Curriculum Overview:YEAR 12

BUDMOUTH ACADEMY WEYMOUTH

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Budmouth Values	Respect		Excellence		Determination	
Guiding Principles	Self Worth		Engagement		Purpose	
Conditions of Success	Belonging, Fun & excitement	Heroes	Spirit of Adventure, Sense of accomplishment	Curiosity & Creativity	Leadership & Responsibility	Confidence to Take Action
Driving Question	How can we learn to communicate and feedback effectively to develop a sense of belonging in our inclusive community?	How can we learn to emulate our heroes by thinking critically and solving complex problems in the real world?	How can we learn to embrace the spirit of adventure and to work collaboratively to maximise our accomplishments in the future?	How can we learn to nurture our curiosity to become creative collaborators in a challenging and ever-changing world around us?	How can we learn to become self-regulated leaders that will think critically to solve 21st Century problems?	How can we learn to be resilient when we reflect on our ideas and have the confidence to take action into the real world?
Power Skills	Collaboration, Creativity, Communication, Character - Learning to Deep Learn & Critical Thinking - Problem Solving		Collaboration, Creativity, Communication, Character - Learning to Deep Learn & Critical Thinking - Problem Solving		Collaboration, Creativity, Communication, Character - Learning to Deep Learn & Critical Thinking - Problem Solving	
Applied Learning Outcome	Students will experience a range of feedback methods to communicate their progress, resilience and next steps across all subjects.	Students will experience a range of problem solving strategies across all subjects to enable them to make connections and to identify and explain patterns.	Students will experience a range of group/team activities to enable them to work collaboratively to evaluate and navigate through real world situations.	Students will experience a range of situations where they will learn to manage team dynamics within a variety of intercultural audiences.	Students will experience simulation exercises that will allow them to develop skills to take responsibility over their own learning and future opportunities.	Students will experience tasks that will enhance their resilience by acting upon constructive feedback to take action.
Personal Development	How to be happier and considering wealth and happiness Online addictions and damage to mental health Online image and wellbeing What is anxiety and what to do if faced with anxiety The importance of sleep for good mental health	Exploitation and the media- body confidence Exploitation FGM Exploitation - gaming addiction Extremism in gaming Extremism or exploitation: Case study Shamima Begum The potential dangers of meeting online and grooming.	The Equalities Act 2010- the legal rights and responsibilities What is meant by prejudice, discrimination and stereotyping and why is stereotyping damaging for wellbeing The history of LGBTQ+ rights in the UK Racism in modern Britain	What makes a good partner in a loving and sexual relationship What are the reasons people enter into sexual relationships-reasons for having sex and reasons for delaying sex and experiencing different acts of intimacy The importance of consent in all sexual activity The impact if pornography on modern sexual relationships The different forms of contraception and how to use them Different STIs and their effects	What are the key elements of Britain's constitution and how does the constitution operate? Different parts of parliament and the power they have? Different ways of holding power to account in democratic Britain.What are human rights and how are they protected? Different ethnic groups in the UK and the need for respect and acceptance. The legal system in the UK, different sources of law and how the law helps society deal with complex problems	Recap drugs and addictions Cannabis- what are the dangers to physical and mental health and what is the law? Legal highs and party drugs- the dangers Illegal drug taking including cocaine- the dangers and the law The link between drug use, and the associated risks, including the link to serious mental health conditions,The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and
Employability focus	Linking curriculum learning to careers - subject areas should make explicit links between the skills developed (and the content learned) within lessons and their use in the real world, including employers, employees interacting with the students in the classroom (see BM for support with this)		Learning from career and labour market information (LMI) - subject areas should liaise with BM to include LMI data such as wages, job demand, location, qualifications, skill demands etc. as part of above.		Encounters with employers, business owners and worker representatives - subject areas should invite in guests to make these links more explicit. (see BM for support)	
Careers Objectives	Understanding of career sectors (as per our definitions) (BM 4 and 5) Able to talk about a range of careers in depth outside the 'top 10' (BM 4 and 5) Can make links between subject areas, skills and content and their use in a range of careers (BM4)		Clear ability to define and evidence powerskills in writing and through interview as a response to demands of job market (BM 2 and 5) They can talk about the job market from a local, national and international perspective and understand why the job market changes over time (BM2) Can elucidate the rights of workers and how to get support (BM 8)		Have an understanding of business start-up and can give details on where and how they can get support (BM 3 and 5) Develop an equitable network to support career and business (BM 5 and 6) Confidently able to discuss available pathways post-16 and post-opportunities (BM 2, 3 and 7)	
	Purpose **a.** Why am I at 6th Form? **Career Sector Knowledge 10** **1a.** Sector Deep Dive **AED Support 1** **1a.** Future Skills Survey **1b.** Understanding AED Criteria	**Career Sector Knowledge 11** **2a.** Sector Deep Dive **AED Support 2** **2a.** Project Milestones	**Financing the Next Step 1** **1a.** Student Loans **1b.** Scholarships and Bursaries **1c.** Crowdfunding and Fundraisers **1d.** Paid Work **AED Support 3** **3a.** Project Milestones **3b.** Evidence Support	**Routes Knowledge 6** **6a.** Degree Apprenticeships **6b.** University Degree **6c.** Business Start-Ups **6d.** Structured Gap Year **6e.** Other Training Routes **AED Support 4** **3a.** Project Milestones **3b.** Evidence Support	**Work Experience 4** **4a.** Preparation **4b.** Experience **4c.** Reflection **AED Support 5** **3a.** Project Milestones **3b.** Evidence Support	**Purpose 5** **5a.** Why am I Choosing this Route? **Applications 4** **4a.** Personal Statements **4b.** Knowledge, Skills and Behaviours **4c.** Types of Interview **AED Support 6** **6a.** Evidence Support
Aspirations Employability Diploma (AED)	**Introductory Training & Self-Reflection:** Students begin the AED by developing core employability skills: Communication, Collaboration, Character, Critical Thinking, and Creativity.They explore workplace behaviours, leadership, and self-awareness while reflecting on existing evidence, updating their CV, and identifying areas for development.This foundation prepares them for the practical, real-world projects that follow.		**Project-Based Learning:** Involves students in three real-world group projects that build communication, collaboration, creative and problem-solving skills.They work with employers to develop solutions, earning awards and portfolio material for CVs and interviews.		**Presentation of Evidence and Viva Voce:** This structured oral assessment lets students present and reflect on their learning and projects, demonstrate employability skills, and discuss gathered evidence. It evaluates understanding of core themes, real-world application, and supports final diploma judgement while building professional self-presentation skills.	
	Bespoke One-to-One Mentoring & Coaching: Throughout students benefit from tailored 1:1 sessions with members of the AED team.These sessions support personal growth, refine employability skills, and offer person-centred guidance and activity aligned with each student's ambitions and needs.Additionally, they give the student a chance to reflect on their evidence base for achieving the diploma, and to set themselves SMART targets to improve.					
GCSE Retake English	**Unit 1: Preparation for AQA Resit** An introduction to AQA Resit and the specification of the programme.	**Unit 2: IGCSE Intro + Non-fiction Writing** How do we structure a response to an article?	**Unit 3: Narrative + Descriptive writing** How do we effectively structure fiction writing?	**Unit 4: Exam Preparation** How can we be successful in the iGCSE exam?	**External Exams**	
English Language	**Unit 1: Language and Gender** How does Gender, Sex, and Sexuality impact language use? **Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3,AO4 and AO5**	**Unit 2: Language and Social Group** How does social group and class impact language use? **Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3,AO4 and AO5**	**Unit 3: Language and Region** How does region, accent, and dialect impact language use? **Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3,AO4 and AO5**	**Unit 4: Language and Ethnicity** How does race, ethnicity, and nationality impact language use? **Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3,AO4 and AO5**	**Unit 5: Language and Age** How does age and technology impact language use? **Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3,AO4 and AO5**	**Unit 6: Language and Occupation** How does occupation impact language use? **Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3,AO4 and AO5**
English Literature	**Unit 1: Introduction to Literature** *How do writers present love throughout time?* Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3,AO4 and AO5	**Unit 2: Othello** How does Shakespeare present the concept of the 'Tragic Hero'? An examination of Section A of Literature Paper 1: Love through the Ages. Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3,AO4 and AO5	**Unit 3:The Great Gatsby and Pre-1900 Poetry Anthology** How does Fitzgerald present the illusory nature of the American Dream and it's consequences? Students will study The Great Gatsby alongside selected poems from the anthology covering Section C of Literature Paper 1. Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3,AO4 and AO5		**Unit 4: Unseen Poetry/ Paper 1 Revision** How do writers use poetic methods to create meanings? An examination of Section B of Literature Paper 1. Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3,AO4 and AO5	**Unit 5: Feminine Gospels/ NEA** How does Duffy present the female experience? An examination of a core component of Literature Paper 2:Texts in Shared Contexts Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3,AO4 and AO5
GCSE Retake Maths	**Groundwork (Number, Algebra, Geometry, Statistics)** **Percentages** **Indices and Roots** **Algebraic Manipulation**	**Straight Line Graphs** **Angle Properties in Shapes** **Accuracy** **Circles** **Equations and Inequalities** **Probability** **Sequences**	**Construction** **Quadratics** **Quadratic Graphs** **Ratio and Compound Measures** **Proportion** **Simultaneous Equations**	**Statistical Graphs and Measures** **Transformations of Shapes** **Probability of Combined Events** **Volume and Surface Area** **Trigonometry**	**Further Graphs** **Exam Practice**	**External Exams**
Maths	**Algebraic Expressions** **Quadratics** **Equations and Inequalities** **Trigonometric Ratios** **Trigonometric Indenties and Equations**	**Statistics: Data Collection** **Statistics: Measures of Location and Spread** **Graphs and Transformations** **Mechanics: Modelling** **Mechanics: Constant Accerlation** **Vectors**	**Statistics: Representation of Data** **Statistics: Correlation** **Straight Line Graphs** **Algebraic Methods** **Mechanics: Forces and Motion**	**Circles** **Binomial Expansion**	**Statistics: Probability** **Exponentials and Logarithms** **Differentiation**	**Statistics: Statistical Distributions** **Statistics: Hypothesis Testing** **Integration** **Mechanics: Variable Accerlation**
Further Maths	**Matrices** **Linear Transformations** **Decision: Algorithms** **Decision: Graphs and Networks**	**Roots of Polynomials** **Proof by Induction** **Series** **Decision: Algorithms on Graphs** **Decision: Route Inspection**	**Complex Numbers** **Argand Diagrams** **Decision: Travelling Salesman** **Decision: Linear Programming**	**Vectors** **Volumes of Revolution** **Decision: Simplex Algorithm**	**Core Pure 2: Complex Numbers** **Decision: Critical Path Analysis** **Mock Exams**	**Core Pure 2: Complex Numbers** **Differentiation and Integration (Year 13 A Level)** **Core Pure 2: Hyperbolic Functions** **Further Pure: Conic Sections**
Core Maths	**Sampling** **Time Series** **Moving Averages** **Grouped Data** **Linear Equations** **Linear Graphs**	**Grouped Data** **Correlation** **Simultaneous Equations** **Linear Inequalities**	**Correlation** **Proof** **Linear Programming**	**Probability** **Tree Diagrams**	**Venn Diagrams** **Quadratic and other graphs**	**Notation** **Risk** **Indices** **Sequences**
Biology	**Foundations in Biology (Cells / Biological Molecules)** Students explore the fundamental principles of biology, including cell structure, biomolecules, and the scientific method underpinning biological research.	**Biological Membranes** Students study the structure and function of cell membranes, focusing on membrane permeability, transport mechanisms like diffusion and active transport, and membrane proteins.	**Exchange and Transport** Students investigate how substances move into and out of cells and across organisms, covering gas exchange, circulatory systems, and adaptations for efficient transport.	**Transport in Animals** In this module, learners study the structure and function of gas exchange and transport systems in a range of animals and in terrestrial plants **Disease** Communicable Disease, Disease prevention and the Immune System Defence against pathogenic infections and the role of modern medicine	**Transport in Plants** In this module, learners study the structure and function of gas exchange and transport systems in a range of animals and in terrestrial plants **Evolution** Classification and Evolution: Understand that all organisms share a common ancestor, as our understanding of organisms has developed so have the classification systems used.	**Transport in Plants** In this module, learners study the structure and function of gas exchange and transport systems in a range of animals and in terrestrial plants **Biodiversity** The study of the variety and complexity of life, maintaining biodiversity is important for many reasons. Actions to maintain biodiversity must be taken at local, national and global levels
Chemistry	**Foundations in Chemistry** Students review fundamental concepts including atomic theory, the mole concept, chemical calculations, and the basics of bonding and structure. **Atomic Structure & Bonding** Students explore the arrangement of electrons in atoms, different types of chemical bonding (ionic, covalent, metallic), and how bonding influences the properties of substances.	**Acids, Bases and Neutralisation** Students explore the properties of acids and bases, the concept of proton transfer, and the principles of neutralisation reactions, including the use of titrations to determine concentrations. **Periodicity** Students explore the repeating trends in the physical and chemical properties of elements across periods and down groups in the periodic table, with a focus on atomic structure, ionisation energies, and bonding.	**Nomenclature** Students study the systematic naming of organic and inorganic compounds, focusing on IUPAC conventions, functional groups, and the structure-property relationships of molecules. **Redox Reactions** Students study oxidation-reduction processes, including electron transfer, oxidation states, redox equations, and their applications in chemical reactions.	**Isomerism** Students study different types of isomers—including structural and stereoisomers—and explore how molecular structure influences physical and chemical properties. **Qualitative Analysis** Students study techniques used to identify ions and compounds through test-tube reactions, including tests for anions, cations, gases, and functional groups.	**Rates of Reaction & Enthalpy** Students investigate factors affecting reaction rates, such as temperature, concentration, surface area, and catalysts, and learn how to measure and interpret reaction kinetics. **Reaction Mechanisms** Students study reaction mechanisms to understand the step-by-step sequence of bond-making and bond-breaking processes in chemical reactions, including nucleophilic substitution, electrophilic addition, and elimination reactions	**Equilibrium** Students study dynamic equilibrium in reversible reactions, Le Chatelier's principle, and how changes in conditions affect equilibrium position and yield, with applications in industrial processes **Instrumental Analysis** Students study advanced techniques such as mass spectrometry, infrared spectroscopy, and NMR spectroscopy to identify and analyse the structure of organic and inorganic compounds.
Physics	**Physical Quantities & Motion** Students study the fundamental physical quantities, how to measure and represent them, and analyze motion through concepts like displacement, velocity, acceleration, and the use of kinematic equations **Charge** Students study the concept of electric charge, including the properties of charge, conservation of charge, and how charged particles interact through forces and fields	**Electrical Circuits** Students study the principles of electrical circuits, including current, voltage, resistance, and how components like resistors and power supplies affect circuit behavior and energy transfer **Dynamics** Students study the principles of motion, including forces, acceleration, and Newton's laws, to understand how and why objects move.	**Density** Students study the concept of density as mass per unit volume, how to calculate it, and its applications in understanding the properties and behavior of different materials **Fundamental Particles** Students study the basic building blocks of matter, including quarks, leptons, and force carriers, and explore how these particles interact to form the universe	**Materials** Students study the physical properties of materials, including stress, strain, Young's modulus, and the behavior of different materials under forces, to understand how materials deform and fail	**Waves** Students study the properties and behavior of waves, including types of waves, wave characteristics, superposition, interference, and how waves transfer energy through different media.	**Quantum Physics** Students study the particle nature of light and matter, exploring concepts like photons, energy quantization, wave-particle duality, and the principles underlying atomic and nuclear phenomena
Applied Science	**Physics – Electricity and Circuits:** Students study electrical concepts including current, voltage, resistance, circuit components, and how circuits function and are analysed **Biology – Ecology and Microscopy:** Students explore ecosystems, interactions between organisms and their environment, and the use of microscopes to study cells and microorganisms.	**Chemistry – Reacting Masses, Titrations, and Bonding:** Students study how to calculate reacting masses, perform titrations to determine concentrations, and understand the types and properties of chemical bonds. **Physics – Radioactivity:** Students explore the nature of radioactivity, types of radioactive decay, and the effects and uses of radiation. **Biology – Photosynthesis:** Students investigate the process of photosynthesis, including how plants convert light energy into chemical energy.	**Chemistry - Rates of Reaction & Enthalpy:** Students study the factors affecting reaction rates and the energy changes involved in chemical reactions, focusing on enthalpy changes and reaction mechanisms. **Biology - Biochemistry:** Students explore the chemical processes within living organisms, including the structure and function of biomolecules like proteins, carbohydrates, lipids, and nucleic acids.	**Exam Revision and NEA**	**NEA**	**NEA**
Psychology	Paper 2: Psychology in context Approaches (background to Psychology) Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.The basic assumptions of the following approaches: Cognitive, social, behaviourist and biological. Paper 1: Introductory topics in Psychology Social Influence Memory Attachment (start) Paper 2: Psychology in context Year 1 Research Methods (dispersed throughout teaching of Paper 1 topics) Research methods, scientific processes and techniques of data handling and analysis		Paper 1: Introductory topics in Psychology - Attachment (continue) Psychopathology Paper 2: Psychology in context - Approaches (continued) The basic assumptions of the following approaches: psychodynamic and humanistic. Comparison of approaches Paper 2: Psychology in context Year 1 Research methods (continued) Research methods, scientific processes and techniques of data handling and analysis		Paper 2: Psychology in context. Biopsychology Year 2 Research methods Research methods, scientific processes and techniques of data handling and analysis; inferential statistics	
Sociology	**Unit 1: Families and Households** 1.1 The family, social structure and social change 1.2 Social policy and the family 1.3 Demographics and the family	**Unit 1: Families and Households** 1.4 Changing family patterns 1.5 Family roles and relationships	**Unit 1: Familes and Households** 1.6 Childhood **Unit 2: Education** 2.1 Perspectives on the role and function of Education, 2.2 Social Policy and Education	**Unit 2: Education** 2.3 Social class and Education, 2.4 Gender and Education 2.5 Ethnicity and Education 2.6 Relationships and processes in Education	**Unit 3: Research Methodologies** 3.1 Sources of data and research design 3.2 Methods in the Context of Education	**Unit 4:Theories of Society:** Revisiting and deepening Functionalism, Marxism, Feminism and Postmodernism **Unit 5: Debates in Society** 5.1 Values and Sociology 5.2 Sociology and Social Policy 5.3 Sociology as a Science
Business Studies	**Theme 1: Marketing and people** 1.1 Meeting customer needs 1.2 Market	**Theme 1: Marketing and people** 1.3 Marketing mix and strategy 1.4 Managing people	**Theme 2: Managing business activies1** .5 Entrepreneurs and leaders 2.1 Raising finance 2.2 Financial planning	**Theme 2: Managing business activities** 2.2 Financial Planning 2.3 Managing finance	**Theme 2: Manging business activities** 2.4 Resource Managememt 2.5 External influences	**Theme 3: Business decisions and strategy** 2.5External influences 3.1Business objectives and strategy
Economics	**Theme 1: Markets, consumers and firms** 1.1 Scarcity, choice and potential conflicts 1.2 Enterprise, business and the economy	1.3 Introducing the market 1.4 The role of credit in the economy	1.5 Market failure and government intervention 1.6 Revenue, costs, profits and cash	**Theme 2:The wider economic environment** 2.1 Business growth and competitive advantage 2.2 Firms, consumers and elasticities of demand	2.3 Productive efficiency 2.4 Life in a global economy	2.5 The economic cycle 2.6 Introduction to macroeconomic policy
Extended Project Qualification (EPQ)	**Extended Project Qualification Initial Idea Generation and Proposal ion opment** Initial ideas research sheet	**he project** Research log sheet	**Independent Project Completion & Supervision**			
Sport BTEC Ext Diploma	Unit 1 (Anat & Phsy), Unit 4 (Sports Leadership), Unit 24 (Sports Performance Analysis	Unit 1 (Anat & Phsy), Unit 4 (Sports Leadership), Unit 24 (Sports Performance Analysis	Unit 1 (Anat & Phsy), Unit 4 (Sports Leadership), Unit 24 (Sports Performance Analysis	Unit 2 (Fitness programming exma), Unit 7 (Practical Sports Performance), Unit 8 (Coaching for Performance)	Unit 7 (Practical Sports Performance), Unit 8 (Coaching for Performance), Unit 18 (Work Experience)	Unit 18 (Work Experience)
History	**Unit 1 -** **The era of Reconstruction and the Gilded Age 1865 - 1890**	**Unit 2 -** **Populism, Progressivism and Imperialism** **1890 - 1920**	**Unit 3 - The Restoration of Royal Authority** **1154 - 1166** Henry II's restoration of the authority of the king of England after the Anarchy across political, economic and religious aspects of society. Henry II's control of his continental possessions and the creation of his Empire	**Unit 4 - The Crisis of Royal Authority** **1166 - 1174** The two great crises of Henry's reign - Crisis of Thomas Becket and Henry's relationship with the church - The causes, events and consequences of the Great Rebellion	**Unit 5 - The Stuggle for Royal Authority** **1174 - 1189** The restoration of authority after the Great Rebellion. Henry II's centralisation of authority across politics, economics, religion and all areas of his empire	**Unit 6 - NEA** 100 year historical study on a topic of pupils choice, integrating the analysis of sources and interpretations
Geography	**Paper 2 Human Geography** **Topic 1: Changing places - Core topic** Focuses on people's engagement with places, their experience of them and the qualities they ascribe to them. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Impacts of continuity and change in the nature of places. Study of the content is embedded in **two contrasting places**, one to be local. **Melcombe Regis**: a SOA in the borough of Weymouth	**Paper 2 Human Geography** **Topic 5: Hazards - elective topic** Focuses on the lithosphere and the atmosphere, which present natural hazards on a variety of scales to human populations. Origin and nature of these hazards and the various ways in which people respond to them, highlighting relationships between people and the environment. Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.	**Paper 1 Physical Geography** **Topic 3: Coasts- elective topic** Focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. In common with water and carbon cycles, a systems approach to study is taken. Student engagement with subject content fosters an informed appreciation of the beauty and diversity of coasts and their importance as human habitats	**Paper 1 Physical Geography** **Topic 1:Water and Carbon cycles - core topic** Focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography. This section specifies a systems approach to the study of water and carbon cycles. The content is delivered so students are able to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations.	**NEA Geographical requirements** **Topic 12: Fieldwork requirements** Focuses on independent investigations incorporating a variety of fieldwork. The fieldwork undertaken as part of the individual investigation is based on either human or physical aspects of geography, or a combination of both. They may incorporate field data and/or evidence from field investigations collected individually or in groups. Students work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding.	
Fine Art	Skill-Building Workshops. How can we use different materials and methods to express personal and cultural identity?	Skill-Building Workshops 2. How can we analyse and respond to artists to deepen our visual language?	Exploration & Personal Investigation. Planning What questions do we want our art to explore?	Personal Investigation - Development. How can we use personal ideas and artist inspiration to develop a cohesive body of work?	Personal Investigation - Realisation. How do we refine and resolve our ideas through sustained practice?	Personal Investigation - Essay & Showcase. How can we communicate our artistic journey through written and visual means?
Photography	**Foundation Unit 1 Box Project** An introduction to the course and methods of working, bridging the gap between GCSE and Advanced level.	**Foundation Unit 2 History and Collections of objects.** A focus on research and the development of ideas to fuel personal and practical development.	**Foundation Unit 3 Narrative Portraiture** An insight into a professional and strict brief with a tight deadline.	**Foundation Unit 4 Portraiture.** A more independent unit that enables students to explore their own research and form ideas and concepts that can be developed through practical work.	**Portfolio unit Introduction - Practical (60%)** The launch of the major unit. This starts with a portfolio proposal that students complete	**Related Written study - Introduction (included within 60%)**
Health & Social Care	OCR Advanced National Extended Certificate in Health and Social Care Unit F090 Principles of health and social care LO 1,2	OCR Advanced National Extended Certificate in Health and Social Care Unit F090 Principles of health and social care LO 3,4	Unit F092: Person-centred approach to care	Unit F092: Person-centred approach to care	Unit F093: Supporting people with mental health conditions	Unit F093: Supporting people with mental health conditions
Engineering	**F131: Materials science and technology** **F130: Principles of engineering** In this unit, students will develop a deep understanding of engineering materials and how their properties influence design and manufacture. They will study the structure, classification, and behaviour of a wide range of materials and investigate how they are tested, processed, and applied in real-world engineering contexts. Students will also gain insight into material sustainability and selection for performance, cost, and environmental impact.	**F131: Materials science and technology** **F130: Principles of engineering** In this unit, students will explore the core principles that underpin modern engineering. They will apply mathematical, scientific, and mechanical concepts to solve real-world engineering problems. Students will gain foundational knowledge in statics, dynamics, electrical systems, and energy, which are essential for understanding how products and systems function.	**F131: Materials science and technology** **F130: Principles of engineering** In this unit, students will develop a detailed understanding of how engineering materials are classified, tested, processed, and selected for real-world applications. They will explore the structure and properties of different materials, how treatments and processes affect performance, and how to choose materials based on technical, economic, and environmental factors.	**F132: Engineering in practice** **F133: Computer Aided Design (CAD)** In this unit, students will develop hands-on experience of applying engineering processes, tools, and techniques to produce functioning components or products. They will gain practical skills in planning, manufacturing, and quality control, and understand the importance of working to engineering drawings, health and safety procedures, and professional standards.		
Product Design	**Materials and their applications** In this project students, will explore how to plan and document tasks using flowcharts and apply maths skills to calculate volumes and material wastage. They will learn about different types of materials, including hardwoods, softwoods, metals, polymers, composites, paper and boards, textiles, and smart materials. The project also covers essential safety knowledge, such as how to work safely, spot potential hazards, and carry out risk assessments.	**2 Performance characteristics of materials** In this project, students will explore forming, deforming, wasting, and additive manufacturing processes while working with a range of materials, fixtures, components, and fittings. They will learn how to use tools and equipment safely and responsibly, demonstrating good safe working practices for themselves and others. The project also looks at what influences product design, including ergonomics, anthropometrics, form and function, and how products develop. Students will also investigate different joining techniques, both permanent and semi-permanent understanding their uses, advantages, and disadvantages in real-world applications.	**Enhancement of materials** In this project, students will work across Design and manufacturing to develop their practical skills while following safe working practices for themselves and others. They will gain hands-on experience using 3D printers and laser cutters, as well as explore a wide range of processes and techniques. These include heat treatments like hardening and tempering, various casting methods, machining techniques (such as milling, drilling, and turning), and alloying. Students will also learn about different moulding processes—like injection moulding, vacuum forming, and blow moulding—along with lamination, marking out, and the use of digital technologies in design and manufacturing. This project builds a strong foundation in specialist tools and modern production methods.	**Forming, redistribution and addition processes** In this project, students will work across research, design and evaluation to design and create a functional product while developing a deeper understanding of the wider context of design and manufacturing. They will explore how technological developments impact product design, learn about current legislation that affects how products are made, and develop their skills in handling information, modelling ideas, and forward planning. Students will also apply further processes and techniques to improve and refine their outcomes, building both creative and critical thinking skills throughout the project.	**Influences and Technology developments** In the Exhibition of Work project, students will work across GridsDesign development and producing an outcome to showcase the skills and knowledge they have developed throughout their projects. They will explore key features of manufacturing industries and consider how products can be designed for maintenance, sustainability, and a cleaner environment. This project encourages students to reflect on their design journey, refine their presentation skills, and communicate their ideas effectively to an audience.	**Contextualised NEA Theory Researching and generating ideas** In this unit, students will begin thier real A'level Non-Exam Assessment (NEA) project by responding to a contextual challenge researched and identified by themselves. Students will carry out in-depth research, investigate relevant theory, and generate a range of design ideas based on real user needs. This work will form the foundation of thier NEA project.

- RESPECT - EXCELLENCE - DETERMINATION -