BUDMOUTH ACADEMY WEYMOUTH

Curriculum Overview:YEAR 13

	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	What makes you happier Examination pressure and wellbeing Safeguarding wellbeing through recognising control levels Forming positive thoughts Growing independence and wellbeing Independent travel and wellbeing	On and offline safety Online economic exploitation Online economic scams	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 debate over transgender rights Stereotyping in football/Jack Daniels coming out & Tom Daley experiences of being an athlete and gay/illegal being me Black Britain- does racism exist? The rise of hate crime and nationalism on post Brexit Britain	Positive menstruation Fertility and threats to fertility Different committed relationships and the law Positive parenting Pregnancy and options Abortion and the law	Local democracy and local elections. How do they work and what does the local government do? What happens at a general election? Different electoral systems and how they work What electoral systems are used in the UK? Britain's relationships with Europe and what happened in the Brexit referendum. Britain's relationship with the rest of the world, the UN and the commonwealth	Exam Support
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)	
	Applications 5 **5a.** Support for Next Step Decision and Application	**Transition Support 3** **3a.** Future Skills Survey **3b.** Living	**Applications 6** **6a.** Support Responses to Offers **6b.** Interview Support **6c.** Finance Support			
English Language	**Unit 1: Child Language Acquisition** How do children develop language over time?	**Unit 2: Language and Change** How does language change over time?	**Unit 3: Language and Global English** How does English change across the world?	**Unit 4: Exam Revision** Final preparation for examinations covering all papers.	**Unit 5: Exam Revision** Final preparation for examinations covering all papers.	
English Literature	**Unit 1: 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	**Unit 2: The Handmaid's Tale** *How are writer's inspired by political and social contexts?* Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5	**Unit 3: Streetcar Named Desire** How does Williams portray the illusory nature of the American Dream? An examination of the presentation of modern America and it's consequences. Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5	**Unit 4: Unseen Prose** How do writers use methods to create meanings? An introduction to the unseen prose element of Literature Paper 2: Texts in Shared Contexts. Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5	**Unit 5: Exam Preparation** Final preparation for examinations covering both Literature Paper 1 and 2. Students are assessed through the A-Level assessment objectives: AO1, AO2, AO3, AO4 and AO5	
Maths	**Radians** **Trigonometric Functions** **Trigonometry and Modelling** **Algebraic Methods** **Functions and Graphs**	**Differentiation** **Sequences and Series** **Mechanics: Moments**	**Statistics: Regression, Correlation and Hypothesis Testing** **Statistics: Conditional Probability** **Mechanics: Forces and Friction** **Binomial Expansion** **Parametric Equations**	**Numerical Methods** **Integration** **Mechanics: Projectiles** **Vectors**	**Statistics: Normal Distribution** **Mechanics: Application of Forces** **Mechanics: Further Kinematics**	**External Exams**
Further Maths	**Differentiation and Integration (Year 13 A Level)** **Core Pure 2: Series** **Further Pure: Conic Sections** **Further Pure :Vectors** **Further Pure: Inequalities**	**Core Pure 2: Methods in Calculus** **Further Pure: t Formula**	**Core Pure 2: Volumes of Revolution** **Core Pure 2: Polar Coordinates** **Further Pure: Taylor Series** **Further Pure: Methods in Calcius** **Further Pure: Numerical Methods**	**Core Pure 2: Methods in Differential Equations** **Further Pure: Reducible Differential Equations**	**Core Pure 2: Modelling with Differential Equations** **Exam Practice**	**External Exams**
Core Maths	**Project Work**	**Project Work**	**Project Work**	**Project Work**	**Exam Practice**	**External Exams**
Biology	**Respiration** Studnents learn that respiration is the process whereby energy stored in complex organic molecules is transferred to ATP. ATP provides the immediate source of energy for biological processes **Communication and Homeostasis** Students learn about cellular respiration as the process of energy release and examine homeostatic mechanisms that maintain internal stability in organisms.	**Photosynthesis** Students study the light-dependent and light-independent reactions of photosynthesis, understanding how plants convert light energy into chemical energy. **Endocrine System** Students explore how hormones regulate physiological processes, focusing on the endocrine glands, hormone action, and feedback mechanisms in the body.	**Plant Hormones** Students examine the role of plant hormones in growth, development, and responses to environmental stimuli, including auxins, gibberellins, and ethylene. **Hormonal Communication** Students explore how hormones regulate physiological processes, focusing on the endocrine glands, hormone action, and feedback mechanisms in the body.	**Cloning and Biotechnology, Ecosystems** Students study techniques used to clone organisms and manipulate biological systems for applications in medicine, agriculture, and industry. Students explore how living organisms interact with each other and their environment, including energy flow, nutrient cycles, and factors affecting biodiversity. **Neuronal Communications, Cellular Control and Inheritance** Students explore how nerve impulses are generated and transmitted, how cells regulate gene expression and respond to stimuli, and how genetic information is inherited, expressed, and leads to variation	**Exams and Revision**	**Exams and Revision**
Chemistry	**Rates of Reaction** Students investigate factors affecting reaction rates, such as temperature, concentration, surface area, and catalysts, and learn how to measure and interpret reaction kinetics. **Benzene** Students study the structure, stability, and reactions of benzene, including electrophilic substitution mechanisms and the concept of aromaticity.	**Making Aspirin** Students study the synthesis of aspirin through esterification, explore reaction conditions, purification techniques such as recrystallisation, and analytical methods including melting point determination and spectroscopy to assess purity **Equilibria and pH** Students study the principles of acid-base chemistry, including pH calculations, buffer solutions, and the dynamic nature of chemical equilibria, exploring how changes in conditions affect equilibrium positions	**Electrochemistry & Transition Metals** Students study the principles of electrochemistry including redox reactions, electrode potentials, and electrochemical cells, alongside the properties, reactions, and applications of transition metals and their complexes. **Organic Reactions (1)** Students study the structure, properties, and reactions of organic compounds, including mechanisms, functional groups, and synthesis methods	**Oxidation Reactions (II) & Qualitative Analysis** Students study the structure, properties, and reactions of organic compounds, including mechanisms, functional groups, and synthesis methods Students study qualitative analysis techniques to identify functional groups such as aldehydes, including their chemical tests and characteristic reactions **Lattice Enthalpy** Students study how lattice enthalpy measures the energy change when one mole of an ionic solid is formed from its gaseous ions, exploring factors that affect lattice strength and its impact on properties like melting point and solubility	**Exams and Revision**	**Exams and Revision**
Physics	**Thermal Physics** Students study the concepts of temperature, heat transfer, internal energy, and the behavior of gases, including how energy is stored and transferred in thermal systems **Gravitational fields** Students study the properties and effects of gravitational fields, including gravitational force, potential, field strength, and the motion of objects under gravity, both near Earth and in space **Circular Motion** Students study the dynamics of objects moving in circular paths, including centripetal force, acceleration, and the relationships between angular velocity, frequency, and period **Oscillations** Students study the principles of simple harmonic motion, including oscillation characteristics, energy transformations, damping, and resonance in physical	**Capacitors** Students study how capacitors store and release electrical energy, exploring concepts like capacitance, charging and discharging circuits, and energy stored in electric fields **Astrophysics and Cosmology** Students study the structure and evolution of stars, galaxies, and the universe, including key concepts like stellar lifecycles, the Big Bang theory, dark matter, and cosmic expansion.	**Magnetic Fields** Students study the properties and effects of magnetic fields, including the forces on moving charges, electromagnetic induction, and applications such as electric motors and generators **Electric Fields** Students study the properties and effects of electric fields, including field strength, electric potential, forces on charges, and the behavior of charges in uniform and radial fields	**Nuclear and Particle Physics** Students study the structure of atomic nuclei, fundamental particles, radioactive decay, and the forces and interactions that govern nuclear processes **Medical Imaging** Students explore the principles and applications of medical imaging techniques, such as X-rays, MRI, and ultrasound, which use radiation and waves to visualise the human body	**Exams and Revision**	**Exams and Revision**
Applied Science	**Investigating Science - NEA** Learners will be provided with an opportunity to undertake the role of a research scientist, following standard procedures to complete a scientific investigation. The unit is designed to enable learners to demonstrate and extend their scientific knowledge and skills. Learners may choose one investigation from the list of titles or alternatively learners may choose their own investigation in consultation with their tutor.		**Unit 4 - Human Body** Students explore how understanding the structure and function of the human body helps in diagnosing and treating common health conditions **Microbiology** Learners will develop their knowledge and understanding of key microbiological concepts and techniques used when working in biotechnological industries.		**Exams and Revision**	**Exams and Revision**
Law	Review of negligence. Explanation and application of further elements of negligence: neglegent missatement and psychiatric injury. Occupier's liability, land based torts. Mock 2 (which is poorly timed for law as paper 2 is not finished at this point)	Thorough feedback for mock paper 2. Vicarious liability, defences, practise substantive questions for paper 2. Tort theory and concepts: morals and fault. One elsson per fortnight retained for paper 1 revision.	Paper 3 ELS, including independence of the judiciary, rule of law, delegated legislation. Start contract law: the nature of a contract and agreement. Break off for mock 2 which will be a paper 1- also poorly timed for law. One lesson per fortnight retained for paper 1 and one lesson for paper 2.	Terms of a contract, exclusion clauses, vitiating factors, discahrge. Practise questions, focus on A03 along with how to achieve "precision and detail" in answers. Theory and concepts for paper 3: justice, morality, balancing conflicting interests	Q9: focus on concepts. Students prepare model answers for all four concepts. Revision of papers 1 and 2. Sit paper 1	Last revision for papers 2 and 3
Psychology	Paper 3: Issues and options in Psychology Issues and Debates Option 1: Schizophrenia Option 2: Relationships		Paper 3: Issues and options in Psychology Option 2: Relationships (continued) Option 3: Forensic Psychology	Paper 3: Issues and options in Psychology Option 3: Forensic Psychology (continued)	**Exams and Revision**	**Exams and Revision**
Sociology	**Unit 6: Crime and Deviance** 6.1 Theories of Crime and Deviance 6.2 Class and Crime and Deviance 6.3 Ethnicity and Crime and Deviance 6.4 Gender and Crime and Deviance	**Unit 6: Crime and Deviance** 6.5 Patterns of Victimisation 6.6 Recent Issues in Crime and Deviance Revision of Year 12 Content Mock Examinations	**Unit 6: Crime and Deviance** 6.7 Control, Punishment and Prevention **Unit 7: Beliefs in Society** 7.1 Ideology, science and religion 7.2 The role and function of religion	**Unit 7: Beliefs in Society** 7.3 Religious Organisations 7.4 Religiosity, class, age gender and ethnicity 7.5 Secularisation, Globalisation and Fundamentalism	**Exams and Revision**	**Exams and Revision**
Business Studies	**Theme 3: Business decisions and strategy** 3.1 Business objectives and strategy 3.2 Business growth	**Theme 3: Business decisions and strategy** 3.3 Decision-making techniques 3.4 Influences on business decisions 3.5 Assessing competitiveness	**Theme 4: Global business** 3.6 Managing change 4.1 Globalisation 4.2 Global markets and business expansion	**Theme 4: Global business** 4.3 Global marketing 4.4 Global industries and companies	**Revision** Paper 1 and Paper 2	**Revision** Paper 3
Economics	**Theme 3: The global economy** 3.1 Globalisation 3.2 Economic factors in business expansion 3.3 Impact of globalisation on global companies	3.4 Impact of globalisation on local and national economies 3.5 Global labour markets 3.6 Inequality and re-distribution Introduction to Paper 3	**Theme 4: Making markets work** 4.1 Competition and market power 4.2 Market power and market failure 4.3 Market failure across the economy	nomic policies and impact on firms and individuals 4.5 Risk and the financial sector	Revision Paper 1 and Paper 2	Revision Paper 3
Extended Project Qualification (EPQ)	**Extended Project Qualification Initial Idea Generation and Proposal Development**	**ion** **he project** **Decision on working title**	**Independent project work and supervision**			
Ethics & Philosophy	**9 per fortnight (36 lessons =12 lessons per paper)** **Mock 1: week 8** **Philosophy of Religion**: The Problem of Evil **DCT**: Augustine's Teaching on Human Nature **Philosophy of Religion**: The nature or attributes of God **Religion and Ethics**: Business Ethics	**9 per fortnight (27 lessons= 9 per paper)** **Mock 1: week 1** **Philosophy of Religion**: Religious Language: Negative, Analogical or Symbolic **DCT**: Death and the Afterlife **Philosophy of Religion:** Religious Language: Twentieth century Perspectives **Religion and Ethics:** Sexual Ethics	**9 per fortnight (27= 9 lesons per paper)** **Mock 2: week 6** **DCT:** Augustine's Teaching on Human Nature **DCT:** Knowledge of God's existence **DCT:** Christian moral principles **Religion and Ethics:** Conscience	**9 per fortnight (27= 9 lessons per paper)** **Mock 2: week 1** **DCT:** Religious Pluralism and theology **DCT:** Religious pluralism and society **Religion and Ethics**: Meta Ethics	**9 per fortnight (27=9 lesson per paper, but check study leave arrangements)**	**9 per fortnight**
Physical Education	**01 Physiological factors affecting performance** Continuing - Energy for Exercise Environmental effects on the body system. **02 Psychological factors affecting performance** Memory models / Attribution **03 Socio-cultural issues in sport** Ethics and deviance in sport **05 Finalise EAPI**	01 Injury prevention and the rehabilitation of injury. 02 Confidence and self-efficacy in sport 03 Commercialisation and media.	01 Review of biomechanical principles & types of motion. 02 Leadership in sport 03 Routes to sporting excellence	01 Fluid mechanics and projectile motion 02 Stress management to optimise performance 03 Modern technology & its impact on sport **(Moderation Window)**	20-mark question response prep Targeted revision from mock paper Revision / Exam Revision/Exam	Revision activities and exam technique Revision / Exam Revision/Exam
Sport BTEC Ext Certificate	Y12 - Unit 1 (Anat & Phys: EXAM, Y13 - Unit 7 (Practical Sport)	Y12 - Unit 1 (Anat & Phys: EXAM, Y13 - Unit 7 (Practical Sport)	Y12 - Unit 1 (Anat & Phys: EXAM, Y13 - Unit 7 (Practical Sport)	Y12 - Unit 2 (Fitness Training: EXAM), Y13 - Unit 3 (Professional Development)	Y12 - Unit 2 (Fitness Training: EXAM), Y13 - Unit 3 (Professional Development)	Y12 - Unit 2 (Fitness Training: EXAM), Y13 - Unit 3 (Professional Development)
Sport BTEC Ext Diploma	Unit 19 (Development in sport exam), Unit 22 (Investigation of Business), Unit 23 (Skill Acquisition)	Unit 19 (Development in sport exam), Unit 22 (Investigation of Business), Unit 23 (Skill Acquisition)	Unit 19 (Development in sport exam), Unit 22 (Investigation of Business), Unit 23 (Skill Acquisition)	Unit 10 (Sports Event Organisation), Unit 3 (Professional Development), Unit 32 (Sports Massage	Unit 10 (Sports Event Organisation), Unit 3 (Professional Development), Unit 32 (Sports Massage	Unit 9 (Research Methods)
History	**Unit 1 - Crisis of identity** **1920 - 1945**	**Unit 2 - The Superpower** **1945 - 1975**	**Unit 3 - Richard I** **1189 - 1199** The use of justiciars to maintain his authority during his absence on crusade and then during imprisonments. Richard's return to England and then his wars in France to regain lost territory from Philip; through to his death	**Unit 4 - King John I** **199 - 1214** The government of King John across political, social, economic, military and religious areas. The loss of continental possessions in France and attempts to win them back and the protracted argument with the chruch	**Unit 5 - The end of John's reign** **1214 - 1216** The final year of John's reign, through the attempts to limit the king's authoirty through the Magna Carta, the First Baron's War and the eventual death of John. Followed by the restoring of the monarchy under Henry III	**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 11: Resource management - elective topic** Focuses on the large-scale exploitation of unevenly distributed natural resources. Challenges of the increasing demand for water, energy and minerals and their critical role in human affairs. The management of local and regional transfers of water and global transfers of energy and minerals. The fundamental relationships between the physical environment and people in their local, national and international communities involving themes of sustainability and conflict (energy, water and minerals).		**Paper 2 Human Geography** **Topic 7: Global systems and governace - core topic** Focuses on the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Increased interdependence and transformed relationships between peoples, states and environments have prompted attempts at a global level to manage and govern some aspects of human affairs. Particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them.		**Exams and Revision**	**Exams and Revision**
French	**Diversity / Criminality:** vocabulary and theme work on the topics, revise and apply the present, future and conditional tenses with all pronouns, revise the past historic and si clauses	**Right to vote / Strikes:** vocabulary and theme work on the topics, recognise, understand and apply the passive voice in written and spoken French, revision of the subjunctive form (regular and irregular forms), understand and apply a variety of pronouns (direct object, indirect object, relative, possessive)	**Politics and immigration / IRP:** revise compound tenses and introduce the future perfect, understand and apply the future perfect, continue exam preparation for the IRP element	**Speaking exam preparation / revision:** continue exam preparation for the IRP element, exam revision for papers 1 and 2	**Revision / Exams:** continue exam preparation for the IRP element, exam revision for papers 1 and 2	**Revision / Exams:** exam revision for papers 1 and 2
German	**Immigration / Germany and the EU:** vocabulary and theme work on topics, understanding and applying complex adjectival phrases, revision of the case system and adjectival endings, understanding key weak masculine nouns, revision of the perfect/imperfect/pluperfect tenses, using *da(r)* with a preposition to anticipate a dass or infinitive clause, understand and apply the future perfect tense	**Integration / Youth politics:** vocabulary and theme work on topics, use possessive and interrogative adjectives, recognise, understand and use the imperfect subjunctive (1) in indirect speech, revision of complex word order, revision of the passive and modal particles	**Racism / Der Besuch der alten Dame:** vocabulary and theme work on topic, understand and use the imperfect subjunctive (2) in indirect speech, understanding the plot of the play, key characters and key themes, learn and apply essay phrases and analytic phrases in the target language, play specific vocabulary, essay writing practice	**Reunification / speaking exam preparation:** vocabulary and theme work on topics, understand and apply the pluperfect subjunctive, continue exam preparation for the IRP element	**Revision / Exams:** continue exam preparation for the IRP element, exam revision for papers 1 and 2	**Revision / Exams:** exam revision for papers 1 and 2
Spanish	**Youth politics / Immigration:** vocabulary and theme work on topics, revise the present, imperfect and compound tenses (pluperfect, future perfect, conditional perfect), understand and apply the present and perfect subjunctives	**Racism / Como Agua Para Chocolate:** vocabulary and theme work on topics, revise the conditional and future tenses, understanding the plot of the book, key characters and key themes, learn and apply essay phrases and analytic phrases in the target language, film specific vocabulary, essay writing practice	**Monarchy and dictatorship:** vocabulary and theme work on topics, revise the preterite, form and use the imperfect subjunctive	**Popular movements / speaking exam preparation:** vocabulary and theme work on topics, to use if clauses with the pluperfect subjunctive and imperfect subjunctive, to use the passive voice, to continue to prepare for the IRP element of the speaking exam	**Revision / Exams:** continue exam preparation for the IRP element, exam revision for papers 1 and 2	**Revision / Exams:** exam revision for papers 1 and 2
Fine Art	How can we synthesise personal ideas and contextual influences to develop meaningful, resolved art?	How can we synthesise personal ideas and contextual influences to develop meaningful, resolved art?	How do we resolve and communicate ideas visually and critically in line with A Level expectations?	How do we bring together all artistic learning into a meaningful, personal final response?		
Photography	Portfolio Unit - 60% This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.	Written Study - included in the 60% Portfolio Unit The written material must: be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose. include specialist vocabulary appropriate to the subject matter	Externally Set Assignment - 40% Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one . Students will be provided with exam papers on 1 February, or as soon as possible after that date.	Portfolio Unit - 60% This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.	Written Study - included in the 60% Portfolio Unit The written material must: be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.	Externally Set Assignment - 40% Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one . Students will be provided with exam papers on 1 February, or as soon as possible after that date.
Health & Social Care	**Unit F091: Anatomy and physiology for health and social care.** LO 1,2,3	**Unit F091: Anatomy and physiology for health and social care.** LO 4,5,6,	**Unit F094: Supporting people with long term physiological conditions**		**Unit F096: Supporting people in relation to sexual health, pregnancy and postnatal health**	
Dance	**SAT(practical):** Solo Performance in the style of a specific practitioner **ANM (practical):** Performance in a quartet **SAT (theory):** Analysing professional work 'Rooster' by Christopher Bruce sections 1-4 **ANM (theory):** Begin to analyse the development of Rambert Dance Company, focusing on artistic directors and works from key practitioners. Focusing on Marie Rambert, Norman Morrice, John Chesworth and Robert North.	**SAT(practical):** Choreography focus looking at the exam stimuli sent from AQA and experimenting with suitable ideas/responses whilst recapping the choreographic process. **ANM (practical):** Performance in a quartet. **SAT (theory):** Analysing professional work 'Rooster' by Christopher Bruce sections 5-8 **ANM (theory):** Continue to analyse the development of Rambert Dance Company, focusing on artistic directors and works from key practitioners. Focusing on Richard Alston and Christopher Bruce.	**SAT(practical):** Choreography focus looking at the exam stimuli sent from AQA and experimenting with suitable ideas/responses whilst recapping the choreographic process **ANM (practical):** Performance in a quartet and solo performance **SAT (theory):** Introduce the ICDS concept, focusing on Matthew Bourne and analysing his work 'Nutcracker' in relation to the ICDS features and connecting knowledge and understanding to exam style questions **ANM (theory):** Introduce Sidi Larbi, his dance style, training, collaborations etc and then begin analysing Larbi's work 'Sutra'	**SAT(practical):** Choreography focus looking at the exam stimuli sent from AQA and experimenting with suitable ideas/responses whilst recapping the choreographic process **ANM (practical):** Performance in a quartet and solo performance **SAT (theory):** Recap the ICDS overall concept, focusing on Matthew Bourne and analysing his work 'Sleeping Beauty' in relation to the ICDS features and connecting knowledge and understanding to exam style questions **ANM (theory):** Continue to analyse the set work 'Sutra' looking at different sections.	**SAT(practical):** Choreography focus looking at the exam stimuli sent from AQA and experimenting with suitable ideas/responses whilst recapping the choreographic process **ANM (practical):** Performance in a quartet and solo performance **SAT (theory):** Continue the ICDS focus area, focusing on Akram Khan and analysing his work 'Zero Degrees' in relation to the ICDS features and connecting knowledge and understanding to exam style questions (same questions as used for Matthew Bourne to help with repetition and securing knowledge from previous misconceptions in mock) **ANM (theory):** Continue focusing on Sidi Larbi, his dance style, training, collaborations etc and then begin analysing Larbi's work 'Babel'	**SAT(practical):** Siobhan Davies group dance, using the quartet marking criteria **ANM (practical):** Jazz dance group dance, using the quartet marking criteria **SAT (theory):** Continue the ICDS focus area, focusing on Akram Khan and analysing his work 'Rush' in relation to the ICDS features and connecting knowledge and understanding to exam style questions (same questions as used for Matthew Bourne to help with repetition and securing knowledge). Collating all knowledge and understanding of ICDS for timed essay questions ensuring that answers are relating to the AO3 and AO4 marking criteria. **ANM (theory):** Using knowledge and understanding of Larbi's 'Sutra' and 'Babel' to answer exam style questions, looking at how to structure answers to ensure AO3 and AO4 aspects are being discussed.
Drama	**Performance C1** Assessment interanlly examined externally moderated. Final rehearsal process and refining of coursework.	**C1 Coursework completion/C3 written response.** Analysis and evaluation for the 3 40 marker questions. Working towards mocks.	**C3 Written** responding to mock outcomes. **C2 introduction** to stimuli and script.	**C2 Performance/Coursework** Students will be refining their two performances external examiner. Coursework will be getting checked weekly ready to send off to the examiner. **C3 section C** Working through examiners reports and exemplar materials.	**C3 Revision and regular assessment for section a, b and c Exam practice**	
Engineering	**F132: Engineering in practice** **F133: Computer Aided Design (CAD)** In this unit, students will learn how to create accurate, detailed engineering drawings and models using industry-standard CAD software. They will develop the skills to design, modify, and present digital representations of engineered products, preparing them for careers in design and manufacturing environments.		**F136: Computer Aided Manufacture (CAM)** In this unit, students will explore how digital technologies are used to control and automate manufacturing processes. They will develop skills in preparing and operating CAM equipment such as CNC machines, and learn how to translate CAD models into real-world components. Students will also gain an understanding of the benefits, limitations, and applications of CAM in modern engineering industries.			**Revision/Exam preparation**
Product Design	**Contextualised NEA Theory Researching and generating ideas** In this unit, students will continue thier Non-Exam Assessment (NEA) project by Students will generate a range of design ideas based on real user needs.	**Developing and realising design Ideas** In this stage of the project students will develop chosen idea into a final design and bring it to life through modelling and making. Students will apply practical skills, select appropriate materials and processes, and justify their decisions with clear links to user needs and technical knowledge.	**Evaluating and modification of design ideas** In this final stage of thier project, students will evaluate your prototype and design process in detail. Students will gather user feedback, test your product against your specification, and reflect on how it could be improved. This helps demonstrate their ability to think critically and make informed modifications based on evidence.	**Revision/Exam preparation**		
Textiles	**NEA Criteria D** How can I model, prototype, and make a high-quality product that reflects my design intentions and meets the needs of my user?		**NEA Criteria E** How can I evaluate and refine my prototype to ensure it meets the needs of my user and fulfils the design brief effectively?			

- RESPECT - EXCELLENCE - DETERMINATION -