



| Strand  | Subject            | Aims and Purpose / Intent   | Content Summary  |
|---------|--------------------|---|--|
| English | English Language   | <ul style="list-style-type: none"> <li>• <b>To understand</b> and apply appropriate methods of language analysis, using associated terminology and sophisticated written expression.</li> <li>• <b>To understand</b> concepts and issues relevant to language use.</li> <li>• <b>To experience</b> texts from a range of different contexts</li> <li>• <b>To develop</b> the analysis and evaluation of how contextual factors and language features inform the construction of meaning.</li> <li>• <b>To develop</b> connections across texts, informed by linguistic concepts and methods.</li> <li>• <b>To develop</b> expertise and creativity in the use of English to communicate in different ways.</li> </ul>                           | <ul style="list-style-type: none"> <li>• Non-Examined Assessment: Language Investigation Project</li> <li>• Language and World English</li> <li>• Language and Regional Variation</li> <li>• Children’s Language Development: Spoken Language and Literacy (discursive essay writing)</li> <li>• Methods of language analysis: lexis, semantics, grammar, pragmatics, graphology, discourse, phonology</li> <li>• Evaluative essay writing</li> <li>• Writing to express a viewpoint</li> </ul> <p><a href="https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702">https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702</a></p> |
|         | English Literature | <ul style="list-style-type: none"> <li>• <b>To understand</b> the role of critical theory in literary studies and how to use theory when formulating an argument</li> <li>• <b>To understand</b> the significance and influence of the contexts in which literary texts are written and received</li> <li>• <b>To understand</b> connections across literary texts</li> <li>• <b>To experience</b> a range of literary texts from a variety of genres</li> <li>• <b>To develop</b> informed, personal and creative responses to literary texts, using associated concepts and terminology and coherent, accurate written expression</li> <li>• <b>To develop</b> analysis of the ways in which meanings are shaped in literary texts</li> </ul> | <ul style="list-style-type: none"> <li>• Non-Examined Assessment: close reading and comparative essay</li> <li>• Selected poems by Christina Rossetti or Milton</li> <li>• <i>The Bloody Chamber</i></li> </ul> <p><a href="https://www.ocr.org.uk/qualifications/as-and-a-level/english-literature-h072-h472-from-2015/">https://www.ocr.org.uk/qualifications/as-and-a-level/english-literature-h072-h472-from-2015/</a></p>   |

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|                                |                         | <ul style="list-style-type: none"> <li>• <b>To develop</b> a critical appreciation of interpretations of literary texts across time</li> </ul>  |  |
|                                | <b>Media</b>            | <ul style="list-style-type: none"> <li>• <b>To understand</b> the theoretical framework of media: audience, representation, industry and media language.</li> <li>• <b>To develop</b> knowledge and understanding of the theoretical framework of media to analyse media products, including in relation to their contexts, and through the use of academic theories make judgements and draw conclusions.</li> <li>• <b>To develop</b> the skills necessary for the creation of media products. These products will be designed for an intended audience, and demonstrate how applying knowledge and understanding of the theoretical framework of media can communicate meaning. Practical skills in media include website design and film making.</li> <li>• <b>To experience</b> a range of media texts published on a variety of platforms.</li> </ul> | <p>Unit 2 Texts:</p> <ul style="list-style-type: none"> <li>• Humans</li> <li>• The Returned (French version)</li> <li>• Attitude</li> <li>• Adbusters</li> <li>• Woman</li> <li>• Zoella</li> </ul> <p>Non-Examined Component:</p> <ul style="list-style-type: none"> <li>• A media product PLUS a linked digital convergent text (continued)</li> </ul> <p><a href="https://www.eduqas.co.uk/media/d3fbs2s3/eduqas-a-level-media-studies-spec-from-2017-e-27-05-2021.pdf">https://www.eduqas.co.uk/media/d3fbs2s3/eduqas-a-level-media-studies-spec-from-2017-e-27-05-2021.pdf</a></p> |
| Technology, Enterprise & Sport | <b>BTEC Computing</b>   | <ul style="list-style-type: none"> <li>• <b>To understand</b> systems' security, encryption, computer game development and the principle of computing</li> <li>• <b>To experience</b> practical and theoretical computer activity</li> <li>• <b>To develop</b> high level computing skills which enable access to advanced computing studies in higher education</li> </ul>   | <ul style="list-style-type: none"> <li>• Fundamentals of Computer Systems</li> <li>• IT Systems Security and Encryption</li> </ul> <p><a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/computing-2016.html">https://qualifications.pearson.com/en/qualifications/btec-nationals/computing-2016.html</a></p>  |
|                                | <b>Computer Science</b> | <ul style="list-style-type: none"> <li>• <b>To understand</b> how Computer Science works in our world today and how it underpins almost every aspect.</li> <li>• <b>To understand</b> how to create complex and efficient computer programs.</li> <li>• <b>To experience</b> using a variety of programming languages widely used in industry.</li> <li>• <b>To experience</b> working on a realistic programming project that mirrors how industry develops their software.</li> </ul>   | <p><b>Paper 2: 40% of A-level</b></p> <ul style="list-style-type: none"> <li>• Fundamentals of computer organisation and architecture</li> <li>• Consequences of uses of computing</li> <li>• Fundamentals of communication and networking</li> <li>• Fundamentals of databases</li> <li>• Big Data</li> <li>• Fundamentals of functional programming</li> <li>• Systematic approach to problem solving</li> </ul>   |



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|  |                     | <ul style="list-style-type: none"> <li>• <b>To experience</b> the theoretical and practical side of Computer Science</li> <li>• <b>To develop</b> a deeper understanding of Computer Science that will provide an excellent platform for further studies at University.</li> </ul>   | <p>Non-Examined Assessment is worth 20% of A-level and will be a programming project of your choice</p> <p><a href="https://www.aqa.org.uk/subjects/computer-science-and-it/as-and-a-level/computer-science-7516-7517">https://www.aqa.org.uk/subjects/computer-science-and-it/as-and-a-level/computer-science-7516-7517</a></p>  |
|  | <b>DT</b>           | <ul style="list-style-type: none"> <li>• <b>To understand</b> how design influences everyday products through the development of new and smart materials and industrial manufacturing processes.</li> <li>• <b>To experience</b> an extensive range of design and practical skills using knowledge and understanding of materials through a variety of live project briefs.</li> <li>• <b>To develop</b> links with industry and to form a client/designer relationship during the completion of the NEA.</li> </ul>   | <p>The NEA is completed to working solution. A design portfolio is produced which demonstrates the students' design, modelling and problem solving ability.</p> <p>The theoretical content includes features of manufacturing industries, sustainability, environmental developments, industrial information handling, factors influencing the development of products.</p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/design-technology-product-design-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/design-technology-product-design-2017.html</a></p>  |
|  | <b>PE and Games</b> | <ul style="list-style-type: none"> <li>• <b>To understand</b> Fitness Training and programming for Health, Sport and Wellbeing and Sports Psychology content.</li> <li>• <b>To experience</b> extensive preparation for external assessment unit 2 examination and sport psychology internal assessment content. Guest speakers to support and enhance the level of understanding in both units being assessed in Y13.</li> <li>• <b>To develop</b> analytical skills and preparation for assessment at university level academic writing. The development of skills and behaviours such as teamwork, leadership, performance analysis, resilience, evaluation, analysis and synthesising concepts.</li> </ul> | <p><b>Games:</b> We offer an hour of Physical Activity through Games to Year 13 students which includes leisure options and competitive sport to allow all students to access an exercise option.</p> <p><b>Academic PE</b> in Y13 is delivered through the following units in the BTEC Sport Extended Certificate:</p> <p><b>Unit 2 Content: Fitness Training and programming for Health, Sport and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Examine lifestyle factors and their effect on health and well-being</li> <li>• Understand the screening processes for training programming</li> <li>• Understand programme-related nutritional needs</li> <li>• Examine training methods for different components of fitness</li> </ul> |



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|  |                  | <ul style="list-style-type: none"> <li>• Understand training programme design</li> </ul> <p><b>Unit 6 Content: Sports Psychology</b></p> <ul style="list-style-type: none"> <li>• Understand how personality, motivation and competitive pressure can affect sport performance</li> <li>• Examine the impact of group dynamics in team sports and its effect on performance</li> <li>• Explore psychological skills training programmes designed to improve performance</li> </ul> <p><a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html">https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html</a></p>   |
|  | <b>Economics</b> | <ul style="list-style-type: none"> <li>• <b>To understand</b> the nature of economics, it's theoretical underpinnings and how market works</li> <li>• <b>To experience</b> the application of economic theory to a wide range of contemporary and historical issues</li> <li>• <b>To develop</b> skills of economic analysis and communication</li> </ul> <p>Students will explore how businesses grow and compete, the labour market and how the government intervenes to make markets work better.</p> <p>Students will also explore international trade, inequality within and between countries, emerging and developing economies, and the public finances. There is also an opportunity to consider the role and impact of the financial sector.</p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015.html</a></p> |
|  | <b>Business</b>  | <ul style="list-style-type: none"> <li>• <b>To understand</b> the contemporary context of local and global business issues and the knowledge base from which entrepreneurs operate</li> <li>• <b>To experience</b> the passion and persistence required for entrepreneurial success through entrepreneurial opportunities</li> <li>• <b>To develop</b> skills of analysis and communication within a business setting</li> </ul> <p>Business Analysis and Strategy:</p> <ul style="list-style-type: none"> <li>• Advanced Marketing,</li> <li>• Accounting,</li> <li>• Human Resources</li> <li>• Operations Management</li> </ul> <p>Business in a Changing World:</p>   |



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|                |                                     |   | <ul style="list-style-type: none"> <li>UK Business in a global context- Government policies and globalisation.</li> </ul> <p><a href="https://www.eduqas.co.uk/qualifications/business/as-a-level/">https://www.eduqas.co.uk/qualifications/business/as-a-level/</a></p>   |
|                | <p><b>Business Studies BTEC</b></p> | <ul style="list-style-type: none"> <li>The Pearson BTEC Level 3 National Extended Certificate in Business is equivalent in size to I A level.</li> <li>It is for students who are interested in learning about the sector alongside other fields of study, with a view to progressing to a wide range of HE courses, but not necessarily in business.</li> <li>There are many different career paths from the BTEC course for those who wish to work within the business sector.</li> <li>These include management, HR, finance, marketing and business information management, with the opportunity to work both in the UK and internationally.</li> </ul> | <ul style="list-style-type: none"> <li>Personal and Business Finance- an examination of aspects of managing personal finance from current accounts to saving accounts as well as managing money. Business finance includes managing a firm's cash flow. Exam in May/June</li> <li>Market Research- a detailed look at how a firm will prepare a full analysis of the markets they sell to.</li> </ul> <p><a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html">https://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html</a></p> |
| <p>Science</p> | <p><b>Biology</b></p>               | <ul style="list-style-type: none"> <li><b>To understand</b> the skills and knowledge necessary for a successful future career</li> <li><b>To experience</b> and stimulate enthusiasm and build on concepts and skills developed at GCSE</li> <li><b>To develop</b> students into scientists who are capable of investigating questions, analysing data and presenting their findings using scientific literacy skills</li> </ul>  | <ul style="list-style-type: none"> <li>Photosynthesis</li> <li>Respiration</li> <li>Energy and ecosystems</li> <li>Response to stimuli</li> <li>Nervous coordination and muscles</li> <li>Homeostasis</li> <li>Inherited change</li> <li>Gene expression</li> <li>Recombinant DNA technology</li> </ul> <p><a href="https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402">https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402</a></p>   |

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|                        | <b>Chemistry</b> | <ul style="list-style-type: none"> <li>• <b>To understand</b> the language, methodology and concepts of chemistry</li> <li>• <b>To experience</b> an appreciation of the importance of chemistry in the world around us and a balanced view of chemistry in our society</li> <li>• <b>To develop</b> sound practical skills including laboratory safety</li> </ul>   | <ul style="list-style-type: none"> <li>• Thermodynamics</li> <li>• Kinetics</li> <li>• Electrode Potentials</li> <li>• Acids and bases</li> <li>• Periodicity</li> <li>• Transition Metals</li> <li>• Inorganic compounds in aqueous solutions</li> <li>• Compounds containing Carbonyl group</li> <li>• Aromatic Chemistry</li> <li>• Amines</li> <li>• Polymerisation</li> <li>• Amino Acids, Proteins and DNA</li> <li>• Organic Synthesis and Analysis</li> <li>• Structure Determination and Chromatography</li> </ul> <p><a href="https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405">https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405</a></p> |
|                        | <b>Physics</b>   | <ul style="list-style-type: none"> <li>• <b>To understand</b>, consolidate and embed recently acquired mathematical skills for analysis</li> <li>• <b>To experience</b>, learn and develop investigative laboratory skills</li> <li>• <b>To develop</b> problem solving skills by applying new and existing ideas</li> </ul>   | <ul style="list-style-type: none"> <li>• Further mechanics and thermal physics</li> <li>• Fields and their consequences</li> <li>• Nuclear physics</li> <li>• Turning points in physics (option)</li> </ul> <p><a href="https://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408">https://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408</a></p>   |
| <b>Expressive Arts</b> | <b>Art</b>       | <ul style="list-style-type: none"> <li>• <b>To understand</b> how to show evidence of mature, comprehensive art responses and interpretations which are consistently informed by very good understanding of associated purposes, meanings and contexts in order to develop their portfolios for creative careers and university interviews. Perceptive and rigorous visual and written critical</li> </ul> | <p>Extended Personal Investigation – to include:</p> <ul style="list-style-type: none"> <li>• Front cover</li> <li>• Creative mind map</li> <li>• Complete still life drawing</li> <li>• 30 artists thumbnail page</li> <li>• Intentions sheet</li> </ul>  |

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|  |                     | <p>analysis and evaluation will be applied to highly relevant contextual sources and clearly evident through their independent research. Students will understand how to include the perceptive and rigorous use of appropriate specialist vocabulary.</p> <ul style="list-style-type: none"> <li>• <b>To experience</b> an ability to record observations, experiences, ideas ,insights and relevant intentions within the context of thorough, coherent research and enquiry which will document their own very individual responses to personal and creative investigations through the use of sketchbook research critical analysis portfolio boards and final creative conclusions.</li> <li>• <b>To develop</b> an ability to record observations, experiences, ideas and insights relevant intentions within the context of thorough and coherent research and enquiry in a highly imaginative, personal and meaningful responses presented, with intentions realised in a perceptive and coherent way sophisticated and thorough development of ideas through coherently sustained, focused and in-depth investigations.</li> </ul> | <ul style="list-style-type: none"> <li>• Set of photographs 30 Thumbnail and 4 selected all in sketchbook.</li> <li>• Photo Moodboard 8 selected and annotated.</li> <li>• Still life using the style of your favourite artist</li> <li>• Site visit</li> <li>• Gallery visit</li> <li>• Compare and contrast board</li> <li>• Produce 2 x A1 artist board</li> <li>• 4 different experiments imaginative piece as an artist</li> <li>• 10 pages experiments</li> <li>• Experiment Board</li> <li>• 6 Speed drawing timed sketches</li> <li>• 2 developed design pieces from speed drawing</li> <li>• Creative piece</li> <li>• Final piece</li> <li>• 1000 word essay</li> </ul> <p><a href="https://www.eduqas.co.uk/qualifications/art-and-design/as-a-level/">https://www.eduqas.co.uk/qualifications/art-and-design/as-a-level/</a></p> |
|  | <p><b>Music</b></p> | <ul style="list-style-type: none"> <li>• <b>To understand</b> the importance of music in modern life, how it is composed, developed, appraised and interpreted</li> <li>• <b>To experience</b> a wide range of musical genres from different cultures, traditions, times and experiences</li> <li>• <b>To develop</b> confidence through creative musical performance, skills at expressive composition and the tools to develop the whole musician</li> </ul>  | <ul style="list-style-type: none"> <li>• Free composition/Composing to a brief</li> <li>• Composition assessing technique</li> <li>• Recital recorded</li> <li>• Set works analysis</li> <li>• Essay writing</li> <li>• Musical dictation</li> <li>• Exam practice</li> </ul> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/music-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/music-2016.html</a></p>   |

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| <p>Maths</p> | <p><b>Maths</b></p>         | <ul style="list-style-type: none"> <li>• <b>To understand</b> mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study.</li> <li>• <b>To experience</b> understand coherence and progression in mathematics and how different areas of mathematics are connected.</li> <li>• <b>To develop</b> mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly.</li> </ul> | <ul style="list-style-type: none"> <li>• Further algebraic methods</li> <li>• Functions and graphs</li> <li>• Sequences and series</li> <li>• Further binomial expansion</li> <li>• Radians</li> <li>• Trigonometric functions</li> <li>• Trigonometry and modelling</li> <li>• Parametric equations</li> <li>• Further differentiation</li> <li>• Numerical methods</li> <li>• Further integration</li> <li>• Vectors in three dimensions</li> <li>• Modelling in mechanics</li> <li>• Constant acceleration</li> <li>• Forces and motion</li> <li>• Variable acceleration</li> <li>• Moments</li> <li>• Forces and friction</li> <li>• Projectiles</li> <li>• Applications of forces</li> <li>• Further kinematics</li> </ul> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html</a></p> |
|              | <p><b>Further Maths</b></p> | <ul style="list-style-type: none"> <li>• <b>To understand</b> mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study.</li> <li>• <b>To experience</b> a range of mathematical skills and techniques beyond the A Level specification.</li> <li>• <b>To develop</b> their mathematical skills and techniques to solve challenging problems which require them to decide on the</li> </ul>   | <ul style="list-style-type: none"> <li>• Further complex numbers</li> <li>• Further series</li> <li>• Methods in calculus</li> <li>• Further volumes of revolution</li> <li>• Polar coordinates</li> <li>• Hyperbolic functions</li> <li>• Methods in differential equations</li> </ul>  |



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|                  |                | <p>solution strategy and to recognise when mathematics can be used to analyse and solve a problem in context</p>  | <ul style="list-style-type: none"> <li>• Modelling with differential equations</li> <li>• Momentum and impulse</li> <li>• Work, energy and power</li> <li>• Elastic strings and springs</li> <li>• Elastic collisions in one dimension</li> <li>• Elastic collisions in two dimensions</li> </ul> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html#tab-AlevelFurtherMathematics">https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html#tab-AlevelFurtherMathematics</a></p>  |
| <p>Languages</p> | <p>Spanish</p> | <ul style="list-style-type: none"> <li>• <b>To understand</b> about matters central to the society and culture, past and present, of the countries/communities where the language is spoken</li> <li>• <b>To experience</b> and enhance valuable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment</li> <li>• <b>To develop</b> pupils' capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the countries/communities where the language is spoken</li> </ul> | <p>Diversity and difference:</p> <ul style="list-style-type: none"> <li>• Migration and integration: reasons for migration; factors which make migration/integration easy/difficult</li> <li>• Cultural identity and marginalisation: reasons for marginalisation; ways to eliminate marginalisation</li> <li>• Cultural enrichment and celebrating difference: the positive aspects of a diverse society</li> <li>• Discrimination and diversity: life for those who are discriminated against</li> </ul> <p>The two Spains: 1936 onwards:</p> <ul style="list-style-type: none"> <li>• El franquismo: origins, development and consequences</li> <li>• Post-Civil War Spain – historical and political repercussions: control, repression and daily life in Franco's Spain</li> <li>• Spain – coming to terms with the past?: "Recuperación de la memoria histórica"; attempts to deal with the past; 'los desaparecidos'; removing the symbols of Franco's Spain</li> </ul> <p><a href="https://www.eduqas.co.uk/qualifications/spanish/as-a-level/eduqas-a-level-spanish-spec-from-2016-r.pdf">https://www.eduqas.co.uk/qualifications/spanish/as-a-level/eduqas-a-level-spanish-spec-from-2016-r.pdf</a></p> |

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|  | <p><b>Classical Civilisation</b></p> | <ul style="list-style-type: none"> <li>• <b>To understand</b> the attitudes of ancient societies as revealed by their literature and cultural artefacts.</li> <li>• <b>To experience</b> a wide range of literature, philosophy, and artefacts, which reveal and explore ancient ideas.</li> <li>• <b>To develop</b> analytical skills to enable us to respond to ancient texts and the written skills to create an argument.</li> </ul> | <p>The World of the Hero:<br/>Students read a second epic poem, Virgil’s Aeneid, a cornerstone and landmark in Western literature. Students will need to explore the ways in which Virgil drew inspiration from Homer, as well as from his own cultural and political context, exploring what it was to be a hero in the Roman world in the age of Augustus, the first emperor.</p> <p>Beliefs and Ideas (Love and Relationships):<br/>Ideas about love and relationships are key aspects of the literature, thoughts, and ethics of any society. This topic therefore offers the opportunity for learners to recognise and relate to the passions, frustrations and delights of love in the ancient world. The ethical questions raised by these ideas continue to be wrestled over by successive generations and this topic will generate interesting and important discussions about love, desire, sex, sexuality and the institution of marriage.</p> <p>Ancient ideas about men, women and marriage enable learners to discuss the reality of love and relationships in everyday life, whilst study of the philosophy of Seneca and Plato provides a more conceptual approach.</p> <p>The study of poetry forms the second half of this topic. Sappho provides a link between the Homeric poems and the literature of 5th and 4th century Athens. She is one of very few female voices from the ancient world; the context of her life is fascinating, and her verse is powerful and evocative. Ovid offers a lighter presentation of relationships and concentrates on presenting love as a game in which both sexes can be successful players.</p> <p><a href="https://www.ocr.org.uk/qualifications/as-and-a-level/classical-civilisation-h008-h408-from-2017/">https://www.ocr.org.uk/qualifications/as-and-a-level/classical-civilisation-h008-h408-from-2017/</a></p> |
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| <b>Humanities</b> | <b>Geography</b> | <ul style="list-style-type: none"> <li>• <b>To understand</b> the relationship between the factors which create physical and human geography</li> <li>• <b>To experience</b> in extensive fieldwork and study a challenge to their own perceptions and stimulation of investigative and analytical skills</li> <li>• <b>To develop</b> a sophisticated geographical hermeneutical approach in their analysis and communication of geographical information and data</li> </ul> | <ul style="list-style-type: none"> <li>• Hazards</li> <li>• Global systems and governance</li> <li>• Fieldwork write up and deadline</li> </ul> <p><a href="https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037">https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037</a></p>           |
|                   | <b>History</b>   | <ul style="list-style-type: none"> <li>• <b>To understand</b> the significance of events, the role of individuals and the nature of change over time.</li> <li>• <b>To experience</b> in depth analysis of historical sources</li> <li>• <b>To develop</b> transferable skills of analysis, synthesis, and comparison</li> </ul>   | <ul style="list-style-type: none"> <li>• Russia, 1917-1953</li> <li>• Tudor England, 1485-1603</li> <li>• US Civil Rights, 1865-1968</li> </ul> <p><a href="https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042">https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042</a></p>         |
|                   | <b>Politics</b>  | <ul style="list-style-type: none"> <li>• <b>To understand</b> how collective decisions are made and how to participate in society's decisions</li> <li>• <b>To experience</b> the debates and discussions about policy which are current today</li> <li>• <b>To develop</b> the skills to compare political systems and their causation through knowledge of political theories and philosophies</li> </ul>  | <ul style="list-style-type: none"> <li>• Government and Politics of the USA (comparative)</li> <li>• Political Ideas</li> </ul> <p><a href="https://www.aqa.org.uk/subjects/government-and-politics/as-and-a-level/politics-7152">https://www.aqa.org.uk/subjects/government-and-politics/as-and-a-level/politics-7152</a></p> |



| Strand | Aims and Purpose / Intent | Content Summary |
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| <p><b>Games &amp; Competitions</b></p> | <ul style="list-style-type: none"><li>• <b>To understand</b> how teamwork and competition in a variety of settings and fields develops character and skills and how competitions can lead to improvement and excellence.</li><li>• <b>To experience</b> competing individually and as a team and winning and losing gracefully.</li><li>• <b>To develop</b> resilience, teamwork skills, good sportsmanship and appreciation for the dedication required to win.</li></ul> | <ul style="list-style-type: none"><li>• House Competitions – these will take place throughout the academic year during lunch periods. Those competitions will include: House Football, House Dodgeball, House Basketball, House Netball, House Diamond Cricket</li></ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"><li>• Archery</li><li>• Badminton</li><li>• Board games</li><li>• Boxercise</li><li>• Hockey</li><li>• Netball</li><li>• Rugby</li><li>• Running</li><li>• Squash</li></ul>   |
| <p><b>Artistic Expression</b></p>      | <ul style="list-style-type: none"><li>• <b>To understand</b> how creativity and the arts enrich their lives and our works.</li><li>• <b>To experience</b> a variety of creative and artistic expression both as a participant and audience.</li><li>• <b>To develop</b> the confidence and skills to create and engage in creative expression both individually and as a part of a group.</li></ul>  | <ul style="list-style-type: none"><li>• Expressive Arts Awards Evening - includes an Art Exhibition with artwork from Y6-13, Drama performances and Music pieces and recognition of pupils' achievements</li></ul> <p><b>Music</b></p> <ul style="list-style-type: none"><li>• Pupils are invited to try an instrument day and attend weekly peripatetic lessons.</li><li>• Weekly choirs include: Voices (mixed choir Y7-13)</li><li>• BPM (orchestra for Y7- 13) and a Guitar Club (Y7-13).</li><li>• Performance at events such as Founders' Day, Carol Service, Speech Night in the Anglican Cathedral and Remembrance Sunday and Lent services in Mossley Hill Church.</li><li>• Springtime event in the Palm House which celebrates the achievements of students across the Music Department and a High Achievers Concert.</li><li>• Opportunity to travel with the Music Department on an annual Concert Tour in Europe (eg. in summer 2018 performing in cathedrals and music venues across Austria and Germany).</li></ul> |



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|                                   |  | <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Saturday Workshops to support students with Coursework Portfolios and university interviews/mock interviews</li> <li>• London visit - 4 day visit to the V and A, National Portrait Gallery, The Royal Academy, West End Show and the Design Museum. On previous trips we have seen exhibitions such as Alexander McQueen, The art of the Shoe, Picasso, Charles 1st and Ai Wei Wei</li> <li>• We have visiting specialists who visit throughout the year who work in industry</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• Two performances a year: pupils from Y7 – 13 produce a musical together and one which tends to be a smaller group of pupils who performed for example a Greek Tragedy (Summer Term 2018).</li> <li>• YULA Drama sessions also run on Saturdays and pupils can take part in the Liverpool Festival of Drama as well as taking LAMDA exams.</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• Classical Greek Drama</li> <li>• Corps of Drums</li> <li>• Debating</li> <li>• Fashion Accessories Design</li> <li>• Film Club etc</li> <li>• LC Dance Dynamic</li> <li>• LC Radio/TV Station</li> <li>• Sixth Form newsletter</li> <li>• Spanish Film Club</li> </ul> |
| <p><b>Spiritual Formation</b></p> | <ul style="list-style-type: none"> <li>• <b>To understand</b> more about their own spiritual tradition and that of others, to understand the spiritual roots of the College and its founders.</li> </ul> | <ul style="list-style-type: none"> <li>• Chapel – once per week (and provision for reflection for pupils who do not wish to attend a Christian Chapel service)</li> <li>• Thought for the day</li> </ul>  |



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|                           | <ul style="list-style-type: none"> <li>• <b>To experience</b> Christian worship, in line with the founding aims of the College.</li> <li>• <b>To develop</b> as critical thinkers as they reflect on their place in the world, philosophical questions of human existence, and Christian answers to those questions.</li> </ul>  | <ul style="list-style-type: none"> <li>• Opportunity to serve as chapel stewards</li> <li>• Founders Day service &amp; Christmas Carol service in Cathedral</li> <li>• Lent Term Service at Mossley Hill Parish Church</li> <li>• Voluntary Christian Union</li> <li>• Voluntary Sixth Form Bible Study</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• Yoga</li> </ul>   |
| <p>PSHE</p>               | <ul style="list-style-type: none"> <li>• <b>To understand</b> the critical opportunities and challenges which will keep them safe and healthy and prepare them for fulfilling lives.</li> <li>• <b>To experience</b> interactions, meetings, discussions, and events which will prepare them to identify and manage opportunities and challenges that lead to healthy, safe and fulfilling lives.</li> <li>• <b>To develop</b> skills to author their own lives as citizens and members of a community and to make good decisions about their safety, mental and physical health and wellbeing.</li> </ul> | <ul style="list-style-type: none"> <li>• Study Skills- organisation</li> <li>• British values and discrimination</li> <li>• Mental health- Dealing with stress and support available</li> <li>• Sexualities- safety, protection and bullying</li> <li>• Body image and disorders</li> <li>• Sexual Health and consent</li> <li>• STIs and sexual health</li> <li>• EPQ Qualification</li> <li>• Managing money</li> <li>• Student Finance</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• Current Affairs</li> <li>• Driving Test Theory</li> <li>• Car Maintenance</li> <li>• Gardening</li> </ul> |
| <p>Careers &amp; STEM</p> | <ul style="list-style-type: none"> <li>• <b>To understand</b> the world of work and the skills needed to succeed in it and the way in which entrepreneurs generate wealth and opportunities.</li> <li>• <b>To understand</b> their own aptitudes and interests and how they can be developed and how they might be used in the world of work and the specific contribution STEM makes to our society and its economic flourishing.</li> </ul>  | <ul style="list-style-type: none"> <li>• Morrisby Online- Careers Website- testing- Option package</li> <li>• Employer Masterclasses</li> <li>• Individual career interviews with an advisor</li> <li>• Careers Fair 14<sup>th</sup> June</li> <li>• Young Enterprise</li> <li>• Workshop The Edge: Wiser Words.</li> <li>• Maths Jam weekend</li> </ul>   |



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|                              | <ul style="list-style-type: none"> <li>• <b>To experience</b> individual and independent careers advice and guidance and self-assessment and reflection about aptitude and interests.</li> <li>• <b>To experience</b> interactions with a wide variety of people and institutions from the world of work and making a clear plan which relates current efforts in school to possible future outcomes.</li> <li>• <b>To develop</b> ambitions and high expectations for their future, a positive attitude to the relevance of their current studies and a range of career management, enterprise and employability skills.</li> </ul> | <ul style="list-style-type: none"> <li>• Medic Mentor National Healthcare weekend –</li> <li>• Mathematics and film and photography Subject Conferences</li> <li>• Applied Arts, Media News and Creative Writing Subject Conferences</li> <li>• ISC Medical School Interview Course</li> <li>• Engineering Your Future: Career Awareness Day</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• In search of solution</li> <li>• Physiology</li> <li>• Current Affairs</li> <li>• Gardening</li> </ul>   |
| <p>Charity &amp; Service</p> | <ul style="list-style-type: none"> <li>• <b>To understand</b> servant leadership and the moral imperative to serve and share.</li> <li>• <b>To experience</b> serving others in settings in and outside the school and promoting a better and more just society through service and charity.</li> <li>• <b>To experience</b> sharing what we have and what we can do with those who are in need.</li> <li>• <b>To develop</b> an attitude of gratitude and a commitment to service and charity.</li> </ul>   | <ul style="list-style-type: none"> <li>• Charity events – including stalls at the Christmas market</li> <li>• Visits to local Care Home – including musical performances / art presentations</li> <li>• Grandparents day – when the school invite grandparents to a coffee morning and a mini tour of the school</li> <li>• Collections for the foodbank at Whitechapel</li> <li>• Assemblies and workshops for Shelter (a homeless charity)</li> <li>• Each House collects for a nominated local charity eg Claire House</li> <li>• Jeans for Genes day – a charity close to the College’s heart as one of the original founders of the charity is a former pupil of the College</li> </ul> |
| <p>Leadership Education</p>  | <ul style="list-style-type: none"> <li>• <b>To understand</b> what leadership is and what it requires and how leaders develop.</li> <li>• <b>To experience</b> challenges and activities which require leadership and in which they build resilience and accept responsibility for themselves and for others.</li> </ul>   | <ul style="list-style-type: none"> <li>• Senior Cadet Instructor Course</li> <li>• Adventurous training course and qualifications</li> <li>• Method of Instruction (MOI) qualification</li> <li>• Leadership as Senior Non-Commissioned Officer. Planning and delivering training to junior CCF cadets</li> <li>• Duke of Edinburgh Gold</li> </ul>  |



Curriculum Summary 2021-22  
Year 13



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|  | <ul style="list-style-type: none"><li>• <b>To develop</b> resilience and the confidence and skills to lead effectively.</li></ul> | <ul style="list-style-type: none"><li>• BTEC Level 2 Diploma in Teamwork and Personal Development in the Community</li><li>• School Council representative</li></ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"><li>• CCF - Army</li></ul> |
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