



Year 13 curriculum overview

Whole-school curriculum intent:

Everything we do at Settle College is rooted in our vision to support all our students to 'be the best they can be'. Through developing a rich and exciting curriculum that is relevant to our locality and implemented with high quality teaching, we aim to secure outstanding progress and achievement for all, whilst also developing confidence, independence and resilience in our learners. In this ever-changing world, we need to equip our students with the knowledge and skills that they need to thrive, with the ability to lead and communicate in a thoughtful and respectful way. We must instil in our students that they can do whatever it is they aim to achieve and to help them to overcome any barriers in their way. All of this aims to provide them with the vital skills for life-long learning so that their personal progression continues beyond their years at Settle College.

Key Stage 5 curriculum planning

Our curriculum offer at key stage 5 is currently: applied science, art & design, biology, business, chemistry, drama & theatre, English language, English literature, geography, history, IT, maths, music, photography, physics, product design, psychology, religious studies, Spanish and Sport, as well as offering the extended project qualification to all students. As with key stage 4, the curriculum offer is designed to cover a diverse range of subjects to cater for students' interests and future goals whilst recognising that, as a small sixth form, we cannot offer every possible subject choice. To maintain this range of courses, when appropriate, both year 12 and 13 students are taught together or different courses are run within the same class, with some courses run in collaboration with our neighbouring school. We also offer work experience as an option to run alongside two vocational subject choices.



Curriculum mapping

Applied science	Overall curriculum intent for year 12: Study a wide variety of scientific ideas across all three science disciplines in greater depth, building a broad base of scientific knowledge at level 3.						
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Intent for the topic	Teach Unit 1, All of the chemistry LO1&2 and begin the physics LO5. Complete all of Unit 6, moderate.		Complete Unit 1, Including Biology LO3&4 and Physics LO6. Externally moderate unit 6. Begin teaching Unit 2		Revise Unit 1 and take the Unit 1 Summer exam. Continue teaching unit 2.	
	Content mapping	Unit 1: LO1, 2 Unit 6 Assignments 1, start 2	Unit 1: Complete LO2 and LO5 Unit 6: Assignments 2 and 3	Unit 1: LO3,4, 6	Unit 2: LO 1, 2 &3	Unit 2: LO 4, 5, 6	
Key skills developed	Calculating relative atomic mass. Describing graphs showing the ionisation energies of elements on the periodic table. Identify biological hazards and the microorganisms that cause them.	Explaining how chemicals interact with each other in various ways: redox, polymerisation. Describing and explaining rate of reactions. Identifying hazards in the lab. Designing a work area.	Identify cell structures from light and electron microscope images. Identify tissue types from light and electron microscope images.	Identify hazards and risks and then write risk assessments. Calibrate equipment. Chromatography. Electrophoresis. Titrations.	Use a light microscope to view slides prepared for pupils and those they prepare themselves. Accurately draw images from a light microscope. Use experimental results to identify unknown substances. Aseptic technique.		



<p>Overall curriculum intent for year 13: Pupils will continue with their main coursework and will then create an overall final piece. They will then move onto the externally set task in which they have no choice over the theme. They will also finish off their personal assessment (essay).</p>						
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Intent for the topic		<p>Main Coursework</p> <p>Pupils will choose a coursework title that they will work on throughout the year, ensuring they meet all the assessment objectives. They will continue this until 31st January.</p>			<p>Exam preparation</p> <p>From 1st February, pupils will choose a title for their exam from the titles provided by the exam board. They will then continue to develop their ideas to support their final exam piece.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art</p> <p>Content mapping, including key skills developed</p>		<p>AO1- Develop: Develop ideas through investigations, demonstrating critical understanding of sources.</p>				
		<p>AO2- Refine: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>				
		<p>AO3- Research: Record ideas, observations and insights relevant to intentions as work progresses.</p>				
		<p>AO4- Present: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>				
		<p>Pupils will decide on a theme/title for their main coursework. Pupils will, over the course of this year, work on their sketchbook, where they will explore artists and use them to help inspire further work. Pupils will also explore their theme in detail, looking at images, media, experiments and materials. Pupils will also be encouraged to learn to refine their work through further experiments, such as improving compositions, colour choices and designs.</p> <p>By October half term, pupils should have completed 2500 words of their personal assessment essay.</p>	<p>Pupils will use this half term to start planning their final pieces for their coursework theme. They will have to show designs for their plans, as well as refinement for the final pieces. In addition, they will have to show how the artists, designers and photographers have helped inspire their work. Pupils should, by the end of this half term, know what they will be making for their final piece after the Christmas holiday.</p> <p>By Christmas, pupils should hand in a completed draft of their personal assessment essay.</p>	<p>Until 31st January, pupils will make their final pieces for their project. Once the pupils have completed their final piece(s), they will then need to complete an evaluation to finish their coursework.</p> <p>On 1st February, pupils will receive their exam papers. Pupils will choose a theme and will start exploring the theme in detail. Pupils will work on AO1, AO2 and AO3 mostly.</p> <p>Pupils will hand in their completed essay on 31st January, along with all other coursework.</p>	<p>Pupils will continue to work on their exam preparation from the exam title they have chosen. Pupils will, before the Easter Holidays, have an idea of what they are going to do for their final piece as they should have done all the necessary refinement, ready to sit the exam in the first couple of weeks after Easter.</p>	<p>Pupils will sit their exam in the first weeks back after Easter.</p> <p>Pupils will sit their exam over three days (15 hours). They will then hand their exam work in for assessment by the teacher.</p> <p>All coursework and exam work is assessed according to the criteria from the exam board and the marks will be submitted to the exam board in the week before the May half term.</p>



Overall curriculum intent for year 13: Further develop a deep understanding of A-level Biology, sufficient to support the transition to university study.						
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Biology	Intent for the topic	<p>Topic 5- understand the role of photosynthesis as a complex biochemical process, how plants fit into ecosystems as key species and the impact of climate change on these ecosystems.</p> <p>Topic 6- Understand the range of investigative procedures forensic scientists can use to establish time of death, identity (DNA analysis) and cause of death if via infections through understanding the role and function of the immune system.</p>	<p>Topic 7- To understand the role of respiration in enabling life to exist, and the role it has in enabling living processes, such as locomotion.</p> <p>Understand how locomotion occurs from the cellular to the macroscopic level, and the key structures involved.</p>	<p>Topic 8-Understand the structure and function of the nervous system in detecting and responding to stimuli, and how various substances can impact on these responses.</p>	Pre-release article work	Revision
	Key skills developed	<p>Understanding the range of evidence that supports climate change- being able to evaluate this information to see how and where the evidence supports, as well as the limitations of such data.</p> <p>Mathematical modelling of temperature changes.</p>	<p>Using live animals safely and responsibly to determine respiratory rate. Risk assessment and ethical considerations made.</p>	<p>Reaction time testing and the mathematical interpretation of different substances' effect on reaction time.</p> <p>Understanding the role, structure and function of different aspects of the brain and how this understanding was obtained experimentally.</p>	<p>Understanding the role of peer review, referencing and literature review in science.</p>	



Overall curriculum intent for year 13: The year starts with the completion of Unit 2 in readiness for the examination in January. 2 optional coursework units are then completed, Unit 8 and 19. Each unit looks at an area of business – Unit 2 (Working in Business), Unit 8 (Human Resources) and Unit 19 (International Business).						
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Business Studies	Intent for the topic	This unit will cover the skills and understanding needed to work effectively within a business environment. The skills and understanding students will develop through this unit are critical to the success of any business and are highly valued in the business world; they are vital regardless of the role held within an organisation.	Unit 8 (portfolio) In this unit students will gain an overview of the HR function within a business and learn about factors affecting human resources planning. They will understand the importance of motivating and training employees to achieve their potential. They will learn how businesses measure employee performance.	Students will be able to appreciate how the role of the HR function links with other key functions in a business to contribute to the overall success of the business. They will also understand the importance of confidentiality for the HR function, as this fosters trust and respect between employee and employer.	In this unit students will gain an understanding of key decisions that businesses must make when deciding whether to operate internationally. This unit will provide students with practical experience which will be valuable should they wish to undertake further study in this area or follow a career in a business which either operates, or aims to operate, internationally.	This unit will allow students to draw together all of their knowledge and understanding to identify a strategy that a domestic (local, regional or national) business could adopt to expand internationally.
	Content mapping	Using business documents. Prioritising business tasks. Communicating effectively with stakeholders.	Factors involved in human resources planning. Assessing the effectiveness of training and development. How and why businesses motivate employees.	The importance of monitoring and managing employee performance at work. The importance of confidentiality within the human resources function.	The impact of globalisation on businesses, employees and consumers. The opportunities and challenges that businesses face when operating internationally.	The international trading environment in which businesses operate. Different international expansion strategies used by businesses.



Overall curriculum intent for year 13: Further develop a deep understanding of A-level Chemistry, sufficient to support the transition to university study.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	
Chemistry	Intent for the topic	<p>Module 5: Quantify equilibria using experimental data.</p> <p>Module 6: Understand the bonding and reactivity in aromatic compounds, including benzene and phenol. Develop understanding of carbonyl compounds, with further investigation into carboxylic acids and esters.</p>	<p>Module 5: Understand the reactivity and calculation of pH of acids and bases, as well as the actions of buffers. Calculate lattice enthalpy and use Born-Haber cycles.</p> <p>Module 6: Understand the reactions, uses and properties of nitrogen compounds- amines, amides and polymers.</p>	<p>Module 5: Understand and calculate entropy, enthalpy and free energy, using this to predict reaction feasibility. Understand how redox reactions occur, test this experimentally and understand the application of redox reactions in fuel cells.</p> <p>Module 6: Understand the various synthetic routes that can be used to synthesise a range of compounds, as well as the practical techniques used to synthesise and purify these molecules.</p>	<p>Module 5: develop a deeper understanding of the transition elements in terms of their properties, reactions and uses.</p> <p>Module 6: Understand how to carry out a range of chemical analyses (qualitative and quantitative), and those utilising spectroscopic approaches.</p>	Revision- revise key aspects of the course- student led choices with teacher input on areas to cover
	Content mapping	Equilibria, aromatic compounds, phenols, carbonyl compounds.	pH and buffers, lattice enthalpy and enthalpy of solution, nitrogen chemistry (amines, amides, amino acids) and the formation of polymers.	Entropy and how this links to enthalpy through free energy, redox titrations, electrochemical cells, organic synthesis and purifying organic solids.	Transition elements and their reactivity and organic chemistry qualitative analysis and spectroscopy.	Modules 1-6
	Key skills developed	The CPAC practicals are carried out across the course, as well as the formal teaching of the skills required to complete this successfully.				
	Unstructured calculations for equilibria. Continuation of organic notation and nomenclature.	pH calculations, including the use of logs. The use of drawn cycles in enthalpy calculations. Continuation of organic notation and nomenclature.	Application of titration skills to redox titrations. Organic synthesis and the interconversion of different functional groups.	Identifying trends and patterns in reactivity of transition metals. Qualitative analysis and interpreting spectra.		



Overall curriculum intent for year 13: To encourage mastery of the subject and create a professional pathway for further study or employment in the performing arts.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	
Drama	Intent for the topic	To develop knowledge and understanding of Set Text 2: The Caucasian Chalk Circle	To deepen knowledge and understanding of Set Text 2: The Caucasian Chalk Circle	To develop responses to Live Theatre To prepare	To prepare C3 Extract 3 for practical exam	To consolidate knowledge and understanding of all sections of C1 Written Exam and to practice exam technique
	Content mapping	Brecht and Epic Theatre CCC - Context Plot Themes & Character	C1 CCC – performance perspective – acting and directing Component 3 Extract 2 Performance and Reflective Report	Study of a second play for C1 Live Theatre Review	C3 Extract 3 rehearsal and development of performance Completion of Reflective Report	Audit and reflection on own skills and knowledge Individual revision plan Revision of set texts 1 and 2 Revision of Live Review Practice exam papers
	Key skills developed	Theatre genres and style Context of Brecht and Epic Theatre Meta theatre - Play within a play Context – First Fleet Restoration Theatre	How to create an original production concept Director's notes	Responding to live theatre Forming a view Terminology	Rehearsal techniques Learning lines Tech and dress rehearsal requirements Performing to an audience	How to approach the written exam Two set texts and a live theatre performance (3 full plays)



		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
English Language	Intent for the topic	Child language acquisition: reading, writing and speaking.	Language change. Investigation NEA.	Language diversity revisited. History of English.	Language discourse revisited linked to original writing NEA. English as a world language. Opinion writing.	Revision and exam questions.
	Content mapping	Analysis and essay style focus. Theorist studies explored e.g. innateness / interactionists. Learning to speak, read, write.	Data analysis and synthesis report writing. Explore concepts, theories and ideas around diversity, variation and attitudes: links to language change.	Analysis focus. Case studies to include: - Lexical change - Semantic change - Grammatical change - Phonological change Orthographical change	Linking opinion articles to original writing. Genre exploration. Use of representation and persuasion in own work. Key essay skills.	Focus on movement between speech and written forms. Different written genres explored.
	Key skills developed	How to recall and apply knowledge of the physical, mental and social influences on the language of children in analysing texts. Discussion and synthesis of EYF within the education system. Consideration of the ethical implications of varied studies and ability to comment on the validity of studies as a consequence. Ability to use the phonetical alphabet as part of the meta language of own essays when analysing a text.	Awareness of the implication of phonetic, graphological, and syntactical changes from Early Modern English to the present day. Ability to include relevant knowledge of these topics in discursive essays. In depth knowledge and application of relevant geographical and political influences and interactions with other cultures within essays for paper 2. Regular correct and precise application of grapheme metalanguage in the analysis of texts and studies in their own essays.	How to examine the role and influences of changes to English society on the English language and selecting relevant information to use for consideration and synthesis in their own essays. Clear and relevant ethical considerations and synthesis and self-summaries of cultural biases explored with investigations and consideration of theorists resulting in well-structured essays that include self-comments and summaries.	How to examine the role and influences of the English speakers across the globe and building the relevant information into well-structured essays in response to exam questions. Including social, political and personal opinions of varied theorists and synthesising that information in response to a series of texts.	Key essay skills revised including the ability to recall key studies and theorists, the synthesis and contrast of available information, the application of precise meta language, and the ability to summarise and create their own considered conclusions.



English Literature		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
	Intent for the topic	Aspects of political and social protest writing. Planning of NEA 1.	Aspects of political and social protest writing. Drafting of NEA 1.	Aspects of political and social protest writing. Planning of NEA 2.	Revision. Drafting and writing up of NEA 1 and 2.	Revision.
	Content mapping	Finish study of Blake. Begin The Handmaid's Tale.	The Handmaid's Tale.	The Kite Runner. Revision of Aspects of Tragedy.	Revision.	Revision.
	Key skills developed	How to analyse elements of political and social protest writing. How to analyse language and structure of a political and social protest text. How to apply relevant contextual detail to support analysis of a political and social protest text.				How to apply contextual research and a critical interpretation in the analysis of set texts for revision.



Overall curriculum intent for year 13: Students will apply their own geographical knowledge, understanding and skills to make sense of the world around them, investigating global and local issues and identifying successes and failures of intervention. This will help prepare them to succeed in their chosen pathway.					
Geography		Topic 1	Topic 2	Topic 3	Topic 4
	Intent for the topic	The Water cycle and water insecurity To understand the physical, economic and political background to water availability on a global scale and to understand the implications of water insecurity.	Superpowers	The Carbon cycle. To understand the physical mechanisms of the carbon cycle, the implications of fossil fuel dependence and the issues arising from our need for energy security.	Health, human rights, and interventions
	Content mapping	Understand the importance of the hydrological cycle and how it operates on a temporal and spatial scale. Understand it is a closed system and operates within systems and how these contribute to contrasting water budgets, river regimes and storm hydrographs. Evaluating the short-term variations and how the human and physical factors can cause deficits. Evaluating the impacts of climate change. Understanding the reasons behind water security and the consequences and risks which arise from this. Evaluate the different approaches to managing water and plan for the future.	Understand how powerful countries can be defined using a range of criteria. How and why patterns of power have changed over time and how this can create unstable geopolitical situations. Identifying the emerging powers and suggest reasons for them challenging the existing geopolitical order. Understand how superpowers influence the global economy and take advantage of it and use their cultural influence as a source of power. Understand the role they play in global economic, political, and environmental governance and that they have a disproportionate impact on the global environment and global resource consumption. Recognise that powerful countries in Asia are causing a fundamental global power shift. This power shift can cause tensions and uncertainty to predict the future geopolitical balance of power.	Understand how the carbon system operates at temporal and spatial scales and that geological and biological processes control carbon movement between the stores. Understand that humans have an increasing impact on natural carbon cycle functioning and that a balanced carbon cycle is important in maintaining planetary health. Understand the need for energy security but economic development often means heavy use of fossil fuels. Investigating alternative identifying the costs and the benefits. Understand the anthropogenic threats interlinked between the carbon and water cycles and the threat to human well-being. Identifying the role of different players in reducing the risks of enhanced carbon emissions.	Understand what is involved in human development and aware of the variations in human health and life expectancy. Understand the importance of human rights and that countries differ in their definitions and protection of them. Understand there are different forms of geopolitical interventions and motives towards development aid and military intervention. Be aware that there are different ways of evaluating geopolitical interventions and that development aid and military interventions can have mixed outcomes.



		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
History	Intent for the topic	<p>To complete the aspects in the breadth part of the Britain unit and start the first depth study.</p> <p>To complete an overview survey of Russian history in the late 19th and early 20th centuries.</p>	<p>To complete Britain depth studies 2 and 3.</p> <p>Students choose the aspect of Russian history they wish to focus on for their coursework.</p>	<p>To complete Britain depth study 4 and most of 5.</p>	<p>To complete depth study 5.</p> <p>Exam practice and revision for Germany and Italy.</p>	<p>Exam practice and revision.</p>
	Content mapping	<p>The development of political parties c1780-1928.</p> <p>The declining influence of the Crown and aristocracy on politics, the changing social composition of the House of Commons.</p> <p>Early radical reformers in Britain.</p> <p>The Russian Revolution of 1917. Stalin</p>	<p>Chartism.</p> <p>The campaign to repeal the Contagious Diseases Acts.</p> <p>Start coursework – research different interpretations.</p>	<p>The Women’s Social and Political Union (the Suffragettes).</p> <p>Trades union militancy 1915-25.</p> <p>Writing coursework on chosen topic.</p>	<p>The General Strike of 1926 and its aftermath.</p> <p>Exam practice and revision.</p> <p>Writing coursework on chosen topic.</p>	<p>Exam practice and revision.</p>
	Key skills developed	<p>Causation Consequence Similarity/difference Continuity/change Significance Analysing and evaluating historical sources.</p>				



<p>Overall curriculum intent for year 13: Students will gain the right combination of knowledge, understanding and skills required for the 21st century, enabling them to demonstrate the skills of writing specifications, and the design, build, testing and implementation of applications. They will develop a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how businesses use IT. Students will have a greater understanding of how organisations use information sources both internally and externally and the types of information they will encounter. The skills gained by completing this qualification will give them knowledge of the functionality of information and how data is stored and processed by organisations. They will also learn about how individuals use information of various types.</p>					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
IT	<p>Intent for the topic</p> <p>Complete app prototype and accompanying evidence Prepare for Unit 2 exam</p>	<p>Prepare for Unit 2 exam</p>	<p>Dependant on students: they are currently considering IOT or Game development</p>		<p>Prepare for resit of unit 2</p>
	<p>App development, testing, client presentation and feedback. Adaptations to final app prototype.</p> <p>Unit 2 exam - understand where information is held globally and how it is transmitted</p>	<p>Understand: styles, classification and the management of global information; the use of global information and the benefits to individuals and organisations; the legal and regulatory framework governing the storage and use of global information; the process flow of information. Case study</p>	<p>Research, design, develop, test and evaluate product of choice.</p>		<p>All of unit 2 topics and case study preparation</p>
	<p>Key skills developed</p>	<p>Apply the fundamental principles and concepts of computer science: use search technologies effectively, be discerning in evaluating digital content. Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. Use technology safely, respectfully and responsibly. Select, use and combine software on a range of digital devices to create digital products, that accomplish given goals, including collecting, analysing, evaluating and presenting data. Use search technologies effectively, be discerning in evaluating digital content.</p>			

Maths: This is currently under review and will be updated soon.



<p>Overall curriculum intent for year 13: Pupils will continue with their main coursework and will then create an overall final piece. They will then move onto the externally set task in which they have no choice over the theme. They will also finish off their personal assessment (essay).</p>						
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Photography	Intent for the topic	<p>Main Coursework</p> <p>Pupils will choose a coursework title that they will work on throughout the year, ensuring they meet all the assessment objectives. They will continue this until 31st January.</p>			<p>Exam preparation</p> <p>From 1st February, pupils will choose a title for their exam from the titles provided by the exam board. They will then continue to develop their ideas to support their final exam piece.</p>	
	Content mapping, including key skills developed	<p>AO1- Develop: Develop ideas through investigations, demonstrating critical understanding of sources.</p>				
<p>AO2- Refine: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>						
<p>AO3- Research: Record ideas, observations and insights relevant to intentions as work progresses.</p>						
<p>AO4- Present: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>						
<p>Pupils will decide on a theme/title for their main coursework. Pupils will, over the course of this year, work on their sketchbook, where they will explore photographers and use them to help inspire further work. Pupils will also explore their theme in detail, looking at images, media, experiments and materials. Pupils will also be encouraged to learn to refine their work through further experiments, such as improving compositions, colour choices and designs.</p> <p>By October half term, pupils should have completed 2500 words of their personal assessment essay.</p>		<p>Pupils will use this half term to start planning their final pieces for their coursework theme. They will have to show designs for their plans, as well as refinement for the final pieces. In addition, they will have to show how the artists, designers and photographers have helped inspire their work. Pupils should, by the end of this half term, know what they will be making for their final piece after the Christmas holiday.</p> <p>By Christmas, pupils should hand in a completed draft of their personal assessment essay.</p>	<p>Until 31st January, pupils will make their final pieces for their project. Once the pupils have completed their final piece(s), they will then need to complete an evaluation to finish their coursework.</p> <p>On 1st February, pupils will receive their exam papers. Pupils will choose a theme and will start exploring the theme in detail. Pupils will work on AO1, AO2 and AO3 mostly.</p> <p>Pupils will hand in their completed essay on 31st January, along with all other coursework.</p>	<p>Pupils will continue to work on their exam preparation from the exam title they have chosen. Pupils will, before the Easter Holidays, have an idea of what they are going to do for their final piece as they should have done all the necessary refinement, ready to sit the exam in the first couple of weeks after Easter.</p>	<p>Pupils will sit their exam in the first weeks back after Easter.</p> <p>Pupils will sit their exam over three days (15 hours). They will then hand their exam work in for assessment by the teacher.</p> <p>All coursework and exam work is assessed according to the criteria from the exam board and the marks will be submitted to the exam board in the week before the May half term.</p>	



Overall curriculum intent for year 13: Further develop a deep understanding of A-level Physics, sufficient to support the transition to university study.						
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Physics	Intent for the topic	Continue Topic 6 and 7	Begin topic 8- Nuclear physics-understand the properties and causes of nuclear radiation, and how this phenomenon can have both a positive and negative impact on society.	Begin optional unit- one from astrophysics, medical physics, engineering physics, turning points and electronics	Ensure completion of all topics, begin A-level revision.	Revision of A-level content
	Content mapping	Thermal physics, gases, Boyle's law, simple harmonic motion with spring practical investigation. Capacitors, magnetic fields, electromagnetic induction, force on a wire practical.	Nuclear energy, radiation types, unstable nuclei, decay. Atomic radius, instability, induced fission and safety aspects.	Content depends on the optional unit chosen.	Topics 1-4, student led	Topics 5-9, student led
	Key skills developed	Volume of a cylinder is directly proportional to its length. Periodic motion can be represented by a wave. Fields are related by the inverse square law	Bohr's model of an atom. Relating volume of a sphere to mass units. Recall of Yr12 unit on the structure of the atom. Wave/particle duality of light. Qualitative analysis and knowledge of different forms of nuclear radiation. Quantitative analysis of effect of different radioactive emissions on the makeup of an atom.	Content depends on the optional unit chosen.	-	-



		Half term 1	Half term 2	Half term 3	Half terms 4 and 5
Product design	Intent for the topic	NEA - Research	NEA Exam practice	NEA and exam practice	NEA and exam practice
	Content mapping	NEA Research and analysis Specification Design ideas and communication of ideas Review ideas Development of design ideas and the iterative design approach	Further research-Materials testing Development of design ideas and the iterative design approach Design movements/designers, specific materials, industrial manufacture manufacturing specification and final design solution Practice exam	Review of development and final idea. Final prototype manufacture.	Finish final prototype Third party manufacture Testing and evaluating the prototype. Exam revision and practice
	Key skills developed	Use of IT to collate information for NEA Design process, methods and drawing techniques.	Use of IT to collate information for NEA and write the manufacturing specification. Design process, methods and drawing techniques. Application of design inspiration methods. CAD to develop final design	Tools, equipment, and machines. Quality and accuracy checks Making diary. Shaping and finishing methods organisation in practical. CAD/CAM.	Same as last term and exploded drawings, manufacturing specification, Orthographic drawings, risk assessments. Testing and evaluating the prototype.



Psychology	Overall curriculum intent for year 13: Throughout Year 13, students will continue to develop their skills through in depth study of issues and debate in Psychology; a study of Schizophrenia including issues surrounding both its diagnosis and treatment; a study on human relationships including formation, maintenance and breakdown; and an examination of the application of psychological theory and practice in the real world through Forensic psychology.						
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Intent for the topic	<i>Teacher A:</i> Issues and debates <i>Teacher B:</i> Schizophrenia		<i>Teacher A:</i> Relationships <i>Teacher B:</i> Forensic psychology		Revision	
Content mapping	<p><i>Issues and debates:</i> Gender/Culture bias, free will v determinism, nature v nurture, reductionism, determinism.</p> <p><i>Schizophrenia:</i> Classification and symptoms, reliability and validity issues, biological explanations, psychological explanations, interactionist explanation and treatment, drug therapies for treatment, CBT and family therapy for treatment, token economies for treatment</p>		<p><i>Relationships:</i> Factors affecting attraction, theories of maintenance and breakdown in romantic relationships. Virtual and parasocial relationships</p> <p><i>Forensic psychology:</i> Offender profiling approaches, biological explanations of offending, psychological explanations of offending, dealing with offender behaviour, recidivism</p>		Review of year 12 and year 13 content		



Overall curriculum intent for year 13: The Cambridge Technicals in Sport and Physical Activity provides students with practical opportunities to develop relevant core knowledge and skills. Students further develop their skills through specialist pathways that help them deliver sport and physical activity to a wide range of participants.

Unit 3 – Sport organisation and development (exam) 60 GLH

Unit 11 – Physical activity for specific groups (CW) 30GLH

Unit 12 – Nutrition and diet for sport and exercise (CW) 30GLH

Unit 17 – Sports Injury and rehabilitation (CW) 60GLH

		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Sport	Intent for the topic	3: LO1 – Understand how sport in the UK is organised LO2 – Understand sports development	3: LO3 – Understand how the impact of sports development can be measured LO4 – Understand sports development in practice 11: Unit 11 LO1, 2, 3, 4	17: LO1 – Common sport Injuries LO2 – Minimise the risk of sport injuries 12: LO1, 2, 3, 4, 5	17: LO3 – Be able to respond to acute sport injuries LO4 – Know the role of different agencies in treatment/rehab LO5 – Plan a rehabilitation programme	Exam revision Coursework unit fine tuning
	Content mapping	1.1 Organisations in the UK 1.2 Roles and responsibilities 1.3 International organisations 1.4 How organisations interact 2.1 What sport development is 2.2 The purpose of sport development 2.3 Continuum levels 2.4 Target groups	3.1 Possible measures 3.2 Methods 3.3 Purpose of measurements 4.1 Methods of delivering sports development 4.2 Sport development initiatives 4.3 Advantages/ disadvantages 4.4 Benefits 11: LO1 – Provision for specific groups LO2 – Benefits/barriers to participation LO3 - Exercise referral process LO4 – Plan activity session	1.1 Acute sport injuries 1.2 Common causes (chronic) 1.3 Common causes (acute) 1.4 Signs and symptoms 1.5 Psychological effects 2.1 Extrinsic factors 2.2 Intrinsic factors 2.3 Minimising risk 2.4 Safety 12: LO1 -Importance of a balanced diet LO2 – Understand energy balance LO3 – Hydration LO4 – Supplements in diet LO5 – The psychology of healthy eating	3.1 Appropriate action 3.2 EAP 4.1 Agencies 4.2 Identifying the correct agency 4.3 Circumstances 5.1 Types of treatment 5.2 Physiological response to treatment 5.3 Indications 5.4 Grades of muscle injury 5.5 Phases of treatment 5.6 Rehab exercises 5.7 Client based factors 5.8 Assessing need 5.9 Plan rehab 5.10 Adaptations	Exam revision Coursework unit fine tuning