

Saffron Walden County High School Curriculum

CURRICULUM SUMMARY



SAFFRON WALDEN
COUNTY HIGH SCHOOL

Year 13		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Art and Textile Design	KNOWLEDGE DOMAIN	Extending critical and contextual research to enrich the depth of the 'personal investigation' and inform the development of students 'personal response'	Developing final outcome with successful resolution. Introduction to formal written element.	Delivery and planning of formal written element that informs the research and making in preparation for second practical outcome.	Preparatory period for externally exam project, extending independent research and investigative skills in order to develop ideas and personal response.	Planning and preparation for external practical examination. Preparation and submission of sketchbook for final exam preparatory work	NA
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Extending observational drawing and pastiches, producing critical studies for textiles. Synthesising ideas and understanding to develop a personal response.</p> <p>Translating observational studies into mixed media textiles informed by critical investigations and practical experimentation.</p> <p>Independent textile media exploration in response to</p>	<p>Refine, develop and extend outcome to fully consolidate ideas and understanding.</p> <p>Reflection, analysis and evaluation of personal investigation and exploration of new artists and ideas to extend personal investigation ideas into a second outcome or extension and development of first.</p> <p>Developing depth of reflection and analysis in preparation for</p>	<p>Planning and construction of the formal written element, developing depth of analysis using the formal elements and who, what, why response within analysis.</p> <p>Planning, designing and refining ideas in response to reflection within written element. Developing a sequence of design ideas for second outcome</p> <p>Launch of the externally set exam</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</p>	<p>Creating in depth experimentation 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>	NA

		<p>workshops and critical study work, developing a personal response to colour, texture, media, technique and process.</p> <p>Exploration and development of design ideas sequence in order to explore potential outcomes for final piece.</p> <p>Selection, development and refinement of experimentation in order to create a well resolved 'mock up' in preparation for first final outcome.</p> <p>Resolution of ideas, planning for progression and refinement within the context of first final outcome.</p>	<p>formal written element.</p> <p>Using the findings from evaluation and discussion to plan for second practical element of personal investigation.</p>	<p>project for final A Level exam.</p> <p>Undertaking independent research in response to exam Questions.</p>	<p>informed by critical study work.</p>		
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CTEC Art (Double)	KNOWLEDGE DOMAIN	<p>2D media (unit 10). Explore 2D media and artists to develop their own ideas and personal choice (see term 2a/2b)</p> <p>Learning Outcome: experiment with a range of 2D media and techniques initially delivered through a series of workshops including large scale drawing, mixed media, digital, printmaking, painting.</p> <p>This unit builds on knowledge and experience of media explored through drawing, illustration, printmaking and photography in year 12. Students explore ideas through the work of other artists and then develop their own ideas. Work is presented in an A3 or square sketchbook.</p> <ul style="list-style-type: none"> • Research a range of 2D artists that use the following medium drawing, painting, printing, mixed media and digital within any chosen theme • Analyse and reflect on media use by other artists and explore practically through a series of working in the style of • Develop knowledge of media and explore own ideas through a range of teacher led workshops • Plan a final piece through developed design ideas 		<p>Optional unit. Free choice unit</p> <p>Learning Outcome: student follow the OCR guidance in the development of ideas for chosen unit. Students have the opportunity of select from 54 units to identify a unit suited to their personal area of interest and that will prepare them for progression.</p> <p>This unit builds of the wide range of experience of specialist units that have already experienced and will encourage students to explore a specialism suited to their style, approach and perhaps progression aims.</p> <ul style="list-style-type: none"> • Students build on knowledge of OCR CTEC unit structure and of chosen specialist pathway • Plan own project by producing own timeframe and develop knowledge of AOs in the creation of task checklists • Contextual research carried out at the beginning to build knowledge withing specialism. 		<p>Exhibiting and presenting artwork (unit 16). Research and presentation based project</p> <p>Learning Outcome: research a wide range of galleries to inform own choice and approach, and plan and realise an end of year exhibition.</p> <p>This builds on unit 14 with a strong focus on planning a specific exhibition, promoting and reflecting on student involvement and the success of the show</p> <ul style="list-style-type: none"> • Research of a range of display and exhibition methods through the investigation of galleries (online and live, real experience) • Research previous art shows and develop an understanding of the requirements and in-depth stages and consideration for planning an exhibition • Based on prior experience, write an in-depth risk assessment • Use prior knowledge of social media to identify opportunities for promotion of art show 	

	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<ul style="list-style-type: none"> • Independently explore 2D media and develop personalise ideas • Realise ideas through the production and selection of a mixed media piece • Develop presentation skills through the use of a sketchbook 	<ul style="list-style-type: none"> • Organisational skills will be developed as students develop their own personalised projects • Practical exploration through specialist experimentation • Develop ideas through design ideas, in-depth experimentation and design ideas • Realise ideas in the production of a final piece • Presentation will take the most suitable form for the pathway i.e A4 sketchbook, A3 sketchbook, design sheets or PP 	<ul style="list-style-type: none"> • Explore the use of PP to present research • Photography techniques for taking photos of work for promotion • Develop photoshop and graphic skills in the production of a poster • Planning for end of year exhibition • Explore presentation methods through mounting work, practising layouts • Use of social media to promote exhibition and students' involvement in the show • Individual involvement in the show – promotion, artwork, display organisers, music, progression teama • Final exhibition – presentation of selected work in display area, • Evaluation of exhibition, success of event and how well individual exhibition has been received by visitors
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CTEC Art (Single)	KNOWLEDGE DOMAIN	<p>Presenting, displaying, selling and promoting artwork (unit 14). Research and presentation based project</p> <p>Learning Outcome: research a wide range of presentation techniques and artists professional approach to inform own presentation in the form of an exhibition, portfolio development and promotion of own work</p> <p>This introduces students to the wider professional art and design world and prepares them for their progression of working in the art and design sector. It requires students to develop presentation skills through mounting of work, display and digital presentation of work.</p> <ul style="list-style-type: none"> • Research of a range of display methods through the investigation of galleries, websites and community art • Investigation of how artists promote and sell their work to aid them in exploring their own methods of promotion. • Research portfolio requirements of art courses 		<p>Planning, researching and developing ideas (unit 12). Working to a brief.</p> <p>Learning Outcome: write a personalised brief and research similar projects. Using this research explore own ideas to produce a range of in-depth, well resolved design ideas</p> <p>This unit is part one of a larger project (links to unit 13) and builds upon students experience of units covered in year 12. Students are encouraged to take a theme and specialism already studied and to explore in more depth with a client and purpose for the outcome in mind.</p> <ul style="list-style-type: none"> • Research similar projects to develop a better understanding of how to approach the creative design process • Contextual research within chosen area of study • Research the specialist way of working from chosen pathway • Develop a brief informed by research • Plan the project for the successful completion of the unit 		<p>Realising ideas (unit 13). Continuation from unit 12</p> <p>Learning Outcome: write a proposal. Using feedback from unit 12 and reflect on design ideas to further explore ideas through a wide range of media, techniques and processes. Continue to liaise with client to refine ideas and produce a response in the form of a final outcome</p> <p>This unit is part one of a larger project (links to unit 12) and builds upon the research and investigation undertaken in Unit 12 Planning, researching and developing ideas. Students are encouraged to develop ideas and invest in sustained exploration and refinement.</p> <ul style="list-style-type: none"> • Reflect on work produced so far to produce a plan for further development – proposal • Plan the project with clear deadlines and timelines • Understand the needs of the client in the development of the project • Understand how to reflect on the success of the project and working with a client in the form of an evaluation. 	

	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<ul style="list-style-type: none"> • Explore the use of PP to present research • Photography techniques for taking photos of work for digital portfolio • Produce a digital portfolio – develop layout ideas and strong visuals. This can be further extended by the use of Wix to display the portfolio • Personalised plans informed by research on the type of promotion students could explore and use • Individual promotion through Use of Wix and social media to promote their own work and exhibition • Promotion of exhibition through a design of a poster and business cards. • Plan a small exhibition <ul style="list-style-type: none"> • Visit local galleries in Saffron Walden • Opportunity to attend UCAS Create your future to aid progression decisions • Bursary applications available for hardship. 	<ul style="list-style-type: none"> • Produce visual research in the form of moodboards and Critical Studies • Record and explore ideas through a range of personalised approaches based upon research carried out • Photography techniques for taking photos of work for digital portfolio • Develop ideas by exploring media and processes • Select and refine ideas to present a final set of design ideas • Verbal and visual presentation techniques to be developed when presenting to tutor acting as a client • Respond to feedback and be able to plan further development 	<ul style="list-style-type: none"> • Proposal writing • In-depth personalised experimentation • Building on design idea experience to produce a visual, professional design proposal to a client • Continue to develop visual and verbal presentation skills • Produce a final outcome
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Art, Craft and Design	KNOWLEDGE DOMAIN	Developing ideas and contextual understanding	Exploring design idea and developing a personal response	Focused work and designing for second outcome. Written element External exam launch	Design development and progression of final personal response	Final external examination 15 hours	
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> Students undertake Critiques of summer work: present critical and contextual work, learning how to reflect, discuss and develop ideas for the initial phase of their personal investigation. Students learn how to extend their experience of B/W media whilst selecting and developing a personal response using their own primary & secondary sources. Students develop their critical and contextual skills through comparative analysis of artists with a focus on how this supports the development of further work. 	<ul style="list-style-type: none"> Students focus on developing and refining initial Design ideas into more resolved alternate design ideas. Through this process they reflect on and extend their skills to work towards more resolution and deeper understanding of media, composition, ideas and enrichment utilising their CCL form T1A. A3 Final design in relevant media in preparation for mock-up of final piece. The process of deep investigation, practice and refinement prepares students for undertaking their first final piece. 	<p>CS4 to inform second final piece</p> <p>Complete CS4 mini on 4 new artists with a focus on colour palettes small scale patches in preparation for design ideas for second outcome.</p> <p>TAKE NEW PHOTOS IN RESPONSE TO CS4 in preparation for design ideas.</p> <p>Continue pastiches and presentation of CS4 in preparation for written element</p> <p>BEGIN TEACHING WRITTEN ELEMENT:</p> <ul style="list-style-type: none"> Complete essay flow diagram informed by sketchbook photos. 	<p>Students develop a 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. 	<ul style="list-style-type: none"> Mock ups and final exam preparation. Sketchbook development and presentation ready for exam submission. Preparatory work submission during first exam session. 15 hours practical examination. Final A Level exhibition preparation. 	

		<ul style="list-style-type: none"> • Students explore colour using a range of wet and dry media, workshops explore colour palette, extended colour theory linked to CCL. • (Complete CS3 technique/process) • Students experiment with emulating artists style, techniques and processes informed by CS3 focusing on technique/process. • Student use sketching techniques to explore and compose A3 page of initial design ideas that synthesise ideas, themes and understanding. 	<ul style="list-style-type: none"> • Students undertake their first Final outcome that consolidates initial ideas and investigations into a well resolved personal response. 	<ul style="list-style-type: none"> • Complete 1st draft of written element showing evidence of analysis, evaluation and reflection. • Create a series of initial design ideas informed by CS4 artists and contextual reference • Complete final essay submission • A3 final design idea in relevant media that select, develops and extends initial design work. • MOCK UP A2/A3 that plans and practises key elements that need final refinement before undertaking second final piece. • Complete 2nd final outcome. <p>EXTERNAL EXAM PAPER LAUCH Monday 5th February</p>			
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Biology	KNOWLEDGE DOMAIN – teacher 1	3.5.1 – Photosynthesis 3.6.1.1 – Survival and response Required practical 7 Required practical 8	3.6.1.1 – survival and response 3.6.1.2 – Receptors 3.6.1.3 – Control of heart rate 3.6.2.1 – Nerve impulses Required practical 10	3.6.2.1 – nerve impulses 3.6.2.2 – synapses 3.6.3 – muscles 3.6.4.1 - Homeostasis	3.6.4.2 – Blood glucose 3.6.4.3 – Blood water Required practical 11	Revision and essays	
	KNOWLEDGE DOMAIN – teacher 2	3.5.3 – Energy in ecosystems 3.5.4 – Nutrient cycles 3.7.4 – Succession 3.5.2 - Respiration	3.5.2 – Respiration 3.7.1 – Inheritance Required practical 9	3.7.1 – Inheritance 3.7.2 – Populations 3.7.3 – Evolution 3.8.1 – Mutations 3.8.2 – Gene expression	3.8.3 – Genome projects 3.8.4 – Gene technologies	Revision and essays	
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Maths skills are developed throughout the Biology Year 2 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.</p> <p>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 <p>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:</p> <ul style="list-style-type: none"> • 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 3	KNOWLEDGE DOMAIN	<p>Unit 16 Understand the skills project managers need to have Understand the stages of project management</p> <p>Unit 2 Working in Business Understand protocols to be followed when working in business</p> <p>Unit 4 Customers and Communication Understand who customers are and their importance to businesses</p>	<p>Unit 2 Working in Business Understand factors that influence the arrangement of business meetings Be able to use business documents Be able to prioritise business tasks Understand how to communicate effectively with stakeholders</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 2 Working in Business Revision Unit 2 Exam</p> <p>Unit 16 Principles of Project Management Understand how and why projects are monitored and factors that influence 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 16 Principles of Project Management Be able to prepare project plans 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</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 16 Principles of Project Management Understand the effectiveness of the methods used for monitoring a project</p> <p>Unit 4 Customers and Communication Justify how to adapt the structure, method of delivery and any other considerations to convey a business message for differing audience requirements</p>	
	Single Award						

	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> <p>Single 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</p>	<p>Team work Problem Solving Communication Budgeting 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>Research and analysis Evaluation: making recommendations based on evidence Justification of decisions based on analysis</p>	
	<p>KNOWLEDGE DOMAIN</p> <p>Double Award (Students also complete the Single award units above)</p>	<p>Unit 3 Be able to use financial data to inform business decisions Understand how human resource information informs business decisions Understand factors to be taken into account when making business decisions</p> <p>Unit 6 Understand the purpose of marketing strategies</p> <p>Unit 22 Delivering a Business Project Be able to scope a project: Carry out primary and secondary research, Set SMART objectives and success criteria, Assess and record the feasibility and viability of the project</p> <p>Unit 15 Understand the drivers of change</p>	<p>Unit 3 Understand how marketing information informs business decisions Be able to use resource, project and change management information to inform business decisions Be able to use information to make and justify business decisions</p> <p>Unit 6 Understand factors influencing marketing strategies Understand digital marketing Know what benefits branding can generate for businesses</p> <p>Unit 22 Be able to scope a project: Calculate costs against the project budget, identify and record risks, Produce project documentation</p>	<p>Unit 3 External Exam</p> <p>Unit 7 Understand the purpose of marketing campaigns Understand the elements of the marketing mix</p> <p>Unit 6 Be able to use business tools to propose marketing strategies Evaluate how a specific business has reacted to changes in the factors influencing its marketing strategy</p> <p>Unit 22 Be able to collaborate to deliver a project</p> <p>Unit 15 External Exam</p>	<p>Unit 7 Understand how digital marketing is used and the impact it has on businesses and their customers Understand the role of Public Relations (PR) , advertising and digital marketing agencies in business Be able to plan marketing campaigns</p> <p>Unit 22 Be able to collaborate to deliver a project:</p>	<p>Unit 7 Be able to pitch planned marketing campaigns</p> <p>Unit 22 Be able to evaluate the effectiveness of the project against its objectives and own contribution to the project</p>	

		Understand the key aspects of theories of change management	Unit 15 Be able to plan for change, manage change and overcome barriers Be able to assess the impacts of change on businesses and stakeholders Be able to use data to monitor change management in businesses				
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM Double Award	Working collaboratively Research – primary and secondary Interpreting information Calculating costs Decision making	Working collaboratively Research Interpreting information Calculating costs Decision making	Working collaboratively Communication with stakeholders Setting, working towards and reviewing deadlines Decision making Problem solving Adapting to changes and re-planning	Working collaboratively Communication with stakeholders Setting, working towards and reviewing deadlines Adapting to changes and re-planning Problem solving Decision making	Self-reflection Analysis of the performance of others Providing constructive feedback Collate feedback and present appropriately Analysis Make justified recommendations	

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Social Sciences - Business	KNOWLEDGE DOMAIN	<p>Analysing the strategic position of a business: Mission, corporate objectives and strategy Analysing the existing internal position of a business to assess strengths and weaknesses: financial ratio analysis & overall performance Analysing the external environment to assess opportunities and threats: political and legal change, economic change, the competitive environment</p>	<p>Analysing the strategic position of a business: Analysing the external environment to assess opportunities and threats: social and technological, investment appraisal Choosing strategic direction: Strategic direction: choosing which markets to compete in and what products to offer, Strategic positioning: choosing how to compete</p>	<p>Strategic methods: how to pursue strategies: Assessing a change in scale, Assessing innovation</p> <p>Managing strategic change: managing change, Managing organisational culture</p>	<p>Strategic methods: how to pursue strategies: Assessing internationalisation, Assessing greater use of digital technology</p> <p>Managing strategic change: Managing strategic implementation, Problems with strategy and why strategies fail</p>	Revision	External Examinations
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Calculate investment appraisal outcomes and interpret results Calculate, use and understand ratios, averages and fractions Use and interpret quantitative and non-quantitative information in order to make decisions Apply knowledge and understanding to various business contexts to show how individuals</p>	<p>Application of concepts and models to various business contexts Analyse issues in business Evaluate quantitative and qualitative information to make informed judgements and propose evidence-based solutions to business issues.</p>	<p>Application of concepts and models to various business contexts Critical analysis of models Analyse issues in business Evaluate quantitative and qualitative information to make informed judgements and propose evidence-based solutions to business issues.</p>	<p>Calculation, interpretation and use of Critical Path Analysis Application of concepts and models to various business contexts Critical thinking about real business situations Critical analysis of models Analyse issues in business Evaluate quantitative and qualitative information to make</p>	Exam Technique	

		and organisations are affected by and respond to issues. Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences. Evaluate quantitative and qualitative information to make informed judgements and propose evidence-based solutions to business issues.			informed judgements and propose evidence-based solutions to business issues.		
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Chemistry	KNOWLEDGE DOMAIN TEACHER 1	<p>Rates – monitoring, graphs, rate equations, clock reactions, RDS, Arrhenius equation</p> <p>Equilibria – Kc and Le Chatelier revision, Kp, mole fractions, calculations</p>	<p>Acids and pH – definitions, calculations, titration curves, indicators, buffers</p>	<p>Spectroscopy – revision of mass spectrometry and IR, chromatography</p> <p>Transition metals and coloured ions</p>	<p>Variable oxidation states – oxidation numbers, titrations, catalysis</p> <p>Aqueous ions - reactions with NaOH, ammonia and carbonates</p>	<p>Periodicity – revision of AS, period 3 elements, oxides</p>	<p>Revision and CPAC skills</p>
	KNOWLEDGE DOMAIN TEACHER 2	<p>Organic – isomerism, oxidation of alcohols, nucleophilic addition, carboxylic acids, esters, soap and biodiesel</p>	<p>Organic – aromatics, biochemistry</p>	<p>Organic – synthesis, NMR</p>	<p>Thermodynamics – Born-Haber cycles, enthalpies of solution, entropy and free energy</p>	<p>Electrode potentials – cells, series, potential calculations</p>	

SKILLS
DEVELOPED
THROUGH
THE
KNOWLEDGE
AND
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THIS HALF
TERM

Complex maths skills are developed throughout the Chemistry Year 2 course, being particularly important in Physical Chemistry (rate equations, K_p , acids and pH, electrode potentials, energetics).

<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/a-level-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>World of the Hero – The Aeneid:</p> <ul style="list-style-type: none"> • Composition of the epic • Structure and plot of epic • Language of the epic (E.g. speeches, flashback, similes) and their effects • Homeric influence • The cultural and historical context – civil wars & Augustus – and the beliefs and values of the society and author • Types of hero: Greek vs. Roman • Characterisation of major and minor character • Aeneas' role in Rome's destiny • Portrayal of different nations • Moral values in the Aeneid • Themes: war; Fate; gods; family & friendship; men & women; parents & children; Roman Empire <p>Democracy & the Athenians:</p> <ul style="list-style-type: none"> • Solon • Cleisthenes • 5th Century developments • Democracy idealised and critiqued • Democracy and comedy • Classical political theory & philosophy and how these influenced social, cultural, political and religious context of the Classical World <p>Scholarship: knowledge of a range of academic arguments for the Aeneid and Democracy & the Athenians</p>	As Term 1A	As Term 1A	As Term 1A	Revision	Study Leave

	<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 classical thought</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 classical thought</p> <p>Selection of evidence from texts and areas of classical thought to show comprehension of social, historical and cultural context</p> <p>Scholarship: selection and evaluation of range of academic arguments to support/ challenge ideas in the extended essay for the Aeneid and Democracy & the Athenians</p>	As Term 1A	As Term 1A	As Term 1A	As Term 1A	Study Leave
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Computer Science	KNOWLEDGE DOMAIN	<p>Programming</p> <ul style="list-style-type: none"> Data structures <p>Theory</p> <p>The Internet Pupils are made aware of the history of the internet and developments over time. They learn how data travels and how everything is logged and referenced</p> <p>Internet Security Pupils learn how data and networks are kept secure. Pupils will be able to understand how a firewall works. They will be able to explain symmetric and asymmetric encryption and key exchange</p> <p>The TCP/IP Protocol Pupils will learn the 4 layers of the TCP/IP stack, they will be able to describe the role of sockets, MAC addresses and be able to explain</p>	<p>Programming</p> <ul style="list-style-type: none"> Fundamentals of Algorithms Theory of Computation <p>Theory</p> <p>Networking Different types of networks and topologies will be learnt and pupils will be able to explain situations where peer-to-peer and client-server networks could be used. Pupils will develop an in-depth knowledge of wireless networking.</p> <p>Consequences of Computing This topic will be recapped in year 13 . Show awareness of current individual (moral), social (ethical), legal and cultural opportunities and risks of computing.</p>	<p>Programming</p> <ul style="list-style-type: none"> Paper 1 Pre-release analysis <p>Theory</p> <p>Big Data Pupils will learn about the 4 Vs. They will be able to explain what happens when the data is too big to be held on one server. They will be able to understand why functional programming would be a suitable approach for Big Data. Key terminology must be understood and used effectively.</p>	<p>Programming</p> <ul style="list-style-type: none"> Paper 1 Pre-release analysis and preparation Functional programming <p>Theory</p> <p>Revision Topics will be based around the needs of the class – this will be determined by spring assessments and knowledge audits.</p>	<p>Programming</p> <ul style="list-style-type: none"> Revision of data representation Revision of paper 1 content <p>Theory</p> <p>Revision Topics will be based around the needs of the class – this will be determined by spring assessments and knowledge audits.</p>	Study Leave

		<p>what the well-known ports are used for.</p> <p>Communication This covers the transmission of data, pupils will understand the key terms and be able to understand the relationship between bit rate and bandwidth.</p>	<p>We will be practising our essay writing skills and pupils will need to consolidate their knowledge across different topics to be able to answer effectively.</p>				
<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>		<p>Programming</p> <ul style="list-style-type: none"> • Decomposition • Abstraction • Generalisation • Pattern recognition • Python syntax • Algorithm analysis 	<p>Programming</p> <ul style="list-style-type: none"> • Decomposition • Abstraction • Generalisation • Pattern recognition • Python syntax • Algorithm analysis • Big O Notation identification • Interpreting and designing Regular Expressions <p>Interpretation and designing Syntax Diagrams and BNF rules</p>	<p>Programming</p> <ul style="list-style-type: none"> • Decomposition • Abstraction • Generalisation • Pattern recognition • Python syntax • Program analysis and design 	<p>Programming</p> <ul style="list-style-type: none"> • Decomposition • Abstraction • Generalisation • Pattern recognition • Python syntax • Program analysis and design • Functional programming design • Algorithm analysis <p>Skills</p> <ul style="list-style-type: none"> • Exam question answering skills 	<p>Programming</p> <ul style="list-style-type: none"> • Exam question answering skills <p>Theory</p> <ul style="list-style-type: none"> • Exam question answering skills 	<p>Study Leave</p>

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CURRICULUM SUMMARY



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Year 13		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Core Maths	KNOWLEDGE DOMAIN	Adulting RPI and Tax	Christmas Critical maths, logs and exponentials	Being Average Critical stats. Normal Distribution and STD Deviation	Risk Preparation for mocks	Algebra and Revision	
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> Expected calculations include forward and reverse percentage increase and decrease, repeated and combined percentage change and finding a percentage change. Be able to decide what information is needed to address a financial situation. <p>Be able to process the information to provide one or more possible solutions.</p>	<ul style="list-style-type: none"> Calculate percentages, use estimates when problem solving. Be able to make reasonable estimate of quantities typically encountered in everyday life. Be able to use and interpret a logarithmic scale on a graph. Be able to represent and interpret exponential growth or decay in a graph. Be able to solve equations of the forms $x5 = 35$ and $1.05x = 8.2$. 	<ul style="list-style-type: none"> Be able to select and calculate appropriate measures of central tendency and to interpret them. Know that the Normal distribution is a model which can be used for real data and recognise a Normal curve Be able to use and interpret statistical diagrams appropriate to a variety of types of data. <p>Be able to construct a table of values for a graph from a simple formula and use it to plot the graph.</p>	<ul style="list-style-type: none"> Know that, for large samples of a fixed size, sums of independent observations are distributed approximately Normally. Understand that proportions from small samples are more variable than those from large samples. Be able to decide what information is needed to address a problem. Be able to make, and justify, simplifying assumptions in order to solve a problem. Revision 	<ul style="list-style-type: none"> Be able to substitute values into a formula given in symbols, words or as a flow chart. Be able to solve equations and change the subject of a formula. Changing the subject of an exponential formula. <p><i>SHB will have tailored the revision based on the PR for this term – as this changes yearly so will the key focus but students need to be aware they can be tested on any part of the course.</i></p>	

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Social Sciences - Criminology	KNOWLEDGE DOMAIN	<p>Unit 3 controlled assessment)</p> <p>Crime scene to court room (LO1, 2 and 3 run parallel across two teachers)</p>	<p>Unit 3 controlled assessment)</p> <p>Crime scene to court room (LO1, 2 and 3 run parallel across two teachers)</p>	<p>Unit 4 – examination</p> <p>Crime and Punishment (LO1, 2 and 3 run parallel across two teachers)</p>	<p>Unit 4 – examination</p> <p>Crime and Punishment (LO1, 2 and 3 run parallel across two teachers)</p>	<p>Unit 4 – revision</p> <p>Crime and Punishment (LO1, 2 and 3 run parallel across two teachers)</p>	<p>Formal examinations and post sixth form plans</p>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p><u>Knowledge and enquiries:</u> 1.1 evaluate effectiveness of the roles of personnel involved in criminal investigations (10) 1.2 assess the usefulness of techniques in criminal investigations (20) 1.3 explain how evidence in processed (6) (1.4 completed last term)</p> <p>3.1 examine information for validity (15)</p> <p><u>Skills:</u> See below, alongside those in column 1</p> <p>Objective and critical thinking when researching cases</p> <p>Ability to decode case law and case examples from legislation documents and journals</p>	<p><u>Knowledge and enquiries:</u> 2.3 rules in relation to the use of evidence in criminal cases (4) 2.4 assess key influences affecting the outcome of criminal cases (10) 2.5 discuss the use of lay people in criminal cases (6) (2.1+2.2 completed last term)</p> <p>3.2 draw conclusions from information (15)</p> <p><u>Skills:</u> See previous column, alongside those in column 1</p>	<p>Knowledge and enquiries:</p> <p>1.1 describe processes used for law making 1.2 describe organisation of the criminal justice system 1.3 describe models of criminal justice</p> <p>3.1 explain the role of agencies in social control 3.4 evaluate the effectiveness of agencies in achieving social control</p> <p><u>Skills:</u> See year 12, column 3</p> <p>Development of factually informed and persuasive lines of reasoning</p>	<p>Knowledge and enquiries:</p> <p>2.1 explain forms of social control 2.2 discuss aims of punishment 2.3 assess how forms of punishment meet aims of punishment</p> <p>3.2 describe the contribution of agencies to achieving social control 3.3 examine the limitations of agencies in achieving social control</p> <p><u>Skills:</u> See previous column alongside year 12, column 3</p>	<p><u>Knowledge and enquiries:</u> 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> See year 12, column 5</p>	

		<p>Navigate and extract relevant information from formal institutional websites, interpret data and draw firm conclusions</p> <p>Extended and wider reading and consistent engagement with documentaries and true / real life crime shows see</p> <p>Insight and understanding, accuracy and precision when making judgements / conclusions about law and criminality</p> <p>Develop ability to represent arguments persuasively and with intent in written work, in class discussions and group / paired work</p> <p>Synoptic linking across ALL criminology content</p>		<p>Detailed notetaking</p> <p>Addressing gaps in own knowledge</p> <p>Consistent independent revision outside of lessons to rehearse and retrieve criminology knowledge</p>			
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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
		Sound for media product Scripting for media products					
Digital Media	KNOWLEDGE DOMAIN	Scripting for a short film	Scripting for a short film	Intro to sound in the media	Sound and the media	Revision and CTG	Revision and Exams
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Research and plan the writing of a short film.	Research and plan the writing of a short film.	Knowledge and understanding of how sound is used in media products.	Design sound for use in a media product.	Close the gap on media products produced. Revision of exam content.	Revision. Exam questions and technique.

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Drama	KNOWLEDGE DOMAIN	Component 2: Text in Action- Devised & Text <ul style="list-style-type: none"> • Exploration of Frantic Assembly • Exploration of Naturalism 	Component 2: Devised & Text <ul style="list-style-type: none"> • Process Report Live Theatre	Component 2: Performance & Process Report Component 3: Section B: Machinal	Component 3 – Written Exam Section A: “Chimerica” Section C: “Curious Incident of the Dog in the Night-time”	Component 3 – Written Exam Section A” Chimerica” Section B “Machinal” Section C: “Curious Incident of the Dog in the Night-time	Component 3 – Written Exam Data
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	C2: Stage 1: Researching Students will practically explore the methods & aims of Frantic Assembly, including past streamed productions: <i>“Lovesong”</i> or <i>“Things I know to be True”</i> . Students will participate in a professional workshop from the theatre company itself, Frantic Assembly. Students will apply these methods when devising in response to the chosen stimulus. Students will practically explore the methods & aims of Naturalism Use a variety of Naturalistic rehearsal techniques to explore the text	C2: Stage 2: Developing Students will continue to apply Frantic Assembly methods when devising. Students will continue to use a variety of Naturalistic rehearsal techniques to explore the text. Students will make notes on the rehearsal process, reflecting upon the techniques of practitioner & style & how they are refining the work for performance. Live Theatre Students will view 3 productions, focusing on: Analysis of performance /design / technique elements	C2: Stage 3: Realising Students will: Apply theatrical skills to realise artistic intentions in live theatre to a Visiting Examiner C2: Stage 4: Evaluation Students will: Produce a Process Report within 7 days of Stage 3 where they will focus on the following: <ul style="list-style-type: none"> • Making Connections between theory & practice • Analyse & evaluate their own work • Show how Live theatre has influenced their work Students will prepare for C3 Mock Exam:” focusing on: Section B	C3 Revision Focus on requirements for Section A a) & b) 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 C. Students will study 15-minute extract Focusing on: The impact of different stages Character positioning/movement/pr oxemics Design Elements- sound, lighting, set, props, costume, hair & makeup	C3 Revision Students will prepare for C3 Exam by applying it to written exam questions. <i>(They will revisit their C3 March Mock to rework the Section C question)</i> Section A a) & b) Continued focus on vocal & physical skills/interaction Design & Technical elements Section B & C Students to continue to make synoptic links to: Live Theatre -analysis of production elements, including acting/technical/direction How these have influenced their own OPC for <i>“Machinal”</i> and <i>“Curious Incident”</i>	Students will develop their practical understanding of Set texts by applying it to written exam questions In Revision lessons

		<p>Students will make notes on the rehearsal process, reflecting upon the techniques of practitioner & style & how they are refining the work for performance.</p> <p>C3: Retrieval Students will work on Retrieval Lessons 1 a cycle for C3 Section B” Machinal”</p>	<p>Analysis & evaluation Influence of contemporary theatre practice in relation to Component 2/3</p> <p>How live theatre influences their decision making & understanding of how drama & theatre is developed in relation to Component 2/3</p> <p>C3: Exploration Students will begin exploring Section C ”Curious Incident”</p>	<p>Social, Historical & Cultural Context of the text Influence of contemporary theatre practice How plays are constructed & performed through structure, language style & theme How live theatre influences their decision making</p>	<p>How live theatre influences their decision making and understanding of how drama and theatre is developed</p>		
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Year 13		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Humanities – Earth Science (Geology)	KNOWLEDGE DOMAIN	<p>G3 Past life and past climates</p> <p>Key Idea 1: Fossils provide evidence for the increasing diversity of life through geological time.</p> <p>Key Idea 2: A combination of global factors contributes to climate change through geological time.</p> <p>Key Idea 3: Evidence for global climate change is interpreted from the geological record and the geochemistry of rocks</p>	<p>G4 Earth materials and natural resources</p> <p>Key Idea 1: Geological processes lead to the concentration and accumulation of natural resources in deposits that can be exploited; economic deposits can be concentrated by igneous and sedimentary processes</p> <p>Key Idea 2: Permeable rocks offer pathways for oil and gas migration; highly porous rocks can act as natural reservoirs for underground</p>	<p>T1 Geohazards KI 1 and 2</p> <p>Key Idea 1: Natural geohazards have a worldwide impact on human populations including in the British Isles</p> <p>Key Idea 2: Geohazard management attempts to predict and manage hazardous geological events with only limited success</p>	<p>T2 Geohazards KI 3</p> <p>Key Idea 3: Engineering activities can have a major impact on the natural environment</p>	<p>T2 Geological map applications Option Key Idea</p> <p>Key Idea 1: Outcrop patterns on geological maps can be used to identify and interpret structural elements</p> <p>Key Idea 2: Geological maps contain information relevant to a wide range of geological applications</p>	<p>T4 Geological Evolution of Britain</p> <p>Key Idea 1: The Neoproterozoic and Phanerozoic stratigraphy of the British area has been determined largely by the assembly of lithotectonic terranes during three orogenic events</p> <p>Key Idea 2: The evidence for the northward drift of the British area through the Neoproterozoic and Phanerozoic</p> <p>Key Idea 3: The northward drift of the British area</p>

		<p>supplies of oil and gas</p> <p>Key Idea 3: A wide range of prospecting techniques can be employed to explore for mineral resources</p>				<p>as controlled by plate tectonic motions has resulted in the deposition of a wide range of sedimentary facies during the Neoproterozoic and Phanerozoic (from 1000Ma to 2.6Ma)</p>
<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p>Investigation of the evidence for climatic extremes in the rock record.</p> <p>Analyses of graphs showing different rates of climate change</p> <p>Analysis of present-day oceanic and atmospheric circulation</p> <p>Analysis of data used to determine past climatic regimes</p> <p>Interpretation of simple diversity (Sepkoski's) curves.</p>	<p>Geological map interpretation (ore body geometry, field relations); section-drawing through ore bodies.</p> <p>Section drawing through industrial mineral deposits.</p> <p>A simple analysis of maturity: depth (temperature) graphs showing oil and natural gas windows</p> <p>Analysis of rock textures</p> <p>Application of Darcy's Law to model fluid flow</p> <p>Analysis of geological cross-sections through oil and natural gas bearing structures.</p>	<p>Analysis of geological data from appropriate case studies of each of the following:</p> <ul style="list-style-type: none"> a major earthquake a mass movement event to compare and contrast the nature of the geological hazards. <p>Investigation of the factors that affect the impact of earthquakes and mass movements.</p> <p>Analysis of the causes and effects of geohazards in the British Isles.</p> <p>An investigation of the monitoring of:</p> <ul style="list-style-type: none"> a major earthquake 	<p>Analysis of the methods of extracting geological raw materials and identification of potential environmental problems and their solutions.</p> <p>Analysis of landfill engineering data for the disposal of domestic waste or underground sites for the disposal of toxic chemical and radioactive waste.</p> <p>Analysis of the issues associated with the remediation of one industrial brownfield site.</p> <p>Simple analysis of rock slope stability involving friction angle and orientation of rock discontinuities.</p>	<p>Interpreting the relationships between structural features, outcrops, and topography on geological maps.</p> <p>Identification of fold types using outcrop patterns on geological maps.</p> <p>Identification of fault types and measurement of displacements using offsets of geological boundaries across faults.</p> <p>Identification of unconformities based on field relationships displayed on geological maps.</p> <p>Analysis of the 3D nature of geological maps and cross-sections using block diagrams and/or GIS systems (including</p>	<p>Use of maps and related data to investigate major geological processes operating in different parts of Britain</p> <p>Application of remote sensing and subsurface data collection to help interpret the Palaeozoic and Neoproterozoic geology of the British area.</p> <p>Interpretation of geological maps to identify outcrop patterns associated with large-scale geological features.</p> <p>Collation and evaluation of geological evidence to interpret the Caledonian and Variscan orogeny</p>

			<p>Analysis of the controls on groundwater quality</p> <p>A simple analysis of geophysical and geochemical data related to mineral exploration</p> <p>Interpretation of seismic reflection sections</p> <p>Construction of geological cross-sections from borehole data</p>	<p>a mass movement event evaluating the level of success in hazard prediction.</p>	<p>Analysis of the suitability of sites using a variety of geological and geotechnical data.</p>	<p>Google EarthTM).</p> <p>Use of geological maps at various scales to identify</p> <ul style="list-style-type: none"> • identify conformable and unconformable sedimentary formations • identify metamorphic sequences and igneous bodies (and any associated metamorphic effects) • identify structural features. • assess the potential of surface sites for a range of engineering projects on the basis of the prevailing geology • identify geological hazards (landslides, subsidence) at defined surface sites on the basis of the prevailing geology • interpret subsurface geology in connection with groundwater (water table, 	<p>The use of palaeomagnetic data to calculate palaeolatitudes for the British area</p> <p>Interpretation of maps, fossils, sedimentary rocks and structures to evaluate the evidence for changing depositional environment.</p>
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						<p>springs, aquifers, artesian wells), coal, oil, natural gas and geothermal energy</p> <ul style="list-style-type: none">• identify the environmental issues specific to the extraction of resources from the map area <p>assess the suitability for sustainable waste disposal/contaminated land remediation in a given area.</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
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

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Year 13			AUTUMN TERM		SPRING TERM		SUMMER TERM	
			TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
English Language	CLA/Media	KNOWLEDGE DOMAIN	Child Language Acquisition	Child Language Acquisition	Language and Media / Editorials	Language and Media	LUTM Revision	Revision and Exams
		SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Ability to recognise stages of Child Language development- connecting theory to transcripts	Ability to recognise stages of Child Language development- connecting theory to transcripts	Creative writing skills in editorials – specifically manipulating register to suit a non-specialist audience	Developing terminology regarding media texts; ability to connect technological contexts to written and spoken texts.	Efficient analysis of lexis and grammar in short answers; developing stronger contextual awareness	
	Change/Investigation	KNOWLEDGE DOMAIN	Language Change	Language Change / Coursework Investigations	Language Change / Editorials	Language Change	Revision of Comparison	Revision and Exams
		SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Comparative writing skills (AO4/ AO1). Develop ability to annotate unseen texts and to place them in context (AO3);	Comparative writing skills (AO4/ AO1). Develop ability to annotate unseen texts and to place them in context (AO3); independent research skills such as data analysis and transcription	Comparative writing skills (AO4/ AO1). Develop ability to annotate unseen texts and to place them in context (AO3); writing for a non-specialist audience (AO5)	Comparative writing skills (AO4/ AO1). Develop ability to annotate unseen texts and to place them in context (AO3)	Ability to annotate at speed, together with developing comparative writing skills (AO4). Comparing contexts (AO3)	

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B	
English Literature	Coursework and Gothic	KNOWLEDGE DOMAIN	Wilfred Owen poetry	'Regeneration' by Pat Barker	Unseen Gothic	Comparison Gothic – 'Dracula' vs 'TBC'	Comparison Gothic and Unseen	Revision and Exams
		SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Close analysis (AO2) Weaving context into essays (AO3) Writing precisely (AO1)	Using Critics (AO5) Comparative Writing (AO4)	Close analysis and linking to other texts within essays (AO2/3)	Thematic comparisons (AO4) Merging multiple AOs into one essay	Thematic comparisons (AO4) Merging multiple AOs into one essay	Thematic comparisons (AO4) Merging multiple AOs into one essay
	Drama and Poetry	KNOWLEDGE DOMAIN	'The Merchant's Tale' - Chaucer	The Merchant's Tale' - Chaucer	'The Duchess of Malfi' - Webster	'The Duchess of Malfi' - Webster	Comparison Essays / Twelfth Night revision	Revision and Exams
		SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	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.	<i>Thematic</i> comparisons (AO4) Merging multiple AOs into one essay	Thematic comparisons (AO4) Merging multiple AOs into one essay	Thematic comparisons (AO4) Merging multiple AOs into one essay	

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Year 13		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Environmental Science	KNOWLEDGE DOMAIN	<p><u>Chp 9 Energy Resources</u> (the importance of energy supplies, features of energy, sustainability of current energy use, fossils fuels)</p> <p><u>Chp 11 Agriculture</u> (factors that affect agriculture, abiotic and biotic factors and their control, manipulation of food sources, environmental impacts of agriculture, social factors that affect agriculture)</p>	<p><u>Chp 9 Energy Resources</u> (nuclear power, renewable energy)</p> <p><u>Chp 11 Agriculture</u> (the availability of technology, economic and political influences, strategies to increase agricultural sustainability)</p>	<p><u>Chp 9 Energy Resources</u> (secondary fuels, energy storage solutions, energy conservation)</p> <p><u>Chp12 Aquatic food sources</u> (marine productivity, fishing, aquaculture)</p> <p><u>Chp 13 Forest resources</u> (importance of forests, resources and ecosystem services, forest exploitation and management, traditional forest management, modern commercial forestry, deforestation, causes of forest loss, effects of deforestation, sustainable forest management, features of sustainably managed forest)</p>	<p><u>Chp 10 Pollution</u> (properties of pollutants, general strategies to control pollution, sources, effects and control of pollution – atmospheric pollution, pollution of water)</p> <p><u>Chp 14 Sustainability</u> (principles of sustainable lifestyles, principles of Earth’s ecological support systems, the circular economy, biocapacity and ecological footprints, case studies of sustainable development)</p> <p>REVISION for MOCKS</p>	<p><u>Chp 10 Pollution</u> (sources, effects and control of pollution – heavy metals, solid wastes, noise pollution, ionizing radiation)</p> <p><u>Chp 15 Revision</u></p> <p>Year 12 revision</p> <p>REVISION for MOCKS</p>	<p><u>Chp 9 Energy Resources</u> (the importance of energy supplies, features of energy, sustainability of current energy use, fossils fuels)</p> <p><u>Chp 11 Agriculture</u> (factors that affect agriculture, abiotic and biotic factors and their control, manipulation of food sources, environmental impacts of agriculture, social factors that affect agriculture)</p>

	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p>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</p>	<p>Working scientifically: opportunities for skills development and independent thinking – this includes 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</p>	<p>These skills are built into every chapter We will also focus on confidence in mathematical calculations throughout the year</p>	<p>Revision strategies in exam technique</p>	<p>Revision strategies in exam technique</p>	<p>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</p>
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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
		Global film, experimental cinema, Documentary and silent film. Filmmaking and scriptwriting					
Film Studies	KNOWLEDGE DOMAIN	Intro to coursework & Experimental cinema	Short film & Documentary film	Introduction to Global cinema	Global cinema	Silent film	Revision and Exams
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Ability to plan, film and edit short films. Screenwriting conventions. Ability to evidence an understanding of experimental cinema. (AO3, AO2)	Development of short film-making and scriptwriting skills. Ability to analyse documentary films and compare different styles. (AO3, AO2)	Develop knowledge and understanding of global cinema and production contexts (AO1, AO2).	Develop knowledge and understanding of global cinema and production contexts (AO1, AO2).	Ability to analyse silent film and understand expressionism and realism (AO1, AO2).	Revision of Com 1 and Com 2 texts. Exam questions and technique.



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Languages - French	KNOWLEDGE DOMAIN	<p>Grammar Revision of all tenses Grammar through translation Imperative Modal verbs in all tenses</p> <p>Literature (L'étranger/Le château de ma mère) Context of the novel Chapter by chapter analysis Characters</p> <p>Immigration (L'impact positif de l'immigration en France) History of immigration in France The economic benefits of immigration Other benefits of immigration, including historical</p> <p>French Occupation (La France occupée) Collaboration during WW2</p>	<p>Grammar Demonstrative pronouns and adjectives Subjunctive Word order/inversion Dont/duquel/auquel</p> <p>Literature (L'étranger/Le château de ma mère) Key themes Stylistic techniques Essay technique</p> <p>Immigration (Les défis de l'immigration et de l'intégration) Living together Challenges and benefits of multicultural living</p> <p>Vichy regime (Le régime de Vichy) Pétain and the Vichy regime La Révolution nationale Vichy politics and their consequences</p> <p>IRP</p>	<p>Grammar Relative clauses Possessive adjectives COD/COI Perfect subjunctive Ne explétif</p> <p>Literature (L'étranger/Le château de ma mère) Key themes Stylistic techniques Essay technique</p> <p>The extreme right (L'extreme droite) Le Front National Public opinion</p> <p>Resistance (La Résistance) The importance of Jean Moulin La France libre and General De Gaulle</p> <p>Speaking revision</p>	<p>Grammar Avoiding the passive Compound tenses Grammar through translation</p> <p>Film revision - Intouchables Revise Context Characters Themes Music Director's techniques</p> <p>Literature revision Revise Context Characters Quotations Author's techniques</p> <p>Revision of y12 Topics</p> <p>Revision of y13 Topics</p> <p>IRP Preparation of real IRP</p>	<p>Grammar through translation</p> <p>Revision of y12 Topics</p> <p>Revision of y13 Topics</p> <p>Paper 3 - Speaking practice</p> <p>Paper 1 - Focus on skills – listening, reading, translation</p> <p>Paper 2 – timed essays</p>	

	<p>Antisemitism in France Life under the Occupation</p> <p>IRP Mock research</p>	Mock preparation				
<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p>Understanding of literary terminology in French</p> <p>Knowledge of the historical and social context of the play which are studying.</p> <p>Developing PEAL paragraphs and writing effective introductions and conclusions</p> <p>Understanding of the causes and key events of the French Occupation</p> <p>Understanding the benefits of immigration for French society</p> <p>Developing research skills for the IRP</p> <p>Assessment Paper 1 Reading/listening and translation into English and French Paper 3 Task 1 speaking with FLA using mark scheme</p>	<p>Being able to write about key characters and themes.</p> <p>Using quotations to support ideas and opinions'</p> <p>Understanding the challenge of immigration for France.</p> <p>Understanding the key policies and politics related to Immigration.</p> <p>Developing an understanding of life during the Occupation</p> <p>Assessment Paper 1 Reading/listening and translation into English and French One timed essay grade done in exam conditions, title given in advance and one planning sheet allowed.</p>	<p>Being able to identify techniques used by an author and the effect these have on an audience</p> <p>Understanding the key events and important figures during the Resistance movement</p> <p>Developing effective revision and recall strategies</p> <p>Giving a timed presentation in exam conditions</p> <p>Being able to interact spontaneously in exam conditions</p> <p>Assessment Paper 1 Reading/listening and translation into English and French One timed essay grade with essay plan Mock speaking – task 1 and broad IRP tsk 2</p>	<p>Writing accurately in exam conditions</p> <p>Reflecting on exam performance to close gaps in skills and knowledge.</p> <p>Developing revision techniques for film and novel</p> <p>Autonomous research and writing skills for IRP.</p> <p>Develop reading, listening and translation skills through past paper practice</p> <p>Assessment Mock paper 2 (writing) in hall. Paper 1 Reading/listening and translation into English and French Paper 3 Task 1 speaking with FLA using mark scheme</p>	<p>Consolidating knowledge of society in all topics studied.</p> <p>Task 1 practice – using evidence to support analysis</p> <p>Responding and interacting spontaneously when speaking</p> <p>Translation techniques – looking for grammar traps</p> <p>Essay writing – developing the ability to check and edit work effectively</p> <p>Assessment Mock paper 1 (l) in hastening/ reading/ translation in hall.</p> <p>REAL EXAM Paper 3 (speaking)</p>	<p>REAL EXAM Papers 1 and 2 (Listening/ Reading/ Translation and writing)</p>

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Further Maths	KNOWLEDGE DOMAIN	Dimensional analysis Forces Work, energy, and power	Momentum and impulse Centres of mass Matrices Maclaurin series Hyperbolic functions Calculus Bivariate data Chi-squared tests	Complex numbers 2 nd order differential equations Recurrence relations Matrices Integration Vectors	Groups Multivariable calculus Polar coordinates	Exams onwards	
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Deriving the units of given quantities and using these relationships to estimate indices in a model To model situations and derive whether a object will slide or topple Calculate moments and solve problems involving rigid bodies To be able to use the relationships between work done, kinetic energy, etc (non-exhaustive list here)	To calculate the momentum and impulse of particles and use this to model energy transfer during collisions To calculate the centre of mass of 2D shapes Calculate the inverse of a 3x3 matrices by hand using a variety of methods To derive the Maclaurin sequence for standard functions and use the series to	Use of de Moivre's theorem to solve problems and the implication of de Moivre's theorem in a wider context Solving homogenous and non-homogenous 2 nd order differential equations Understand how simple harmonic motion is modelled and how dampened systems are modelled mathematically Calculate volume of revolutions	To understand and use the language and notation of sets Understand group axioms and associated language Be familiar with some standard groups Use of group tables for finite groups Understand what is meant by subgroup Knowledge and use of Lagrange's theorem		

		<p>and answer problems using these relationships and model situation in the wider context of mechanics</p>	<p>estimate values for the functions</p> <p>Derive the hyperbolic functions, hyperbolic identities and inverse hyperbolic functions and be able to use these relationships in a variety of contexts (such as Calculus)</p> <p>Integrate infinite areas</p> <p>Integrate more functions (inverse trig and hyperbolic as examples)</p> <p>Calculate the product moment correlation coefficient and Spearman's Rank correlation coefficient and use both in the context of hypothesis testing</p> <p>Use 'least squared' methods for plotting linear regression lines and know the language around regression lines</p> <p>Use expected values to calculate the test statistic and use to test for a goodness of fit of different models</p>	<p>Calculate areas using mean-point integration</p> <p>Calculate and use cross-product of two vectors</p> <p>Derive equation of a plane</p> <p>Calculate the distance between two vectors in 3D</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>	<p>Understand what cyclic groups and isomorphism between groups are</p> <p>Draw contours of a surface</p> <p>Differentiate multivariable functions using partial differentiation</p> <p>Calculate stationary points on surfaces and determine their natures</p> <p>Calculate tangential planes to surface</p> <p>Plot and sketch simple polar coordinates/curves</p> <p>Convert between cartesian and polar coordinates</p> <p>Find the area enclosed by a polar curve</p>		
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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Humanities - Geography	KNOWLEDGE DOMAIN	<p>NEA</p> <p>All students are required to undertake fieldwork in relation to processes in both physical and human geography.</p> <p>Students must undertake four days of fieldwork during their A-level course: River Rib, Epping Forest, Saffron Walden and Cambridge.</p> <p>Physical Geography Hazards</p> <p>Nature, forms and potential impacts of natural hazards.</p> <p>Characteristic human responses to hazards.</p>	<p>Physical Geography Hazards</p> <p>The Park model of human response to hazards. The Hazard Management Cycle.</p> <p>Earth structure and internal energy sources. Plate tectonic theory of crustal evolution.</p> <p>Magma plumes and their relationship to plate movement.</p> <p>Volcanic, seismic, storms and wildfire hazards:</p> <p>The nature of the hazard. Impacts and responses.</p> <p>Impacts and human responses as evidenced by a recent event.</p> <p>Case studies of various places affected by hazard.</p> <p>Destructive, constructive and conservative plate margins. Characteristic processes and associated landforms.</p>	<p>Revision of previous units for exams.</p> <p>Knowledge recall of previously studied topics and consolidation of understanding of systems in physical geography.</p>	<p>Revision of previous units for exams.</p> <p>Knowledge recall of previously studied topics and consolidation of understanding of systems in physical geography.</p>		

		<p>Human Geography Global Systems and Global Governance</p> <p>Dimensions of globalisation – flows and patterns. Factors in globalisation – development.</p> <p>Interdependence in the contemporary world – unequal flows and unequal power relations.</p> <p>International trade – patterns, trends and relationships. Access to markets. Study of one TNC. World trade in one commodity – bananas.</p>	<p>Human Geography Global Systems and Global Governance</p> <p>Global governance – agencies which promote growth and stability.</p> <p>The global commons.</p> <p>Antarctica Case Study Contemporary Antarctic Geography. Threats to Antarctica. Critical appraisal of the governance of Antarctica</p>			
<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>		<p>Physical Geography Hazards</p> <p>Students will engage with a range of quantitative and relevant qualitative skills, within the hazards unit of work.</p> <p>These should include observation skills, measurement and geospatial mapping skills and data manipulation and statistical skills applied to field measurements.</p> <p>Human Geography Global Systems and Global Governance</p> <p>Students must engage with a range of quantitative and relevant qualitative skills, within the theme of global systems and global governance.</p> <p>Students to engage critically with their studies of</p>	<p>Physical Geography Hazards</p> <p>Students will engage with investigative skills whilst studying hazards.</p> <p>They will bring all their knowledge from the course to manifest a comparative case study on various locations.</p> <p>Human Geography Global Systems and Global Governance</p> <p>Students to engage critically with their studies of globalisation and engage with comparative work on a global scale.</p>			

globalisation and engage with comparative work on a global scale.

NEA

Students will develop independent investigation skills such as developing a research question, devising a methodology and collection primary and secondary data.

Students will also develop research skills and be able to formulate an evaluation and conclusion.

The fieldwork enquiry will also enable students to make links between different aspects of the course and to think synoptically.



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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Languages - German	KNOWLEDGE DOMAIN	<p>Novel Part 1 Characters Writing style</p> <p>Immigration Positive impact of integration</p> <p>Wiedervereinigung Life in the GDR</p> <p>Grammar Modal verb revision Modal verb Perfect tense Imperfect Relative pronouns Separable/inseparable Verbs taking dative</p>	<p>Novel Part 2 Historical background</p> <p>Immigration Challenges of immigration</p> <p>Wiedervereinigung Events leading to reunification</p> <p>IRP 1 Focussed Week of Research</p> <p>Grammar Future Future perfect Passive (recap) Passive all tenses</p>	<p>Novel Part 3 Using quotations Citing Illiteracy and its consequences Guilt</p> <p>Wiedervereinigung Life in newly unified Germany</p> <p>Revision of y12 Topics Umwelt Bildung Arbeit</p> <p>Grammar Word order with accusative/dative pronouns</p>	<p>Film Revise themes Recap essay titles Revise key scenes</p> <p>Revise y12 Topics Musik Medien Feste</p> <p>IRP 1 week focussed work</p> <p>Grammar Subjunctive in indirect speech</p> <p>Revision of conditional tense Use of simple subjunctive forms of <i>können</i> and <i>mögen</i> in conditional sentences</p> <p>Conditional sentences with omitted <i>wenn</i></p> <p>Pluperfect subjunctive in conditional sentences</p>	<p>Topics Revise y13 topics Immigration Integration Wiedervereinigung</p>	

	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p>Understanding of literary terminology in German</p> <p>Being about to describe personalities in detail.</p> <p>Historical/political knowledge of GDR</p> <p>Knowledge of Immigrant food/music/literature and immigrant rolemodels</p> <p>Ability to read prose in the past tense</p> <p>Assessment L, R trans both ways on units so far Task 1 speaking with FLA using mark scheme</p>	<p>Understanding of SS</p> <p>Knowledge of far-right groups (acronyms)</p> <p>Wider knowledge of fall of communism</p> <p>Research and referencing techniques</p> <p>Being able to talk about future events</p> <p>Assessment L,R trans both ways based on ALL units taught so far One timed essay grade done in exam conditions, title given in advance and one planning sheet allowed.</p>	<p>German punctuation Using quotations Understanding the concept of Vergangenheitsbewältigung</p> <p>Understanding issues in modern Germany society</p> <p>Recall techniques for last year's learning.</p> <p>Assessment L, R trans both ways – Dynamic Learning One timed literature essay with plan, done in exam conditions and a mock speaking: task 2 for Fr and Ger on a group task planned by teacher, Sp to do task 1.</p>	<p>Speaking to time Pronunciation and intonation for IRP</p> <p>Revising cinematography</p> <p>Understanding how to make references and assumptions from speech (reporting speech)</p> <p>Assessment Mock Paper 1 and Paper 2. REAL speaking exam tasks 1 and 2. German punctuation Using quotations Understanding the concept of Vergangenheitsbewältigung</p> <p>Understanding issues in modern Germany society</p> <p>Recall techniques for last year's learning.</p> <p>Assessment L, R trans both ways – Dynamic Learning One timed literature essay with plan, done in exam conditions and a mock speaking: task 2 for Fr and Ger on a group task planned by teacher, Sp to do task 1.</p>	<p>Task 1 practice – giving statistics and explaining them</p> <p>Translation techniques – looking for the grammar traps</p> <p>Essay writing – PEAL – ensuring paragraphs are not too discriptive</p> <p>Assessment REAL EXAM Paper 1 and Paper 2</p>	
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Social Sciences – Health & Social Care	<p>KNOWLEDGE DOMAIN</p> <p>SINGLE AWARD</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 Review, revise and mock exam</p> <p>Unit 4 exam 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>SINGLE AWARD</p>	<p>Research and analysis Selecting information for a purpose</p>	<p>Research and analysis Selecting information for a purpose 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 Staying Positive Understanding how to revise</p>
	<p>KNOWLEDGE DOMAIN</p> <p>DOUBLE AWARD</p> <p>(Students also complete the Single award units above)</p>	<p>Unit 5 Understand infection control in health and social care Know the chain of infection</p> <p>Unit 21 Understand what is meant by looked after children and young people in the context of the health and social care sector</p>	<p>Unit 5 Be able to control the spread of infection</p> <p>Unit 21 Know the responsibilities of those involved in the care of children and young people</p>	<p>Unit 5 Understand the role of the health and social care worker in controlling infection</p> <p>Unit 21 Understand how the needs of children and young people in care are being met</p>	<p>Unit 7 exam Understand types and signs of abuse Understand factors which may lead to abusive situations Understand legislation, regulatory requirements and guidance which govern the safeguarding of adults, young people and children</p> <p>Unit 6 exam</p>	<p>Unit 7 exam Understand how to deal with suspected abuse and disclosures of abuse Understand working strategies and procedures for the safeguarding and protection of adults, young people and children</p>	<p>Unit 7 exam Understand how workers within health, social care and child care environments can minimise the risk of abuse</p> <p>Review, revise, mock and exam</p>

	<p>Understand possible issues and difficulties that may affect looked after children and young people</p> <p>Unit 17 Know the main concepts, types, causes and effects of mental health conditions</p>	<p>Unit 17 Be able to support individuals with mental health conditions to plan their care, treatment and support</p>	<p>Unit 19 Understand the needs of adults in health and social settings and the purpose and benefits of creativity and activity</p>	<p>Understand personalisation in health and social care Understand what is meant by a person-centred approach to care</p> <p>Unit 19 Be able to design and plan a creative activity/activity for use with an adult/group of adults.</p>	<p>Unit 6 exam Understand methods used to implement a person centred approach</p> <p>Unit 19 Be able to deliver and evaluate a creative activity/activity to an adult/group of adults</p>	<p>Unit 6 exam Know how to plan and conduct review meetings using a person-centred approach</p> <p>Units 6 and 7 Review, revise, mock and exam</p>
<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> <p>DOUBLE AWARD</p>	<p>Working collaboratively Research – primary and secondary Interpreting information</p>	<p>Wider reading and research. Care planning</p>	<p>Working collaboratively Setting, working towards and reviewing deadlines Decision making Problem solving Adapting to changes and re-planning</p>	<p>Working collaboratively Setting, working towards and reviewing deadlines Adapting to changes and re-planning Problem solving Decision making</p>	<p>Self-reflection Analysis of the performance of others Providing constructive feedback Analysis Make justified recommendations</p>	<p>Revision Staying Positive Understanding how to revise</p>

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Humanities - History	<p>KNOWLEDGE DOMAIN</p> <p>Russia - Part two: the Soviet Union, 1917–1964</p> <p>How was Russia governed and how did political authority change and develop?</p> <p>Why did opposition develop and how effective was it?</p> <p>How and with what results did the economy develop and change?</p> <p>What was the extent of social and cultural change?</p> <p>How important were ideas and ideology?</p> <p>How important was the role of individuals and groups and how were they affected by developments?</p>	<p>The emergence of Communist dictatorship, 1917–1941</p> <p>Political authority and government: new leaders and ideologies; Lenin's Russia, ideology and change</p> <p>Political authority and government: the consolidation of Bolshevik authority</p> <p>Opposition: faction; the Red Terror and the purges</p> <p>Economic developments: Lenin's decrees; War Communism; NEP</p> <p>Social developments: effect of Leninist rule on class, women, young people, religion and national minorities; propaganda and cultural change</p>	<p>Stalin's rise, ideology and change</p> <p>The Stalinist economy; collectivisation and the Five Year Plans</p> <p>Development of the Stalinist Dictatorship in the 1930s: purges and the Great terror</p> <p>Stalinist rule on class, women, young people, religion and national minorities; propaganda and cultural change</p> <p>The political, economic and social condition of the Soviet Union by 1941</p>	<p>The Stalinist dictatorship and reaction, 1941–1964</p> <p>Political authority, opposition and the state of Russia in wartime: the political, economic and social impact of war; effect on Stalin, government and 'the people'</p> <p>Political authority and government to 1953: High Stalinism; the revival of terror; destruction of 'supposed' opposition and cult of personality; the power vacuum on Stalin's death</p>	<p>Political authority and government 1953-1964:</p> <p>Khrushchev's rise to power; policies and ideology; de-Stalinisation; political and party change</p> <p>Economic and social developments: changes in industrial organisation from Stalin to Khrushchev; agriculture and the Virgin Lands scheme;</p> <p>social and cultural change from Stalin to Khrushchev</p> <p>Opposition: cultural dissidents; communist divisions; hardliners and reformers; opponents of Khrushchev and his fall from power</p> <p>The political, economic and social condition of the Soviet Union by 1964</p>	<p>Revision and Practice</p>	<p>Revision and Practice</p>

<p>2B The Wars of the Roses, 1450–1499</p> <p>Part two: the fall of the House of York, 1471–1499</p>	<p>The Sun in Splendour': the reign of Edward IV, 1471–1483</p> <p>The consolidation of royal authority under Edward IV and the development of new methods of government</p> <p>Factional rivalries and court politics: hostile reactions against the influence of the Woodvilles</p> <p>Change and continuity in English society during a decade of peace: trade and the economy, social mobility, the regions</p>	<p>The Sun in Splendour': the reign of Edward IV, 1471–1483</p> <p>The premature death of Edward IV and the crisis of the Yorkist succession The downfall of the Yorkist Monarchy, 1483–1486 (A-level only)</p> <p>The coup d'état by Richard of Gloucester: the issue of the Princes in the Tower and Richard III's position as a usurper</p> <p>Factional rivalries; the emergence of Henry Tudor, dissensions among the Yorkist nobility, Buckingham's rebellion</p> <p>The strengths and weaknesses of Richard III's position in 1484: the death of his wife and heir; the problem of the succession</p>	<p>The downfall of the Yorkist Monarchy, 1483–1486</p> <p>The downfall of Richard III: Bosworth, the proclamation of a new Tudor dynasty under Henry VII and his marriage to Elizabeth of York</p> <p>The end of the Yorkist Dynasty, 1486–1499 Yorkist opposition to Henry VII: the Lovell revolt; defeat of the Pretender Lambert Simnel at Stoke; the Yorkshire Uprising Attempts to maintain the Yorkist cause: Margaret of Burgundy, the Earl of Warwick and the Pretender Perkin Warbeck</p> <p>The end of the Yorkist challenge: defeat of Warbeck and his Scottish and Cornish allies; the execution of Warbeck and Warwick</p>	<p>The end of the Yorkist Dynasty, 1486–1499</p> <p>The impact of the Wars of the Roses on English society by 1499: trade and the economy; central authority and the regions</p> <p>REVISION</p>		
<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,</p>						

	<p>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>						
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Information Technology	KNOWLEDGE DOMAIN	<p>Unit 1 – Information Technology Systems We will cover aspects of learning aim A such as digital devices, data processing and the OS We will then move on to learning about networks and data transmission. How people operate online and look at the protection of data and information.</p> <p>Unit 6 – Website Development Coursework: Learning Aim A This half term will be pulling together the knowledge learnt at the end of year 12 and</p>	<p>Unit 1 – Information Technology Systems</p> <ul style="list-style-type: none"> Protecting data and information Impact of IT systems Issues 	<p>Unit 1 – Information Technology Systems</p> <ul style="list-style-type: none"> Revision of knowledge for exam <p>EXAM - Jan</p>	<p>Unit 6 – Website Development Coursework: Learning Aim BC</p> <ul style="list-style-type: none"> Improving knowledge of web development How to upload websites to servers 	<p>Unit 1 – Information Technology Systems</p> <ul style="list-style-type: none"> Revision of knowledge for exam 	<p>RESIT EXAM JUNE</p>

		writing a detailed report which compares 2 websites. Pupils will cover all of the areas section of A of the specification which we learnt about in the summer term of year 12. They will compare, analyse and evaluate 2 websites of their choice.					
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Unit 1 – Information Technology Systems</p> <ul style="list-style-type: none"> • Exam technique • Recall practise <p>Unit 6 – Website Development</p> <ul style="list-style-type: none"> • Report writing • Research • Comparison • Evaluation 	<p>Unit 6 – Website Development</p> <p>Coursework:</p> <p>Learning Aim BC</p> <ul style="list-style-type: none"> • Project planning • Design of websites 	<p>Unit 6 – Website Development</p> <p>Coursework:</p> <p>Learning Aim BC</p> <p>Creation of websites: HTML, JavaScript, CSS</p>	<p>Unit 6 – Website Development</p> <p>Coursework:</p> <p>Learning Aim BC</p> <ul style="list-style-type: none"> • Improving work based on peer feedback • Creation of website: HTML, JavaScript, CSS 	<p>Unit 6 – Website Development</p> <p>Coursework:</p> <p>Learning Aim BC</p> <ul style="list-style-type: none"> • Acting on Feedback to improve 	

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Latin	KNOWLEDGE DOMAIN	<p>Unseen Translation:</p> <ul style="list-style-type: none"> accidence and syntax taught in Y12 social, cultural and historical contexts of the prose and verse authors set for unseen translation learn vocab associated with the set prose and verse authors <p>Latin Literature – two more set texts, one prose and 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 relevant additional material read in English 	<p>Either - Prose Composition:</p> <ul style="list-style-type: none"> learn vocab English to Latin accidence and syntax taught in Y12 stylistic features commonly found in Latin prose <p>OR – Comprehension (incl. grammar questions)</p> <ul style="list-style-type: none"> technical grammatical terms for Latin accidence and syntax <p>Unseen Translation:</p> <ul style="list-style-type: none"> rules of scansion for verse passages as Term 1A <p>Latin Literature: as Term 1A</p>	<p>Prose Composition/Comprehension: as Term 1B</p> <p>Unseen Translation: as Term 1B</p> <p>Latin Literature: as Term 1A</p>	<p>Prose Composition/Comprehension: as Term 1B</p> <p>Unseen Translation: as Term 1B</p> <p>Latin Literature: as Term 1A</p>	<p>Revision</p> <p>Prose Composition/Comprehension: as Term 1B</p> <p>Unseen Translation: as Term 1B</p> <p>Latin Literature: as Term 1A</p>	Study Leave

	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</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 <p>Latin Literature: accurate translation of the additional prose and verse set texts; these are unadapted Latin texts</p> <p>Literary Criticism:</p> <ul style="list-style-type: none"> identify, analyse and evaluate literary techniques, characterisation, strength of argument and literary meaning use an academic commentary 	<p>Prose Composition of an unseen English passage into Latin:</p> <ul style="list-style-type: none"> adapt the English to express sense accurately in Latin apply knowledge of Latin syntax and accidence to write accurate Latin use Latin stylistic and syntactic features <p>OR Comprehension</p> <ul style="list-style-type: none"> identify Latin accidence/syntax and explain why this is being used <p>Unseen Translation: scansion rules to scan accurately lines in unseen verse stand how this can aid ation m 1A</p> <p>Latin Literature and Criticism: as Term 1A</p>	<p>Prose Composition/Comprehension: as Term 1B</p> <p>Unseen Translation: as Term 1B</p> <p>Latin Literature and Criticism:</p> <ul style="list-style-type: none"> as Term 1A write at length about a theme or character(s) from the set texts <p>in extended response: select relevant information from set text to support arguments and analyse this appropriately; select relevant additional material read in English; draw apt conclusions based on arguments</p>	<p>Prose Composition/Comprehension: as Term 1B</p> <p>Unseen Translation: as Term 1B</p> <p>Latin Literature and Criticism: as Term 2A</p>	<p>Prose Composition/Comprehension: as Term 1B</p> <p>Unseen Translation: as Term 1B</p> <p>Latin Literature and Criticism: as Term 2A</p>	<p>Study Leave</p>
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Maths	KNOWLEDGE DOMAIN	Differentiation Trigonometry Functions Algebra Sequences and Series The normal distribution	Trigonometry Vectors Parametric equations Numerical integration Differentiation Normal distribution (cont) Hypothesis testing	Integration Kinematics Moments Correlation and association Conditional probability	Friction Projectiles Integration Differential equations Forces and Newton's law Iteration	Mocks/revision	Mocks/revision
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Use of chain, product, and quotient rule (with respect to calculus) Use of reciprocal and inverse trigonometric functions Use of the modulus function Use of the general binomial formula (extended from Y12) Simplification of algebraic terms Introduction of partial fractions (to be used in integration later) Use of series formulae and application of sequences of series in real-life contexts Use of normal distribution and z-scores	Application of compound angle and alternative form of trigonometric functions Application of vectors in 3D Sketching parametric curve and application of differentiation techniques to parametric curves Working out the area underneath curves using rectangles and trapezium rule Perform hypothesis tests with the use of the normal distribution	Finding areas between two curves Use of integration by substitution and use of partial fractions within integration Application of both constant acceleration formulae and variable acceleration techniques in 2D Calculate and use of moments in a mechanics context Hypothesis testing with the use of PMCC Formal notation of probability with a focus on conditional probability	Calculate and use of friction (including limiting equilibrium/point of slipping) in a mechanics context Modelling projectile motion in 2D Use of integration by parts in calculus questions Forming and solving of differential equations using calculus Force diagrams and use of Newton's laws with slopes Use of the 'change of sign' method for checking for a solution Use of fixed point iteration in solving equations Use of Newton-Raphson iteration in solving equations		

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		Global TV, Alternative/Mainstream magazines, Online Media. Cross-media production					
Media Studies	KNOWLEDGE DOMAIN	Intro to global television and music video brief	Intro to global television and music video brief	Intro to Online Media	Intro to magazines	Intro to alternative magazines	Revision and Exams
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Ability to plan, film and edit music video and website. (AO3) Ability to analyse TV texts and apply and evaluate theory. (AO1 and AO2).	Ability to plan, film and edit music video and website. (AO3) Ability to analyse TV texts and apply and evaluate theory. (AO1 and AO2).	Ability to analyse online media content. (AO1, AO2).	Develop knowledge and understanding of mainstream magazines and their context. (AO1, AO2)	Ability to analyse alternative magazines and apply an understanding of context (AO1, AO2).	Revision of Com 1 and Com 2 texts. Exam questions and technique.

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Music Technology	Component 1: Recording (NEA)	NEA project: <ul style="list-style-type: none"> • Planning • Rehearsing • Drums • Bass 	NEA project: <ul style="list-style-type: none"> • Electric guitar Acoustic Guitar 	NEA project: <ul style="list-style-type: none"> • Vocals • Backing vocals First mix submission 	Mixing Final mix and log submission		
	Component 2: Technology-based Composition (NEA)	Micro-composing projects: pushing boundaries of synthesis, sampling and creative effects NEA completion ongoing	NEA project Workshops on synthesis, sampling and creative effects as appropriate	NEA project	Final composition and log submission		
	Component 3: Listening and analysing (exam)	Review synthesis and sampling techniques Exam Section A technique	Focus era 5: DAWs and emerging technologies (1996–present) Focus era review Exam Section B technique	Focus era review and practice questions Fortnightly Section B long-answer questions	Fortnightly Section B long-answer questions	Final reviews and exam practice	
	Component 4: Producing and analysing (exam)	Dynamic processors Effects	Sampling Bouncing and workflow	Editing Time Correction MIDI & software instruments	Automation Reviewing all Component 4 techniques	Final reviews and exam practice	

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Music	KNOWLEDGE DOMAIN						
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>COMPOSITION Devices, prepare for and begin composition in response to examination brief.</p> <p>JAZZ Review of styles Listening practice</p> <p>THE WESTERN CLASSICAL TRADITION (The Development of the Symphony 1750-1900)</p> <p>Score Study: set work Symphony No. 4 in A major 'Italian': Mendelssohn</p> <p>INTO THE TWENTIETH CENTURY</p>	<p>COMPOSITION Composition 1 response to examination brief.</p> <p>JAZZ Listening practice</p> <p>THE WESTERN CLASSICAL TRADITION (The Development of the Symphony 1750-1900)</p> <p>Score Study: set work Symphony No. 4 in A major 'Italian': Mendelssohn</p> <p>INTO THE TWENTIETH CENTURY Impressionism Expressionism Serialism</p>	<p>COMPOSITION Complete composition 1: response to examination brief and start composition 2: free composition.</p> <p>JAZZ Listening practice</p> <p>THE WESTERN CLASSICAL TRADITION (The Development of the Symphony 1750-1900)</p> <p>Score Study: set work Symphony No. 4 in A major 'Italian': Mendelssohn</p> <p>INTO THE TWENTIETH CENTURY</p>	<p>COMPOSITION Complete composition 2 JAZZ Listening practice</p> <p>THE WESTERN CLASSICAL TRADITION (The Development of the Symphony 1750-1900)</p> <p>Score Study: set work Symphony No. 4 in A major 'Italian': Mendelssohn Revise Haydn.</p> <p>INTO THE TWENTIETH CENTURY Impressionism Expressionism Serialism Neo-classicism.</p>	<p>REVISION THE WESTERN CLASSICAL TRADITION (The Development of the Symphony 1750-1900)</p> <p>Score Study: set work Symphony No. 4 in A major 'Italian': Mendelssohn Revise Haydn set work Symphony 104.</p> <p>Focus on a detailed analysis question on set works and an essay-based question which assesses knowledge of the development of the symphony.</p>	

		<p>Impressionism Expressionism Serialism Neo-classicism.</p> <p>Set Work analysis: Debussy 'Nuages'</p> <p>Aural exercises. Renrec listening tests</p>	<p>Neo-classicism.</p> <p>Set Work analysis: Debussy 'Nuages'</p> <p>Aural exercises. Renrec listening tests</p>	<p>Impressionism Expressionism Serialism Neo-classicism. Nationalism</p> <p>Set Work analysis: Debussy 'Nuages' Poulenc 'Trio for Oboe, Bassoon and Piano, Movement II'</p> <p>Aural exercises. Renrec listening tests</p> <p>PERFORMANCE Rehearse and prepare recital.</p>	<p>Nationalism</p> <p>Set Work analysis: Debussy 'Nuages' Poulenc 'Trio for Oboe, Bassoon and Piano, Movement II'</p> <p>Practice assessment An analysis question on one of the two set works A question on an unprepared musical extract. Make compositional links between the music of the extract and one or more pieces they have studied during the course, other than the set works.</p> <p>Aural exercises. Renrec listening tests</p> <p>PERFORMANCE Recital (external assessment)</p>	<p>INTO THE TWENTIETH CENTURY</p> <p>Set Work analysis: Debussy 'Nuages' Poulenc 'Trio for Oboe, Bassoon and Piano, Movement II'</p> <p>Practice assessment An analysis question on one of the two set works A question on an unprepared musical extract. Make compositional links between the music of the extract and one or more pieces they have studied during the course, other than the set works.</p>	
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Physical Education	KNOWLEDGE DOMAIN	<p>Psychological Factors that can influence an individual in physical activities</p> <ul style="list-style-type: none"> Achievement Motivation Confidence in sport Home Field Advantage Applying theory to practical coursework <p>Sport and society</p> <ul style="list-style-type: none"> Concepts of physical activity and sport Recreation/sport/PE/school sport Elite performers Talet ID UK sport EIS Performance pathways Gold event series' <p>Energy Systems</p> <ul style="list-style-type: none"> Energy Continuum ATP production depending on fibre type Anaerobic energy systems 	<p>Psychological Factors that can influence an individual in physical activities</p> <ul style="list-style-type: none"> Leadership Stress Management Attribution Theory Applying Theory to Practical Coursework <p>Sport and society</p> <ul style="list-style-type: none"> Ethics in sport Sportsmanship Gamesmanship Win ethic Deviance Violence in sport Holliganism Drugs in sport <p>Energy Systems</p> <ul style="list-style-type: none"> VO2 Max – factors affecting it and how it is measured Measurements of energy expenditure Impact of altitude training, HIIT, plyometrics & SAQ on the energy systems. <p>Linear Motion</p>	<p>Information Processing in Sport</p> <ul style="list-style-type: none"> Information Processing Memory Applying theory to practical written coursework <p>Sport and society</p> <ul style="list-style-type: none"> Ped's continued Arguments for and against drugs taking and testing Sport and law <p>Re-cap golden triangle</p> <p>Linear Motion</p> <ul style="list-style-type: none"> Forces acting on a performer during linear motion Relationship between impulses and increasing/decreasing momentum in sprinting through the interpretation of force/time graphs <p>Angular Motion</p> <ul style="list-style-type: none"> Apply Newtons Laws to angular motion 	<p>Information Processing in Sport</p> <ul style="list-style-type: none"> Schema Theory Decision making and response time Applying theory to practical coursework <p>Sport and society</p> <ul style="list-style-type: none"> Technology in sport Quantitative/qualitative research Objective/subjective Video analysis Metabolic cart GPS Advantages/disadvantages for performer/coach/spectators/officals. <p>Projectile Motion</p> <p>Angle of release, velocity of release, height of release as the factors that affect the horizontal displacement of projectiles</p> <ul style="list-style-type: none"> Factors that effect the flight paths of different projectiles Forces affecting the shot putt and badminton shuttle 	<ul style="list-style-type: none"> Revision of all Year 12 and Year 13 work. Revision skills and techniques Exam practice <p>Sport and society</p> <p>Revision</p> <p>Exam practice</p>	N/A

		<ul style="list-style-type: none"> • Lactate accumulation, Lactate threshold & OBLA • EPOC 	<ul style="list-style-type: none"> • Scalars mass, speed and distance (equations & units of measurement) • Vectors weight, velocity, displacement, acceleration and momentum. <p>Plotting, labelling and interpreting biomechanical graphs and diagrams</p>	<ul style="list-style-type: none"> • Definitions of angular motion, angular acceleration, angular displacement and angular velocity <p>How angular momentum can be conserved during flight using moment of inertia and its effect of angular velocity.</p>	<ul style="list-style-type: none"> • Vector components of parabolic flight <p>Injury Prevention and Rehabilitation</p> <ul style="list-style-type: none"> • Acute & chronic injuries • Screening, protective equipment, warm up, flexibility training, taping & bracing for injury prevention • Proprioceptive training, strength training & hydrotherapy for rehabilitation • Hyperbaric chambers and cryotherapy for rehabilitation • How compression, massage/foam rollers, cold therapy, ice baths & cryotherapy can aid recovery • Importance of sleep & nutrition for improved recovery 		
	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p>Communication skills</p> <p>Social skills</p> <p>Analysis and evaluation</p>					

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Humanities - Philosophy	KNOWLEDGE DOMAIN	<p>Metaphysics of God: The attributes of God</p> <ul style="list-style-type: none"> Omniscient, omnipotent, omnibenevolent Tension on God's relation to time (eternal vs everlasting) Paradox of the stone Euthyphro dilemma Free-will and predestination <p>Metaphysics of Mind: Defining key concepts</p> <ul style="list-style-type: none"> Qualia Intentionality <p>Metaphysics of Mind: Cartesian dualism</p> <ul style="list-style-type: none"> Descartes main ideas What is meant by substance? Descartes' indivisibility argument Issues with definitions Descartes conceivability argument Problems using conceivability arguments Masked Man Fallacy Conceptual problem of interaction Empirical problem of interaction <p>Review:</p>	<p>Metaphysics of God: Ontological arguments</p> <ul style="list-style-type: none"> St Anselm's, Descartes', and Malcom's and their differences and similarities Gaunilo's 'perfect island' criticism Empiricist arguments against Kant and predicates. <p>Metaphysics of God: Teleological/design arguments</p> <ul style="list-style-type: none"> Argument from analogy Paley: From spatial order Swinburne: From regularity Issues with arguments from analogy and abductive reasoning Spatial disorder <p>Metaphysics of Mind: Property Dualism</p> <ul style="list-style-type: none"> Motivation and Qualia Chalmer's 'philosophical zombies' Issues with conceivability arguments Jackson's 'knowledge' argument Responses to Jackson <ul style="list-style-type: none"> Ability knowledge Acquaintance knowledge New knowledge/Old fact 	<p>Metaphysics of God: Cosmological arguments</p> <ul style="list-style-type: none"> Kalam: From temporal causation Aquinas 1st way: motion; 2nd way: causation; 3rd way: contingency Descartes' argument Leibniz' argument from sufficient reason Issues with infinity The fallacy of composition Issues with necessary existence Hume's objections <p>Metaphysics of God: Problem of Evil</p> <ul style="list-style-type: none"> Moral and natural evil Logical problem of evil Evidential problem of evil Plantinga and the Free will defence John Hick and 'the vale of soul-making' <p>Metaphysics of Mind: Behaviourism</p> <ul style="list-style-type: none"> Physicalism Vienna circle and Metaphysics 'Hard'/Analytic behaviourism Definition issues Asymmetry of self-knowledge and knowledge of other's 	<p>Metaphysics of God: Religious Language</p> <ul style="list-style-type: none"> Cognitivism and non-cognitivism Empiricist challenges to metaphysics Verification principle Hick and Eschatological verification <p>Metaphysics of Mind: Eliminative Materialism</p> <ul style="list-style-type: none"> Folk Psychology Churchland's arguments for eliminating folk-psychology Issues of certainty and predictive power Self-refutation Extension: theory-theory <p>Metaphysics of Mind: Functionalism</p> <ul style="list-style-type: none"> Ontology and existence Functional roles and multiple realisability Block's Nation of China thought experiment Dualist arguments against Extension: AI <p>Review: Year 1 topics reviewed in 1 session per fortnight</p>	<p>Metaphysics of God: Religious Language (cont.)</p> <ul style="list-style-type: none"> The 'University Debate' <ul style="list-style-type: none"> Flew's gardener Basil Metchell's Partisan Hare's bliks <p>Metaphysics of Mind: Big issues in Mind</p> <ul style="list-style-type: none"> Existence of Qualia Nature of existence Problem of other minds Overlap with Epistemology <p>Review: Year 1 topics reviewed in 1 session per fortnight</p>	

		<p>Year 1 topics reviewed in 1 session per fortnight</p>	<ul style="list-style-type: none"> • Epiphenomenal qualia • Challenges for epiphenomenalism <p>Metaphysics of Mind: Problem of other minds</p> <ul style="list-style-type: none"> • The problem • Analogy and hypothetical reasoning <p>Review: Year 1 topics reviewed in 1 session per fortnight</p>	<p>mental states (Other minds)</p> <ul style="list-style-type: none"> • Super-Spartans • Ryle and Dualism's category error • 'Soft'/dispositional behaviourism • Limits of definitions <p>Metaphysics of Mind: Identity theory</p> <ul style="list-style-type: none"> • Ontological and analytic reduction • Special sciences • Issues with type and token identities <p>Review: Year 1 topics reviewed in 1 session per fortnight</p>			
<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p>Metaphysics of God</p> <ul style="list-style-type: none"> • Identifying and considering responses to paradoxes • Identifying sources for given attributes of God • Giving and using precise definitions <p>Metaphysics of Mind</p> <ul style="list-style-type: none"> • Identifying theoretical ideas in texts • Identifying and explaining arguments in a logical form • Making use of fallacies when evaluating arguments • Evaluating arguments in essays <p>Review</p> <ul style="list-style-type: none"> • Knowledge retrieval • Revision techniques • Exam skills <p>Self-evaluation skills</p>	<p>Metaphysics of God As before and including:</p> <ul style="list-style-type: none"> • Identifying and evaluating nuances in logical form and definitions • Identifying degrees of certainty • Considering implications of arguments • Comparing and contrasting arguments and concepts <p>Metaphysics of Mind As before and including:</p> <ul style="list-style-type: none"> • Using and critiquing thought experiments • Making and clearly defining key concepts • Applying theories to philosophical problem <p>Review As before</p>	<p>Metaphysics of God As before and including:</p> <ul style="list-style-type: none"> • Evaluation of challenges • Selecting and using examples <p>Metaphysics of Mind As before and including:</p> <ul style="list-style-type: none"> • Applying criteria of definitions • Writing with clarity under short, timed conditions <p>Review As before</p>	<p>Metaphysics of God As before and including:</p> <ul style="list-style-type: none"> • Verbal analysis • Constructing and critiquing arguments produced 'live' • Retrieval of prior knowledge and application to new situations <p>Metaphysics of Mind As before and including:</p> <ul style="list-style-type: none"> • Explaining revisionist perspectives • Using theoretical reasoning <p>Review As before</p>	<p>Metaphysics of God As before</p> <p>Metaphysics of Mind As before</p> <p>Review As before</p>		

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Photography	KNOWLEDGE DOMAIN	<p>Component 1 – Personal Investigation – 1A/1B</p> <p>MD/SW</p> <p>Personal Investigation – <u>Graphic Outcome</u></p> <p>Learning outcome: Personal outcome based on in-depth exploration of artists, ideas and photographic techniques to create the photography for a commercial outcome. Links to Graphic Design following an independently defined starting point.</p> <p>Focus on the independent and personal exploration of a project or theme intended for a commercial / graphic vehicle. Teaches forward planning, consideration of photographic imagery for ‘point of sale’ and the consideration of a commercial brief / client.</p>		<p>Component 1 – Personal Investigation – 2A</p> <p>MD/SW</p> <p>Personal Investigation - <u>Fine Art Development</u></p> <p>Learning outcome: a Fine Art development of ideas designed for exhibition.</p> <p>Production of a second outcome that focuses on a different Fine Art approach to the photographic explorations within the project. This will be exhibited at the SWCHS Art Show & consideration of concept, audience reaction, meaning & presentation is the primary focus.</p> <p>Compulsory ‘Written Element’ 1000-3000 words delivered. Delivered in the form of an Evaluation of the Personal Investigation journey.</p>		<p>Component 2 – Externally Set Assignment -2B/3A</p> <p>MD/SW</p> <p>Externally Set Assignment</p> <p>Learning outcome: Practical investigation of Externally Set Starting Points.</p> <p>Delivery of the AQA Externally Set Assignment for A Level. Practical investigation of a starting point and demonstration of knowledge, skills & understanding with relevant contextual referencing & inspiration.</p> <p>Outcome produced under exam condition – 15 hrs</p>		

	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<ul style="list-style-type: none"> • Provides & encourages the opportunity for the exploration of a personal creative/photographic journey.. • Extension of Yr12 learning & experience. • Introduction of extended photographic creativity through a series of early workshops designed to inspire new ideas. • In depth exploration of supporting and inspiring artists relevant to ideas. • Utilisation / design of photography within the context of a commercial outcome & typography with a focus on the combination creating an integrated image as well as the strength of the photography coming paramount. 	<ul style="list-style-type: none"> • Introduction of a Fine Art approach to a second photographic outcome. • Further practical workshops delivered to support creative development /ideas.. • Continued use of in-depth artist's research and analysis to enable the development of ideas / concepts. • Consideration of purpose, meaning audience participation when designing ideas and methods of presentation. • Written Element – produced in the format of an Evaluation of the project as an ongoing & flexible parallel document that enables reflection, progress a & forward planning in the practical work. 	<ul style="list-style-type: none"> • Practice of the practical investigation of an external set starting point. • Analysis and links to appropriate artists. • Forward planning and exploration of Design Ideas. • Independent exploration, development and refinement of ideas. • Utilisation of developed skills & understanding. • Working within a given time constraint and controlled conditions. 	
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Physics	KNOWLEDGE DOMAIN – teacher 1	<p>Module 5 Thermal Physics – Temperature, solid liquids and gases, internal energy, specific heat capacity, specific latent heat</p> <p>Module 5 Ideal Gases – The kinetic theory of gases, gas laws, root mean square speed, the Boltzmann constant</p>	<p>Module 5 Circular Motion – Angular velocity and the radian, centripetal acceleration, exploring centripetal forces</p> <p>Module 5 Oscillations – Oscillations and simple harmonic motion, analysing simple harmonic motion and energy, damping and driving, resonance</p>	<p>Module 5 Gravitational Fields – Gravitational fields, Newton’s laws of gravitation, gravitational field strength for a point mass, Kepler’s laws, satellites, gravitational potential</p>	<p>Module 5 Stars – Objects in the universe, the life cycle of stars, the Hertzsprung-Russell diagram, energy levels in atoms, spectra, analysing starlight, stellar luminosity</p>	<p>Module 5 Cosmology – Astronomical distances, the doppler effect, Hubble’s law, the big bang theory, evolution of the universe</p>	
	KNOWLEDGE DOMAIN – teacher 2	<p>Module 6 Capacitance – Capacitors, capacitors in circuits, energy stored by capacitors, discharging capacitors, charging capacitors, uses of capacitors</p> <p>Module 6 Electric Fields – Electric fields, Coulomb’s law, uniform electric fields and capacitance, charged particles in uniform electric fields, electric potential and energy</p>	<p>Module 6 Magnetic Fields – Magnetic fields, understanding magnetic fields, charged particles in magnetic fields, electromagnetic induction, Faraday’s laws and Lenz’s law, Transformers</p> <p>Module 6 Particle physics – Alpha-particle scattering experiment, the nucleus, antiparticles hadrons and leptons, quarks, beta decay</p>	<p>Module 6 Radioactivity – Radioactivity, nuclear decay equations, half-life and activity, radioactive decay calculations, modelling radioactive decay, radioactive dating</p> <p>Module 6 Nuclear physics – Einstein’s mass-energy equations, binding energy, nuclear fission and fusion</p>	<p>Module 6 Medical imaging – X-rays and their interaction with matter, CAT scans, the gamma camera, PET scans, ultrasound, acoustic impedance, doppler imaging</p>	<p>Revision</p>	

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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Humanities - Politics	KNOWLEDGE DOMAIN	<p>US and comparative politics – constitutional framework; judicial branch</p> <p>Ideas</p>	<p>US and comparative politics – Congress; the Executive</p> <p>Ideas</p>	<p>US and comparative politics – The electoral process and direct democracy</p> <p>Ideas</p>	<p>US and comparative politics – political parties and pressure groups</p> <p>Ideas</p>	<p>US and comparative politics – pressure groups and civil rights</p> <p>Ideas</p>	ON exam leave
	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>US and comparative politics – comparative theories; rational, structural, cultural</p> <p>The Constitution framework of the US government. The Judicial Branch</p> <p>The nature and sources of the US Constitution and debates about how well it works in the 21st century.</p> <p>The ways in which the Constitution protects</p>	<p>Core skills as term 1a</p> <p>US and comparative politics</p> <p>The roles and functions of Congress – legislation, scrutiny and representation.</p> <p>The extent to which Congress fulfils its functions.</p> <p>Arguments around the Congress being the ‘broken branch’</p> <p>Relationship of Congress with other branches.</p> <p>The Executive – formal and informal powers</p> <p>The extent to which the President can dictate domestic and foreign</p>	<p>Core skills as term 1a</p> <p>The nomination system and electoral process in the US including primaries; general election and electoral college.</p> <p>Arguments around the need for reform of the Electoral college.</p> <p>Mid-term and congressional elections.</p> <p>Voting behaviour in US elections.</p> <p>Factors explaining electoral success including campaign finance and debates around this.</p> <p>Direct democracy – form and features and arguments for and against its use.</p>	<p>Core skills as term 1a</p> <p>The two main political parties and their: ideologies, values, policies, traditions</p> <p>party organisation</p> <p>the ideological changes in both the Democratic and Republican parties making them more distinct and polarized</p> <p>factionalised nature of parties and internal divisions</p> <p>debates concerning party decline or renewal weakness of US parties</p> <p>the two party dominance in US politics</p> <p>significance of third parties and independent candidates.</p>	<p>Core skills as term 1a</p> <p>relative power of pressure groups vis-a-vis political parties</p> <p>debates concerning the power of pressure groups in the USA</p> <p>role and significance of Political Action Committees and Super PAC’s regarding electoral finance.</p> <p>Civil rights -] protection of civil liberties and rights under: the constitution, Bill of Rights and subsequent amendments</p> <p>landmark rulings of the Supreme Court</p> <p>the role of pressure groups in promoting and</p>	

		<p>rights and liberties.</p> <p>The role and function of the Supreme Court including the way in which they shape policy.</p> <p>Arguments about the politicisation of the Supreme Court.</p> <p>COMPARISON OF US CONSTITUTION AND JUDICIARY WITH THE UK</p> <p>For full details see https://www.aqa.org.uk/subjects/politics/a-level/politics-7152/subject-content/government-and-politics-of-the-usa-and-comparative-politics</p> <p>Political ideas</p> <p>Recap of core ideas of socialism</p> <p>Extracts practice for socialist key thinkers: Marx & Engels; Luxemburg; Webb; Crosland; Giddens</p> <p>Practice for 9 markers</p>	<p>policy.</p> <p>The relationship between president and other branches.</p> <p>The wider executive – Cabinet, EXOP, VP</p> <p>COMPARISON OF THE UK AND US LEGISLATURES AND EXECUTIVES</p> <p>For full details see https://www.aqa.org.uk/subjects/politics/a-level/politics-7152/subject-content/government-and-politics-of-the-usa-and-comparative-politics</p> <p>Political ideas</p> <p>Nationalism</p> <p>Focus on debates on the nature of nationalism</p> <p>Key thinkers: Rousseau; von Herder; Mazzini; Garvey; Maurras</p> <p>Practice for 9 markers</p>	<p>COMPARISON OF CAMPAIGN FINANCE</p> <p>Political ideas</p> <p>Recap of core ideas of liberalism</p> <p>Extracts practice for liberalism key thinkers: Locke; Mill; Wollstonecraft; T H Green; Friedan; Rawls</p> <p>Practice for 9 markers</p>	<p>COMPARISONS OF UK AND US PARTIES AND SYSTEMS</p> <p>The extent of political pluralism in the USA</p> <p>typologies of pressure groups</p> <p>methods and tactics used by pressure groups to influence decision making</p> <p>pressure group funding of elections: funding of Washington insiders, iron triangles, reinforcing incumbency</p> <p>Political ideas</p> <p>Recap of core ideas of conservatism</p> <p>Extracts practice for conservative key thinkers: Hobbes; Burke; Oakeshott; Rand; Nozick</p>	<p>supporting rights</p> <p>the impact of salient political issues concerning civil rights and liberties on US politics eg in relation to abortion</p> <p>COMPARISON OF UK AND US PRESSURE GROUPS AND CIVIL RIGHTS</p> <p>Political Ideas</p> <p>Practice for 9 markers</p> <p>25 mark extracts</p> <p>25 mark nationalism essays</p>	
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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Technology – Product Design	KNOWLEDGE DOMAIN	NEA coursework continues alongside theory.	NEA coursework	NEA coursework	Exam preparation Follow study programme to revise for summer exam	Study Leave	Study Leave
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Critical path analysis Six Sigma Use of mathematics in design	Use of mathematics in design	Use of mathematics in design	Revision of all required theory topics prior to summer exam		

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Social Sciences - Psychology	KNOWLEDGE DOMAIN	<p>ISSUES AND DEBATES</p> <ul style="list-style-type: none"> Gender and Culture Bias Ethical Implications Free-Will-Determinism Nature-Nurture Reductionism-Holism Idiographic-Nomothetic <p>SCHIZOPHRENIA</p> <ul style="list-style-type: none"> Classification and Diagnosis of SZ (including Reliability and Validity) Biological Explanations (Genes and Neurochemistry) <p>RELATIONSHIPS</p> <ul style="list-style-type: none"> Evolutionary Explanations Factors affecting Attraction in Romantic Relationships Theories of Romantic Relationships (Social Exchange Theory, Equity Theory) <p>LINEAR RECAP YEAR</p>	<p>SCHIZOPHRENIA</p> <ul style="list-style-type: none"> Psychological Explanations (Family Dysfunction and Cognitive) Biological Treatment (Drug Therapy) Psychological Treatment (Family Therapy and CBTp) Token Economy for Management of SZ Interactionist Approach to SZ <p>RELATIONSHIPS</p> <ul style="list-style-type: none"> Theories of Romantic Relationships (Social Exchange Theory, Equity Theory) Theories of Romantic Relationships (Rusbult's Investment Model, Duck's Phase Model) Virtual Relationships in Social Media Parasocial Relationships <p>LINEAR RECAP YEAR</p>	<p>BIOPSYCHOLOGY</p> <ul style="list-style-type: none"> Localisation of Functions Hemispheric Lateralisation Plasticity and Functional Recovery Ways to Investigate the Brain <p>AGGRESSION</p> <ul style="list-style-type: none"> Neural and Hormonal Mechanisms Genetic Factors in Aggression Ethological Explanations Evolutionary Explanations Social Psychological Explanations (Frustration-Aggression Hypothesis, Social Learning theory, De-individuation) <p>LINEAR RECAP YEAR</p>	<p>BIOPSYCHOLOGY</p> <ul style="list-style-type: none"> Biological Rhythms (Circadian, Infradian and Ultradian) <p>AGGRESSION</p> <ul style="list-style-type: none"> Institutional Aggression in the context of Prisons Media Influences on Aggression <p>RESEARCH METHODS</p> <ul style="list-style-type: none"> Analysis of Data (Statistical Testing) Types of Reliability and Validity <p>LINEAR RECAP YEAR 1</p>	<p>RESEARCH METHODS</p> <ul style="list-style-type: none"> Designing a Study Reporting Psychological Investigations Features of Science <p>REVISION AND EXAM PREPARATION</p>	<p>REVISION AND EXAMS PREPARATION</p> <p>LINEAR RECAP YEAR</p>

<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 	
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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	Exam term – No New Content
Humanities – Religion, Philosophy & Ethics	KNOWLEDGE DOMAIN	<p>Religion: Religious figures and sacred texts.</p> <ul style="list-style-type: none"> Development of the Biblical canon Understanding of the inspiration of the Bible. The historical and religious value of the speeches in Acts. Crossan and Jesus as the social revolutionary: Using the apocryphal gospels as a source. N.T Wright: Jesus as the Messiah. "Worldviews" approach. 	<p>Religion: Recent developments in Christian thought.</p> <ul style="list-style-type: none"> Changing attitudes to wealth over time. Prosperity Gospel and Word-Faith movement. Migration and Christianity: Challenges of "Assimilation" programmes. The "reverse mission movement" Feminist theology of Mary Daly Feminist theology of Rosemary Radford Ruether Changing role of women in worship 	<p>Religion: Recent developments in Christian thought (cont.)</p> <ul style="list-style-type: none"> Challenges from secularisation Is the UK a 'Christian Country'? Challenges from science and the 'God of the Gaps' arguments Challenges from religious diversity, tolerance and pluralism Nature of salvation: Universal, plural or exclusive. 	<p>Religion: Recent changes in the nature of the Christian community</p> <ul style="list-style-type: none"> The ecumenical movement and the World Council of Churches Post 1960s Charismatic movements. Challenges to Charismatic experiences from philosophy, psychology, and science. South American Liberation theology and the political, ethical and religious basis for it. 	
		<p>Philosophy: Religious experience (cont.)</p> <ul style="list-style-type: none"> Influence of religious experiences on communities and individuals. Miracles – Aquinas', Hume, Holland and Swinburne's definitions Reasons why religious believers support and believe in miracles. Depth study of the comparison between Hume and Swinburne on Miracles <p>Ethics: Free will and Determinism</p> <ul style="list-style-type: none"> Philosophical concepts Scientific concepts 	<p>Philosophy: Challenges to religious beliefs from Psychology.</p> <ul style="list-style-type: none"> Sigmund Freud on Religion – neurosis and the illusion. Supportive evidence from evolutionary psychology. Challenges from anthropology and psychology Carl Jung on Religion – collective unconscious and archetypes. Supportive evidence from social understanding. Challenges from consequences. Atheism – historical and rise of contemporary New Atheism. Responses to atheism by religious believers. 	<p>Philosophy: Religious Language</p> <ul style="list-style-type: none"> The problems of religious language Logical positivist views of religious language: A. J Ayer Verification and Falsification. Richard Hare on bliks Analogy and religious language: Aquinas and Ramsey Symbolic language: Tillich and Randall Mythical language: types of myths. Language games: Influence of Wittgenstein <p>Ethics: Meta-ethics</p> <ul style="list-style-type: none"> Meta-ethical naturalism Intuitionism Emotivism 	<p>Philosophy :Religious Language (cont.)</p> <ul style="list-style-type: none"> Symbolic language: Tillich and Randall Mythical language: types of myths. Language games: Influence of Wittgenstein <p>Ethics: Modern adaptations of Natural Moral Law</p> <ul style="list-style-type: none"> John Finnis Bernard Hoose Application to immigration <p>Application to the death penalty.</p>	

		<ul style="list-style-type: none"> • Psychological concepts <p>Implications on Moral responsibility</p>	<p>Ethics: Free will and Determinism (cont.)</p> <ul style="list-style-type: none"> • Augustine • Pelagius • Calvin • Arminius <p>Implications on religious belief</p>	Application and evaluation		
SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM		<p>Across all areas:</p> <ul style="list-style-type: none"> • Critical evaluation of the importance and role played by different approaches to the study of religion, philosophy and ethics • Increasingly drawing connections between topics studied <p>Developing writing skills within timed conditions.</p>	Across all areas, building on previous skills	Across all areas, building on previous skills	Across all areas, building on previous skills	

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Science (Applied)	KNOWLEDGE DOMAIN	<p>Unit 4 – The human body <u>AO1: The digestive system and diet</u> (structure and function of digestive system, mechanical vs physical digestion, condensation and hydrolysis reactions, the role of enzymes, HCl, mucus and bile, macro and micronutrients, deficiency diseases) <u>AO2: The musculoskeletal system and movement</u> (structure and function of axial and appendicular skeleton, structure and function of joints, muscle contraction and the sliding filament model, the role of calcium ions and ATP, fast and slow</p>	<p>Unit 4 – The human body <u>AO4 Structure and function of the nervous system and brain</u> (CNS, ANS and PNS, sympathetic and parasympathetic systems, structure and function of brain) <u>AO5 Nerve impulses</u> (structure and function of nerves, action potentials, neurotransmitters, disorders linker to the nervous system and brain) <u>AO3 Oxygen transport</u> (haemoglobin structure and function, oxygen dissociation curves, the Bohr effect, training at high altitudes, measuring oxygen saturation, diseases associated with oxygen</p>	<p>Revision for Unit 4 exam in January</p> <p>Unit 5: Investigating Science Students will continue with their practical write up by: analysing data to draw conclusions, evaluating the techniques used and the outcomes achieved, produce a scientific report on their investigation and prepare a presentation of their investigation for an appropriate audience.</p> <p>Unit 6: Microbiology <u>AO1: The main groups of microorganisms in</u></p>	<p>Unit 6: Microbiology <u>AO2: Using aseptic techniques to safely cultivate microorganisms</u> (growth off microorganisms on sterile growth media using appropriate risk assessments, microorganisms and equipment, streak, lawn and pour plates)</p> <p><u>AO3: Using practical techniques to investigate factors that affect the growth of microorganisms</u> (temperature, sterilisation, antibiotics, using counting and measuring techniques using serial dilutions</p>	<p><u>AO3: Using practical techniques to investigate factors that affect the growth of microorganisms</u> Complete any part of AO3</p> <p><u>AO4: The use of microorganisms in biotechnological</u> Use of a range microorganisms in industry, batch vs continuous processing, fermentation, genetic engineering etc. food production, environmental health, pharmaceuticals, agriculture etc.</p>	

	<p>twitch fibres, the use of phosphocreatine</p> <p><u>Unit 5: Investigating Science</u> In this unit, learners will: use secondary sources to research a scientific topic and develop an outline for the practical investigation, plan the practical investigation and justify the approaches suggested, prepare risk assessments and carry out the practical investigation, record data in an appropriate form</p>	<p>transport, blood pressure)</p> <p>Revision for Unit 4 exam in January</p>	<p><u>terms of their structure and function</u> (prokaryotes, akaryotes, eukaryotes, gram staining, microscopy, colony morphology, uses in the biotech industry)</p>	<p>and a haemocytometer)</p>	<p>FINAL copies of all coursework for UNIT 5 and UNIT 6 ready for submission</p>	
<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p><u>Unit 4 – Human body:</u> This is predominantly a theoretical unit in which learners develop their knowledge and understanding of human anatomy and physiology. However, the applications of these ideas in the health and sports science industries can be explored through practical work. Skills developed: Research Communication Problem-solving</p>	<p>Continue with Unit 4 and 5 Help students develop revision strategies Practical mathematical calculations</p>	<p><u>Unit 6 – Microbiology</u> Students will develop knowledge and understanding of key microbiological concepts and techniques used when working in biotechnological industries. They will carry out practical investigation that draw together the knowledge and understanding developed in Unit 1 and the skills</p>	<p>Students will continuously get feedback on their coursework and act on this feedback by reviewing their work. Proof reading, drawing graphs and analysis of data etc.</p>		

		<p><u>Unit 5: Preparing for a scientific investigation</u></p> <p>Students will have the opportunity to undertake the role of a research scientist, following standard procedures to complete a scientific investigation.</p> <p>They will carry out an original, extended practical investigation that draws together the knowledge, skills and understanding that they have developed in other units</p> <p>Life skills:</p> <ul style="list-style-type: none"> • Revision techniques (metacognition) • Research • Communication <p>Problem-solving</p>		<p>demonstrated in Units 2 and 5.</p>			
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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Social Sciences - Sociology	KNOWLEDGE DOMAIN	Beliefs in society (Paper 2) Linear lessons -revisit paper 2 Families and households.	Crime and Deviance (Paper 3) Linear Lessons- Education Paper 1	Crime and Deviance (Paper 3) Linear lessons-Research methods revision (Paper 1 and 3)	Theories and methods (Papers 1 and 3) Linear lessons-Methods in context revision (paper 1)	Theories and Methods (papers 1 and 3) Linear lessons – Final prep for exams	Final exams
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p><u>Knowledge and enquiries</u> Beliefs in society Examine sociological explanations for the following:</p> <ul style="list-style-type: none"> ➤ Ideology, science and religion. ➤ The relationship between religion, social change and social stability. ➤ Religious organisations, including cults, sects, denominations, churches and New Age movements. ➤ The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices ➤ The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and 	<p><u>Knowledge and enquiries</u> Examine sociological explanations for the following:</p> <ul style="list-style-type: none"> ➤ Differences in offending rates and the distribution of crime in relation to class, gender, ethnicity and age. ➤ The relationship between the media and crime. ➤ Functionalist explanations of crime. ➤ Interactionist explanations of crime. <p><u>Skills developed</u> Continue to hone the skills developed in year 12.</p> <p>Develop synoptic links between Crime, beliefs, family education theory and methods.</p> <p>Make links between crime and core themes</p>	<p><u>Knowledge and enquiries</u> Examine sociological explanations for the following:</p> <ul style="list-style-type: none"> ➤ Crime in contemporary society in relation to globalisation, state crime and green crime. ➤ Class, power and crime (Marxism and realist approaches) ➤ Crime control and surveillance. <p><u>Skills developed</u> Continue to hone the skills developed in year 12.</p> <p>Develop synoptic links between Crime, beliefs, family education theory and methods.</p> <p>Make links between crime and core themes of globalisation, postmodernity, socialisation power, stratification.</p>	<p><u>Knowledge and enquiries</u> Examine sociological explanations for the following:</p> <ul style="list-style-type: none"> ➤ Consensus, conflict and structural theories ➤ the nature of science and the extent to which Sociology can be regarded as scientific. ➤ debates about subjectivity, objectivity and value freedom in sociology. ➤ the relationship between Sociology and social policy. <p><u>Skills developed</u> Continue to hone the skills developed in year 12.</p> <p>Develop synoptic links between Crime, beliefs, family education theory and methods.</p> <p>Make links between crime and core themes of globalisation,</p>	<p><u>Knowledge and enquiries</u> Examine sociological explanations for the following:</p> <ul style="list-style-type: none"> ➤ Social action theories ➤ the concepts of modernity and post-modernity in relation to sociological theory <p><u>Skills developed</u> Continue to hone the skills developed in year 12.</p> <p>Develop synoptic links between Crime, beliefs, family education theory and methods.</p> <p>Make links between crime and core themes of globalisation, postmodernity, socialisation power, stratification.</p> <p>Further develop critical analysis skills to construct essays.</p> <p>Revision skills and knowledge recall.</p>	

		<p>globalisation and the spread of religions.</p> <p><u>Skills developed</u> Continue to hone the skills developed in year 12.</p> <p>Develop synoptic links between Crime, beliefs, family education theory and methods.</p> <p>Make links between crime and core themes of globalisation, postmodernity, socialisation power, stratification.</p> <p>Further develop critical analysis skills to construct essays.</p> <p>Revision skills and knowledge recall.</p>	<p>of globalisation, postmodernity, socialisation power, stratification.</p> <p>Further develop critical analysis skills to construct essays.</p> <p>Revision skills and knowledge recall.</p>	<p>Further develop critical analysis skills to construct essays.</p> <p>Revision skills and knowledge recall.</p>	<p>postmodernity, socialisation power, stratification.</p> <p>Further develop critical analysis skills to construct essays.</p> <p>Revision skills and knowledge recall.</p>		
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Languages - Spanish	KNOWLEDGE DOMAIN	<p>Grammar Revision of tenses Revision of IDO and DO pronouns Revision of passive voice</p> <p>Play – La casa de Bernarda Alba Acts 1-3 Context – role of women, marriage, role of religion, social class, rural society</p> <p>Immigration (la inmigración) History of immigration in Spain The economic benefits of immigration Other benefits of immigration, including historical Impact of immigration on education</p> <p>Spanish Civil War (La Guerra Civil) Causes of war Divisions in Spanish society Rise of Franco Horrors of war International support</p> <p>IRP Mock research</p>	<p>Grammar Revision of the subjunctive Revision of imperfect subjunctive Revision of use of gerund</p> <p>Play – La casa de Bernarda Alba Characters – Bernarda, Poncia, Adela, Angustias, Pepe Romano Themes – love and desire, reputation and el qué dirán, authority and freedom</p> <p>Immigration (la inmigración) Housing and work Politics and policies. Public opinion Future of immigration</p> <p>Franco’s dictatorship (la dictadura de Franco) Spain’s isolation Repression and national Catholicism The role of church Censorship Law of historical memory</p> <p>IRP Mock preparation</p>	<p>Grammar Verbal paraphrasing Verbs followed by prepositions Expressions of time such as desde hace Translation traps</p> <p>Play – La casa de Bernarda Alba Themes – women and men Structure Language – symbolism and colloquialism Use of colour</p> <p>Transition to democracy (la transición) Dictatorship to democracy 23F Adolfo Suarez First elections Politics in Spain today</p> <p>Revision of y12 Topics Family Work Tourism</p> <p>Speaking revision</p>	<p>Grammar Revising subordinate and relative clauses Revising tenses and moods</p> <p>Film-Volver Revise Context Characters Themes Colour and music Director’s techniques</p> <p>Play – La casa de Bernarda Alba Revise Context Characters Quotations Author’s techniques</p> <p>Revision of y12 Topics Music Media Festivals</p> <p>Revision of y13 Topics Immigration Civil War Franco’s dictatorship</p> <p>IRP Preparation of real IRP</p>	<p>Revision Paper 3 - Speaking practice</p> <p>Paper 1 - Focus on skills – listening, reading, translation</p> <p>Paper 2 – timed essays</p>	

	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p>Understanding of literary terminology in Spanish</p> <p>Knowledge of the historical and social context of the play which are studying.</p> <p>Developing PEAL paragraphs and writing effective introductions and conclusions</p> <p>Understanding of the causes and key events of the Spanish Civil War</p> <p>Understanding the benefits of immigration for Spanish society</p> <p>Developing research skills for the IRP</p> <p>Assessment Paper 1 Reading/listening and translation into English and Spanish Paper 3 Task 1 speaking with FLA using mark scheme</p>	<p>Being able to write about key characters and themes.</p> <p>Using quotations to support ideas and opinions'</p> <p>Understanding the challenge of immigration for Spain.</p> <p>Understanding the key policies and politics related to Immigration.</p> <p>Developing an understanding of life during Franco's dictatorship and the consequences of this for Spain today.</p> <p>Assessment Paper 1 Reading/listening and translation into English and Spanish One timed essay grade done in exam conditions, title given in advance and one planning sheet allowed.</p>	<p>Being able to identify techniques used by an author and the effect these have on an audience</p> <p>Understanding the key events and important figures during Spain's transition to democracy</p> <p>Developing effective revision and recall strategies</p> <p>Giving a timed presentation in exam conditions</p> <p>Being able to interact spontaneously in exam conditions</p> <p>Assessment Paper 1 Reading/listening and translation into English and Spanish One timed essay grade with essay plan Mock speaking – task 1 and broad IRP tsk 2</p>	<p>Writing accurately in exam conditions</p> <p>Reflecting on exam performance to close gaps in skills and knowledge.</p> <p>Developing revision techniques for film and play</p> <p>Autonomous research and writing skills for IRP.</p> <p>Develop reading, listening and translation skills through past paper practice</p> <p>Assessment Mock paper 2 (writing) in hall. Paper 1 Reading/listening and translation into English and Spanish Paper 3 Task 1 speaking with FLA using mark scheme</p>	<p>Consolidating knowledge of society in all topics studied.</p> <p>Task 1 practice – using evidence to support analysis</p> <p>Responding and interacting spontaneously when speaking</p> <p>Translation techniques – looking for grammar traps</p> <p>Essay writing – developing the ability to check and edit work effectively</p> <p>Assessment Mock paper 1 (I) in hastening/ reading/ translation in hall.</p> <p>REAL EXAM Paper 3 (speaking)</p>	<p>REAL EXAM Papers 1 and 2 (Listening/ Reading/ Translation and writing)</p>
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Sport Extended Certificate	KNOWLEDGE DOMAIN	<p><u>Unit 6 Sports Psychology</u></p> <p>Learning Aim A: Understand how personality, motivation and competitive pressure can affect sport performance</p>	<p><u>Unit 2 Fitness Training & Programming for Health, Sport & Well-being</u></p> <p>Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.</p> <p>Assessment outcomes AO1 Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being AO2 Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals AO3 Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests AO4 Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved AO5 Be able to develop a fitness training programme with appropriate justification</p>	<p><u>Unit 6 Sports Psychology</u></p> <p>Learning Aim B: Examine the impact of group dynamics in team sports and its effect on performance</p>		<p><u>Unit 6 Sports Psychology</u></p> <p>Learning Aim C: Explore psychological skills training programmes designed to improve performance.</p>	

<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p>Assignment 1 -</p> <p>A1 Personality factors and assessment of personality</p> <p>A2 Motivational factors</p> <p>A3 Arousal – performance relationship theories under competitive pressure</p> <p>A4 Stress, anxiety and sports performance under competitive pressure</p> <p>A5 Self-confidence and sports performance under competitive pressure</p> <p>Assignment 1: A report on the different motivational factors that can be used by a coach via practical application of personality tests which also details the effects of arousal, anxiety and stress on sports performance and how self-confidence is important in the reduction of anxiety levels.</p>	<p>Summary of assessment This unit will be assessed under supervised conditions. Learners will be given a case study one week before the supervised assessment period to carry out preparatory work. The supervised assessment period is a maximum of 2.5 hours as timetabled by Pearson. During the assessment learners will be given a task that will assess their ability to interpret lifestyle factors and health screening data from a scenario and stimulus information in order to develop and justify a fitness training programme and nutritional advice based on these interpretations. Pearson sets and marks the task.</p>	<p>Assignment 2 -</p> <p>B1 Group processes</p> <p>B2 Cohesion in effective group performance</p> <p>B3 Leadership in creating effective groups</p> <p>B4 Impact of processes, cohesion and leadership on a team and performance</p> <p>B5 Measurement of the impact of processes, cohesion and leadership on a team and performance using sociograms</p> <p>Assignment 2 – A report on group development, leadership factors and the impact they may have on teams at different levels of sport, including use of sociograms.</p>	<p>Assignment 3 -</p> <p>C1 Psychological skills</p> <p>C2 Designing a psychological skills training programme</p> <p>Assignment 3 A psychological skills training programme that describes different psychological training techniques.</p>
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		Continuation of Component 1: Personal Investigation		Component 2: Externally set assignment (40% of the qualification)				Study Leave
Technology – Three-Dimensional Design	KNOWLEDGE DOMAIN	How to explore and select appropriate resources, media, materials, techniques and processes when refining ideas as work develops. How to effectively plan and manage time when undertaking practical work. The working properties of materials to successfully shape, mould and assemble a high-quality outcome.	Generate and develop ideas, Research sources Record practical and written observations Experiment with media and processes Refine ideas in response to a set theme towards a resolved outcome.				Study Leave	
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.	Retrieve and apply prior knowledge from projects completed in year 12 and component 1. Critically analyse a given context in the process of finding a project theme to pursue. Independently identify designers that relate to their chosen theme. Explore links between the designers work and their own. Refine and develop ideas using prior research work. Independently select appropriate materials, techniques and processes to create a final physical response. Understand how to effectively plan for their 15-hour practical exam.					

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Social Sciences - Tourism	KNOWLEDGE DOMAIN	Unit 4 – Event and itinerary planning	Unit 4 – Completion of internally examined assessment. 8 hours (under controlled conditions) with 3 hours research time.	Unit 3 – The dynamic tourism industry	Unit 3 – The dynamic tourism industry	Mock exam reflection and CTG.	
	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:</p> <p>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> <p>Students will draw on managing destinations from Unit 1 and Unit 3, marketing principles from Unit 1, the appeal of destinations from Unit 1 and how tourism industries have planned to meet customer needs from Unit 3.</p>	<p>At the end of this unit students will have developed the skills of:</p> <p>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>	<p>The aim of this unit is for learners to understand that tourism is an ever-changing industry and must adapt to external pressures and societal changes (at the national and global scale). Key skills will be critical thinking and the ability to assess the management of external tourism pressures within the industry.</p> <p>AC 1.1 What are the range of external pressures on the UK tourism industry AC 1.2 How has the UK met the changing needs, fashions and expectations of customers AC 2.1 Describe recent developments in transport technology and assess their impacts AC 2.2 How has the industry made use of new ICT AC 3.1 Explain strategies used to manage important heritage and cultural attractions</p>	<p>Same key skills and aims as previous</p> <p>AC 3.2 Examine how sensitive tourism destinations are managed AC 3.3 Evaluate how the tourism industry has responded to the threat of climate change AC 4.1 Discuss issues facing the global tourism industry AC 4.2 Assess how the UK tourism industry manages current issues (labour costs/shortage, passport and security, travel regulation, infrastructure at airports, exchange rates)</p>	Final exam preparation and past paper practice	

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Social Sciences Tourism	KNOWLEDGE DOMAIN	<p>Unit 2- Global Destinations (Externally assessed 3 hrs computer task using pre released material)</p> <p>This unit covers: -Global geographical awareness, location & features of destinations -Travel options & accessibility -Travel planning & meeting customer needs. -Consumer trends & factors effecting popularity of destination -Political, environmental, climate & disasters effect on popularity -Factors affecting the changing popularity & appeal of a destination</p>	<p>Unit 2- Global Destinations (Externally assessed 3 hrs computer task using pre released material)</p> <p>This unit covers: -Global geographical awareness, location & features of destinations -Travel options & accessibility -Travel planning & meeting customer needs. -Consumer trends & factors effecting popularity of destination -Political, environmental, climate & disasters effect on popularity -Factors affecting the changing popularity & appeal of a destination</p>	<p>Unit 9 – Visitors Attractions (Internally assessed pieces of work)</p> <p>This unit covers: - Investigate the nature, role and appeal of attractions. -Examine how diverse visitor needs are met. -Explore how attractions respond to competition and measure success and appeal.</p>	<p>Unit 9 – Visitors Attractions (Internally assessed pieces of work)</p> <p>This unit covers: - Investigate the nature, role and appeal of attractions. -Examine how diverse visitor needs are met. -Explore how attractions respond to competition and measure success and appeal.</p>	<p>Unit 9 – Visitors Attractions (Internally assessed pieces of work)</p> <p>This unit covers: - Investigate the nature, role and appeal of attractions. -Examine how diverse visitor needs are met. -Explore how attractions respond to competition and measure success and appeal.</p>	

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Social Sciences Tourism	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>A01- Demonstrate knowledge & understanding of the travel & tourism industry.</p> <p>A02- Apply knowledge & understanding of the travel & tourism industry & factors affecting the industry to real-life travel & tourism scenarios.</p> <p>A03- Analyse information & data from the travel & tourism industry.</p> <p>A04- Evaluate how information & data can be used by the travel & tourism industry.</p> <p>A05- Make connections between the factors that influence travel & tourism & how industry responds to minimise the potential impact on organisations & customers.</p> <p>- Employability skillset will be developed throughout the course in conjunction with the skill builder programme. These skills are: listening, problem solving, leadership, aiming high, speaking, teamwork, creativity & staying positive.</p>	<p>A01- Demonstrate knowledge & understanding of the travel & tourism industry.</p> <p>A02- Apply knowledge & understanding of the travel & tourism industry & factors affecting the industry to real-life travel & tourism scenarios.</p> <p>A03- Analyse information & data from the travel & tourism industry.</p> <p>A04- Evaluate how information & data can be used by the travel & tourism industry.</p> <p>A05- Make connections between the factors that influence travel & tourism & how industry responds to minimise the potential impact on organisations & customers.</p> <p>- Employability skillset will be developed throughout the course in conjunction with the skill builder programme. These skills are: listening, problem solving, leadership, aiming high, speaking, teamwork, creativity & staying positive.</p>	<p>- Independent research skills</p> <p>- Measuring success through a range of quantitative and qualitative data sets.</p> <p>-Develop a mindset and skillset which is customer focussed</p>	<p>- Independent research skills</p> <p>- Measuring success through a range of quantitative and qualitative data sets.</p> <p>-Develop a mindset and skillset which is customer focussed</p>	<p>- Independent research skills</p> <p>- Measuring success through a range of quantitative and qualitative data sets.</p> <p>-Develop a mindset and skillset which is customer focussed</p>	