



Brentford School for Girls Curriculum

2015 - 2016

Contents

[Year 7 Curriculum](#)

[Year 8 Curriculum](#)

[Year 9 Curriculum](#)

[Year 10 Curriculum](#)

[Year 11 Curriculum](#)

[Year 12 Curriculum](#)

[Year 13 Curriculum](#)

2015-2016

Curriculum Year	Age between Sept - Aug	Key Stage	Assessment / Grading
7 8	12 13	3	Levels 3 - 8
9	14	3/4	Levels 3 – 8; GCSE Grade A*-G Maths and Science
10 11	15 16	4	GCSE: Grade A*-G BTEC: Distinction *, Distinction, Merit, Pass
12 13	17 18	5	AS: Grade A-E A2: Grade A*-E BTEC: Distinction *, Distinction, Merit, Pass

- Over 2015-2016 the school will be moving to the 1-9 grading for students studying GCSE's

CURRICULUM MODEL –2015 - 2016

Key Stage 3			
Year 7		Year 8	Year 9
Art	1	Art	1
Technology	2	Technology	2
Drama	1	Drama	1
PSHCE	1	PSHCE	1
English	4	English	4
Geography	2	Geography	2
History	2	History	2
ICT	1	ICT	1
Maths	4	Maths	4
MFL	3	MFL	3
Music	1	Music	1
PE	2	PE	2
Science	4	Science	4
RE	1	RE	1
Library(AR)	1	Library(AR)	1
	30	30	

Key Stage 4			
Year 10		Year 11	
Option A	3	Option A	3
Option B	3	Option B	3
Option C	3	Option C	3
English	5	English	5
Maths	5	Maths	5
Science	6/7	Science	6
PE	2	PE	1/2
RE	1/2	RE	1
PSHCE	1	PSHCE	1
	30	Ac Mentoring	0/1
			30

Key Stage 5			
Year 12		Year 13	
Art	6	Art	6
Biology	6	Biology	6
Chemistry	6	Chemistry	6
Drama	6	Economics	6
Economics	6	English Lang Lit	6
English Lang Lit	6	English Lit	6
English Lit	6	History	6
English Retake	3	ICT	6
Geography	6	Maths	6
Newnham/EPQ	2	Media St	6
History	6	Photography	6
ICT	6	Psychology	6
Maths	6	Sociology	6
Maths retake	3	PE	6
Media St	6	Textiles	6
Photography	6	Retake English & Maths	2/4
Physics	6	Study Support	4/7
Psychology	6	Targeted Literacy	1/2
Health & Social Care	15		
Sociology	6		
Study Support	4/7		
Textiles	6		
Retake English & Maths	2/4		
Targeted Literacy	1/2		

YEAR 7 - CURRICULUM OVERVIEW 2015/16

SUBJECT	AUTUMN		SPRING		SUMMER			
	1	2	1	2	1	2		
ART	Formal Elements Drawing skills: tone, line, texture Observational drawing	Formal Elements An exploration of Mark making	Formal Elements Painting theory and skills	Formal Elements 3D skills	Joan Miro/ Hundertwasser Painting How to create a composition	Joan Miro/ Hundertwasser Painting Painting skills		
RES MATS GRAPHICS FOOD TEXTILES	Carousel 1: Food <ul style="list-style-type: none"> • Food safety & Hygiene • Healthy eating & basic nutrition. • Basic practical skills - cutting, dicing, chopping • Fruit & vegetables -Making salads & stir-fries 		Carousel 2: Graphics <ul style="list-style-type: none"> • Drawing & design skills • Working through the design process, designing for a café & production of 3D models • Corporate identity & target audience. 		Carousel 3: Resistant Materials <ul style="list-style-type: none"> • Health & safety • Introduction to resistant materials. • Materials • Focused practical task: Maze project – teacher led manufacture, cutting & gluing to make wooden maze, vacuum forming & plastics. • Consolidation of skills – manufacture of picture frame using skills learned making maze, more pupil led 		Carousel 4: Textiles <ul style="list-style-type: none"> • Introduction to textiles • Health & safety in textiles. • Basic hand sewing skills, simple embroidery stitches. • Introduction to the sewing machine. • Team work project – making simple group project – Quality control, cutting accurate templates, exact seam allowance, sewing with sewing machine. 	
Students will move through each of the carousels during the academic year								
DRAMA	Introduction to Drama All students introduced to rules and routines of Drama through practical exercises.	Story Telling Oracy and Literacy focus	Darkwood Manor Practitioner - Artaud	Bullying Cross curricular link with PSHCE Practitioner – Stanislavski & Boal	Ernies Script work – literacy and Oracy focus.	Genre History of theatre.		
ENGLISH	Gothic Horror		Exploring Shakespeare		Fairy Tales			

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
ICT	Virtual tours Introduction to school ICT system E-safety, Acceptable use of ICT	Introduction to Modelling Using spreadsheets	Data Handling Introduction to databases	Theory Computer systems, Data capture, History of computers	Creating a game for Y3 pupils	Creating a leaflet for a town
MATHS	Transition Unit Handling data 1 Number 1 and 3 Shape, space and measure 1	Algebra 1 and 2 Shape, space and measure 2 Revision Handling Data 2	Shape, space and measure 3 Number 2 Fractions Algebra 3 Number 4 Ratios	Algebra 4 Shape, space and measure 4 Revision	Algebra 5 Number 5 Number and Algebra 1	Handling data 3 Shape, space and measure 5 Revision
MFL:FRENCH	Basics	Family & Friends	Family & Friends House & Home	House & Home My town	My town My daily routine	My daily routine
MFL:GERMAN	Basics	Basics	School	School Family & Friends	Family & Friends Free time activities	Free time activities
MUSIC	Introduction to Performance	Creating an Ostinato	Musical Ensembles	Using the Voice	Ragtime Music	Time Signatures
PE	Year 7 – Multi – skills and Team building – HRF Classes follow two modules per half term lasting 6 weeks	Year 7 – Gymnastics / Outwitting opponents	Year 7 International Sport / Outwitting opponents	Year 7 Outwitting Opponents/ Values of Sport	Year 7 Athletics / Striking and Fielding	Year 7 Athletics/ Striking and Fielding
PSHCE Rolling programme of Safeguarding themes e.g. FGM/Child exploitation	Getting Started! Family, Identity, Diversity @ Brentford • Introductions • Myself –	Bullying Work with the Nov 2012 campaign. Types of bullying and their effects – cyber bullying, social	Puberty and SRE Adapting to change What is puberty Challenges of puberty Feminine protection	First Aid Saving Londoners Lives – train up staff – qualification for all students	Government and Politics/Community – voting and Parliament Voting, everyday politics, student	Active Citizenship End of year assessment project – Active citizenship. What would you like to change around

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
	timelines <ul style="list-style-type: none"> School - finding out (.who does what in school) interview skills + careers research Your Time- planning and organisation (homework/journals etc) Decision making How to access information Learning to Learn Me and my ambitions Me and my family Me and my community The people around me	networking, laws. Beat the bullies Role plays Anti-bullying policy Staying Safe Independent journeys Awareness of others, awareness of self, minimising risk. Risky behaviour and attitudes. Rail, road, water safety	HPV awareness Appropriate behaviour regarding puberty	DRAB Calling for help Recovery position First aid techniques Assessed and certified at end of course	council elections. Relevant elections (London Mayoral Campaign) Parliament Parliamentary jobs Making laws/why important.	the school ? Group work/roles. Presentation to class. Planning, prep and delivery to class.
RE	Around the world in 7 weeks – Introduction to world religions.	Project weeks Skills in RE	Pilgrimage and Sacred Places	Pilgrimage and Sacred Places Project week.	Exploring Moral Issues	Religious leaders Project
SCIENCE	<u>X side</u> Becoming a scientist Who's Who <u>Y side</u> Becoming a scientist	<u>X side</u> Living and growing <u>Y side</u> Who's who	<u>X side</u> Acids and Alkalis Energy <u>Y side</u> Separating	<u>X side</u> Separating substances <u>Y side</u> Acids and Alkalis	<u>X side</u> Electricity and Magnetism <u>Y side</u> Separating substances	<u>X side</u> Separating substances Preparation for Summer exams

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
	Living and growing		substances	Energy		Y side Electricity and Magnetism Preparation for Summer exams
Accelerated Reader Programme	One allocated lesson a week (Library Lesson)					
Drop Everything and Read	One lesson per week throughout KS3 in rotating lesson programme					

YEAR 8 - CURRICULUM OVERVIEW 2015/16

SUBJECT	AUTUMN		SPRING		SUMMER			
	1	2	1	2	1	2		
ART	Painting, Portraiture Enlargement using a grid Painting techniques	Painting, Portraiture Enlargement using a grid Painting techniques	Drawing - Portraiture Drawing from observation.	Drawing - Portraiture They will develop their understanding of 'Portraiture', drawing from observation.	Still life - Collage Cubism/ Surrealism/ Constructivism	Still life - Collage Cubism/ Surrealism/ Constructivism		
RESISTANT MATERIALS GRAPHICS FOOD TEXTILES	Carousel 1 : Food <ul style="list-style-type: none"> Designing & manufacturing for a target Audience – school canteen. Cultural sauces. Market research Sensory testing- analysis & evaluation. Skills - Mixing methods – all in one, Roux Temperature control Production planning – batch production 		Carousel 2 : Graphics <ul style="list-style-type: none"> Typography – Typefaces - interesting ways to present words Production of booklet, including pop-ups, paper mechanics, photography and photo - editing. Working through design process CAD – computer aided design 		Carousel 3 :Resistant Materials <ul style="list-style-type: none"> Use of plastics & acrylics Design project – clocks. Cutting & shaping materials. Selection of appropriate tools. Working through the design process. Peer evaluation. 		Carousel 4 : Textiles <ul style="list-style-type: none"> Cultural cushions Analysis of design brief to identify specification. Designing to reflect theme Development of design ideas Skills – stencilling, embroidery & constructing using sewing machine. Evaluation against criteria Production planning & application of quality control. Textiles & the environment. 	
Students will move through each of the carousels during the academic year								
DRAMA	Financial Dilemmas Cross curricular link PSHCE	Pantomime Cross curricular thematic link with other Arts subjects.	Genre/History Melodrama, Realism, Political Theatre	Script Our Day out or DNA Cross curricular link with PSHCE	Devising 7 Ages of Man? Focus on GCSE specification			
ENGLISH	Romeo and Juliet		Poetry Ballads	Of Mice and Men	PIXAR Media Unit			

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
GEOGRAPHY	Will China change the world? <ul style="list-style-type: none"> • Development indicators to compare China and the UK • How China is changing • Introducing the concepts of interdependence and sustainability 	Threatened Places <ul style="list-style-type: none"> • Tropical rainforests (including fieldwork in Kew Gardens) • Gulf oil spill • Antarctica 	How do physical processes affect our world? <ul style="list-style-type: none"> • Physical processes of weathering and erosion • River and/or coastal landforms as a result of physical processes • Flooding (including the floods in Pakistan in 2010) 	African Connections <ul style="list-style-type: none"> • Looking at scale and diversity in Africa • Looking at links between our lives and those of people in Africa (eg through mobile phones and Comic Relief) 	African Connections and Geographical Skills <ul style="list-style-type: none"> • Consolidating understanding of links between the UK and Africa • Consolidating key skills learnt in Year 7 and introducing scale and distance, relief and landuse on OS maps and using GIS to make decisions 	Impossibly Risky Places <ul style="list-style-type: none"> • What are natural hazards • Causes and impacts of tectonic activity (eg earthquakes, volcanoes and tsunamis) • Hurricanes and/or tornadoes
HISTORY	Changes in the Church and Monarchy in the UK 1100 - 1700	James I Gunpowder Plot Charles I and the Civil War	Oliver Cromwell Charles II and the Restoration Stuart London Great Fire of London	James II William & Mary and the Glorious Revolution	Children in the factories Towns Politics	Native People of North America
ICT	A video guide to collaborating safely online.	Creating an e-time capsule	Global Warming Project	ICT Theory	Create an e-card system for the school	Creating a Radio Advert
MATHS	Shape, space and measure 1 Number 2 Number 4 Shape, space and measure 2 Revision	Revision Algebra 2 Number 3 Shape, space and measure 3	Handling data 2 Algebra 3 Shape, space and measure 4	Handling Data 3 Algebra 4 Algebra 5	Solving Problems Revision End of Year Exam Shape, space and measure 1 Handling Data 2	Algebra 1 / 2 Shape, space and measure 2 Solving Problems

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
MFL:FRENCH	Sport & leisure	Sport & leisure Family & Home	Family & Home Free Time Activities	Free Time Activities Going Out	Going Out Food & Drink	Food & Drink
MFL:GERMAN	My home	My home Holidays	Holidays	Food & shopping	Food & shopping Freetime activities	Freetime
MUSIC	Looking at Music from other cultures	Chords a cross-curricular project in ICT (Backing music for a radio show)	Major and Minor and how to create variety in music. Incidental music using ICT to present the finished item	Continues from Spring 1: Major and Minor and how to create variety in music. Incidental music.	Texture and African Music	Blues
PE	Gymnastics / outwitting opponents	Accurate replication/ outwitting opponents	HRF / Outwitting Opponents	Outwitting opponents/ Net games	Athletics/ Rounders	Athletics / Cricket
PSHCE Rolling programme of Safeguarding themes e.g. FGM/Child exploitation	Healthy Living – Diet and exercise Healthy eating Good mood food Energy, exercise, sleep Food advertising Unhealthy diets	Healthy Living – Drugs, tobacco and the law Smoking & Drugs – types, costs, effects (physical & mental) Media - celebrities	Financial management – budgeting My Money week Work and Financial Awareness Budgeting and Finance Work and Lifestyles Economic My Money Week – The Money Tree	Diversity and Discrimination Diversity similarities and differences, disability Challenging prejudice - attitudes Conflict and racism Images of Britain Being British Building bridges Refugees	Domestic Violence Ground rules Abusive behaviour Is it domestic violence? Teenage abuse Adverts Respecting women What do I think?	Staying safe, personal safety. E-safety and emergency situations Robbery, mobile phones Staying safe online – bbm, facebook Dialling 999 – calling for help Basic First Aid recap
RE	Festivals	Miracle Maker	Journey of Life	Signs and Symbols	Religion without God	Ultimate questions
SCIENCE	X-side	X-side	X-side	X-side	X-side	X-side

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
	Plants Healthy Bodies Y-side Healthy Bodies Plants	Electricity and Magnetism Reactions Y-side Reactions Electricity and Magnetism	Space Y-side Forces & Motion	Forces & Motion Y-side Space	Forces and motion continued Preparation for Summer exams Y-side Space continued	Waves In, on around the Earth Y-side Waves In, on around the Earth
Accelerated Reader Programme	One allocated lesson a week (Library Lesson)					
Drop Everything and Read	One lesson per week throughout KS3 in rotating lesson programme					

YEAR 9 - CURRICULUM OVERVIEW 2015/16

SUBJECT	AUTUMN		SPRING		SUMMER			
	1	2	1	2	1	2		
ART	Cultural Focus Japanese Painting Girls will gain skills regarding composition	Cultural Focus Japanese Painting Girls will gain skills regarding composition	Printmaking pattern Reduction Printing Lino Printing	Printmaking pattern Reduction Printing Lino Printing	Box Project – 3D paired work Foreground, middle ground, background	Box Project – 3D paired work Foreground, middle ground, background.		
CAREERS			Your Call! Your Choice! Your Decision!					
RESISTANT MATERIALS FOOD TEXTILES	<p>Carousel 1: Food Designing & manufacturing cook – chill desserts for a dietary requirement e.g. low fat, diabetic, coeliac Market research – existing products & packaging (ingredients & nutritional information) Sensory testing- analysis & evaluation. Modification of recipes for suitability of specific dietary requirements. H.A.C.C.P. Use of food processor Large scale production methods Evaluation.</p>		<p>Carousel 2 :Graphics Beauty packaging. Mood boards & planning image & theme (pupils to choose own theme) Design process, development of nets & paper engineering. Branding & consumer choice. Cad – bitmap.</p>		<p>Carousel 3 : Resistant Materials Jewellery boxes – Accurate measuring & cutting – finger joints. Joining wood to make boxes.. Appropriate use of tools. Mechanised tools rather than hand tools. Quality control. Evaluation</p>		<p>Carousel 4 : Textiles Systems & control. Basic electronic circuits Manufacture of pencil case incorporating an electronic circuit. Machine applique. Testing techniques. Use of conductive thread. Production of work plan including QC & risk assessment. Textiles & Globalisation</p>	
Students will move through each of the carousels during the academic year								
DRAMA	Body Image Cross curricular link PSHCE	Poetry Cross curricular thematic link with other Arts subjects.	Script - Project	Devising around a script	3rd way – devising and script work together	Assessment		
ENGLISH	An Inspector Calls		Unseen Poetry	Writing Unit	Love and Relationships Poems			
GEOGRAPHY	Impossibly Risky	How can we make	The Geography of	Boiling Planet or Freezing	Disease and Human	How ready are we		

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
	Places <ul style="list-style-type: none"> • What are natural hazards • Causes and impacts of tectonic activity (eg earthquakes, volcanoes and tsunamis) • Hurricanes and/or tornadoes (taught in Year 9 due to special Olympics place-based study undertaken in Year 8, place-based study usually undertaken in Year 9)	the world a fairer place? <ul style="list-style-type: none"> • Builds on China unit in Year 8 to consider the development gap • How trade is affecting the development gap • Strategies for reducing the development gap 	War and Conflict <ul style="list-style-type: none"> • What is war and conflict • Where are conflicts occurring • Conflict in Darfur • Conflict over oil • “Blood diamonds” • Impact of war on development 	Ice Age? <ul style="list-style-type: none"> • Past and future trends in climate • Human versus natural climate change • How we could live more sustainable lives 	Health <ul style="list-style-type: none"> • How geography and health are linked • How climate change could affect malaria • How transport spreads disease (eg swine flu) • How disease links to development (eg HIV/Aids in Zambia/Malawi/Rwanda) through exploring population pyramids 	for the future? <ul style="list-style-type: none"> • Making welcome maps to develop understanding of GIS • Designing a board game based on west London to develop OS skills (planning routes and following directions using maps) • Undertaking a fieldwork investigation in Gunnersbury Park (eg planning and carrying out own geographical enquiry)
HISTORY	Black Peoples of the Americas	Segregation in the South	Era of the Second World War Europe in 1914	End of WWI and the consequences	Appeasement WWII The Holocaust The Homefront	Jack the Ripper Project
ICT	Marketing a Sports Centre	3D Modelling using Google Sketchup	Scratch – Control (Programming)	ICT Theory	Greeting Cards Enterprise Project	Greeting Cards Enterprise Project
MATHS	Number Expressions and	Formulae Decimals and	Collecting and recording data	Percentages Consolidation and test	Revision for exam Measures	Linear equations Consolidation and

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
	Sequences Consolidation and Test Fractions	estimation Consolidation and test Angles and polygons	Consolidation and test Congruence, symmetry and similarity Expanding brackets and factorising	Area and volume	Construction and loci 1 RATIO	test Indices, standard form and surds
MFL:FRENCH	Holidays	Tourism	Tourism	Friends	About Myself	About Myself
MFL:GERMAN	Health	Going Out	Education	Education	Tourism	Tourism
MUSIC	Making a Musical Arrangement based on a traditional Gospel melody	Basslines in Music including introduction to the bass guitar and to sequencing.	Creating a Radio Advert	Songs from Musicals	Developing Music for a Performance	Developing Music for a Performance
PE	Gymnastics Outwitting opponents	Outwitting opponents HRF	Year 9 - Outwitting opponents Net games	Year 9 Leadership Outwitting opponents	Year 9 Athletics Tennis	Year 9 Athletics Cricket
PSHCE Rolling programme of Safeguarding themes e.g. FGM/Child exploitation	Body Image, eating disorders and growing in confidence What is body image ?	Crime and anti-social behaviour/youth justice system	Your Call! Your Choice! Your Decision !	Alcohol Awareness Drink aware campaign Alcohol – limits/units/law Alcohol Abuse Effects long term and short term	SRE – are you ready; sex and sexual pressure, where to go for help Relationships/friendships – positive and negative. Types of relationships	National Government – political parties UK government Corruption Types of Government Democracy and Dictatorship Members of Parliament Laws

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
RE	Religion, Poverty and Wealth <ul style="list-style-type: none"> Religious views of wealth and the causes of hunger, poverty and disease Concern for others The uses of money 	Religion, Poverty and Wealth <ul style="list-style-type: none"> Moral and Immoral occupations Religion and Medical Ethics <ul style="list-style-type: none"> Attitudes to abortion Attitudes to fertility treatment	Religion and Medical Ethics <ul style="list-style-type: none"> Euthanasia and suicide Anima testing cloning 	Religion and Human Relationships <ul style="list-style-type: none"> Roles of men and women in the family Marriage and marriage ceremonies Divorce 	Religion, Peace and Justice <ul style="list-style-type: none"> Attitudes to war Violence and pacifism 	Religion, Peace and Justice <ul style="list-style-type: none"> Crime and Punishment Social Injustice Year revision and Exam
SCIENCE	X-side Organisms, Genes and Health Y-side Chemicals, Materials and the Environment	X-side Chemicals, Materials and the Environment Y-side Energy, Electricity and Forces	X-side Energy, Electricity and Forces Y-side Organisms, Genes and Health	X-side Y-side	X-side APP & Controlled Assessment Y-side APP & Controlled Assessment	X-side GCSE Science Unit B1 – Influences of Life Y-side GCSE Science Unit B1 – Influences of Life
Accelerated Reader Programme	One allocated lesson a week (Library Lesson)					
Drop Everything and Read	One lesson per week throughout KS3 in rotating lesson programme					

YEAR 10 - CURRICULUM OVERVIEW 2015/16

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
ART	<p>Cultural project Looking at a specific culture, girls will expand their research skills within a focussed project.</p> <p>They will record observations, develop their own ideas and explore a variety of materials.</p>	<p>Cultural project They will analyse their research; looking at cultural artefacts and at paintings/sculpture/prints.</p>	<p>Cultural project They will use their skills, knowledge and understanding to create a piece of work which clearly emulates the culture.</p>	<p>Portraiture Self Portrait Observational skills.</p> <p>They will explore a variety of materials and record themselves from different angles.</p>	<p>Portraiture Digitally manipulate images/photographs and develop their work.</p>	<p>Portraiture</p> <p>Explore the work of a variety of artists and develop their skills when recording images using a variety of techniques.</p>
BUSINESS STUDIES	Spotting a business opportunity	Showing enterprise	Putting a business idea into practice	Making the start – up effective	The economic context	Controlled assessment
GRAPHICS	Basic skills program – pupils to work through basic skills, decorative techniques and construction techniques to build up a work book, evaluating each technique.	Mini coursework project Task analysis Research – existing product analysis. Questionnaire, moodboard Research analysis & design specification	Mini coursework project cont: Initial design ideas Development of design ideas Testing techniques Manufacture of product.	Coursework project: Task analysis, mood board Research – Existing product analysis, comparative shop Questionnaire & results Research analysis Design Specification	Design process. Initial design ideas Development of design ideas	Preparation for mock exam – theory – production methods fitness for purpose environmental factors globalisation industrial manufacture social, moral & cultural factors

FOOD	Mini project – bread making Sensory testing Sweet & savoury, shaping techniques.	H.A.C.C.P Hygiene & safety in the kitchen & preparation of food. Sensory testing Hygiene & meals	Mini project - Cakes – Working through the design process. Different mixing & making techniques.	Coursework project: Task analysis, mood board Research – Existing product analysis, comparative shop Questionnaire & results Research analysis Design Specification	Design process. Initial design ideas Development of design ideas	Preparation for mock exam – theory – production methods fitness for purpose environmental factors globalisation industrial manufacture social, moral & cultural factors
TEXTILES	Basic skills program – pupils to work through basic skills list, decorative techniques and construction techniques to build up a work book, evaluating each technique.	Mass production & team work project, production of cuddly toys within small teams, to be made and sold at the Christmas fair. Different production methods – one-off, batch & Mass QA & QC	Design for theatre School production – designing & making costumes for the school production	Coursework project: Task analysis, mood board Research – Existing product analysis, comparative shop Questionnaire & results Research analysis Design Specification	Design process. Initial design ideas Development of design ideas	Preparation for mock exam – theory – fibres & fabrics production methods fitness for purpose environmental factors globalisation industrial manufacture social, moral & cultural factors
DRAMA	Introduction Focusing on explorative strategies	Intro to exploring a theme Bianca Selhurst	Intro to text – Mobile Phone	Mock 1 – Madness	Mock 2 Stones in His pockets every single lesson to be theory	Exam 1 6 Hours – followed by 3 weeks controlled coursework End of term= Work experience Students to read The

						Crucible over the Summer Holidays
ENGLISH	Jane Eyre		Love and Relationships Poems		Language Reading and Writing Skills	Poems
GEOGRAPHY	<p>Introducing Coastal Landscapes</p> <ul style="list-style-type: none"> Key coastal processes and relevant landforms/issues for Controlled Assessment question <p>Controlled Assessment</p> <ul style="list-style-type: none"> Planning and undertaking data collection 	<p>Controlled Assessment</p> <ul style="list-style-type: none"> Writing up controlled assessment report 	<p>Geographical Skills</p> <ul style="list-style-type: none"> Consolidating OS map reading skills Drawing cross-sections Comparing maps and photographs <p>Advantages and disadvantages of using GIS</p> <p>Coastal Landscapes</p> <ul style="list-style-type: none"> Coastal processes and landforms Coastal management 	<p>Coastal Landscapes</p> <ul style="list-style-type: none"> Coastal flooding <p>River Landscapes</p> <ul style="list-style-type: none"> River processes and landforms Changes along the course of a river Flooding and Flood prevention River management 	<p>Tectonic Landscapes</p> <ul style="list-style-type: none"> Where do earthquakes and volcanoes happen? Why do they happen? How are earthquakes measured? How are the effects of tectonic activity managed? Case studies: causes and effects of a volcanic eruption and an earthquake. Prediction and prevention of the effects of volcanoes and earthquakes. 	<p>A Watery World</p> <ul style="list-style-type: none"> Consumption of Water Water supply in HIC's Managing water supply in HIC's Issues with water supplies in LICs Managing issues with water supply in LICs Conflict over water supply
HISTORY	Controlled Assessment	<p>Controlled Assessment</p> <p>The USA 1919-1941</p>	<p>Isolationism</p> <p>Women</p> <p>Black American's</p> <p>Prohibition</p>	<p>Economy boom/bust</p> <p>Depression</p> <p>Roosevelt</p> <p>1932 Election</p>	<p>New Deal</p> <p>Skills Revision</p> <p>Test</p> <p>Stalin 1924-1955</p> <p>Lenin</p> <p>The Rise of Stalin</p> <p>Collectivisation</p>	<p>5 Yr Plans and Industrialisation</p> <p>The Purges</p> <p>The Cult of Personality</p> <p>Mock Paper</p>
ICT	CAB – Activity 1	CAB – Activity 1	CAB – Activity 2	Activity 2	CAB – Activity 3	CAB – Activity 3
MATHS	<ul style="list-style-type: none"> Processing Representing 	<ul style="list-style-type: none"> Number Factors, multiples and 	<ul style="list-style-type: none"> Decimals and rounding 	<ul style="list-style-type: none"> Graphs 1 Graphs 	<ul style="list-style-type: none"> Measures Area and perimeter of 	<u>Unit 3</u>

	<ul style="list-style-type: none"> Interpreting data 	<ul style="list-style-type: none"> primes Algebra 1 Algebra 2 Sequences 	<ul style="list-style-type: none"> Fractions Percentages Ratio and proportion Angles 	<ul style="list-style-type: none"> Graphs 3 Formulae 2-D shapes Angles 2 	<ul style="list-style-type: none"> 2-D shapes 3D shapes 	
MFL:FRENCH	Free time & Leisure	<ul style="list-style-type: none"> Free time & Leisure Where I live 	Where I live	Shopping	Shopping Future Plans	Future Plans
MFL:GERMAN	Holiday Accommodation	Local Area	Environment & Future	Media	Media	Media
PE (BTEC)	Intro to BTEC Netball Badminton Basketball	Unit 2: Practical Sport Unit 6: Leading Sports Activities	Unit 2: Practical Sport Unit 6: Leading Sports Activities	Unit 5: Training for Personal Fitness Unit 1: Fitness for Sport & Exercise	Unit 5: Training for Personal Fitness Unit 1: Fitness for Sport & Exercise	Unit 5: Training for Personal Fitness Unit 1: Fitness for Sport & Exercise
PE (Core)	Football Basketball Fitness Groups have a mix of invasion games.	Sports Education Badminton /Football / Tag Rugby	Sports Education Trampoline / Handball	Sports Education Tag Rugby / Volleyball	Athletics / Rounders	Cricket / Tennis
PSHCE Rolling programme of Safeguarding themes e.g. FGM/Child exploitation	<p>SRE relationships, sex and review STIs (related to appropriate relationships)</p> <ul style="list-style-type: none"> My ideal family – family structure. Roles & Responsibilities Relationships Sexual Intercourse Consequences STIs 	<p>SRE Pregnancy, abortion, parenting skills</p> <ul style="list-style-type: none"> Contraception Conception & Pregnancy /Teenage The law Pregnancy choices Abortion Young Parents, what kind of family are you? Job description for a parent ! Costs of parenting – lists/spending Day in the life of a 	<p>Careers Unit: Into Work! Personal Qualities /Self awareness</p> <ul style="list-style-type: none"> Challenging Stereotypes: Equal Opportunities Local Labour market and work legislation- Applying for work Work 	<p>Crime civil/criminal law</p> <ul style="list-style-type: none"> Laws Types of crime Anti-social and offending Victims of crime – Katie Piper Jailed for a knife Civil and Criminal Law Courts/youth justice (Just 	<p>Mental health</p> <ul style="list-style-type: none"> OCD Eating Disorders Stress Anxiety Coping with depression Relaxation/Visualisation 	<p>Domestic Violence and prep for work experience, expectations, health & safety</p> <ul style="list-style-type: none"> What is abuse ? Facts and effects Effect on welfare and development Denial, minimisation and blame What’s gender got to do with it? Positive/negative Relationships

		baby	experience planning (ongoing)	deserts – CPS Crown Pros Service – You Tube)		
RE	Religion and Equality <ul style="list-style-type: none"> Attitudes to religion Attitudes towards gender 	Religion and Equality <ul style="list-style-type: none"> Attitudes towards racism, forgiveness and Reconciliation. 	Belief about Deity <ul style="list-style-type: none"> Nature of God Belief in God Miracles 	The End of life <ul style="list-style-type: none"> Body and soul Life after death Funeral Rites 	Good and Evil <ul style="list-style-type: none"> Good and Evil The Problem of Evil 	Good and Evil <ul style="list-style-type: none"> Coping with Suffering Moral behaviour Year revision and Exam
SCIENCE Triple Science	Biology Influences on Life Classification, variation and inheritance	Responses to a changing environment Problems of and solutions to a changing environment	Biology Influences on Life <ul style="list-style-type: none"> The building blocks of cells Organisms and energy 	Biology Influences on Life Control systems Controlled assessment	Using Biology Behaviour	Using Biology Biotechnology B2 Exam Unit C2: Discovering chemistry
SCIENCE Double Science	Biology Influences on Life Classification, variation and inheritance	Responses to a changing environment Problems of and solutions to a changing environment	C1: Chemistry in our world The Earth’s sea and atmosphere Materials from the Earth Acids	C1: Chemistry in our world Obtaining and using metals Fuels controlled assessment	P1: Universal physics Visible light and the Solar System The electromagnetic spectrum Waves and the Universe	P1: Universal physics Waves and the Earth Generation and transmission of electricity Energy and the future B2: The components of life The building blocks of cells
HEALTH AND SOCIAL CARE (BTEC)	Unit 1: Communication in Health and Social Care			Unit 6: Nutrition in Health and Social Care		

YEAR 11 - CURRICULUM OVERVIEW 2015/16

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
ART	Pop Art Construction Girls will research/explore the theme of Pop art when looking at image and text.	Pop Art Construction They will consider graphic styles/ fonts and look at the Mass produced imagery from the 1960s until present day.	Pop Art They will develop their ideas, combine image and experiment with media. They will develop their skills when working in relief and create a 3D construction.	Externally set exam Research appropriate images and information. Record and develop their ideas Experiment with media	Externally set exam Experiment with media Look at the work of artists/craftspeople and designers	Externally set exam Produce a piece of work as a response to their chosen question.
BUSINESS STUDIES (GCSE)	Marketing	Meeting customer needs	Effective financial management	Effective people management	The wider world affecting business	25% Multiple choice exam 50% written exam
FOOD	Development of design ideas – adapting recipes Testing & evaluating techniques Trials testing the recipes	Preparation for mock exam consolidation of theory information. production methods fitness for purpose environmental factors globalisation large scale production H.A.A.C.P. social, moral & cultural factors	Manufacture of product Work plan Evaluation of product – fitness for purpose, suitability for target audience.	Preparation for exam Research theme Development of design past papers & exam questions.		
TEXTILES	Development of design ideas Testing & evaluating techniques Production drawing Manufacture of toile	Preparation for mock exam consolidation of theory information. fibres & fabrics production methods fitness for purpose environmental factors	Manufacture of product Work plan Evaluation of product – fitness for purpose, suitability for	Preparation for exam Research theme Development of design past papers & exam questions.		

		globalisation industrial manufacture social, moral & cultural factors	target audience.			
DRAMA	The Crucible Introductory lessons Play review – How to.	Unit 2 exam – 6 hours Coursework controlled conditions.	Paper 3 introduction	Rehearsal	Paper 3 performance to parents Final Coursework completion	Paper 3 performance exam
ENGLISH (AQA)	Classroom Assessment	Classroom Assessment	Speaking and Listening: group discussion	Language Exam Preparation	Continue Revision for Language Exam	Exams
ENGLISH (IGCSE)	Classroom Assessment	Classroom Assessment	Speaking and Listening Mock(S) and Final Assessments	Continue IGCSE Exam	IGCSE Exam Preparation	
GEOGRAPHY	Settlement Change	A Moving World Types of population movement	Climate Change and Sustainability	Fragile Environments	Revision (one lesson per unit per week)	
HISTORY	International Relations 1945 – 1991 Different ideologies Why cold war began – Yalta & Potsdam, Stalin & Eastern Europe – iron curtain Truman Doctrine & Marshall Aid Berlin Airlift and consequences Korean War	Thaw in the Cold War – Kruschev Space and arms race Hungary Crisis End of the Thaw – U2 Spy plane Berlin Wall	Cuban Missile Crisis Czechoslovakia and the Prague Spring Détente Afghanistan	How and why did the cold war end – Reagan & Star Wars Poland Gorbachev Breakup USSR REVISION	REVISION	REVISION

ICT	Unit 1	Unit 1	Unit 1 Exam Preparation / Activity 3	Activity 3 / 4	Activity 4	
MATHS	<ul style="list-style-type: none"> Chapter 3: Percentages Chapter 4: Linear Equations Chapter 5: Inequalities and Formulae Chapter 10: Area 	<ul style="list-style-type: none"> Chapter 11 : Volume Chapter 12 : Congruency and Similarity Chapter 14 : Constructions and Loci <p>Mock exam 1</p>	<ul style="list-style-type: none"> Chapter 6: More graphs and equations Chapter 7: Linear Equations Chapter 8 : Proportion 	<ul style="list-style-type: none"> Chapter 13 Circle Theorems Chapter 16 Pythagorus' Theorem and Trigonometry 1 <p>Mock exam 2 in the last week of spring term</p>	<ul style="list-style-type: none"> Chapter 9: Transformations of functions Chapter 17: Pythagorus' Theorem and Trigonometry 2 Chapter 18: Vectors 	EXAM DATE/S
MEDIA STUDIES	Assignment 3 Film trailer and supporting portfolio/evaluation (synoptic)	Assignment 3 Film Trailer NO MOCK EXAM	Unit 1 exam preparation The Music Press – Print and Online	Unit 1 exam preparation The Music Press – Print and Online Mock exam - TBA	Unit 1 exam preparation The Music Press – Print and Online	Exam date/s
MFL:FRENCH	Business, Work and Employment	Business, Work and Employment	Healthy Lifestyles	Healthy Lifestyles	Environment & future	Listening & Reading Exam Preparation
MFL:GERMAN	Healthy Lifestyle	Healthy Lifestyle	Sport & Leisure	Family & Friends	Business, work & employment	Listening and Reading Exam Preparation
PE	Fitness / Basketball or Football	Volleyball / Badminton or Tag Rugby	Trampoline / Dodgeball	Badminton / Fitness		
PE GCSE	<u>GCSE Practical</u> T1.1 Fitness and PEPS <u>GCSE Theory</u> T1.1 Muscles / Bones	T1.2 Table Tennis officiating PEPS Badminton officiating T1.2 Risk Assessments /	T2.1 Basketball or Netball Fitness T2.1 CV and Respiratory	T2.2 Rounders Trampoline Analysis of performance T2.2 Drugs in Sport	T3.1 Exam Revision T3.1 Exam Revision	T3.1 Exam Revision T3.1 Exam Revision

		Injury	Systems			
PSHCE Rolling programme of Safeguarding themes e.g. FGM/Child exploitation	Post-16 Applying for 6 th form, writing letters	First Aid	Life skills/finance/getting a job Life skills Finance	Study Skills /Revision Organisation Planning Revising		
RE	Religious and Spiritual Experience <ul style="list-style-type: none"> • Worship • Prayer and meditation • Food and fasting 	Revision for January Exam	Religion and Science <ul style="list-style-type: none"> • Origins of the world and life • People and animals Environmental issues	Full Course revision	Exams	
SCIENCE Triple Science	Unit C2: Discovering chemistry <ul style="list-style-type: none"> • Chemical reactions • Quantitative chemistry • Controlled assessment chemistry • Unit P2: Physics for your future • Static and current electricity 	Unit P2: Physics for your future <ul style="list-style-type: none"> • Controlling and using electric current • Motion and forces • Momentum, energy, work and power 	Nuclear fission and nuclear fusion Advantages and disadvantages of using radioactive materials Controlled assessment Physics	C3 Chemistry in Action <ul style="list-style-type: none"> • Qualitative analysis • Quantitative analysis • Electrolytic processes • Gases, equilibria and ammonia • Organic chemistry 	P3 Applications of Physics <ul style="list-style-type: none"> • Radiation on treatment and medicine • Xrays and ECGs • Production and uses of ionising radiation 	Motion of particles Kinetic theory and gases
SCIENCE Double Science	<ul style="list-style-type: none"> • Organisms and energy • Common systems • Controlled assessment 	C2: Discovering chemistry <ul style="list-style-type: none"> • Atomic structure and the periodic table • Ionic compounds 	<ul style="list-style-type: none"> • Covalent compounds and separation techniques • Groups in the periodic table 	<ul style="list-style-type: none"> • Quantitative chemistry • Controlled assessment • Unit P2: Physics for your future 	<ul style="list-style-type: none"> • Momentum, energy, work and power • Controlling and using electric current 	Advantages and disadvantages of using radioactive materials

		and analysis	<ul style="list-style-type: none"> • Chemical reactions 	<ul style="list-style-type: none"> • Static and current electricity 	<ul style="list-style-type: none"> • Motion and forces • Nuclear fission and nuclear fusion 	
HEALTH AND SOCIAL CARE BTEC	Unit 1: Human Lifespan and Development			Unit 2: Health and Social Care Values		

YEAR 12 - CURRICULUM OVERVIEW 2015/16

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
ART	<p>Portfolio Unit 1</p> <ul style="list-style-type: none"> • Create a project based on the theme of 'Culture'. • Use research and investigative skills to create their own focus. • Produce a number of responses. 	<p>Portfolio Unit 1</p> <ul style="list-style-type: none"> • Create a project based on the theme of 'Culture'. • Experiment with media in workshops where they build on prior knowledge and deepen their understanding of materials, techniques and processes. • Produce a number of responses. 	<p>Portfolio unit 1</p> <ul style="list-style-type: none"> • Explore work by a variety artists/craftspeople and designers and develop their ideas. • Produce a number of responses. 	<p>Examination Unit 2</p> <ul style="list-style-type: none"> • Girls chose their own theme based on the examination paper. • Use own research and investigative skills to find relevant information and imagery. • They produce a body of work and a developmental piece within a 5hour controlled assessment. 	<p>Examination Unit 2</p> <ul style="list-style-type: none"> • They experiment with media; exploring materials, techniques and processes. • They produce a body of work and a developmental piece within a 5hour controlled assessment. • Create a final response after the examination. 	<p>Examination Unit 2</p> <ul style="list-style-type: none"> • They experiment with media; exploring materials, techniques and processes. • They look at work by a variety artists/craftspeople and designers and develop their ideas. • They produce a body of work and a developmental piece within a 5hour controlled assessment. <p>Create a final response after the examination.</p>
CAREERS			Careers Unit : Into Work !			<p>Access HE UCAS process</p> <p>Open Day and Taster Days</p> <p>Writing personal statements</p> <p>Work placements and Summer schools</p>

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
TEXTILES	<p>Cultures</p> <p>Starting brainstorm</p> <p>Research theme</p> <p>Trip to V&A museum – primary research</p> <p>Initial experimentation</p>	<p>Continue with experimentation</p> <p>variety of printing techniques, stitching, quilting, weaving, felt making etc.</p> <p>Individual interpretation of the theme.</p> <p>Focus on critical annotation.</p>	<p>Developing work & looking at the work of other artists for inspiration.</p> <p>Planning final piece.</p> <p>Final piece to be completed as mock exam.</p> <p>Evaluation of final piece.</p>	<p>Exam board question.</p> <p>Research – how to address the question selecting theme.</p> <p>Brainstorm – research theme & relevant artists</p> <p>Experimentation using range of techniques with critical annotation.</p>	<p>Planning for final piece, preparation for exam</p> <p>Production of final piece in practical exam.</p>	<p>Starting A2</p> <p>Links & connections</p> <p>Selecting theme, Researching work of relevant artists & starting personal responses.</p> <p>Trip to relevant museum to look at current exhibition.</p>
DRAMA	<p>Introduction to the elements of drama</p> <p>Covering key areas – Language, form and structure, visual, aural, spatial, interpretation.</p> <p>Introduction to Practitioners – focusing on Brecht, Stanislavski, Artaud,</p>	<p>Equus & Metamorphosis.</p>	<p>Finalise Equus and Metamorphosis – controlled conditions coursework</p>	<p>Paper 3.</p>	<p>Paper 3 performance to parents</p> <p>Final Coursework completion.</p>	<p>Paper 3 performance.</p>
ECONOMICS	<p>Introduction to Economics</p> <ul style="list-style-type: none"> Macro Economics (F582) Essay Writing Focus 1 	<p>F582 (continued) Application</p> <ul style="list-style-type: none"> Government Policy Objectives Trade <p>Revision : Mock Exam Preparation</p>	<p>January Mock F582 examination</p> <p>F581 Markets in Action</p> <p>Supply and Demand</p> <p>Elasticities</p> <p>Effects on Revenue</p>	<p>F581 Market Failure and Government Intervention</p> <ul style="list-style-type: none"> Market Failure Government Intervention <p>Essay Writing Focus 2</p>	<p>Examination Preparation</p> <p>Examinations</p> <p>F 581: 1 hour 30 mins</p> <p>F582: 1 hour 30 mins</p> <p>Structure</p> <p>Short Questions</p>	<p>Introduction to A2 Synoptic Paper</p>

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
					Data Response: 50 mins plus essay (40 mins)	
ENGLISH LITERATURE	Tennessee Williams		• Carol Ann Duffy	Mean Time and Whitsun Weddings Streetcar		• Whitsun Weddings
ENGLISH LITERATURE / LANGUAGE	<ul style="list-style-type: none"> Unit 1: Section A (Integrated Analysis and Text Production). Unit 2: Section A (Analysing Speech and Its Representation). 	<ul style="list-style-type: none"> Unit 1: Section A (Integrated Analysis and Text Production). Unit 2: Section A (Analysing Speech and Its Representation). 	<ul style="list-style-type: none"> Unit 1: Section B (Integrated Analysis and Text Production). Unit 2: Section B (Analysing Speech and Its Representation). 	<ul style="list-style-type: none"> Unit 1: Section B Unit 2: Section B Continued. Revision.	Revision/Exams for both units.	<ul style="list-style-type: none"> Revision/Exams. Starting of the A2 Courses Unit 3 - (Comparative Analysis and Text Adaptation). Section A: Comparative Analysis. Unit 4 - (Comparative Analysis through Independent Study).
HISTORY	Germany in 1918: <ul style="list-style-type: none"> The Weimar Republic 1919-1929 The Rise of the Nazis to 1933 Introduction: Britain in 1830 Poverty 	The Third Reich in Action 1933-41 <ul style="list-style-type: none"> The fall of the Third Reich Overview – Germany 1918-45 Workhouses 	Italy in 1900: <ul style="list-style-type: none"> Political situation in Italy The impact of the war Dirt, disease and public health: 	Mussolini and fascism <ul style="list-style-type: none"> Mussolini achieves power Mussolini consolidates his position The Matteotti crisis Cholera Legislation 	Revision Interrelationship of factors Conclusion Revision	Overview Russia 1856-1964 Revision

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
ICT	Unit 3 and Unit 1	Unit 3 and Unit 1	Exam Preparation / Unit 2 and Unit 1	Unit 2 and Unit 1	Unit 2 and Unit 1	
MATHS	<u>Core 1</u> <ul style="list-style-type: none"> • Chp 1 and 2 – 3 weeks • Chp 5 and 6 – 3 weeks • Assessment w/b 8/10/12 – chps TBA by the teachers. <u>Statistics</u> <ul style="list-style-type: none"> • Chp 1 and 2 • Assessment as announced by the teacher. 	<u>Core 1</u> <ul style="list-style-type: none"> • Chp 3 and 4 – 4 weeks • Assessment on chp 1, 2, 3, 5, 6, 7. • Chp 7 and 8 – 5 weeks • Assessment in the last week of the term – full C1 paper. <u>Statistics</u> <ul style="list-style-type: none"> • Chp 3,4, 5 • Assessment as announced by the teacher. 	<u>Core 2</u> <ul style="list-style-type: none"> • Chp 1 and 2 – 3 weeks • Chp 4 and 5 – 3 weeks • There will be 4 after school sessions every Wednesday after school starting from w/b 21/1/13. The teachers will be continuing to teach the topics in these sessions and therefore they are compulsory to attend. <u>Statistics</u> <ul style="list-style-type: none"> • Chp 6 and 7 <p>Assessment on C1, C2 and S1 topics in w/b 4/2/13.</p>	<u>Core 2</u> <ul style="list-style-type: none"> • Chp 3 and 9 – 2 weeks • Chp 6 and 7 – 3 weeks • Chps 8 and 10 will be done in after school session every wednesday; there will be further 8 sessions by Ms Malek and Ms Begum. <u>Statistics</u> <ul style="list-style-type: none"> • Chps 8 and 9. <p>Assessment in w/b 18/3/13.</p>	<ul style="list-style-type: none"> • Finish off/Revisit chps from C2. • Finish off any remaining S1 topics • Assessment - full C1, C2 and S1 paper. • Revision. <p style="text-align: center;">EXAMS</p>	

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
MEDIA STUDIES	<p>Introduction to AS Media Studies</p> <p>G321 Foundation Portfolio in Media Studies</p> <p>G322 TV Drama</p>	<p>G321 Foundation Portfolio in Media Studies</p> <p>G322 TV Drama</p>	<p>G321 Foundation Portfolio in Media Studies</p> <p>G322 Case Study</p>	<p>G321 Foundation Portfolio in Media Studies</p> <p>G322 Case Study</p> <p>G322 TV Drama (revision)</p>	<p>G321 Foundation Portfolio in Media Studies</p> <p>G322 TV Drama/Case Study (exam preparation)</p>	<p>Beginning of A2 course - TBA</p>
PHOTOGRAPHY	<p>Portfolio Unit 1</p> <p>Girls create their own project based on the theme of 'Culture'.</p> <p>Research and investigative skills to create their own focus.</p> <p>Experiment with media in workshops where they build on prior knowledge and deepen their understanding of materials, techniques and processes.</p> <p>Produce a number of responses.</p>	<p>Portfolio Unit 1</p> <p>Experiment with media in workshops where they build on prior knowledge and deepen their understanding of materials, techniques and processes.</p> <p>Explore work by a variety of artists/craftspeople and designers and develop their ideas.</p> <p>Produce a number of responses.</p>	<p>Portfolio unit 1</p> <p>They produce a number of responses.</p>	<p>Examination Unit 2</p> <p>Girls chose their own theme based on the examination paper.</p> <p>Use their research and investigative skills to find relevant information and imagery.</p>	<p>Examination Unit 2</p> <p>Experiment with media; exploring materials, techniques and processes.</p> <p>Look at work by a variety of artists/craftspeople and designers and develop their ideas.</p> <p>Produce a body of work and a developmental piece within a 5hour controlled assessment.</p>	<p>Examination Unit 2</p> <p>Produce a body of work and a developmental piece within a 5hour controlled assessment.</p> <p>Create a final response after the examination.</p>
PSYCHOLOGY	<p>Cognitive Psychology</p> <ul style="list-style-type: none"> Models of memory- Multi-store model 	<p>Psychological Investigations- Research Methods</p> <ul style="list-style-type: none"> Different research methods 	<p>Biological Psychology- Stress</p> <ul style="list-style-type: none"> Bodily response to stress Stress and the immune system 	<p>Social Psychology- Social Influence</p> <ul style="list-style-type: none"> Introduction to obedience- The Holocaust 	<p>AS Exams</p>	<p>AS into A2</p> <p>Introduction into A2 Psychology</p>

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
	<ul style="list-style-type: none"> Working memory model Everyday memory- Eye witness testimonies Strategies for improving memory 	<ul style="list-style-type: none"> Experimental design Ethical issues Selecting participants Factors affecting research- reliability/ validity/ demand characteristics/ investigator effects Presenting data Levels of measurement Content analysis <p>Developmental Psychology- Attachment</p> <ul style="list-style-type: none"> Theories of Attachment Types of attachment Cultural variation and attachment 	<ul style="list-style-type: none"> Workplace and stress Daily hassles and stress Life events and stress Personality and stress Biological stress management Psychological stress management <p>Social Psychology- Social Influence</p> <ul style="list-style-type: none"> Types of conformity Research into conformity 	<ul style="list-style-type: none"> Research into obedience Why do people obey? Independent behaviour- conformity/ obedience Implications for research into conformity and obedience- social change <p>Psychopathology- Abnormality</p> <ul style="list-style-type: none"> Definitions of abnormality Biological explanation of abnormality 		
CHEMISTRY	<p>Formulae, equations and amounts of substance</p> <p>Atomic Structure</p>	<p>Bonding</p> <p>Energetics</p> <p>Application of Rates,</p>	<p>Organic chemistry – Introduction</p> <p>Alkanes and Alkenes</p> <p>Unit 1 Exam</p>	<p>REDOX</p> <p>Group 2</p> <p>Group 7</p>	<p>Halogenoalkanes and Alcohols</p> <p>Mass spectra and IR</p> <p>Green Chemistry</p>	<p>Unit 4 Rates</p>

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
	and Periodicity Mass Spectra Unit 4 Rates Entropy Chirality, Carbonyls and Carboxylic acids	Entropy and Equilibria to Industrial Chemistry Spectroscopy and Chromatography	Shapes of ions and molecules Intermediate bonding and bond polarity Acid / Base Equilibria Unit 4 Exams Redox Equilibria	Rates Chemical Equilibrium Redox Equilibria Arenes and phenol	Unit 2 Exam Transition metal Chemistry Nitrogen compounds and Polymerisation Synthesis Unit 5 Exams	
BIOLOGY	UNIT 1 – Topic 1 (Lifestyle, Health and Risk) <ul style="list-style-type: none"> Biologically important molecules The circulatory system Control of Heart rate Blood pressure Blood vessels Blood clotting mechanism CVD – lifestyle and risk factors Energy budgets Vitamin C in food and drink 	UNIT 1 – Topic 2 (Genes and Health) <ul style="list-style-type: none"> Amino acids and proteins Enzymes Cell membrane Transport across membranes Gas exchange and features of gas exchange surfaces Genetic screening DNA and protein synthesis Enzymes Mutations Monohybrid 	UNIT 2 – Topic 3 (The voice of the Genome) <ul style="list-style-type: none"> Cell ultrastructure Mitosis Meiosis Natural selection and adaptation UNIT 2 – Topic 4 (Biodiversity and Natural Resources) <ul style="list-style-type: none"> Zoo trip Biodiversity and classification Zoos and seedbanks 	UNIT 2 – Topic 3 (The voice of the Genome) <ul style="list-style-type: none"> Niche Fertilisation in plants and animals Totipotency and stem cell therapy Gene expression - environment vs genes Polygenic inheritance UNIT 2 – Topic 4 (Biodiversity and Natural Resources) <ul style="list-style-type: none"> Plant cells vs animal cells 	UNIT 2 – Topic 4 (Biodiversity and Natural Resources) <ul style="list-style-type: none"> Water and mineral ions in plants Antimicrobial properties of plants Drug testing now and then 	Revision Exams Begin A2 course

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
		inheritance <ul style="list-style-type: none"> • Cystic fibrosis and gene therapy 		<ul style="list-style-type: none"> • Tissues and microscopy • Investigating tensile strength of plant fibres • Exploitation and sustainability 		
SOCIETY HEALTH AND DEVELOPMENT (Year 1)	Unit 1: Communication Unit 4: Human Lifespan and Development Unit 7: Sociological Perspectives for HSC Unit 6/44: PPD	Unit 1: Communication Unit 4: Human Lifespan and Development Unit 7: Sociological Perspectives for HSC Unit 6/44: PPD	Unit 3: Health, Safety and Security in HSC Unit 5: Anatomy and Physiology for HSC Unit 8: Psychological Perspectives for HSC	Unit 3: Health, Safety and Security in HSC Unit 5: Anatomy and Physiology for HSC Unit 8: Psychological Perspectives for HSC	Unit 2: Equality and Diversity Unit 14: Physiological disorders Unit 39: Infection prevention and control Unit 6/44: PPD	Unit 2: Equality and Diversity Unit 14: Physiological disorders Unit 39: Infection prevention and control Unit 6/44: PPD
SOCIOLOGY	Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life-course, and the diversity of contemporary family and household structures.	The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies.	The role and purpose of education, including vocational education and training, in contemporary society.	Quantitative and qualitative methods of research; their strengths and limitations; research design.	The application of sociological research methods to the study of education.	A2 EXAMS

YEAR 13 - CURRICULUM OVERVIEW 2015/16

SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
ART	<p>Unit 3 Students choose their own theme to investigate,</p> <p>They use their research skills to find relevant information and imagery.</p>	<p>Unit 3 Develop skills by experimenting with media; exploring materials, techniques and processes.</p>	<p>Unit 3 Review work by a variety of artists/craftspeople and designers and develop their own ideas.</p> <p>This practical body of work is supported by 1000-3000 words.</p>	<p>Unit 4 Students choose their own theme from the examination paper.</p> <p>They use their research skills to find relevant information and imagery.</p>	<p>Unit 4 Develop skills by experimenting with media; exploring materials, techniques and processes.</p> <p>Review the work by a variety of artists/craftspeople and designers and develop their own ideas.</p>	<p>Unit 4 Review the work by a variety of artists/craftspeople and designers and develop their own ideas.</p> <p>Produce a body of work and a final response within the 15 hour examination.</p>
TEXTILES	<ul style="list-style-type: none"> • Links & Connections • Trip to V&A museum – primary research • Continue with experimentation variety of printing techniques, stitching, quilting, weaving, felt making etc. • Individual interpretation of the theme. • Focus on critical annotation. 	<ul style="list-style-type: none"> • Experimentation, variety of printing techniques, stitching, quilting, weaving, felt making etc. • Individual interpretation of the theme. • Introduction of essay question critical analysis of work of artist, personal response & links with the students work. 	<ul style="list-style-type: none"> • Developing work & looking at the work of other artists for inspiration. • Planning final piece. • Final piece to be completed as mock exam. • Evaluation of final piece. 	<p>Exam board question.</p> <p>Research – how to address the question selecting theme.</p> <p>Brainstorm – research theme & relevant artists</p> <p>Experimentation using range of techniques with critical annotation.</p>	<p>Planning for final piece, preparation for exam</p> <p>Production of final piece in practical exam.</p>	

ECONOMICS	<p>A2 Economics Global Economy Trade and Integration</p> <p>Globalisation</p> <p>A2 Essay Writing Focus 1</p> <p>Half Term Test : Development Topics</p>	<p>F585 Synoptic Elements Macro Economics UK Performance in the global Economy</p> <p>Synoptic Paper (sources arrive late Nov)</p> <p>A2 Essay Writing Focus 2 Mock Exam F585 Mock 1 : December</p>	<p>January MockF582 Examination F585: Intensive Preparation for F585</p> <p>F585 Examination : end of January 2 hours</p> <p>Introduction to F584 Transport Unit</p> <p>Case Study Presentation : Transport Policies for the Future</p>	<p>Essay Writing Focus 2 F584 Transport Market Structure and Competitive Behaviour</p> <p>Case Studies and presentations</p> <p>Mock Exam on structures and trends</p>	<p>Transport, Market Failure and Future Trends</p> <p>Final Examination Preparation/ Revision</p> <p>Examinations F 584 :2 hours HALF TERM</p>	Examinations
ENGLISH LITERATURE	<ul style="list-style-type: none"> Poetry Coursework 	<ul style="list-style-type: none"> Poetry Coursework 	<ul style="list-style-type: none"> Poetry Coursework 	<ul style="list-style-type: none"> Poetry Coursework 	<ul style="list-style-type: none"> Poetry Coursework 	
ENGLISH LITERATURE LANGUAGE	<ul style="list-style-type: none"> Unit 3 - Comparative Analysis and Text Adaptation (Exam). Section A: Comparative Analysis. Unit 4 - Comparative Analysis through Independent Study (Coursework). 	<ul style="list-style-type: none"> Unit 3 - Comparative Analysis and Text Adaptation (Exam). Section A: Comparative Analysis. Section B: Text Adaptation. Unit 4 - Comparative Analysis through Independent Study (Coursework). 	<ul style="list-style-type: none"> Unit 3 - Comparative Analysis and Text Adaptation (Exam). Section B: Text Adaptation. Unit 4 - Comparative Analysis through Independent Study (Coursework). 	<ul style="list-style-type: none"> Unit 3 - Comparative Analysis and Text Adaptation (Exam). Section A: Revision. Section B: Text Adaptation. Unit 4 - Comparative Analysis through Independent Study (Coursework). 	<ul style="list-style-type: none"> Unit 3 - Revision/Exam. Unit 4 - Submission of Coursework. 	Unit 3 - Revision/Exam.
HISTORY	<p>Introduction c1925 Safe and secure? 1925-33 The Impact of Hitler 1933-37</p> <p>Coursework</p>	<p><u>Controversy</u>: Was British foreign policy in the years 1937-39 a triumph or a disaster for Britain? Defeat and Survival 1939-40</p> <p>Clinging On! 1940- 41 Coursework</p>	<p>The Turn of the Tide 1942-43 Victory in Europe 1944-45 Coursework</p>	<p>The War Economy Living Through the War Revision Coursework</p>	<p>Revision Coursework/Revision</p>	End

ICT	<p>Unit 7 - Using Database Software – theory and skills</p> <ul style="list-style-type: none"> • Unit 8 - Managing a project - theory • Unit 10 - Using Multimedia Software – theory and skills 	<p>Unit 7 - Using Database Software- theory and skills</p> <ul style="list-style-type: none"> • Unit 8 - Managing a project- theory and coursework • Unit 10 - Using Multimedia Software- theory, skills and coursework 	<p>Unit 7 Database Exam (January)</p> <ul style="list-style-type: none"> • Unit 8 - Managing a project - coursework • Unit 10 - Using Multimedia Software - coursework 	<p>Unit 8 - Managing a project - coursework</p> <ul style="list-style-type: none"> • Unit 10 - Using Multimedia Software - coursework 	<p>Unit 8 - Managing a project - coursework</p> <ul style="list-style-type: none"> • Unit 10 - Using Multimedia Software - coursework 	<p>Unit 8 - Managing a project - coursework</p> <ul style="list-style-type: none"> • Unit 10 - Using Multimedia Software - coursework
MATHS	<p><u>Core 3</u></p> <ul style="list-style-type: none"> • Revisit the first 2 chp of C3 – 2 weeks • Chp 3 – 2 weeks • Assessment on the first 3 chp of C3 and the first 2 chp of <u>Mechanics</u>. • Chp 4 and 5 – 3 weeks <p><u>Mechanics</u></p> <ul style="list-style-type: none"> • chp 3 – 9 weeks 	<p><u>Core 3</u></p> <ul style="list-style-type: none"> • Assessment on the first 5 chp of C3. • Chp 7 – 2 weeks • Chp 8 – 2 weeks • Assessment – full C3 paper <p><u>Mechanics</u></p> <ul style="list-style-type: none"> • Chp 3 – 1 weeks • Chp 4 – 5 weeks • Assessment on the first 4 chps. 	<p><u>Core 4</u></p> <ul style="list-style-type: none"> • Chp 1, 2 and 3 – 5 weeks • Assessment on the first 3 chp of C4. • Chp 4 – 2 weeks. • Chp 6 – 4 weeks <p><u>Mechanics</u></p> <ul style="list-style-type: none"> • Chp 5 – 4 weeks 	<p><u>Core 4</u></p> <ul style="list-style-type: none"> • Chp 5 – 4 weeks • Assessment – full C4 paper <p><u>Mechanics</u></p> <ul style="list-style-type: none"> • Chp 6 – 5 weeks • Assessment – full Mechanics paper. 	<ul style="list-style-type: none"> • Revision for C3 and C4 • Revision for M1 • EXAMS 	
MEDIA STUDIES	<p>Introduction to A2 Media Studies</p> <p>G324 Advanced Portfolio in Media</p> <ul style="list-style-type: none"> • Students engage with contemporary media technologies to produce a media 	<p>G324 Advanced Portfolio in Media</p> <ul style="list-style-type: none"> • Productions: Filming and digital production work. • Completed by Christmas break. • Planning for 	<p>G324 Advanced Portfolio In Media</p> <p>Evaluations and completion of Portfolio</p> <p>G325 Critical Perspectives In Section A, students describe and evaluate</p>	<p>G325 Critical Perspectives In Section B, students choose one topic and then demonstrate their understanding of a contemporary issue through a range of texts, institutions, audiences and debates.</p>	<p>G325 Critical Perspectives Exam practice sections A and B.</p>	<p>G325 Critical Perspectives Exam practice sections A and B.</p>

	portfolio through a combination of two or more media and then present their research, planning and evaluation in digital format. (Unit Started in Summer 2)	<p>evaluations</p> <p>G325: Critical Perspectives in Media</p> <ul style="list-style-type: none"> This paper covers the two areas of Theoretical Evaluation of Production alongside a study of Contemporary Media Issues. Begin research and study of contemporary issue. 	<p>their skills development in their production work and then select one production to evaluate in relation to a media concept.</p> <p>G324 Advanced Portfolio In Media Evaluations and completion of Portfolio Deadline end of half term.</p>			
PHOTOGRAPHY	<p>Unit 3</p> <p>Students choose their own theme to investigate.</p> <p>Use their research skills to find relevant information and imagery.</p> <p>Produce a body of work</p>	<p>Unit 3</p> <p>Students develop skills by experimenting with media; exploring materials, techniques and processes.</p> <p>Produce a body of work</p>	<p>Unit 3</p> <p>They look at work by a variety artists/craftspeople and designers and develop their own ideas.</p> <p>Produce a body of work</p>	<p>Unit 4</p> <p>Students choose their own theme from the examination paper.</p> <p>They use their research skills to find relevant information and imagery.</p>	<p>Unit 4</p> <p>Develop skills by experimenting with media; exploring materials, techniques and processes.</p> <p>Produce a body of work</p>	<p>Unit 4</p> <p>Review the work by a variety artists/craftspeople and designers and develop their own ideas.</p> <p>Produce a body of work and a final response within the 15 hour examination.</p>
PSYCHOLOGY	<p>Topics in Psychology- Aggression</p> <ul style="list-style-type: none"> Social psychological explanations of aggression Institutional aggression Biological 	<p>Topics in Psychology- Relationships</p> <ul style="list-style-type: none"> Effects of childhood on adult relationships Relationships and culture <p>Topics in Psychology-</p>	<p>Psychology in Action- Schizophrenia</p> <ul style="list-style-type: none"> Clinical characteristics and diagnosis of schizophrenia Issues of classifying and diagnosing 	<p>Psychological Investigations- the application of scientific method and designing psychological investigations</p> <ul style="list-style-type: none"> Main features of 	<p>Psychology in Action- Addictive Behaviour</p> <ul style="list-style-type: none"> Factors affecting addictive behaviour- age, stress, 	A2 EXAMS

	<p>explanations of aggression</p> <ul style="list-style-type: none"> • Evolutionary explanation of aggression <p>Topics in Psychology- Relationships</p> <ul style="list-style-type: none"> • Theories of formation, maintenance and breakdown of romantic relationships • Human reproductive behaviour and sexual selection • Evolutionary explanations in sex difference in parental investment • Effects of childhood on adult relationships • Relationships and culture. 	<p>Eating Behaviour</p> <ul style="list-style-type: none"> • Factors affecting attitudes to food and eating behaviour • Explanations for success or failure of dieting • Biological explanation of eating behaviour • Evolutionary explanations of eating behaviour • Eating disorders- Anorexia Nervosa or Obesity • Psychological explanations of anorexia nervosa/ obesity • Biological explanations of anorexia nervosa/ obesity • Evolutionary explanation of anorexia nervosa/ obesity 	<p>schizophrenia- reliability and validity</p> <ul style="list-style-type: none"> • Biological explanations of schizophrenia • Biological therapies for schizophrenia • Psychodynamic explanations of schizophrenia • Psychodynamic therapies for schizophrenia • Cognitive explanations of schizophrenia • Cognitive therapies for schizophrenia • Behavioural explanations of schizophrenia • Behavioural therapies for schizophrenia <ul style="list-style-type: none"> • Independent Psychological Investigation on any area of choice. 	<p>science</p> <ul style="list-style-type: none"> • The scientific process • Validating new knowledge and peer • Review • Research methods • Sampling • Issues of reliability and validity • Ethical considerations <p>Psychological Investigations- data analysis and reporting</p> <ul style="list-style-type: none"> • Graphical representation • Probability and significance • Factors affecting statistical test • Inferential analysis • Analysis and interpretation of qualitative data • Reporting psychological research <p>Psychology in Action- Addictive Behaviour</p> <ul style="list-style-type: none"> • Components of addiction- initiation, maintenance and relapse • Biological explanation of addictive behaviour • Behavioural 	<p>personality, media</p> <ul style="list-style-type: none"> • Reducing addictive behaviour • Biological intervention • Psychological interventions • Public health intervention <p>Revision and assessments</p>	
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				<p>explanations of addictive behaviour</p> <ul style="list-style-type: none"> • Cognitive explanations of addictive behaviour • Factors affecting addictive behaviour- age, stress, personality, media 	
CHEMISTRY	<p>Unit 4 Rates Entropy Chirality, Carbonyls and Carboxylic acids</p>	<p>Application of Rates, Entropy and Equilibria to Industrial Chemistry Spectroscopy and Chromatography</p>	<p>Acid / Base Equilibria Unit 4 Exams Redox Equilibria</p>	<p>Redox Equilibria Arenes and phenol</p>	<p>Transition metal Chemistry Nitrogen compounds and Polymerisation Synthesis</p> <p>Unit 5 Exams</p>
BIOLOGY	<p>UNIT 4 – TOPIC 5 (Walk on the Wild Side)</p> <ul style="list-style-type: none"> • Ecology • Biotic/ abiotic factors • Niche • Succession • Global warming – cause and effects • The Carbon cycle • The effect of climate change on animal populations <p>UNIT 4 – TOPIC 6 (Infection, Immunity and Forensics)</p> <ul style="list-style-type: none"> • Bacteria and viruses • Decomposition • Infection and pathogens • TB and HIV 	<p>UNIT 4 – TOPIC 5 (Walk on the Wild Side)</p> <ul style="list-style-type: none"> • Photosynthesis • Evolution • Speciation • New evidence and the scientific community • The genetic code and protein synthesis • Polymerase chain reaction • Electrophoresis <p>UNIT 4 – TOPIC 6 (Infection, Immunity and Forensics)</p> <p>B and T lymphocytes Immunity</p> <ul style="list-style-type: none"> • The arms race • Bacterostatic and Bacteriocidal 	<p>UNIT 5 – TOPIC 7 (Run For Your Life)</p> <ul style="list-style-type: none"> • Muscles and filaments • Muscle contraction • Tendons and ligaments <p>UNIT 5 – TOPIC 8 (Grey Matter)</p> <ul style="list-style-type: none"> • Photoreceptors in plants • Neurones • Nerve Impulses 	<p>UNIT 5 – TOPIC 7 (Run For Your Life)</p> <ul style="list-style-type: none"> • Aerobic respiration • RATE OF RESPIRATION PRAC • Glycolysis • Krebs cycle • Electron transfer chain • Anaerobic respiration • ECG and myogenic muscle <p>UNIT 5 – TOPIC 8 (Grey Matter)</p> <ul style="list-style-type: none"> • Synapses • Pupil dilation response • Comparison of coordination in plants and animals • The brain • MRI and CAT scans • Brain development and 	

	<ul style="list-style-type: none"> • Non-specific immune response • Immune response <p>UNIT 6 – Individual Practical Project</p>	<ul style="list-style-type: none"> • PRACTICAL – Investigating the effectiveness of different antibiotics on bacteria • Hospitals and the struggle for infection control • Animal forensic pathology 		<p>visual development</p> <ul style="list-style-type: none"> • Habituation • Habituation PRACTICAL • Ethics of animal research 		
SOCIETY HEALTH AND DEVELOPMENT (Year 2)	<ul style="list-style-type: none"> • Unit 9: Values and planning in HSC • Unit 20: Health Education • Unit 18: Working in the Health Sector 	<ul style="list-style-type: none"> • Unit 9: Values and planning in HSC • Unit 20: Health Education • Unit 18: Working in the Health Sector 	<ul style="list-style-type: none"> • Unit 10: Working with children and YP • Unit 11: Vulnerable Adults • Unit 21: The Impact of Diet • Unit 6/44: PPD 	<ul style="list-style-type: none"> • Unit 10: Working with children and YP • Unit 11: Vulnerable Adults • Unit 21: The Impact of Diet • Unit 6/44: PPD 	<ul style="list-style-type: none"> • Unit 41: Working with Medication • Unit 6/44: PPD • Outstanding coursework 	Course End
SOCIOLOGY	<p>Mass Media- Ownership and control</p> <ul style="list-style-type: none"> • Ownership of media • Control of media • Theories of ownership and control <p>Mass Media- Globalisation</p> <ul style="list-style-type: none"> • Globalisation and media • Mass culture • Popular culture and media <p>Mass Media- Selection and Presentation of News</p> <ul style="list-style-type: none"> • Social construction 	<p>Mass Media- Media Representation</p> <ul style="list-style-type: none"> • Representation of ethnicity • Representation of sexuality • Representation of disability <p>Mass Media- Media Audience</p> <ul style="list-style-type: none"> • Methodological issues study effects of media • Direct media effects models • Indirect media effects models • Media and violence debate 	<p>Crime and Deviance- Theories of crime and deviance</p> <ul style="list-style-type: none"> • Functionalism • Subcultural theories • Marxist • Realist • Feminist <p>Crime and deviance- social distribution of crime and deviance</p> <ul style="list-style-type: none"> • Official statistics • Crime and age • Crime and gender • Crime and ethnicity • Crime and social class- corporate crime 	<p>Crime and deviance- globalisation and crime</p> <ul style="list-style-type: none"> • Media and crime • Global crime • Green crime • State crime and human rights <p>Crime and deviance- control, punishment and victims</p> <ul style="list-style-type: none"> • Crime control • The role of the criminal justice system • Punishment • Victims of crime <p>Deviance- Suicide</p> <ul style="list-style-type: none"> • Positivist study of suicide 	Revision and assessments	A2 EXAMS

	<p>of news</p> <ul style="list-style-type: none"> • News values • Moral panics <p>Mass Media- Media Representation</p> <ul style="list-style-type: none"> • Representation and Power • Representation of Age • Representation of social class • Representation of gender 	<p>Mass Media- New Media</p> <ul style="list-style-type: none"> • Features of new media • New media debate- old media v new media • New media and audience • Ownership and control of new media 	<p>Theory and Methods</p> <ul style="list-style-type: none"> • Research methods • Practical, ethical and theoretical considerations when selecting research methods • Positivism • Interpretivism • Consensus theory • Conflict theory • Social Action theory 	<ul style="list-style-type: none"> • Interpretivist study of suicide <p>Theory and Methods</p> <ul style="list-style-type: none"> • Postmodernism and Late modernity • The relationship between theories and methods • Is sociology a science? • Objectivity, subjectivity and value freedom • Sociology and social policy 		
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