: none"> What is meant by innate ideas? Plato's ideas of innateness of all knowledge Leibniz and the argument from necessary truth. Locke's 'tabula rasa' <p>Descartes' view of logical processes</p> <ul style="list-style-type: none"> Intuition and deduction as innate processes 'clear and distinct ideas' The 'cogito' as an intuition Synthetic a priori Foundationalism and Descartes' proof of God and the external world. Issues with Descartes ideas Hume's conceptual difference with Descartes <p>Moral Philosophy: Aristotelian virtue ethics (cont.)</p> <ul style="list-style-type: none"> Lack of guidance criticism Clashing virtues | <p>Epistemology: Scepticism</p> <ul style="list-style-type: none"> Philosophical scepticism: Local and global The function of scepticism in philosophy Descartes' 'waves of doubt' Responses to scepticism including: <ul style="list-style-type: none"> Descartes foundationalism Empiricist responses Reliabilism <p>Moral Philosophy: Meta-ethical moral realism</p> <ul style="list-style-type: none"> The origin of moral principles The idea of meaning with ethical terms Moral naturalism Moral non-naturalism. Including Moore's criticisms of moral naturalism Hume's criticisms of moral realism Mackie's arguments against realism <p>Moral Philosophy: Meta-ethical anti-realism</p> <ul style="list-style-type: none"> Error theory | <p>Review of the year Mock exams</p> <p>Transitional units: The nature of God in Philosophy</p> <ul style="list-style-type: none"> The God of classical theism Key western developments in the understanding of religion <p>A very short history of metaphysics</p> <ul style="list-style-type: none"> The method of metaphysics Key thinkers in metaphysics <p>Use of thought experiments</p> |

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| | | | <ul style="list-style-type: none"> • Categorical imperatives • Clashing duties • Issues of universalisation • Motives • Foot's criticism | | <ul style="list-style-type: none"> • Circularity of definitions of virtue • Relationship between individual and collective good <p>How easy is it to apply normative ethical theories?</p> <ul style="list-style-type: none"> • Stealing • Simulated killing • Telling lies • Eating animals | <ul style="list-style-type: none"> • Emotivism and Ayer's ethical ideas • Prescriptivism • The issues for anti-realism when considering the use of moral language <p>The challenge of moral nihilism</p> | |
| <p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> | <p>What is Philosophy?</p> <ul style="list-style-type: none"> • Reading philosophy texts • Analysing the logical structure of arguments • Articulating definitions, arguments and counter-arguments • Selecting, applying and evaluating appropriate material to generate new arguments. • Study and Revision techniques for Philosophy <p>Epistemology</p> <ul style="list-style-type: none"> • Making use of counter-examples • Evaluating the implications of definitions • Identifying differences in conceptual understandings <p>Moral Philosophy</p> <ul style="list-style-type: none"> • Application of normative ethical theories • Evaluation of normative ethical theories <p>Articulating the varied meanings presented for "good"</p> | <p>Epistemology</p> <p>As before, and including:</p> <ul style="list-style-type: none"> • Constructing an extended essay response <p>Moral Philosophy</p> <p>As before, and including:</p> <ul style="list-style-type: none"> • Comparing ethical theories both theoretically and in practical applications • Dealing with ethical dilemmas. | <p>Epistemology</p> <p>As before, and including:</p> <ul style="list-style-type: none"> • Identifying and making use of hypothetical reasoning (Abduction) • Evaluating a theory from a singular, non-omniscient, view-point. • Identifying (unreasonable) assumptions and implications of ideas <p>Moral Philosophy</p> <p>As before, and including:</p> <ul style="list-style-type: none"> • Identifying alternative ethical worldviews • Evaluating the impact of cultural norms on ethical ideas. • Constructing explanatory applied ethics essays | <p>Epistemology</p> <p>As before, and including:</p> <ul style="list-style-type: none"> • Techniques of continental philosophy • Analysing complex and multi-layered philosophical texts • Making links between philosophical ideas <p>Moral Philosophy</p> <p>As before, and including:</p> <ul style="list-style-type: none"> • Group work • Presentation skills | <p>Epistemology</p> <p>As before, and including:</p> <ul style="list-style-type: none"> • Developing and using thought experiments • Wider implications of philosophical reasoning beyond the subject <p>Moral Philosophy</p> <p>As before, and including:</p> <ul style="list-style-type: none"> • Applying epistemological ideas to Moral Philosophy. • Language analysis • Identifying and analysing the use of ethical terms in discussion • Understanding the nature of formal and informal fallacies | <p>Review</p> <ul style="list-style-type: none"> • Self-evaluation • Improving and redrafting <p>The nature of God in Philosophy</p> <ul style="list-style-type: none"> • Independent reading and note-taking • Constructive debating (aiming for consensus) <p>A very short history of meta-physics</p> <ul style="list-style-type: none"> • Analysing the origins of ideas <p>Understanding change over time</p> | |

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|-------------|------------------|---|---------|--|---------|---|---------|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Photography | KNOWLEDGE DOMAIN | <p>Component 1 – Portfolio – Yr12 – 1A/1B</p> <p>SMA/MD subject specialist teaching</p> <p>Photographic Workshops:</p> <p>'Rebuilding' – Summer Work – Rotary Club Young Photographers Competition Learning Outcome: Selection, Refinement & Digital Workflow Introduces photographic composition and demonstrates a reflection of individual student styles without teacher intervention. This project is then used to enable students to learn the basics of digital workflow, Photoshop and using printers. They will also start to select and edit the best examples of their photography</p> <p>Photograms Workshop (can be combined with Street Photography if required) Learning Outcome: Analogue Introduction and Practical Skills. Provide opportunity to learn some of the history of photography and the basics of the darkroom chemicals and equipment with a focus on emulating the work of a photogram artist.</p> | | <p>Component 2 – Controlled Test – Yr12 – 2B /3A</p> <p>SMA/MD subject specialist teaching</p> <p>CD Project</p> <p>Externally Set Assignment:</p> <p>Learning outcome: Practical investigation of a Set Starting Point. Exploration of photographic and digital techniques & skills with a consideration of graphic design elements to create CD packaging artwork Focus on fully introducing colour photography building upon studio/daylight lighting & digital manipulation in Photoshop utilising typography and a CD format for a commercial context. Consideration of meaning and context, client requirements and placing photography within a commercial vehicle. Students can base their ideas around their skills gained from their Composition, Portraiture, Street Photography, analogue</p> | | <p>'Progression' A Level Component 1</p> <p>SMA/MD subject specialist teaching</p> <p>Closing the Gap – Opportunity to finalise the Portfolio and CTG where needed.</p> <p>Personal Investigation – Progression Learning outcome: Introduction to A Level and revision of Yr12 camera skills.</p> <p>Provision of time to introduce the A Level Personal Investigation through investigative, research & practical tasks. Opportunities for revision of camera and darkroom skills &</p> | |

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| | | <p>Street Photography Workshop Learning outcome: Analogue & Digital Photo Narrative Provide students with a focus on research into street photographers, technical manual photography, location photography, analogue image management and processing and extended digital image management. Students learn the language, terminology and basic skills and techniques of analogue photography. Based on VISIT TO CITY of CAMBRIDGE - working with teachers & peers to learn manual analogue and digital cameras.</p> <p>Extended Project: Portraiture – Daylight and Studio Lighting</p> <p>Learning Outcome: Digital Portraits in 2 Lighting Disciplines Students will learn to use and control the 2 different light sources to create successful examples of portraiture inspired by research into portraiture photographers.</p> <p>Portraiture Extension - Surrealism</p> <p>Learning Outcome – 2 Surreal Examples of Portraiture – collage & multi-me. Students will experiment with the creative possibilities by working principally with Photoshop Layers to create a creative Photo Collage Portrait and a Multi-Me Scenario.</p> <p>Movement Workshop <i>(can be adapted for Progression Term 3B / Yr13 Term 1A)</i></p> <p>Learning Outcome – 2 Creative Examples of slow and fast Shutter Speed Students will experiment with the creative possibilities by working with slow and fast shutter speed. Their work will be inspired by photographers and artists utilising movement in their own work.</p> | <p>developments and Movement Workshops and will also be introduced to Still Life.</p> <p>Provides the experience of the timescale, requirements and practicalities of a photography exam project and controlled test.</p> <p>Outcome produced under exam condition – 10 hrs.</p> | <p>research of new subject matter & artists.</p> |
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| | <p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> | <ul style="list-style-type: none"> • Summer work focussed on the title 'Rebuilding' – encourages independent image capture & selection. • Basic digital housekeeping, image manipulation, selection and printing. Successful digital workflow. • Exploration of composition, format, enlargement, colour tone / correction, contrast, focus and monochrome. • Introduction to film processing & image enlargement in the darkroom. • Focus on building skills in both digital and analogue image refinement. • Building upon analysis, reflection, artist's links & the discussion of technical processes through annotation & the investigation of appropriate artists. • Introduction to and comparison of different lighting sources – daylight and studio lights. • Design Ideas and image selection. • Window mounting & presentation of final imagery | <ul style="list-style-type: none"> • Practice of the practical investigation of a set starting point. • Working within a given time constraint and controlled conditions. • Exploration photographic skills with lighting – portraiture, still life, movement, light painting. • Planning and resourcing a photoshoot, recording ideas & intentions. • Investigating a commercial context & the use of typography with photography. • Forward planning and exploration of Design Ideas. • Independent exploration, development and refinement of ideas. Utilisation of developed skills & understanding. • Exploring & analysing links to graphic designers and photographers who have worked with a commercial brief. • Presentation of a final CD product with consideration of front, back and interior imagery & point of sale visuals. | <ul style="list-style-type: none"> • Opportunities to close gaps and refine work. • Revision of manual camera skills – aperture/shutter speed • Introduction to the purpose of the Per. Inv. • Exploration of possible project subject matter • Broad & in-depth research of key artists presented as Mood boards / Critical Study • Set meaningful /supportive summer tasks. |
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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Physics | KNOWLEDGE DOMAIN – teacher 1 | <p>Module 2 Foundations of Physics – Quantities and SI units, Scalars and Vectors, Resolving Vectors</p> <p>Module 3 Motion – Distance and speed, displacement and velocity, acceleration, motion graphs, equations of motion, projectile motion, stopping distance, freefall and g</p> | <p>Module 3 Forces in Action – Force mass and weight, centre of mass, moments, couples and torque, density and pressure, Archimedes' principle</p> | <p>Module 3 Laws of motion and momentum – Newton's laws of motion, linear momentum, Impulse, Collisions in two dimensions</p> | <p>Module 3 Work, Energy, and Power – Work done and energy, conservation of energy, kinetic and gravitational potential energy, power and efficiency</p> <p>Module 3 Materials – Springs and Hooke's law, elastic potential energy, deforming materials, stress-strain and the young modulus</p> | PAG 12 – Research and Presentation endorsed practical work | Revision and CPAC skills |
| | KNOWLEDGE DOMAIN – teacher 2 | <p>Module 4 Waves 1 – Progressive waves, wave properties, reflection and refraction, diffraction and polarisation, intensity, electromagnetic waves, polarisation of electromagnetic waves, refractive index, total internal reflection</p> | <p>Module 4 Waves 2 – Superposition of waves, interference, the young double-slit experiment, stationary waves, harmonics, stationary waves in air columns</p> <p>Module 4 Electrical Quantities – Current and charge, moving charges, mean drift velocity, potential difference and electromotive force</p> | <p>Module 4 Electrical Quantities (cont.) – resistance and resistivity, Kirchhoff's laws</p> <p>Module 4 Circuit Analysis –The electron gun, I-V characteristics</p> | <p>Module 4 Circuit Analysis – Diodes, the thermistor, the LDR, electrical energy and power, paying for electricity combining resistors, analysing circuits, internal resistance, potential divider circuits, sensing circuits</p> | Module 4 Quantum Physics –The photon model, the photoelectric effect, Einstein's photoelectric effect question, wave-particle duality | |

SKILLS
DEVELOPED
THROUGH
THE
KNOWLEDGE
AND
ENQUIRIES
TAUGHT
THIS HALF
TERM

Practical skills are revisited and refined throughout the course. These are assessed as part of CPAC required practicals and also in the written exams. Students must keep a formal and chronological folder of the practical work undertaken.

<https://www.ocr.org.uk/Images/599951-practical-activities-support-guide.pdf>

Maths skills are developed throughout the Physics course. The details of the mathematical requirements are detailed on p.69-75 of the OCR A Physics specification

The stated assessment objectives are:

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:

- In a theoretical context
- In a practical context
- When handling qualitative data
- When handling quantitative data

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:

- Make judgements and reach conclusions
- Develop and refine practical design and procedures.

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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Humanities - Politics | KNOWLEDGE DOMAIN | <p>UK Politics - The Constitution, The Judiciary,</p> <p>Political ideas – the history and development of Liberalism</p> | <p>UK Politics – Parliament, The Executive</p> <p>Political ideas – the history and development of liberalism</p> | <p>UK politics – the Executive and Devolution self-study Democracy</p> <p>Political ideas – the history and development of conservatism</p> | <p>UK politics – Democracy, Elections, Voting behaviour and referendums</p> <p>Political ideas – key themes in conservatism</p> | <p>UK politics – completing referendums; political parties</p> <p>Political ideas – the origins and development of socialism</p> | <p>UK politics – completion of political parties; pressure groups</p> <p>Political ideas – completion of historical overview and key themes</p> |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <p>Core skills: Analytical writing Synthesis of core information Making judgements Analysing and evaluating ideas</p> <p>UK content and concept coverage</p> <p>Origins and development of the constitution Development and protection of rights Debates about the uncoded nature of the constitution Constitutional reform</p> <p>The role of the judiciary Arguments about the power and influence of the judiciary.</p> <p>For full details of content and concepts covered see... https://www.aqa.org.uk/s</p> | <p>Core skills as term 1a</p> <p>UK content and concept coverage</p> <p>The roles and functions of Parliament; scrutiny, legislation, representation Debates about the role of the House of Lords Debates about the extent to which Parliament fulfils its roles. Theories of representation</p> <p>The Executive – its structure, roles and function Debates about the nature and extent of Prime ministerial Power. Debates about the relationship between PM and Cabinet Presidentialisation</p> | <p>Core skills as term 1a</p> <p>UK content and concept coverage</p> <p>The Executive – its structure, roles and function Debates about the nature and extent of Prime ministerial Power. Debates about the relationship between PM and Cabinet Presidentialisation</p> <p>Self-study – DEVOLUTION – history of devolution in the UK; roles and functions of devolved assemblies; debates about the impacts of devolution on the UK.</p> <p>The nature of democracy; types of democracy; participation and debates around</p> | <p>Core skills as term 1a</p> <p>UK content and concept coverage</p> <p>Finishing democracy and participation – extension of the suffrage</p> <p>Elections – electoral systems; case studies of three elections; factors leading to electoral success; voting behaviour.</p> <p>Use of referendums and debates about their desirability.</p> <p>For full details of content and concepts covered see... https://www.aqa.org.uk/subjects/politics/a-level/politics-7152/subject-content/government-and-politics-of-the-uk</p> | <p>Core skills as term 1a</p> <p>UK content and concept coverage</p> <p>Completion of work from referendums</p> <p>Political parties Roles and functions; origins and development of the main UK parties; policies of the main parties; role of minor parties and debates about their impact.</p> <p>Debates around party funding.</p> <p>Factors leading to electoral success including relationship with the media</p> <p>Party systems and the debate about whether the UK is becoming a multiparty system.</p> | <p>Core skills as term 1a UK content and concept coverage</p> <p>Completion of work on political parties.</p> <p>Pressure groups – classification, roles and functions including case studies of one insider and one outsider pressure groups.</p> <p>Methods used by pressure groups to achieve their aims.</p> <p>Impacts of pressure groups on the work of governments.</p> <p>Debates around the impacts of pressure groups on democracy.</p> <p>SELF/SUMMER STUDY ON THE EU – the</p> |

subjects/politics/a-level/politics-7152/subject-content/government-and-politics-of-the-uk

Ideas – historical development of liberalism from the 18th century to the present day.

Self-study – DEVOLUTION – history of devolution in the UK; roles and functions of devolved assemblies; debates about the impacts of devolution on the UK.

For full details of content and concepts covered see...
<https://www.aqa.org.uk/subjects/politics/a-level/politics-7152/subject-content/government-and-politics-of-the-uk>

Ideas – key themes in liberalism; areas of agreement and tension

- 1) Human nature
- 2) Society
- 3) The state
- 4) The economy

For core concepts see below.
<https://www.aqa.org.uk/subjects/politics/a-level/politics-7152/subject-content/political-ideas>

participation crisis.

For full details of content and concepts covered see...
<https://www.aqa.org.uk/subjects/politics/a-level/politics-7152/subject-content/government-and-politics-of-the-uk>

Ideas – the historical origins and development of conservatism from the 18th century to the present day

For core concepts see below.
<https://www.aqa.org.uk/subjects/politics/a-level/politics-7152/subject-content/political-ideas>

Ideas – key themes in conservatism and areas of agreement and tension within them. Understanding of the similarities with and differences compared to liberalism.

- 1) Human nature
- 2) Society
- 3) The state
- 4) The economy

For core concepts see below.
<https://www.aqa.org.uk/subjects/politics/a-level/politics-7152/subject-content/political-ideas>

For full details of content and concepts covered see...
<https://www.aqa.org.uk/subjects/politics/a-level/politics-7152/subject-content/government-and-politics-of-the-uk>

Ideas – the origins and historical development of socialism from Marx to the present day

For core concepts see below.
<https://www.aqa.org.uk/subjects/politics/a-level/politics-7152/subject-content/political-ideas>

historical development of the EU; its structures and functions; debates about its impacts and the extent to which it has achieved its aims.

For full details of content and concepts covered see...
<https://www.aqa.org.uk/subjects/politics/a-level/politics-7152/subject-content/government-and-politics-of-the-uk>

Ideas – completion of historical overview. Key themes

- 1) Human nature
 - 2) Society
 - 3) State
 - 4) Economy
- areas of agreement and tension in socialism and areas of overlap with/divergence from liberalism and conservatism

For core concepts see below.
<https://www.aqa.org.uk/subjects/politics/a-level/politics-7152/subject-content/political-ideas>

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|-----------------------------|--|---|---|--|---------|-------------|---------|
| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Technology – Product Design | | <p>Context: Design and make project will run throughout term one and apply all knowledge learnt in a practical outcome. Project work to be evidenced on an A1 presentation board.</p> <p>Theory lesson will be taught alongside the project work.</p> <p>There will be two in-class written assessments across the term. They will be based off the different topics covered.</p> | <p>Context: A make project will run to refine and develop students' practical skills and knowledge.</p> <p>There will be two in-class written assessments, based on theory topics covered this half term.</p> | <p>Context: NEA coursework (50% of the total grade) Students undertake a substantial design, make, and evaluate project study worth. Students will be expected to build on skills and knowledge acquired from the year 12 projects and develop a unique product that solves a real design problem for a real client.</p> <p>Theory will continue to be taught alongside.</p> <p>There will be two in-class assessments, one of which will be a mock examination simulating the real paper.</p> | | | |
| | KNOWLEDGE DOMAIN | <p>Material properties. Manufacturing to process materials. Precision and quality control. Use of mathematics in design. Use of graphical communication. Finishes: samples to test and evaluate. Considering application, level of protection, aesthetic qualities.</p> <p>Use of 3D CAD software to realise a prototype. Sources of inspiration for creating design ideas. Use of mathematics in design.</p> | <p>Adopting safe working practices, recognise and react to potential hazards. Quality monitoring systems.</p> <p>Use of mathematics in design.</p> | <p>Modern manufacturing methods and systems. Use of mathematics in design. Product Life Cycles. Life cycle analysis. Use of mathematics in design.</p> <p>Implication to designers, manufacturers, and consumers standards. Use of mathematics in design</p> | | | |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <p>To apply knowledge and understanding of working properties, Performance characteristics, applications, advantages and disadvantages of materials in order to discriminate between them and select appropriately</p> <p>Process, application and characteristics, advantages and disadvantages of specific and relevant tools to be used for domestic, commercial and industrial products and systems</p> | <p>Characteristics, advantages and disadvantages of the following permanent and semi-permanent joining techniques</p> <p>quality control – the monitoring and achieving of high standards and degree of tolerance by inspection</p> | <p>Robotics in production – robots on fully-automated production and assembly lines/cells. Manufacturing systems Material selection – source, quantity, quality, range, recyclability, biodegradability b) manufacture – minimising energy use, simplification of processes, achieving optimum use of materials and components, giving consideration to material form, cost and scale of production c) distribution – efficient use of packaging, reduction of transport, alternatives to fossil fuels</p> | | | |

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| | | <p>Use of media to convey design decisions, to record to recognised standards, explain and communicate information and ideas.</p> <p>Use of computer-aided design to create and modify designs and create simulations.</p> <p>Use of computer-aided manufacture (CAM)</p> <p>Understand the impact and influences of key historical movements</p> | <p>and testing.</p> <p>quality assurance – performance and degree of customer satisfaction</p> <p>Total Quality Management (TQM) –and its impact on employees at every stage of the production process, ISO 9000</p> | <p>d) use – repair versus replacement, energy efficiency, efficiency ratings</p> <p>e) repair and maintenance – standardisation, modular construction, bought in</p> <p>f) end of life – design for disassembly, recovered material collection, sorting and re-processing methods, energy recovery, environmental implications of disposal to landfill.</p> <p>British Standards (BSI and kite mark) b) European (CEN and CE) c) International Standards (ISO).</p> |
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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Social Sciences - Psychology | <p>KNOWLEDGE DOMAIN</p> <p>SYNOPTIC ELEMENTS OF COURSE (Research Methods, Approaches in Psychology, Issues & Debates)</p> | <p>MEMORY</p> <ul style="list-style-type: none"> Multistore Model Working Memory Model Types of Long-Term Memory Explanations for Forgetting <p>RESEARCH METHODS</p> <ul style="list-style-type: none"> Types of Data Aims and Hypotheses Types of Experiment (with reference to variables and design) Reliability and Validity | <p>MEMORY</p> <ul style="list-style-type: none"> Factors affecting accuracy of Eye-witness testimony Cognitive Interviews <p>ATTACHMENT</p> <ul style="list-style-type: none"> Caregiver Interactions Role of the Father Stages of Attachment Animal Studies Theories of Attachment <p>RESEARCH METHODS</p> <ul style="list-style-type: none"> Ethical Issues Self-Report Methods and Design Observational Methods and Design Correlations Mathematical Content and Data Analysis Peer Review Psychology and the Economy <p>BIOPSYCHOLOGY</p> <ul style="list-style-type: none"> Structure and Function of Neurons Synaptic Transmission <p>Central and Peripheral Nervous System</p> | <p>ATTACHMENT</p> <ul style="list-style-type: none"> Types of Attachment Cross-Cultural Variations Maternal Deprivation Institutionalisation Long-term effects of Early Attachment <p>BIOPSYCHOLOGY</p> <ul style="list-style-type: none"> Endocrine System Fight or Flight Response <p>APPROACHES IN PSYCHOLOGY</p> <ul style="list-style-type: none"> Origins of Psychology and Introspection Biological Approach Behaviourism | <p>SOCIAL INFLUENCE</p> <ul style="list-style-type: none"> Types and Explanations of Conformity Asch's Research Zimbardo's Prison Experiment Milgram's study of Obedience Situational Variables affecting Obedience <p>APPROACHES IN PSYCHOLOGY</p> <ul style="list-style-type: none"> Social Learning Theory Cognitive Approach <p>PSYCHOPATHOLOGY</p> <ul style="list-style-type: none"> Definitions of Abnormality Behavioural, Emotional and Cognitive Characteristics of Phobias, Depression and OCD | <p>SOCIAL INFLUENCE</p> <ul style="list-style-type: none"> Explanations for Obedience (Socio-Psychological and Dispositional) Resistance to Social Influence Minority Influence Social Change <p>PSYCHOPATHOLOGY</p> <ul style="list-style-type: none"> Behavioural Explanations and Treatments for Phobias Cognitive Explanations and Treatments for Depression Biological Explanations and Treatments for OCD <p>REVISION</p> | <p>REVISION</p> <p>PROGRESSION (APPROACHES IN PSYCHOLOGY)</p> <ul style="list-style-type: none"> Humanistic Approach <p>Psychodynamic Approach</p> |

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| <p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> | <p><u>CORE SKILLS</u></p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of Psychological Concepts, Theories, Research Studies, Research Methods and Ethical Issues. • Apply Psychological knowledge and understanding in a range of contexts. • Analyse, Interpret and Evaluate Psychological Concepts, Theories, Research Methods and Research Studies. • Evaluate Therapies and Treatments in terms of their appropriateness and effectiveness. • Knowledge and understanding of Research Methods, Practical Research skills and Mathematical skills. | <p><u>CORE SKILLS</u></p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of Psychological Concepts, Theories, Research Studies, Research Methods and Ethical Issues. • Apply Psychological knowledge and understanding in a range of contexts. • Analyse, Interpret and Evaluate Psychological Concepts, Theories, Research Methods and Research Studies. • Evaluate Therapies and Treatments in terms of their appropriateness and effectiveness. • Knowledge and understanding of Research Methods, Practical Research skills and Mathematical skills. | <p><u>CORE SKILLS</u></p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of Psychological Concepts, Theories, Research Studies, Research Methods and Ethical Issues. • Apply Psychological knowledge and understanding in a range of contexts. • Analyse, Interpret and Evaluate Psychological Concepts, Theories, Research Methods and Research Studies. • Evaluate Therapies and Treatments in terms of their appropriateness and effectiveness. • Knowledge and understanding of Research Methods, Practical Research skills and Mathematical skills. | <p><u>CORE SKILLS</u></p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of Psychological Concepts, Theories, Research Studies, Research Methods and Ethical Issues. • Apply Psychological knowledge and understanding in a range of contexts. • Analyse, Interpret and Evaluate Psychological Concepts, Theories, Research Methods and Research Studies. • Evaluate Therapies and Treatments in terms of their appropriateness and effectiveness. • Knowledge and understanding of Research Methods, Practical Research skills and Mathematical skills. | <p><u>CORE SKILLS</u></p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of Psychological Concepts, Theories, Research Studies, Research Methods and Ethical Issues. • Apply Psychological knowledge and understanding in a range of contexts. • Analyse, Interpret and Evaluate Psychological Concepts, Theories, Research Methods and Research Studies. • Evaluate Therapies and Treatments in terms of their appropriateness and effectiveness. • Knowledge and understanding of Research Methods, Practical Research skills and Mathematical skills. | <p><u>CORE SKILLS</u></p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of Psychological Concepts, Theories, Research Studies, Research Methods and Ethical Issues. • Apply Psychological knowledge and understanding in a range of contexts. • Analyse, Interpret and Evaluate Psychological Concepts, Theories, Research Methods and Research Studies. • Evaluate Therapies and Treatments in terms of their appropriateness and effectiveness. • Knowledge and understanding of Research Methods, Practical Research skills and Mathematical skills. | <p><u>CORE SKILLS</u></p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of Psychological Concepts, Theories, Research Studies, Research Methods and Ethical Issues. • Apply Psychological knowledge and understanding in a range of contexts. • Analyse, Interpret and Evaluate Psychological Concepts, Theories, Research Methods and Research Studies. • Evaluate Therapies and Treatments in terms of their appropriateness and effectiveness. • Knowledge and understanding of Research Methods, Practical Research skills and Mathematical skills. |
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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Humanities – Religion, Philosophy & Ethics | KNOWLEDGE DOMAIN | <p>Religion: Religious figures and Sacred Texts</p> <ul style="list-style-type: none"> Jesus – Birth narratives. Consistency and redaction Jesus – Resurrection. Historicity and influence Biblical teachings – use of the Bible <p>Philosophy: Basics</p> <ul style="list-style-type: none"> Nature of Philosophy Argument types and logic <p>Philosophy: Arguments for God's existence</p> <ul style="list-style-type: none"> Inductive vs deductive arguments Cosmological arguments Teleological arguments Challenges to inductive arguments <p>Ethics: Nature of moral origins</p> <ul style="list-style-type: none"> Ethics as a divine command Ethics as personal interest Ethics as personal development within society | <p>Religion: Christian Concepts</p> <ul style="list-style-type: none"> Nature of God – Feminist interpretations on the male/female nature of God Nature of God – Moltmann and the suffering of God. Trinity – Development of doctrine including filioque controversy <p>Philosophy: Arguments for God's existence</p> <ul style="list-style-type: none"> Ontological arguments Recent developments in ontological arguments Challenges to deductive arguments <p>Ethics: Natural Moral Law</p> <ul style="list-style-type: none"> Aquinas's precepts The role of virtues <p>The levels of law</p> | <p>Religion: Christian Concepts (cont.)</p> <ul style="list-style-type: none"> Atonement – Christus Victor, substitution, moral example models Atonement – implications for God's nature Justification – Luther and E.P Sanders on the nature of justification by faith/works <p>Philosophy: The problem of Evil</p> <ul style="list-style-type: none"> Types of evil The logical problem The empirical problem Origins of evil Augustinian theodicy <p>Ethics: Natural Moral Law (cont.)</p> <ul style="list-style-type: none"> Application to Abortion Application to Euthanasia | <p>Religion: Christian concepts (cont.)</p> <ul style="list-style-type: none"> Community of believers – Early church and today, a comparative study Key moral principles: Love, Truth, conscience and forgiveness. Origin and development <p>Philosophy: The problem of Evil (cont.)</p> <ul style="list-style-type: none"> Irenaeus' theodicy Sufficiency of the theodicies <p>Philosophy: Religious experience</p> <ul style="list-style-type: none"> Types of religious experience and examples Teresa of Avila on prayer <p>Ethics: Fletcher's situation ethics</p> <ul style="list-style-type: none"> Agape love and biblical basis Antinomianism 4 working principles Application to homosexual relationships Application to polyamorous relationships | <p>Religion: Christian Practices</p> <ul style="list-style-type: none"> Baptism – Augustine and Zwingli on the nature and purpose of baptism. Eucharist – Roman Catholic and Protestant understanding of eucharist. <p>Philosophy: Religious experience(cont.)</p> <ul style="list-style-type: none"> William James' on mysticism Rudolf Otto on mysticism Challenges to religious experience Natural explanations for religious experiences <p>Ethics: Utilitarianism</p> <ul style="list-style-type: none"> Bentham's theory of utility Act Utilitarianism as moral relativism Mill's development: Higher and Lower pleasures Rule Utilitarianism | <p>Religion: Christian Practices (cont.)</p> <ul style="list-style-type: none"> Festivals: Christmas – differing Eastern and Western traditions. Festivals: Easter – differing Eastern and Western traditions. <p>Philosophy: Overview of the year</p> <ul style="list-style-type: none"> Drawing out links between ideas Preparation for exams <p>Ethics: Utilitarianism (cont.)</p> <ul style="list-style-type: none"> Application to medical animal experiments Application to nuclear weapons as a deterrent |

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| SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <p>Across all areas:</p> <ul style="list-style-type: none"> • Textual analysis across a range of source texts and later literature • Application and reflection on the relevance of information • Constructing reasoned arguments using relevant evidence • Developing a writing style which is clear and coherent • Using and engaging with specialist terminology <p>Critical analysis of key ideas and issues</p> | <p>Across all areas, building on previous skills and also:</p> <ul style="list-style-type: none"> • Developing examination style responses • Applying contemporary criticism to historical ideas and theories • Applying ethical theories to contemporary issues. | <p>Across all areas, building on previous skills and also:</p> <ul style="list-style-type: none"> • Evaluative writing • Self-reflection based on in class assessments • Connections between differing approached and themes. • Comparison | <p>Across all areas, building on previous skills and also:</p> <ul style="list-style-type: none"> • Critical evaluation of the methods of study of religion, philosophy and ethics • Revision techniques and self-regulation. | Across all areas, building on previous skills | Across all areas, building on previous skills | |

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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Science (Applied) | KNOWLEDGE DOMAIN | <p>Unit 1 – Key concepts Biology: Cell structure, eukaryotic vs prokaryotic cells, magnification and microscopes, photosynthesis Chemistry: Atomic structure, electronic configuration, ionisation energies, isotopes, Ar and Mr calculations, periodic table Physics: Electricity and circuits, calculating I,V,P &R, calculating heating and effect of current, I-V characteristics, resistance and power, potential divider circuits, conductors and semiconductors,</p> | <p>Unit 1 – Key concepts Biology: transport across membranes and photosynthesis Chemistry: Periodic table, patterns in groups 0, TM, ionic, covalent and metallic bonding, moles and crystal structures Physics: Efficiency and useful energy, increasing efficiency in mechanical and thermal systems, thermal transfer and U values</p> <p>Unit 2 – Applied Experimental techniques: Physics: PO3a – Resistivity practical</p> <p>Unit 3 – Science in the modern world</p> | <p>Unit 1 – Key concepts Biology: finish photosynthesis, heart Chemistry: empirical and molecular formula, yield calculations Physics: generation of energy from different sources, advantages, and disadvantages of energy</p> <p>Unit 2 – Applied Experimental techniques: Biology: PO2b – photosynthesis practical</p> <p>Unit 3 – Science in the modern world (REVISION and</p> | <p>Unit 1 – Key concepts Biology: finish heart, cardiac cycle, pacemakers, breathing rates and respiration Chemistry: Indicators and colorimetry Physics: Dynamics, v,a,d-t graphs and v-t graphs, Newtons laws of motion and conservation of momentum</p> | <p>Unit 1 – Key concepts Biology: homeostasis, body temp, blood sugar control, diabetes, osmoregulation and kidneys Chemistry: Enthalpy, exo and endothermic reactions, enthalpy combustion, $Q=mc\Delta T$, enthalpy neutralisation, bond enthalpies and Hess' law Physics: GPE, KE and power, finish all dynamics</p> <p>Unit 2 – Applied Experimental techniques: Biology: PO2a – respiration practical</p> | <p>Unit 1 – Key concepts Complete any content and revision on all units and content – Exam for Unit 1 is in June.</p> <p>Unit 2 – Applied Experimental techniques: Chemistry: PO2b – Colourimetry practical</p> <p>Complete all practical coursework write ups. Final drafts are handed in and ready for assessment This work is submitted in Jan the following year.</p> |

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| | <p>thermistors and LDRS</p> <p>Unit 2 – Applied Experimental techniques: Chemistry PO2a – Titration practical</p> | <p>(all three teachers will prepare students for the exam in Jan) Pre-release articles are researched and prepped.</p> | <p>exam in mid-January)</p> | | <p>Physics: PO3b – Specific Heat capacity practical</p> | |
| <p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> | <p>Unit 1 – Key concepts in science Learners develop their knowledge and understanding of key concepts in science and how they are applied in the medical, healthcare, food, environmental, chemical, pharmaceutical, material and automotive industries. TAUGHT throughout year 12 Unit 2 – Applied Experimental techniques All experimental techniques relate to their application in research and development for new pharmaceutical products, the quality control of existing products and the investigation of new materials, ecological</p> | <p>Unit 3: This unit will enable learners to develop their analytical, evaluative and critical thinking skills. These are important skills for scientists and technicians working in research, product development and scientific testing. Maths skills</p> <p>Life skills:</p> <ul style="list-style-type: none"> • Research • Communication • Teamwork • Problem solving | <p>Unit 3: This unit will enable learners to develop their analytical, evaluative and critical thinking skills. These are important skills for scientists and technicians working in research, product development and scientific testing. Maths skills</p> <p>Life skills:</p> <ul style="list-style-type: none"> • Research • Communication • Teamwork • Problem solving | <p>Unit 1 – Key concepts in science (Building on knowledge from KS4 Science and relating this to a vocational context) TAUGHT throughout year 12 Unit 2 – Applied Experimental techniques (6 practicals will be researched and completed over the year)</p> | <p>Unit 1 – Key concepts in science (Building on knowledge from KS4 Science and relating this to a vocational context) TAUGHT throughout year 12 Unit 2 – Applied Experimental techniques (6 practicals will be researched and completed over the year)</p> | <p>Revision strategies, mathematical skills</p> |

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| | | <p>investigations, consideration of the most suitable material to use for a specific application, or in a forensic or pathology laboratory. Learners are able to describe the usefulness of each technique in a setting outside the school or college laboratory</p> <p>Unit 3 – Science in the modern world This unit will enable learners to develop their analytical, evaluative and critical thinking skills. These are important skills for scientists and technicians working in research, product development and scientific testing</p> <p>TAUGHT in some of Unit 1 but mostly in TERM 1B and term 2a</p> | | | | | |
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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Social Sciences - Sociology | KNOWLEDGE DOMAIN | Introduction and overview of Sociology. Families and Households (Paper 2) | Families and Households (Paper 2) Education (Paper 1) | Education (Paper 1) | Education (Paper 1) Research methods and MIC (Paper 1 and 3) | Research methods and MIC (Paper 1 and 3) | Research methods and MIC (Paper 1 and 3) Progression: Beliefs (Paper 2) |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <p><u>Knowledge and enquiries</u> Introducing sociological theories, concepts.</p> <p>Families and households Examine the following:</p> <ul style="list-style-type: none"> ➤ The relationship between the family and social structure and social change with reference to the economy. ➤ Demographic trends in the UK since 1900. ➤ The nature of childhood, and changes in the status of children in the family and society. <p><u>Skills</u> Make links between sociological theories, studies, examples, and key concepts.</p> <p>Use sociological concepts with accuracy and precision.</p> <p>Presenting arguments from different sides and making judgements.</p> | <p><u>Knowledge and enquiries</u></p> <p>Families and households Examine the following:</p> <ul style="list-style-type: none"> ➤ Changing patterns of marriage, cohabitation, separation, divorce and childbearing and the life-course, including the sociology of personal life, the diversity of contemporary family and household structures. ➤ Gender roles, domestic labour and power relationships within the family in contemporary society. ➤ The relationship between the family and social structure and social change with reference to | <p><u>Knowledge and enquiries</u></p> <p>Education Examine the following:</p> <ul style="list-style-type: none"> ➤ The role and functions of the education system, including its relationship to the economy and to class structure. ➤ Differential educational achievement of social groups by social class and gender and ethnicity in contemporary society. ➤ Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of | <p><u>Knowledge and enquiries</u></p> <p>Education</p> <ul style="list-style-type: none"> ➤ The significance of educational policies, including policies of selection, marketisation and privatisation and policies to achieve greater equality of opportunity or outcome, for an understanding of structure role, impact and experience of and access to education' the impact of globalisation and educational policy. ➤ The role and functions of the education system, including its relationship to the economy and to class structure <p>Research methods and Methods in context</p> | <p><u>Knowledge and enquiries</u></p> <p>Research methods and MIC</p> <ul style="list-style-type: none"> ➤ The distinction between primary and secondary data, and between quantitative and qualitative data. ➤ The relationships between positivism, interpretivism and sociological methods; the nature of social facts. ➤ and qualitative methods of research; research design. ➤ Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics. ➤ The theoretical, practical and ethical considerations influencing choice of topic, choice of | |

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| | <p>Researching contemporary examples that relate to the area of study, using the internet, news apps, articles, sociological review and other texts.</p> <p>Awareness of contemporary issues.</p> <p>Select appropriate concepts to demonstrate good application.</p> <p>Using unseen material and identify relevant hooks from the item.</p> <p>Make synoptic links between the topics.</p> <p>Debate and discuss different views based on the evidence.</p> <p>Effective note taking and ability to plan an essay.</p> <p>Improving the quality of work with teacher feedback.</p> <p>Time management, meeting deadlines through regular homework and revision tasks.</p> <p>Having high expectations. Listening and focusing in lesson.</p> <p>Transferability of ideas to other A level subjects eg. Geography.</p> <p>Effective communication with teachers and peers.</p> <p>Discussing contemporary issues with sensitivity.</p> <p>Recognising core themes.</p> | <p>the economy and to state policies.</p> <p>Education Examine the following:</p> <ul style="list-style-type: none"> ➤ Differential educational achievement of social groups by social class and gender. ➤ Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures. <p><u>Skills</u> As previous column</p> <p>Plan and manage independent revision.</p> <p>Contextualise knowledge demonstrating a deeper understanding.</p> <p>Timed management under exam conditions</p> <p>Continue to develop understanding of key concepts specific to Sociology.</p> <p>Knowledge in different AOs and how they are assessed in each exam question.</p> <p>Recognising how to apply knowledge and skills to different styles of exam questions. Application of core themes to sociological content.</p> | <p>teaching and learning.</p> <p><u>Skills</u> As previous column</p> <p>Reflect on summative assessment.</p> <p>Be able to implement strategies to support learning and set independent goals.</p> <p>Make links to other subjects eg. Politics</p> <p>Continue to develop skills in critical analysis</p> <p>Confidently discuss and debate sociological theory, concepts and examples with links to core themes.</p> | <ul style="list-style-type: none"> ➤ The distinction between primary and secondary data, and between quantitative and qualitative data. ➤ The relationships between positivism, interpretivism and sociological methods. <p><u>Skills</u> As previous column</p> <p>Awareness surrounding the importance of well designed research in developing theories.</p> <p>Making links to previous topics.</p> <p>Adaptability in applying the same AO and exam skills to a different styles of question.</p> <p>Critically analyse the nature of research and it's purpose to sociology.</p> | <p>documents and official statistics.</p> <ul style="list-style-type: none"> ➤ The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research. ➤ The application of sociological research methods to the study of education. <p><u>Skills</u> As previous column</p> <p>Evaluate the strengths and limitations of research methods.</p> <p>Offer appropriate solutions.</p> <p>Recognise the factors that can affect research and the considerations that must take place.</p> <p>Application of research methods to education.</p> <p>Making synoptic links.</p> <p>Awareness of the assessment criteria for methods in context.</p> <p>Transferability of ideas to other subjects eg. Psychology.</p> | <p>method(s) and the conduct of research.</p> <ul style="list-style-type: none"> ➤ The application of sociological research methods to the study of education. <p>Beliefs in society</p> <ul style="list-style-type: none"> ➤ The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices. ➤ Religious organisations, including cults, sects, denominations, churches and New Age Movements, and their relationship to religious beliefs and practice. <p><u>Skills</u> As previous column</p> <p>Transferability of ideas to other subjects eg. Religious Education.</p> <p>Developing synopticity to a higher level.</p> <p>Apply core themes to the study of Beliefs in society.</p> <p>Engage in research using the internet, news articles and statistical data to apply to theoretical debates.</p> <p>Independently completed tasks focusing on time management and organisation.</p> | |
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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Languages - Spanish | KNOWLEDGE DOMAIN | <p>Grammar Grammatical terminology Present tense Nouns and gender Use of articles Question words Negatives Ser v Estar Adjective endings Preterite (past) tense</p> <p>Family (Cambios en la estructura de la familia) Changes in family structure Marriage Role of grandparents and extended family</p> <p>Work (El mundo laboral) Unemployment Education and training Equality at work</p> | <p>Grammar Imperfect tense Comparatives Future tense Conditional tense Direct Object Pronouns Por and para Indirect Object Pronouns</p> <p>Tourism (el impacto del turismo) Changes in tourism Environmental impact of tourism Economic impact of tourism</p> <p>Festivals (las costumbres y los festivales) Food in Spain and Latin America (LA) Customs in Spain and LA Festivals in Spain and LA</p> | <p>Grammar Perfect tense Imperatives Pluperfect tense and other compound tenses Present subjunctive Continuous tenses</p> <p>Media (Los medios de comunicación) TV in Spain and LA Printed v digital press Changing role of the internet</p> <p>Film - Volver Social and historical context Almodovar La Movida Madrileña Rural v urban life Character of Raimunda</p> | <p>Grammar Use of the gerund Imperfect subjunctive Si clauses Passive voice Personal a Avoiding the passive</p> <p>Media cont (Los medios de comunicación) Role of social media</p> <p>Music (la música) Influence of musicians on young people Reggaeton and machismo Musical traditions</p> <p>Film - Volver Characters – Sole/ Paula/ Irene/ Augustinas Themes – death/ femininity/ family/ memory/ social taboos</p> | <p>Grammar Revision of Tenses Subjunctives Relative clauses Pronouns Idiomatic Spanish Demonstratives and little words</p> <p>Music cont (la música) Music as a protest piracy</p> <p>Play – La Casa de Bernarda Alba 1930s Spain Federico Garcia Lorca.</p> <p>Film - Volver Themes – death/ role of women/ lies and secrets Importance of title and concept of return Importance of colour and music</p> <p>Revision – Paper 3 speaking</p> | <p>Grammar Revision of Passive voice Translation traps</p> <p>Revision Paper 1 – listening/reading/ translation Paper 2- Writing – essay and translation</p> <p>Mini IRP- the Spanish Republic 1931-1939. Guided IRP</p> <p>Play – La Casa de Bernarda Alba First reading and plot overview</p> |

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| <p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> | <p>Conjugating verbs accurately in present tense and preterite tenses</p> <p>Understanding the changes in Spanish families</p> <p>Understanding the challenges in the world of work on Spain</p> <p>Being able to read longer, authentic texts – knowing what to look up/how to read for gist and how to find detail.</p> <p>Assessment: Reading/Listening/ Translation into Spanish and English</p> <p>Grammar test</p> | <p>Being able to use tenses accurately</p> <p>Understanding the impact of tourism in Spain - both positive and negative.</p> <p>Knowledge of customs and festivals in both Spain and Latin America.</p> <p>The ability to give specific examples to support ideas and opinions.</p> <p>Researching a festival and giving a short presentation</p> <p>Assessment: Paper 1 Reading/listening and translation into English and Spanish</p> | <p>Understanding the concept of the subjunctive mood and when to use it.</p> <p>Being able to use compound tenses</p> <p>Understanding the role of TV and print media in Spain and LA</p> <p>Being able to listen to authentic Spanish for gist and pick out details</p> <p>Understanding the social and historical context for the film – Volver</p> <p>Assessment: In class assessment – Paper 1 Reading/listening and translation into English and Spanish</p> | <p>Understanding how to improve the quality of written work by including higher level structures such as si clauses.</p> <p>Understanding when to use and when to avoid the passive voice in Spanish</p> <p>Understanding how to plan essays and craft P/E/A/L paragraphs for essays</p> <p>Understanding the role of social media in Spain and LA</p> <p>Understanding how music in Spain and LA has developed.</p> <p>Developing an ability to analyse critically the influence of songs and singers.</p> <p>Understanding key characters and themes in Volver.</p> <p>Assessment: Paper 1 Reading/listening and translation into English and Spanish</p> <p>Paper 2 Essay on film (theme advised)</p> <p>Paper 3 – Practice task 1 with FLA</p> | <p>Preparing for the speaking exam task 1 – being able to present relevant and up to date statistics on Y12 topics</p> <p>Being able to interact and seek clarification in a speaking exam.</p> <p>Translation skills – spotting the grammar points that are being tested before tackling the translation.</p> <p>Understanding the impact of music piracy and the way in which music can be used as a protest.</p> <p>Developing an understanding of the historical and social context of La Casa de Bernarda Alba</p> <p>Assessment: Paper 2 Essay on film (theme advised)</p> | <p>Listening and reading for gist and detail.</p> <p>Translating accurately into English and Spanish</p> <p>Planning and writing in timed conditions</p> <p>Planning skills for the research project</p> <p>Understanding the key conflicts and reforms of the Second Spanish Republic</p> <p>Assessment: Full exam paper 1, paper 2 (essay on film and translation into Spanish) and paper 3 task 1.</p> <p>Practice IRP</p> |
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| | | TERM 1A | TERM 1B | TERM 2A | TERM 2B | TERM 3A | TERM 3B |
| Sport Extended Certificate | KNOWLEDGE DOMAIN | <p><u>Unit 1 Anatomy & Physiology</u></p> <p>AO1 Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system</p> <p>AO2 Demonstrate understanding of each body system, the short- and long-term effects of sport and exercise on each system and additional factors that can affect body systems in relation to exercise and sporting performance</p> <p>AO3 Analyse exercise and sports movements, how the body responds to short-term and long-term exercise and other additional factors affecting each body system</p> <p>AO4 Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements</p> <p>AO5 Make connections between body systems in response to short-term and long-term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems</p> | | <p><u>Unit 3 Professional Development in the Sports Industry</u></p> <p>Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.</p> <p>Learning aims: In this unit learners will: A Understand the career and job opportunities in the sports industry B Explore own skills using a skills audit to inform a career development action plan C Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway D Reflect on the recruitment and selection process and your individual performance.</p> | | | |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <p><u>A The effects of exercise and sports performance on the skeletal system</u></p> <p>A1 Structure of skeletal system Understand how the bones of the skeleton are used in sporting techniques and actions.</p> <p>A2 Function of skeletal system Understand how the functions of the skeleton and bone types are used in sporting actions and exercise</p> <p>A3 Joints Understand how joints of the upper and lower skeleton are used in sporting techniques and actions.</p> <p>A4 Responses of the skeletal system to a single sport or exercise session</p> <p>A5 Adaptations of the skeletal system to exercise</p> | | <p><u>Assignment 1 Careers in Sport</u></p> <p>LA A Understand the career and job opportunities in the sports industry</p> <p>Key content areas A1 Scope and provision of the sports industry A2 Careers and jobs in the sports industry A3 Professional training routes, legislation, skills in the sports industry</p> | | <p><u>Assignment 2 Applying for a job in the Sports Industry</u></p> <p>LA C Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</p> <p>Key content areas C1 Job applications</p> | |

The impact of long-term effects of exercise on sports performance.
 A6 Additional factors affecting the skeletal system
 Understand the impact of the skeletal system on exercise and sports performance and the impact of exercise and sports performance on the skeletal system.

B The effects of exercise and sports performance on the muscular system
 B1 Characteristics and functions of different types of muscles
 Understand different types of muscles and their use in sport.
 B2 Major skeletal muscles of the muscular system
 Major skeletal muscles and their combined use in a range of sporting actions.
 B3 Antagonistic muscle pairs
 Movement of muscles in antagonistic pairs and their use in a variety of sporting actions.
 B4 Types of skeletal muscle contraction
 Understand skeletal muscle contraction in different sporting actions.
 B5 Fibre types
 Understand fibre type recruitment during exercise and sports performance
 B6 Responses of the muscular system to a single sport or exercise session
 B7 Adaptations of the muscular system to exercise
 The impact of adaptation of the system on exercise and sports performance.
 B8 Additional factors affecting the muscular system Understand additional factors affecting the muscular system and their impact on exercise and sports performance.

C The effects of exercise and sports performance on the respiratory system
 C1 Structure of the respiratory system
 C2 Function
 Understand the function of the respiratory system in response to exercise and sports performance.
 C3 Lung volumes
 Understand the lung volumes and the changes that occur in response to exercise and sports performance.
 C4 Control of breathing
 Understand how breathing rate is controlled in response to exercise and sports performance.
 C5 Responses of the respiratory system to a single sport or exercise session
 C6 Adaptations of the respiratory system to exercise
 The impact of adaptation of the system on exercise and sports performance.
 C7 Additional factors affecting the respiratory system Understand additional factors affecting the respiratory system and their impact on exercise and sports performance.

D The effects of sport and exercise performance on the cardiovascular system
 D1 Structure of the cardiovascular system
 D2 Function of the cardiovascular system
 Understand the function of the cardiovascular system in response to exercise and sports performance.
 D3 Nervous control of the cardiac cycle

A4 Sources of continuing professional development (CPD)

LA B Explore own skills using a skills audit to inform a career development action plan

Key content areas
 B1 Personal skills audit for potential careers
 B2 Planning personal development towards a career in the sports industry
 B3 Maintaining a personal portfolio/record of achievement and experience

Assessment

A report that justifies the selection of a specific sports industry career pathway, following an investigation into two contrasting career pathways, focusing on short and long-term prospects and the knowledge, skills and qualities required to achieve them.
 Career development action plan, supported by evidence of personal skills audit outcomes.

C2 Interviews and selected career pathway-specific skills

LA D Reflect on the recruitment and selection process and your individual performance

Key content areas
 D1 Review and evaluation
 D2 Updated SWOT and action plan

Assessment

Learners must participate in recruitment and selection activities. They will need to interview and be interviewed, conduct a practical assessment activity and complete the appropriate documentation. Learners will need to evidence all the documents created. Ability to self-critique performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability. SWOT (strengths, weaknesses, opportunities, threats) analysis on performance of their interviewing assessment activity, linked to their personal development.

Understand the control of the cardiac cycle and how it changes during exercise and sports performance.
D4 Responses of the cardiovascular system to a single sport or exercise session
D5 Adaptations of the cardiovascular system to exercise
The impact of adaptation of the system on exercise and sports performance.
D6 Additional factors affecting the cardiovascular system Understand additional factors affecting the cardiovascular system and their impact on exercise and sports performance.

E The effects of exercise and sports performance on the energy systems

E1 The role of ATP in exercise
Understand the role of adenosine triphosphate (ATP) for muscle contraction for exercise and sports performance.
E2 The ATP-PC (alactic) system in exercise and sports performance
Understand the role of the ATP-PC system in energy production for exercise and sports performance.
E3 The lactate system in exercise and sports performance Understand the role of the lactate system in energy production for exercise and sports performance.
E4 The aerobic system in exercise and sports performance Understand the role of the aerobic energy system in energy production for exercise and sports performance
E5 Adaptations of the energy system to exercise
The impact of adaptation of the systems on exercise and sports performance.
E6 Additional factors affecting the energy systems
Understand additional factors affecting the energy systems and their impact on exercise and sports performance.

Summary of assessment

This unit is externally marked. It is set and marked by Pearson. The examination will be one hour and 30 minutes in length. The number of marks for the examination is 80. The paper will contain a number of short- and long-answer questions that will assess learners' understanding of the following topics: the skeletal system, the muscular system, the respiratory system, the cardiovascular system and the energy system for sports performance. Learners will use this knowledge and understanding to determine the interrelationships between body systems for sports performance.

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| | | Context: Will be focused on an urban development project. They will experience the full spectrum of the design process, from responding to the brief all the way through to producing a range of final working drawings and visualisations. | | Context: Will focus on critically examining the work of other. Student will develop both design and practical response in the style of their chosen designer | | Component 1: Personal Investigation (60% of the qualification) | |
| Technology – Three Dimensional Design | KNOWLEDGE DOMAIN | The requirements for space, light, shape, form, and colour in different design contexts and how they can be used to evoke emotional responses. how ideas generate starting points for art and design practice and form an integral part of the creative design process. A variety of drawing media in helping express ideas, feelings or observations. The importance of graphical communication when presenting design-based work. How to create a set of architectural working drawings (floor plans, elevations, sections). Understand how to discriminate between ideas in the process of refinement and development. How to use computer software to aid in the 3d development of ideas and final visualisation. | | Experimenting with various tools, materials, and techniques. Working properties of materials. How to use different tools and equipment safely when creating physical outcomes. Different finishing techniques for materials. | | How to analyse and extract core elements of a project theme. How to develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. How to record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. | |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | Respond to a theme, stimulus, or ideas make connections between their investigations and creative intentions. Demonstrate skilful use of the formal elements, including line, tone, colour, shape, pattern, texture, form, and structure. Record evidence of their progress, in an on-going critical and analytical review. Independently use computer software to develop ideas into an outcome. Apply graphical techniques. Independently present and communicate design intentions. Undertake sustained development and refinement of ideas. | | Independently select materials, techniques, and processes to manufacture a high-quality model. Realise intentions through design and make. developing/creating intentions using the work of others. | | Critically analyse a given context in the process of finding a project theme to pursue. Explore relevant resources; analyse, discuss, and evaluate images, objects and artefacts; make and record independent judgements. Record experiences and observations in a variety of ways using drawing or other appropriate visual forms. Undertake independent research. Gather, select and organise visual and other appropriate information. Review and modify work; plan and develop ideas in the light of their own and others' evaluations. Use knowledge and understanding of the work of others to develop and extend thinking and inform own work. Generate and explore potential lines of enquiry using appropriate media and techniques. Apply knowledge and understanding in developing and Organise, select and communicate ideas, solutions and responses, and present them in a range of visual forms. | |

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| Social Sciences - Tourism | KNOWLEDGE DOMAIN | <p>Unit 1 – The United Kingdom Tourist Product AC 1 and 2 Aim: To understand what the UK offers inbound and domestic tourists. To appreciate the range of employment opportunities available in the industry.</p> | <p>Unit 1 – finishing off AC 3</p> | <p>Unit 2 – Worldwide Tourist Destinations (for internal assessed examination)</p> | <p>Unit 2 – internally assessed examination completed.</p> | <p>Finish Unit 1 (AC 4.1 and 4.2) Final preparation for Unit 1 external examination</p> | <p>Progression – Planning a package tour (one element of Unit 4 in Yr 13). This will be part of the internal assessment.</p> |
| | SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM | <p>At the end of this unit students will have developed the skills of: 1 Numeracy by researching and analysing employment trends and data. 2 Critical thinking by evaluating a wide range of employment opportunities available within the industry.</p> <p>AC 1.1 Classification of tourists AC 1.2 The appeal of the UK as a tourist destination AC 2.1 The sectors of the UK tourism industry AC 2.2 The variation on the types of UK destination AC 2.3 Marketing tourism destinations – main principles.</p> | <p>Skills as previous</p> <p>AC 3.1 Evaluating employment opportunities (extension of 2.1) AC 3.2 Skills and qualities required to work in the industry. AC 3.3 Analysing employment trends in the industry.</p> | <p>At the end of this unit learners will have developed the skills of: 1 Creativity and innovation through designing and producing presentational materials. 2 Literacy by evaluating how people travel to and within tourism destinations. 3 Planning and organising a marketing campaign for a tourism destination. 4 Numeracy by analysing data.</p> | <p>As previous.</p> <p>AC 1 – 3 will be assessed internally under controlled conditions over 8 hours (with 3 hours of independent research time).</p> | <p>Skills as per Unit 1</p> <p>AC 4.1 The importance of managing tourism destinations. AC 4.2 Factors which could impact on the future development of UK tourism destinations.</p> <p>Students will be finishing revision for Unit 1 and preparing by using past paper and practice questions to support this learning.</p> <p>Exam technique is now the skills being taught.</p> | <p>At the end of this unit students will have developed the skills of: 1 Critical thinking by assessing the business elements involved in planning and designing a package tour. 2 Planning and organising the activities/events in the coach tour. 3 Creativity in developing, marketing and presenting the tour.</p> |