Wembley Multi-Academy Trust
ACHIEVEMENT FOR ALL

WEMBLEY HIGH TECHNOLOGY COLLEGE

This guide provides an overview of the curriculum content for students in Year 12

♦ English	♦ History
♦ Maths	♦ Business
♦ Further Maths	♦ Economics
♦ Biology	♦ Psychology
♦ Chemistry	♦ Sociology
♦ Physics	♦ Spanish
♦ Geography	♦ Art

ENGLISH

What is being taught this year:

AQA English Literature A: Love through the ages
Our chosen A-level specification approaches literature through the lens of historicism, encouraging the independent study of texts with a shared context. In this way students are prepared for the academic discipline needed to read any humanities subject at university.

AUTUMN TERM
Half Term 1 / Half Term 2

Love through the Ages (Paper 1 AS+ Paper A2)

The historicist method of studying texts diachronically is at the centre of the KS5 approach as no text exists in isolation but is a product of the time and culture in which it was produced. In *Love through the Ages*, the theme of love is explored across time and students are invited to investigate texts drawing out patterns of similarity and differences.

We begin with Shakespeare's *Othello* as students will be familiar with the tragic genre, the role of women and the significance of context and therefore will have a good foundation on which they can understand and develop interpretations of a text (AO4). This is a set text for both the AS and the A level.

In Autumn 2, students study the set poems from their anthology of love poetry that spans across the ages, broadening their knowledge of different poetic forms, linguistic features and structural devices. This anthology is again a text that is examined for both AS and A2.

SPRING TERM
Half Term 3 / Half Term 4

Love through the Ages (Paper 2)

Student studies focus on prose during this term. They study *Atonement* and *The Great Gatsby*. These texts are read and taught in tandem to elicit more thoughtful, detailed comparisons. This approach is mirrored in year 13, Autumn 1 for the A2 comparative examination.

Having studied the set prose comparative texts, students have a good foundation to practise and master their analysis of unseen prose texts.

SUMMER TERM
Half Term 5 / Half Term 6

Revision for AS examination
Non-Exam Assessed (coursework) preparation

Students will revise and practice for essays in timed conditions for their AS examinations which all students must sit.

Once the examination season is complete, students begin their preparations for their Non-Exam Assessed (NEA), formally known as coursework. Students compare two texts: one of which is taught (Ibsen's *A Doll's House*) and the second is a text of literary merit that must be studied independently. Students agree a comparative question with their teacher based on their chosen texts and from there, students work independently on a comparative 2500 word essay. This NEA is worth 20% of the final A level.

MATHS

What is being taught this year:

AUTUMN TERM

Half Term 1

The first half term of AS maths content recaps crucial algebra skills and concepts from GCSE which become the building blocks for all other A-level topics. Students develop fluency with algebraic techniques before covering new content such as binomialexpansion and solving trigonometric equations.

Content:

- Surds & indices.
- Quadratics & thediscriminant.
- Simultaneous equations &inequalities.
- Sketching graphs.
- Graph transformations.
- Equations of straight lines& circles.
- The factor theorem.
- Binomial expansion.
- Proof.
- 2D trigonometry.
- Trigonometric equationsand identities.
- Vectors.

Half Term 2

In this half term, we finish off the remaining pure content, building on the understanding students have developed of algebra and functions and applying it to new topics such differentiation and integration. We also continue to develop students' problemsolving skills from GCSE by looking at how differentiationand exponentials can be usedin modelling real-life scenarios.

Content:

- Differentiation.
- Tangents & normals.
- Stationary points.
- Increasing and decreasingfunctions.
- Differentiation from firstprinciples.
- Integration.
- Using integration to findareas.
- Exponential functions.
- Logarithms.

SPRING TERM

Half Term 3

In this half term, students encounter the applied topics of mechanics and statistics.
They start to see how topics covered in the pure content such as differentiation and integration have real-world applications and links to displacement, velocity and acceleration.

Content:

- Velocity-time graphs.
- Constant acceleration & SUVAT.
- Forces and Newton's Laws.
- Connected particles.
- Variable acceleration.
- Statistical sampling.
- Data presentation and interpretation.

Half Term 4

In this term, we finish the applied content, building on the statistics and probability content students learnt at GCSE, and starting to makelinks between the two.
Through their study of statistics, students further develop their analytical skills from GCSE by learning about statistical distributions and hypothesis testing, an essential element of many science & social science degree courses.

Content:

- Probability.
- The binomial distribution.
- The discrete uniformdistribution.
- Hypothesis testing.

SUMMER TERM

Half Term 5

In this half term, the focus shifts to revision, to ensure that students are fully prepared for their AS exams.

Students complete weekly mocks which their teachers mark and give feedback of areas of strength and areas which need more focus.

These areas are then targeted through revision lessons to ensure that students become more confident and able to tackleexam-style questions.

Half Term 6

After the students have finished their AS exams, we finish this half term by starting to study some key A2maths content. We build on the knowledge that students already have of trigonometryand differentiation, for example in trigonometry we introduce new identities and look at how they can be used to solve more complex trigonometric equations. In differentiation, we introduce the methods needed to differentiate more complex functions.

Content:

- Radians, arcs & sectors.
- Trigonometric identities, addition formulae & double angles.
- Rcos/sin(x+a)
- Partial fractions.
- Differentiation: chain rule,product & quotient rules.
- Implicit differentiation.
- Second order derivatives.

FURTHER MATHS

What is being taught this year:

AUTUMN TERM

Half Term 1

In this half term, students are introduced to some key ideas of Further Maths such as complex numbers and matrices, which form the base of many future topics. In addition, they build on the knowledge from AS maths and make links between matrices and geometrical transformations in the plane.

Content:

- Introduction to complex numbers.
- Argand diagrams: modulus & argument.
- Matrices.
- Determinants & inverse matrices.
- Matrices & simultaneous equations.
- Matrix transformations.

Half Term 2

This half term, students build on many of the topics covered in AS maths, but look at them in more depth and detail, for example they also look at the concept of proof in greater detail and start to consider vectors in 3D as well as 2D. They apply the integration skills from As maths to look at the volume created when shapes are rotated around the axes.

Content:

- Roots of polynomials.
- Series.
- Proof by induction.
- Vectors in 3D & dot product.
- Volumes of revolution.

SPRING TERM

Half Term 3

This half term, we cover the Further Pure 1 content with students, building on some key concepts from the pure maths they have covered thus far. We explore more complex functions such as parabolas and hyperbolas, and also build on students' existing knowledge of trigonometry, to see how the t-formulae can be used to solve more complex trigonometric equations.

Content:

- Reciprocal inequalities.
- Graphical inequalities.
- Numerical methods for differential equations.
- Vector products.
- Conic sections: parabolas & hyperbolas.
- T-formulae.
- Momentum & impulse.

Half Term 4

During this half term, we finish the AS Further Maths content by studying the Further Mechanics 1 module. This builds on the work that students saw in half term 3 of AS maths when they studied the mechanics module.

Content:

- Collisions.
- Elastic collisions in one dimension.
- Newton's Law of Restitution.
- Work, energy & power.

SUMMER TERM

Half Term 5

In this half term, the focus shifts to revision, to ensure that students are fully prepared for their AS exams. Students complete weekly mocks which their teachers mark and give feedback of areas of strength and areas which need more focus.

These areas are then targeted through revision lessons to ensure that students become more confident and able to tackle exam-style questions.

Half Term 6

After the students have finished their AS exams, we continue to build on their knowledge of Further Mechanics. For the most part these are direct extensions of the further mechanics covered in half term 3 & 4, but extending to more complex scenarios, such as elastic collisions in two dimension.

Content:

- Impulse in two dimensions.
- Elastic collisions in two dimensions.
- Hooke's law.
- Elastic energy.

BIOLOGY

What is being taught this year:

AUTUMN TERM
Half Term 1 / Half Term 2

The students start the course by studying Topic 1 because the content of this topic builds on their knowledge from GCSE Biology This topic covers a range of content with the overarching themes of cardiovascular disease and biological molecules linking to most of the concepts.

The scheme of work has been designed in such a way as to allow synoptic links to be made within topics, for example linking the structure blood vessels and the process of atherosclerosis, to help strengthen students' understanding of the wider topics.

Once topic 1 is completed, students move onto Topic 2. The topic initially focuses on key foundational components such as DNA, DNA replication and protein synthesis before moving onto composites such as mutations and cystic fibrosis.

Core practicals are taught alongside the relevant content across all topics. This ensures that students are able to link the practical skills to the theoretical knowledge more successfully

Topics:

- Topic 1: Lifestyle, Health and Risk
- Topic 2: Genes and Health

SPRING TERM
Half Term 3 / Half Term 4

Students start the term, finishing Topic 2 by studying genetics and exploring the processes and ethics involved in genetic screening. Students will then move onto studying Paper 2 content which begins with Topic 3 which focuses on cells, growth and development.

The topic is taught in a sequence that enables the students to understand how multicellular organisms grow and develop from a single cell to complex organisms. For example, after students have learnt mitosis they are taught about stem cells and differentiation.

They then study meiosis before applying their knowledge of this concept to explain gene linkage.

Students then move onto Topic 4 which explores biology in the natural environment and concepts such as biodiversity, conservation and plant cell wells.

Core practicals are taught alongside the relevant content across all topics. This ensures that students are able to link the practical skills to the theoretical knowledge more successfully

Topics:

- Topic 2: Genes and Health
- Topic 3: Voice of the Genome
- Topic 4: Biodiversity and Natural Resources

SUMMER TERM
Half Term 5

Students complete their studies of Topic 4 before undertaking tailored revision that will be chosen by their subject lead and class teacher to make sure students are exam ready. This will help students to consolidate their learning ahead of AS exams in May.

After students sit the AS exams in Summer term 2, they will progress onto Topic 5 which is A2 content. The initial part of this topic focuses on global warming and succession which strongly links to the Topic 4 so students will be able to build on their knowledge from this topic.

Core practicals are taught alongside the relevant content across all topics. This ensures that students are able to link the practical skills to the theoretical knowledge more successfully.

Topics:

- Topic 4: Biodiversity and Natural Resources
- Revision
- Topic 5 On the Wild Side

CHEMISTRY

What is being taught this year:

AUTUMN TERM
Half Term 1 / Half Term 2

The curriculum is sequenced so that Topic 1 is taught first. In this way we ensure students have a firm underpinning of key chemical concepts such as atomic structure and ionisation energies prior to asking them to expand their knowledge. Topic 5 (quantitative skills and calculations) is taught next as it is incorporated into many different composites across the course. By tackling it early on, students are allowed to build their competence and confidence in this area. The topic is then interleaved through all others including Core Practicals, reinforcing the concepts taught and ensuring the students develop durable learning in this area. Topics 1 and 5 form the essential backbone on which students can then begin to build and broaden their knowledge. After finishing Topic 5, Paper 1 topics are taught sequentially (Topics 2, 3 and 4). Teaching these in the first half of the year gives teachers the opportunity to make learning stick through regular repetition of the content.

Core practicals are taught alongside the relevant content across all topics. This ensures that students are able to link the practical skills to the theoretical knowledge more successfully

Topics:

- Topic 1: Atomic Structure and the Periodic Table
- Topic 5: Moles, Formulae & Amounts of Substance
- Topic 2: Bonding & Structure
- Topic 3: Redox
- Topic 4: Inorganic Chemistry

SPRING TERM
Half Term 3 / Half Term 4

Topic 6 (Organic Chemistry) is taught first as it is a large topic full of new concepts and information. By teaching this first as much time as possible is preserved to recap this topic in starters and quizzes, meaning learning is embedded. This is supported by the sequential teaching of Topic 7, which relies heavily on Topic 6 content to understand and explain different analytical techniques. Students then study Topic 8, 9 & 10 which build on GCSE knowledge of bond energies, rates of reaction and equilibrium.

Core practicals are taught alongside the relevant content across all topics. This ensures that students are able to link the practical skills to the theoretical knowledge more successfully

Topics:

- Finish Topic 4: Inorganic Chemistry
- Topic 6: Organic I
- Topic 7: Modern Analytical Techniques I
- Topic 8: Energetics I
- Topic 9: Kinetics I
- Topic 10: Equilibrium I

SUMMER TERM
Half Term 5

Finally, during the summer term students undertake tailored revision that will be chosen by their subject lead and class teacher to make sure students are exam ready. This will help students to consolidate their learning ahead of AS exams in May. Following the exams, the A2 specification is begun by teaching Topic 11 (Equilibrium II). Students build directly on their pre-existing knowledge from Topic 10 to strengthen and deepen understanding here. Topic 13 is then covered which builds on learning from Topic 8.

Core practicals are taught alongside the relevant content across all topics. This ensures that students are able to link the practical skills to the theoretical knowledge more successfully

Topics:

- Half term 5: Revision
- Topic 11: Equilibrium II
- Topic 13: Energetics II

PHYSICS

What is being taught this year:

AUTUMN TERM
Half Term 1 / Half Term 2

Students begin their AS studies by revisiting, and expanding on key physics components and skills such as; units, measurement, magnitude and vectors so that they can secure the foundational knowledge needed for the rest of the course. Students then move onto the study of Mechanics. Here there are many opportunities to develop higher standards of physics reasoning, combining the mathematical with the qualitative. Students revisit and deepen their understanding of free body diagrams and motion graphs from GCSE. Misconceptions of motion can be identified and challenged through use of free body diagrams with application of Newton's laws.

When moving onto motion graphs, the concept is taught from both a very mathematical perspective and qualitatively using Newton's laws, supporting students to form firm foundations for their understanding of equations of motion, momentum, and energy, which follow. Once Topic 2 is completed students move on to Electrical circuits, where first priority is given to understanding the key electrical quantities such as current and resistance are studied in isolation first, in order for these components to be effectively embedded before students move on to analysing full circuits. Students are taught to use circuit analysis skills to evaluate and design simple circuits using common electrical components.

Core practicals are taught alongside the relevant content across all topics. This ensures that students are able to link the practical skills to the theoretical knowledge more successfully

- **Topics**
- Topic 1: Working as Physicist
- Topic 2: Mechanics
- Topic 3: Electrical Circuits

SPRING TERM
Half Term 3 / Half Term 4

Students begin the spring term by moving on to the study of materials. Students learn first the concepts of simple solid materials using ideas of stress and strain to evaluate systems under compression and tension. The key knowledge around the difference between strength, toughness, and hardness is embedded here to empower students to be able to evaluate the use of different materials in a range of circumstances. Students are taught to embed the links between mechanical energy from the autumn term to these ideas at this stage. Students then move on to fluid materials, to evaluate fluid flow comparing laminar and turbulent flow, and applying this foundational knowledge to a range of contexts such as wind effects and aerodynamics.

Students next move on to the study of waves, beginning with the key concepts of waves such as the difference between mechanical and EM waves in order to facilitate later evaluation. They then begin the study of optics, which applies these key ideas to light and its effects on lenses. Moving forward from here students learn the dynamics of light and its duality. The use of the photoelectric effect and its application in the modern energy landscape is explored at this stage allowing students to link the theoretical concepts with wider societal challenges.

Core practicals are taught alongside the relevant content across all topics. This ensures that students are able to link the practical skills to the theoretical knowledge more successfully

Topics

- Topic 4: Materials
- Topic 5: Waves and the Particle Nature of Light

SUMMER TERM
Half Term 5

Finally, during the summer term, students undertake tailored revision that will be chosen by their subject lead and class teacher to make sure students are exam ready. This will help students to consolidate their learning ahead of AS exams in May.

Once the AS exams are completed, students move on to the study of further mechanics, this heavily relies on and expands upon the knowledge learnt in the autumn term. First taking students through further momentum with students applying the concepts of momentum now in two dimensions rather than just one and applying ideas around impulse to a range of situations. The students move on to circular motion reapplying the ideas of Newton's Laws to new concepts, specifically situations where the resultant force is perpendicular to the velocity, for example for bodies in orbit.

Core practicals are taught alongside the relevant content across all topics. This ensures that students are able to link the practical skills to the theoretical knowledge more successfully

Topics

- Topic 4: Materials
- Topic 6: Further Mechanics

GEOGRAPHY

What is being taught this year:

AUTUMN TERM

Half Term 1

Coastal systems and landscapes – study of physical processes and human factors including tides, waves, deposition, transportation and erosion. Formation of coastal landforms. Processes of sea level change and landforms created. Study of the challenges and sustainable management of Holderness, UK and Sundarbans, Bangladesh.

Coastal geographical investigations – completion of a coastal investigation involving a residential trip. Pupils learning to design an investigation to collect primary data. Development of skills in collecting quantitative and qualitative data; analysing data using statistical tests; and interpreting results. Deepening skills developed in GCSE rivers fieldwork.

Skills - interpreting data, cartographical sources, graphs and charts, and statistical tests for analysis.

Assessment - End of topic test (40 minutes). Weekly homework (40 marks) and independent study tasks.

Relevant Geo Factsheets (on school Drive / class Teams)
269 – Erosion and Coastal Landforms
145 – Coastal Deposition
359 – Coastal Fieldwork 1

Half Term 2

Hazards – physical processes which create tectonic plate movement leading to volcanic eruptions, earthquakes, and tsunamis. Study of case study events to interpret impacts and responses across different spatial and temporal scales, including Japan, Haiti, Montserrat, and the Philippines. Formation of tropical storms and factors leading to the formation and spread of wildfires. Study of case study events to interpret impacts and responses across different spatial and temporal scales, including USA and the Philippines.

Skills - interpreting maps and quantitative sources. Quantitative analysis including calculating Spearman's Rank, central tendencies, and standard deviation.

Assessment - assessment week providing a mark and equivalent grade. Continuous assessment through homework and independent study.

Relevant Geo Factsheets
394 – Volcanic Impacts
407 – Plate Tectonics

SPRING TERM

Half Term 3

Changing Places – factors which create place meaning and sense of place: flows of people and investment, historical connections, government regeneration policies, and changes over time. Focus on two contrasting locations: Wembley Park and Detroit, USA. Application of interpreting unfamiliar qualitative sources such as articles, photographs, maps, and fiction writing to deepen understanding of constructing place identity. Synthesis of knowledge to prepare for possible cross-over with Hazards topic.

Skills - interpreting maps and quantitative sources to understand characteristics of unfamiliar places. Using qualitative and artistic sources to determine how sense of place is constructed.

Assessment - assessment week providing a mark and equivalent grade. Continuous assessment through homework and independent study.

Relevant Geo Factsheets
401 – Community Groups
273 – Rebranding in Liverpool

Half Term 4

Local place geographical investigations – completion of an investigation in Wembley Park. Pupils developing their ability to design an investigation to collect primary data. Development of skills in collecting quantitative and qualitative data; analysing data using statistical tests; and interpreting results. Deepening skills developed in GCSE urban fieldwork.

Skills – designing data collection sheets including surveys and questionnaires. Collecting secondary data to support investigation.

Assessment - assessment week providing a mark and equivalent grade. Continuous assessment through homework and independent study.

Relevant Geo Factsheets
354 - Surveys in Fieldwork
374 – Research Fieldwork and

SUMMER TERM

Half Term 5

Exam preparation – pupils will work on content revision and practicing quantitative skills in preparation for the AS level exams: Paper 1 and Paper 2.

Skills - interpreting maps and quantitative sources. Calculating central tendencies, distribution (interquartile range and standard deviation). Practising interpretation of qualitative sources, data, and complex graphs and charts.

External examinations:
AQA AS Level Geography
Marks: 80 marks each
Length: 1 ½ hours each

Half Term 6

After AS examinations

Mini Contemporary Urban Environments – introduction to processes impacting urbanisation and contemporary urban processes including regeneration and gentrification. Sustainability and liveability of cities with a focus on London.

HISTORY

What is being taught this year:

AUTUMN TERM

Half Term 1

PAPER 1C The Tudors: England, 1485-1547

ENQUIRY QUESTIONS (Henry VII):

1. How did Henry VII consolidate his power between 1485 and 1499?
2. How successful was Henry VII's foreign policy (1485-1509)?
3. How stable was English society during the reign of Henry VII?
4. How strong was England's trade and economy during the reign of Henry VII?
5. How effectively did King Henry VII govern England?
6. How far did ideas and culture change in England under Henry VII?

Half Term 2

ENQUIRY QUESTIONS (Henry VIII):

1. How far had Henry VIII broken away from his father's legacy by 1515?
2. How effective was Thomas Wolsey as chief minister (1515-1529)?
3. How radical were the religious reforms of the 1530s?
4. How revolutionary were Cromwell's reforms to government?
5. Why did Thomas Cromwell fall from power in 1540?
6. How far had ideas and culture changed in England by 1547?
7. Who prospered during the reign of Henry VIII?
8. What legacy did Henry VIII leave to his successors?

PAPER 2R The Cold War, c.1945-1963

ENQUIRY QUESTIONS:

1. Who was to blame for the start of the Cold War (1945-49)?

SPRING TERM

Half Term 3 / Half Term 4

2. How successful was America's 'Asia First' policy (1949-1954)?
3. How far did Eisenhower change the USA's Cold War strategy?
4. How quickly did superpower rivalry escalate in the period 1953 to 1962?
5. Why did a second crisis arise in Germany in the years 1958 to 1961?
6. How successful was the USA's strategy in Vietnam in the years 1954 to 1963?

PRIORITY REVISION FOR AS LEVEL HISTORY

SUMMER TERM

Half Term 5

PRIORITY REVISION FOR AS LEVEL HISTORY

Half Term 6

MODULE 3 NON-EXAM ASSESSMENT (N.E.A.)

Students will begin to complete their N.E.A. for their History A Level – an independently written essay of up to a maximum of 4500 words.

Students will research, and plan an essay, on a choice of one of two topics:

1. Tsarist and Soviet Russia (1857 – 1953)
2. Civil Rights in the USA (1865-1968)

Their N.E.A. will then be written up over the summer holidays of 2025.

BUSINESS

What is being taught this year:

EDEXCEL A LEVEL

AUTUMN TERM

Half Term 1

Although some learners may have studied GCSE Business, the course assumes no prior knowledge. Students that have completed GCSE Business will be challenged to develop their knowledge further by introducing more advanced concepts.

Students will begin by learning what is meant by enterprise and exploring the motives and characteristics of entrepreneurs so that they can better analyse decisions taken by small business owners. The concepts of revenue, costs, profits and cash flow are explored so that students can understand the financial constraints in which businesses operate and have to take decisions.

Students will then consider the varying degrees of power different businesses have by studying market structures and supply and demand theory. Students will therefore begin to appreciate that businesses can be analysed from a variety of perspectives and may behave differently depending on their size, objectives and power.

Half Term 2

In the second half term students will learn about how price is determined in a competitive market. Students will learn about how the structure of the market in which a business operates can impact the decisions taken.

SPRING TERM

Half Term 3

Building on to their knowledge of marketing structures, students learn about the marketing function of a business in this half term.

Students learn how businesses conduct market research and how they analyse the results to take important marketing decisions based on the structure in which they operate.

Students will be required to make recommendations of appropriate marketing strategies for a variety of business contexts.

Half Term 4

In this half term students shift their focus to examine the human resource function of businesses. Students learn theories of motivation and leadership which they apply to a variety of contexts to analyse the impact of change and decision taking on the performance of an organisation.

SUMMER TERM

Half Term 5

In the final half term, students consolidate their knowledge. Students learn about the operations function of businesses and analyse how changes in HR, marketing, finance and operations impact the wider organisation.

Half Term 6

After the examination period, students will begin preparing for their final A Level examinations. Students will start by learning about how international trade and globalisation impacts business decisions.

This allows students to practice applying their prior learning on a global scale.

ECONOMICS

What is being taught this year:

AUTUMN TERM

Half Term 1

Students start the AS course with a background to what economics is, as many students will not have taken Economics at GCSE. Students will be required to acquire knowledge and understanding of a selection of microeconomic models and to apply these to current problems and issues. Microeconomic models such as demand and supply, the operation of the price mechanism and causes of market failure are central to this part of the specification. Students are provided with opportunities to use these models to explore current economic behaviour. When applying and evaluating all the microeconomic models in the specification, such as supply and demand theory and production possibility curves, students should be critically aware of the assumptions upon which these models are based and their limitations when they are used to make sense of real world phenomena.

Students study microeconomics for three lessons per week and macroeconomics for two lessons. Students should understand that microeconomic principles underpin the behaviour of the macroeconomy.
Understanding some aspects of macroeconomic behaviour requires that students have a firm grasp of related microeconomic principles, for example, understanding of price elasticity of demand (3.1.2) is essential when analysing the extent to which a fall in the exchange rate will lead to an increase in exports. When applying and evaluating all the macroeconomic models in the specification, such as the circular flow of income and the multiplier process, students should be critically aware of the assumptions upon which these models are based and their limitations when investigating macroeconomic and global issues.

3.1.1 Economic methodology and the economic problem
3.1.2 Price determination in a competitive market
3.2.1 The measurement of macroeconomic performance
3.2.2 How the macroeconomy works: the circular flow of income, Aggregate demand/aggregate supply analysis, and related concepts

Half Term 2

In HT2, students are introduced to the principal idea that markets do not always generate optimal outcomes. This market failure module builds on their understanding from topic 3.1.2 where students understood that the market mechanism allocates resources (efficiently). Students should be able to apply their knowledge and skills to a wide variety of situations and to different markets and examples of market failure, including environmental market failures. They should appreciate that economic decisions relating to individual markets may be affected by developments in the macroeconomy.

3.1.5 The market mechanism, market failure and government intervention in markets
3.2.2 How the macroeconomy works: the circular flow of income, Aggregate demand/aggregate supply analysis, and related concepts

SPRING TERM

Half Term 3

Students should understand that markets can be imperfect if there is a lack of competition. Students evaluate whether there is a need for government intervention to correct this issue.

Students will start to explore how the economy can be managed through macroeconomic policy.

3.1.3 Production, costs and revenue
3.1.4 Competitive and concentrated markets
3.2.3 Economic performance
3.2.4 Macroeconomic policy

Half Term 4

In HT4, students continue to build on their macroeconomic knowledge, this time linking module 3.2.1 the measurement of macroeconomic performance to how economies can achieve these indicators (3.2.3 and 3.2.4). Students should have a good knowledge of developments in the UK economy and government policies over the past fifteen years. They should also be aware that the performance of the United Kingdom economy is influenced by its membership of the European Union (EU) and by external events in the international economy.

3.2.3 Economic performance
3.2.4 Macroeconomic policy

SUMMER TERM

Half Term 5

Students will focus on the final preparations for their AS Level examinations.

Throughout the year students will have created a detailed pack of structured economics notes as part of their weekly homework to support them in developing independent learning skills. Students will use these notes to practice applying their knowledge to a range of case studies and examination questions, as well mock examinations once a week.

Half Term 6

Students then use HT6 to begin their A2 studies, which focuses on new aspects of microeconomics. Pupils are introduced to the theory behind the demand curve (utility theory) linking back to topic 3.1.2 In AS, before looking at alternative theories to correcting market failures in the form of behavioural economics. Students will be expected to understand that traditional economic theory generally assumes that economic agents act rationally but they will also be introduced to models that recognise that consumer and firms' behaviour is often governed by more complex influences.

4.1.2 Individual economic decision making

PSYCHOLOGY

What is being taught this year:

AUTUMN TERM

Half Term 1

Approaches

In this module, students for the first time will examine the core psychological approaches and key studies from the specification. Students must demonstrate and evaluate their knowledge and understanding of the key concepts, approaches and related research studies. This module serves as a foundational building block for the KS5 curriculum as students use this knowledge and later apply it to other modules e.g. clinical psychology and mental health, memory and gender.

Clinical Psychology and Mental Health

This module introduces and develops knowledge and understanding of psychological research methods. For instance, experimental and nonexperimental methodologies and techniques. It promotes an understanding of the methods of scientific enquiry used in empirical research and aims to develop relevant knowledge and skills for this process. It also encourages the acquisition of a range of evaluative concepts for reviewing and discussing the design and outcomes of research, and the application of such knowledge to the wider community, society and the economy.
Students will deepen this knowledge in A2 research methods. Additionally, students research methods knowledge will be applied to the other modules, for instance attachment or social influence.

Half Term 2

Psychopathology

In this module, students will learn to evaluate therapies and treatments including in terms of their appropriateness and effectiveness for different psychological disorders. This module gives students the opportunity to revisit and deepen their approaches knowledge by using it to explain the cause of key psychological disorders.

Social influence

The social influence module engages students in a debate about morality and behaviour. Through examining key topics such as obedience, conformity and resistance to social influence, students build a critical awareness of human behaviour. Students must demonstrate their knowledge and understanding of the key concepts, theories/ explanations, key research studies required in the specification.

SPRING TERM

Half Term 3

Memory

In this module, students must demonstrate knowledge and understanding of the different models of memory. While remaining critical of such theories. Additionally, they must be able to analyse and evaluate evidence for the theories of memory. Students will draw upon their knowledge of the cognitive approach when examining topics such as retrieval failure and factors affecting eyewitness testimony. This gives students an opportunity to deepen their understanding and application skills of the cognitive approach.

Half Term 4

Attachment

This module focuses on human behaviour and how individuals build attachment. While, recognising the individual and societal consequences of when an attachment is broken or not formed. Through this module students are able to analyse, interpret and evaluate psychological concepts, theories and research studies in relation to attachment. Students also draw upon the learning approach to explain how an attachment is formed between mother and baby. This gives students an opportunity to deepen their understanding and application skills of the learning approach.

Recall of learning

Students will revisit their previous learning during this time. Recall sessions start with a retrieval practice task and then moves into an application and practice phase and then lastly students will engage in critical skills tasks. During this time students will also develop their exam skills through walking talking mocks, exam skills workshop and past paper practice.

SUMMER TERM

Half Term 5

Exams

Half Term 6

A2 Approaches

Students are introduced to the psychodynamic and humanistic approach to build on their AS approaches knowledge. They then learn how to utilise this knowledge to be critical of the other modules and develop advanced AO3 skills that are required in A2.

Issues and Debates

Students will be able to demonstrate knowledge and understanding of key debates in psychology. They will also be able to discuss the implications of such debates. Moreover, students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the specification as appropriate. Students will later be able to draw upon this knowledge to enhance their evaluation in essay writing questions.

SOCIOLOGY

What is being taught this year:

AUTUMN TERM

Half Term 1

Research Methods

Students start their sociological journey with the research methods module. Students begin by examining the theory behind the research process and selection of a research method. The students then utilise this knowledge to evaluate the different research methods. This module engages students in a critical examination of sociological evidence and methodology. Students will later draw on this knowledge in the methods in context module and theory and methods module (A2).

Families and Households

In this module, students for the first time will examine the core sociological theories and themes from the specification and apply this understanding to the module. Students will develop a critical awareness of the family as an institution and the role it serves within society. They will begin to develop an interest and understanding of social issues at a structural and individual level. Students will examine the societal impact of political and demographic changes and apply this to the family. Their knowledge and understanding will be demonstrated through their ability to present arguments, draw conclusions, apply and evaluate sociological evidence and explanations.
These skills will be further developed in the Education and Methods in context module.

Half Term 2

Families and Households

In this module, students for the first time will examine the core sociological theories and themes from the specification and apply this understanding to the module. Students will develop a critical awareness of the family as an institution and the role it serves within society. They will begin to develop an interest and understanding of social issues at a structural and individual level. Students will examine the societal impact of political and demographic changes and apply this to the family. Their knowledge and understanding will be demonstrated through their ability to present arguments, draw conclusions, apply and evaluate sociological evidence and explanations. These skills will be further developed in the Education and Methods in context module.

Education

The education module_engages students in a theoretical debate while fostering a critical awareness of contemporary social processes within the education system and draws together the skills learnt in families and households and research methods. Students have the opportunity to explore the role of education in society and patterns of educational achievement. Students can also reflect on global educational inequalities as well as inequalities within the contemporary UK. Students will critically analyse both the evidence of and the sociological explanations for the content. Whilst examining core sociological themes such as socialisation and social differentiation throughout the education unit.

SPRING TERM

Half Term 3

Education

The education module_engages students in a theoretical debate while fostering a critical awareness of contemporary social processes within the education system and draws together the skills learnt in families and households and research methods. Students have the opportunity to explore the role of education in society and patterns of educational achievement. Students can also reflect on global educational inequalities as well as inequalities within the contemporary UK. Students will critically analyse both the evidence of and the sociological explanations for the content. Whilst examining core sociological themes such as socialisation and social differentiation throughout the education unit.

Methods in Context

Students must be able to apply sociological research methods to the study of education. Students have to draw from previous sociological knowledge and embody the role of an investigator. This module challenges the students as critical thinkers and to go beyond their understanding. Students need to evaluate the strengths and limitations of a particular research method when investigating educational issues such as teachers' expectations, working class underachievement and the consequences of labelling.

Half Term 4

Recall of Learning

Students will revisit their previous learning during this time. Recall sessions start with a retrieval practice task and then moves into an application and practice phase and then lastly students will engage in critical skills tasks.

During this time students will also develop their exam skills through walking talking mocks, exam skills workshop and past paper practice.

SUMMER TERM

Half Term 5

Exams

Half Term 6

Beliefs in Society

In this module, students examine religion as an institution and its functions it serves in society. Through this, module students engage in the significance of theoretical and conceptual issues in sociological debate concerning key issues such as fundamentalism, secularisation, globalisation and religious movements.

Students build upon previous assessment skills from their AS knowledge and develop new exam technique required for the A2 content.

SPANISH

What is being taught this year:

AUTUMN TERM

Half Term 1

Productive skills: Students spend the first half term covering the foundation of Spanish grammar. This includes: nouns and articles; adjectives and adverbs; relative adjectives; pronouns; and, direct and indirect pronouns. In addition, students revisit the main tenses in depth, namely, the present, the present continuous, the imperfect tense, the imperfect continuous, the preterit, the perfect, the pluperfect, the future, the immediate future, the conditional, the subjunctive, the imperfect subjunctive, verbs and infinitive constructions and impersonal verbal constructions. Students use this grammar to discuss Spanish regional identity, such as customs and traditions, gastronomy and the co-official languages of the country. In addition, they discuss cultural patrimony, such as historical sites and pre-Hispanic civilisations, art and architecture and musical patrimony and diversity.

Receptive skills: students learn how to translate texts into Spanish and English, and how to produce a reading summary within the context of Spanish regional identity and cultural patrimony.

Half Term 2

Productive skills: Students use their prior knowledge of the indicative tenses covered in Autumn 1 to learn how to form the subjunctive in multiple tenses, and how to use direct and indirect object pronouns in order to discuss the topic of cyberspace. In addition, students also learn about traditional and modern values, such as the changes to the family and attitudes towards marriage and divorce. In the final week of this half term, students will watch the film 'Volver' in preparation for its study in Spring 1.

Receptive skills: students learn how to answer the 'gap fill' reading question, the 'synonym' reading question, reading comprehension and the listening summary within the context of cyberspace, and traditional and modern values.

SPRING TERM

Half Term 3

Productive skills: Students review the principal past tenses in the context of traditional and modern values. Students study the influence of the Catholic church, gender equality, and gay and transgender rights. Students also analyse the film 'Volver', discussing the context, the plot, the key themes, the characters and the director's techniques. Students produce their first essay on 'Volver' this half term.

Receptive skills: students learn how to answer 'true/false/not mentioned' reading and listening questions, as well as listening comprehension within the context of traditional and modern values and gender equality.

Half Term 4

Productive skills: Students use their prior knowledge of the indicative tenses covered in Autumn 1 to learn how to use the passive voice. They also review direct and indirect object pronouns within the context of Hispanic idols, such as singers and musicians, television and cinema stars and models. In addition, students continue studying the film 'Volver', plan and write essays on key themes, characters and the director's techniques. In the final week, students practise their speaking skills for Paper 3 by reviewing all six topics covered in Year 12.

Receptive skills: students learn how to answer the 'multiple choice' listening question, the 'statistics' listening question and the 'find the correct statements' reading question within the context of the influence of idols.

SUMMER TERM

Half Term 5

Productive skills: Students revise the vocabulary acquired from the six topics covered in Year 12 in order to discuss Spanish regional identity, cultural patrimony, cyberspace, traditional and modern values, gender equality, and the influence of idols. At the beginning of this half term, students complete their AS-level examination for Paper 3 (speaking). Students complete their AS-level examination at the end of this half term for Paper 1 (reading, listening and writing) and Paper 2 (writing).

Receptive skills: Students revisit the exam-style questions covered this year in the context of the six units covered in Year 12: Spanish regional identity, cultural patrimony, cyberspace, traditional and modern values, gender equality and the influence of idols.

Half Term 6

Productive skills: Students build on the prior knowledge of the present tense, the imperfect and preterit tense, and the use of compound tenses in order to discuss the Year 13 topics of immigration. In addition, students also learn about racism, covering topics, such as racist and xenophobic attitudes, measures to combat racism and anti-racist legislation. These topics have been carefully selected as they are easier for students to understand on a conceptual level. Students also read the book 'Como agua para chocolate', a literary text that will be studied in Autumn 1 of Year 13.

Receptive skills: students revisit how to answer the 'synonym' reading question, translation into Spanish and the reading summary within the context of immigration and racism.

ART

What is being taught this year:

FINE ART

'Personal investigation'

Students will have now developed fluency and rigour with all elements of artistic practice and the personal investigation gives them full creative independence.

Students will select the theme of their personal investigation and this will be linked to a global/socio-political issue that they care about (Feminism, Conflict, Current affairs, Displacement, Mental Health, etc.).

During this investigation, students will take on the role of the artist, Recalling and reflecting on their KS4 practice they will start to specialise with a specific media with the goal of mastery. Through research, experimentation, idea generation/development and analysis they will develop a series of outcomes (supported by extensive preparatory work) that demonstrate their own artistic style.

Areas of focus –

AO1 – Demonstrate critical understanding (Research)
AO2 – Review and Refine (Experimentation and development)
AO3 – Quality of observation
AO4 – Present and personal and meaningful response (Final outcome)

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ACHIEVEMENT FOR ALL

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