

St. Julie's Catholic High School



KS5 Curriculum

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The Considered Lesson Format

All lessons across all subject areas follow the considered lesson format. This was most recently updated in January 2023 with a particular focus on how teachers provide feedback to students.



Identify: PP, SEN, HPAB, Red/Amber Readers

Question, Assess & Feedback

St. Julie's Catholic High School

CONSIDERED LESSON FORMAT

The Considered Lesson Format (CLF) has been developed to put Barak Rosenshine's 'Principles of Instruction' into practice. The purpose of the CLF is so that students benefit from a consistent approach to teaching & learning. In planning lessons please ensure that the features of the CLF clearly deliver the approved schemes of work in your department and build on prior learning. Lessons should be well planned for delivery in small pieces, progressing through an ambitious curriculum. Also, students must be supported in their learning through the correct and consistent application of rewards & sanctions, outlined in the behavior for learning policy.

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| Reflection time to review prior knowledge | Short review of prior knowledge to consolidate learning, identify misconceptions/errors, comprehension questions. Develop schema, connect prior knowledge to new learning. |
| Adaptive teaching to address the needs of all students | Present new material in small steps with student practice after each step. Limit the amount of material students receive at one time. Adapt lessons to ensure all students can meet the expectations of the lesson. Adaptive teaching should ensure all students have access to the full curriculum. |
| Contextualised with a focus on students' knowledge and understanding | Relate knowledge to a relevant application. Students must know how new knowledge fits in with prior knowledge and how it fits into context (schema). (It is not about why it is needed for the GCSE specification or exam). |
| Modelled answers to show requirements, standards and tackle the misconceptions | High-quality initial teaching which includes clear and detailed instructions and explanations. Think aloud and model steps. Provide models of worked-out problems. |
| Questioning to meet students' needs, then focus on the content and the process. | Ask a large number of questions to a range of pupils and check for understanding. Question for prior knowledge, understanding and misconceptions. Ask all students to explain what they have learned. |
| Homework that is linked to classwork | Make purpose of homework clear. Provide a high level of practice for all students. Support knowledge recall and skills development. |
| Independent practice time and recap on knowledge, understanding and application plus link to next lesson | Prepare students for independent practice. Guide students as they begin to practice. Monitor and support students as they work independently. Re-teach knowledge when necessary. Balance exposition, repetition, practice and retrieval of knowledge and skills. |
| Communication | Provide multiple opportunities for pupils to see and use vocabulary. Develop the number of words students know (breadth) and their understanding of relationships between words and the contexts in which words can be used (depth). Provide opportunities for all pupils to justify and give both written and verbal reasons for their solutions. Provide reading opportunities in every lesson that include development of comprehension, decoding and automaticity, using a range of strategies. |

Respond: Adapt, Re-Teach/move learning forward

Question, Assess & Feedback

Circulate: Throughout the lesson, monitor all pupils

Question, Assess & Feedback

Question, Assess & Feedback

Check: Understanding, errors, knowledge, progress

Assessment

At St. Julie's Catholic High School, our assessment policy will focus on the following three areas:

- Lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment
- Deliver appropriately timed feedback, that focuses on moving learning forward
- Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

Formative Assessment

St Julie's Formative Assessment during lessons may include the following:

- Reflection and consolidation tasks to support prior knowledge, support retrieval and build students' long-term memory store.
- Low stakes and diagnostic questioning to unpick common misconceptions
- Chunked and scaffold learning to ensure that students' schema is built incrementally and securely
- Peer and self-assessment
- In-class live marking by the teacher
- Automated homework will support ongoing formative assessment using in-house school systems

SSAT Case Study

"A culture of risk-taking and collaboration, a focus on workload reduction and staff wellbeing, and a commitment to changing the feedback policy have underpinned the successful adoption of the Embedding Formative Assessment at St Julie's Catholic High School."

St Julie's were recommended by the SSAT to be used as a case study on successful implementation and development of formative assessment techniques.

Summative Assessment

- Three summative assessment points per year – 1 per term
- Each summative assessment will be standardised across the subject.
- Summative assessments will be moderated within and across departments
- Summative assessment will test students' progress through the curriculum and identify any knowledge gaps

Further details can be found in our Assessment Policy on the school website

Curriculum Progression Sheets

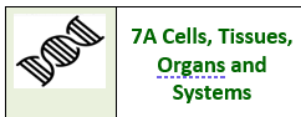
EEF Guidance report on Metacognition

“A series of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects”.

To support pupils to plan, monitor and evaluate their own learning, pupils need to know their place in the curriculum.

Curriculum progression sheets linked directly the curriculum are given prior to each topic across all subject areas each half term to enable this.

Example KS3 Science



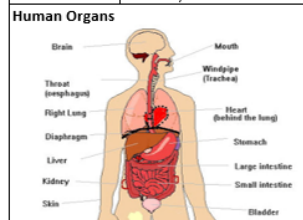
1. Life Processes

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| Life Processes | If something can do all 7 life processes it is considered a 'living thing'. They are: movement, reproduction, sensitivity, growth, respiration, excretion and nutrition. |
| Organism | A living thing. |
| Movement | Being able to move from place to place or move part of themselves. |
| Reproduction | Being able to make more living things like themselves. |
| Sensitivity | Being able to sense and react to things around them. |
| Growth | Being able to increase in size. |
| Respiration | Being able to release energy through respiration. |
| Excretion | Being able to get rid of waste materials. |
| Nutrition | Taking in substances (such as food) to help carry out the other processes. |

2. Organs

| | |
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| Organ | A part of animals or plants that does an important job-made up of different tissues. |
| Function | The job or role something has. |
| Brain | Controls the body. |
| Skin | The bodies biggest organ-used for protection and sensing things. |

| | |
|-----------------|--|
| Lungs | Take in oxygen for respiration and excrete carbon dioxide. |
| Heart | Pumps blood around the body. |
| Liver | Makes and destroys substances. |
| Kidneys | Clean the blood and produce urine to excrete waste. |
| Bladder | Stores urine. |
| Stomach | Breaks up food. |
| Small Intestine | Breaks up food and absorbs it. |
| Large Intestine | Removes water from unwanted food. |
| Rectum | Stores faeces (waste material) |



| | |
|----------------|---|
| Leaf | Traps sunlight to make food for a plant. |
| Stem | Carries substances around a plant. |
| Root | Holds the plant in place and takes in water and other substances. |
| Photosynthesis | The process by which a plant makes its own food. |

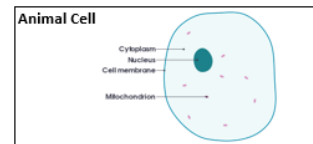
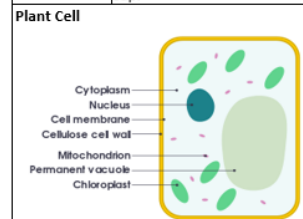
3. Tissues

| | |
|---------|--|
| Tissues | Groups of the same cells doing the same job- make up organs. |
|---------|--|

| | |
|------------------|---|
| The Heart | Made up of muscle tissue so it can move and pump the blood as well as fat tissue to protect it. |
| Root Hair Tissue | Small hairs on the outside of roots which help to take in as much water as possible. |
| Xylem Tissue | The tissue which carries water up through plants from the roots. |

4. Cells

| | |
|-----------------------|---|
| Cells | The basic units from which all tissues and living things are made from. |
| Specialised | When something has features that allow it to do a particular job. |
| Cell Surface Membrane | Controls what enters and leaves the cell. |
| Nucleus | Controls the cell. |
| Cytoplasm | Jelly like substance where chemical reactions happen. |
| Mitochondria | (mitochondrion - singular) Where respiration happens. |
| Chloroplasts | Make food for the plant using photosynthesis-contains chlorophyll. |
| Cell Wall | Strengthens and supports the cell- made of cellulose. |
| Vacuole | Storage space filled with cell sap. |



5. Organ Systems

| | |
|------------------------|---|
| Organ Systems | A collection of organs working together. |
| Circulatory System | Heart, blood vessels. Carries oxygen and nutrients around the body. |
| Digestive System | Gullet, stomach, intestines. Breaks down food and takes nutrients into the blood. |
| Locomotor System | Muscles, bones. Enables the body to move. |
| Urinary System | Kidneys, bladder. Gets rid of waste materials produced in the body. |
| Breathing System | Lungs, trachea. Allows exchange of gases between blood and lungs. |
| Nervous System | Brain, nerves, spinal cord. Allows the body to sense things and react to them. |
| Water Transport System | Roots, stem, leaves. Transports water around the plant. |

| Lesson | Date |
|-------------------|------|
| 1. Life Processes | |
| 2. Organs | |
| 3. Tissues | |
| 4. Cells | |
| 5. Organ Systems | |

Pupil Feedback

‘It’s good to keep track of what unit I’m up too and what I need to revise’

‘It’s a very good tool to use to have a good overview of the topic especially for revision’

‘The information needed is summarized and sometimes has references for further research’

| Subject area | English Literature | |
|-------------------|---|---|
| Curriculum Intent | <p>In A Level English Literature, the students gain a solid understanding of how texts can be connected and how they can be interpreted in multiple ways so that students can arrive at their own interpretations and become confident autonomous readers. Students are then not only equipped with the knowledge and skills needed for the course but also experience a rich approach to English literature that provides an excellent basis for studying the subject at university. The specification encourages the exploration of texts in a number of different ways: the study of texts within specific genres; the study of texts through engagement with a range of theoretical ideas; writing about texts in a number of different ways. The distribution of the A Level courses allows for each unit to be revisited across the course and skills to be mastered.</p> | |
| Year | Term | Content |
| 12 | 1 | Othello The Kite Runner |
| | 2 | Tess of the D'Urbervilles The Kite Runner/A Doll's House |
| | 3 | Tess of the D'Urbervilles/Introduction to NEA A Doll's House/Introduction to NEA |
| 13 | 1 | Death of a Salesman Songs of Innocence and Experience |
| | 2 | Elements of Social and Political Protest: Unseen/Songs of Innocence and Experience Death of a Salesman |
| | 3 | Mastery of all Units |

| Subject area | English Lang/Lit Combined | |
|-------------------|---|---|
| Curriculum Intent | <p>The A-level English Language and Literature scheme draws on the academic field of stylistics in order to create an integrated English Language and Literature course which brings together literary and non-literary discourses. This study integrates literary and linguistic fields via shared concepts about the way language choices create representations, both in literary and non-literary texts: words create worlds, both in literature and elsewhere. Using literary and linguistic concepts and methods, students analyse literary and non-literary texts in a range of modes and genres, in the process gaining insights into the nature of different discourses and ideas about creativity. Students develop skills as producers and interpreters of language by creating texts themselves and critically reflecting on their own processes of production. Pupils finish their KS5 English course as independent, critical, creative evaluative readers and writers, skills that can be transferred to numerous lines of employment.</p> | |
| Year | Term | Content |
| 12 | 1 | The Handmaid's Tale The Paris Anthology |
| | 2 | A Streetcar Named Desire The Paris Anthology |
| | 3 | Theory and Independence/Introduction to NEA The Great Gatsby |
| 13 | 1 | Poetic Voices NEA: Making Connections |
| | 2 | Gatsby Mastery Paris Anthology Mastery |
| | 3 | The Handmaid's Tale Mastery Streetcar Mastery |

| Subject area | English (GCSE Resit) | |
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| Curriculum Intent | Students are provided with firm opportunities to revise for the language resit examinations. They concurrently revisit creative reading and writing, as well as non-fiction viewpoint writing. The skills are taught explicitly, and answers are modelled and discussed in depth before students are given opportunities for practice. Pupils are encouraged to develop their autonomy and confidence, so that they overcome previous misconceptions and barriers. | |
| Year | Term | Content |
| 12/13 | 1 | Skills in creative reading and writing Skills in writers' viewpoints and perspectives |
| | 2 | Revision of skills in creative reading and writing Revision of skills in writers' viewpoints and perspectives |
| | 3 | Revision of skills in creative reading and writing Revision of skills in writers' viewpoints and perspectives |

| Subject area | Maths | | |
|-------------------|---|---|--|
| Curriculum Intent | <p>Subject content at A level Mathematics is split into three main areas, Pure Mathematics, Mechanics and Statistics. These modules are all initially studied during Year 12 and are delivered through a series of units focusing on building new concepts and ideas step by step as well as allowing regular opportunities for consolidation prior learning. These skills are then extended to further study during Year 13. A level Maths significantly contributes to pupils Cultural Capital development through the interconnection of Mathematical ideas and concepts with a focus on how Mathematics can be applied to model situations in the real world. Problem solving is used in a variety of context with pupils reasoning and justifying their Mathematical ideas. We aim to prepare all pupils for further study and employment in a wide range of disciplines involving the use of Mathematics.</p> | | |
| Year | Term | Content | |
| 12 | 1 | Problem solving - Proof Surds Probability Quadratic Functions Trigonometry Equations and Inequalities | Graphs – translations, stretches Polynomials Co-ordinate geometry Binomial expansion Differentiation – first principles, problem solving |
| | 2 | Exponentials - graphs Integration – indefinite, definite, maximisation/minimisation Vectors Data collection | Data processing, representation and interpretation Kinematics Forces and Newton's Laws of motion |
| | 3 | Binomial distribution Hypothesis testing Variable acceleration – use of differentiation, use of integration | Functions Differentiation (Chain rule, product rule, quotient rule) Trigonometry (Radians) |
| 13 | 1 | Review - Differentiation (Chain/product/quotient) Sequences and series Trigonometry – reciprocal functions, equations and identities Parametric equations – cartesian, sketching Trigonometry – Equations and identities, using radians | Further algebra - Vectors Trigonometric identities – compound angle, double angle Numerical methods – Newton R, Trapezium Rule Further differentiation – Exponential, logs |
| | 2 | Integration – substitution, finding areas, other functions, by parts Differential equations – first order, separating variables Kinematics Forces Newton's Laws of Motion | Moments of forces Projectiles Probability Statistical distributions – Binomial, discrete variable, normal distributions |
| | 3 | Hypothesis Testing A model for friction | |

| Subject area | Maths (GCSE Resit) | |
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| Curriculum Intent | At Key Stage 5 our curriculum continues to provide pupils with an opportunity to develop the Mathematic skills that are essential for everyday life and the next stage of their education whilst building on knowledge and skills developed at Key Stage 4. Pupils will continue to develop fluency, mathematical reasoning and demonstrate problem solving skills. They should also apply their Mathematical knowledge wherever relevant in other subjects and real life. Our aim is to provide students with the opportunity to improve their understanding and performance in the subject. The intent is to address any gaps in knowledge and understanding that may occur. The goal is to support students to achieve a higher grade and develop a strong foundation in Mathematics for future academic and professional pursuits. | |
| Year | Term | Content |
| 12/13 | 1 | Exam practice Ratio rates Number sense Direct Proportion Accuracy Calculations External Exam (November) Equations and inequalities Angle rules Straight line graphs Shape properties Quadratics Similarity |
| | 2 | Types of number Averages Fractions and percentages Ratio and fractions Area and volume Transforming shapes Manipulating algebraic sequences Probability Right angled triangles Constructions and representing data |
| | 3 | Algebra – REVIEW Consolidation External Exam (May/June) |

| Subject area | Biology | |
|--------------------------|--|--|
| Curriculum Intent | <p>Our key stage 5 (KS5) curriculum is designed to develop and enhance subject specific knowledge within the fields of natural, chemical and physical sciences. The KS5 offering has a focus on deepening the appreciation, and knowledge of each science. Mathematics is intrinsic to developing an understanding of the concepts and ideas involved and so we have structured our curriculum to develop competence and confidence in mathematical processes to aid understanding of theory, particularly in the physical sciences.</p> <p>As with KS3/KS4 we teach pupils to relate classroom-based lessons to the physical world around them. Teaching with context allows pupils to develop the ability to take scientific theory and apply it to their own daily lives. Having this within a pupils' skillset is essential as a scientist. Not only does this skill help recall and reinforce past schema but it also allows pupils to fully understand and appreciate the scientific advances that are rapidly and continually developing all around us. A range of additional methods are used to encourage recall and retention of knowledge, including the application of multiple platforms. Pupils are regularly challenged to explain prior learning and make links to new learning.</p> <p>A current theme that is woven through all key stages is developing a scientists' ability to ask questions and remain curious about natural phenomena. We continue this theme at KS5 by expecting pupils to complete practical investigations independently. Laboratories are stocked with glassware and equipment that pupils are guided toward selecting and using independently. This allows pupils to fully appreciate the importance of the scientific method and offers pupils a chance to evaluate, not the data obtained through experiment, but also how they conducted the investigation.</p> <p>The curriculum also offers pupils a chance to contribute to industry through a work-based placement. Here, pupils will have the chance to develop their understanding of industry and begin to appreciate the myriad of careers available through the application and pursuit of scientific knowledge. This is augmented by a keen staff body possessing a range of real-world scientific careers prior to teaching.</p> | |
| Year | Term | Content |
| 12 | 1 | 3.1 Biological Molecules 3.2 Cells |
| | 2 | 3.1 Biological Molecules 3.2 Cells |
| | 3 | 3.3 Organisms exchange substances with their environment 3.4 Genetic information, variation and relationships between organisms |
| 13 | 1 | 3.5 Energy transfers in and between organisms 3.7 Genetics, populations, evolution and ecosystems |
| | 2 | 3.6 Organisms respond to changes in their internal and external environments 3.8 The Control of Gene Expression |
| | 3 | 3.6 Organisms respond to changes in their internal and external environments 3.8 The Control of Gene Expression Summary |

| Subject area | Chemistry | | |
|-------------------|--|--|--|
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| Year | Term | Content | |
| 12 | 1 | Atomic Structure Bonding, Amount of Substance | Kinetics Introduction to Organic Chemistry |
| | 2 | Energetics Alkanes Halogenoalkanes & Alkenes | Chemical equilibria and Le Chatelier's principle and K _c Oxidation, Reduction and Redox Equations |
| | 3 | Alcohols Organic Analysis Group 2. The alkaline earth metals | Group 7 (17) the halogens Periodicity |
| 13 | 1 | Thermodynamics Acids and Bases Electrode potentials and electrochemical cells Optical isomerism | Aldehydes and ketones Carboxylic acids and derivatives Rate equations Aromatic chemistry |
| | 2 | Transition Metals Reactions of ions in aqueous solution Properties of period 3 elements and their oxides Amines Polymers | Amino acids, proteins and DNA Equilibrium constant K _p for homogeneous systems Nuclear magnetic resonance spectroscopy Chromatography Organic Synthesis |
| | 3 | Summary | |

| Subject area | Physics | | |
|-------------------|--|---|--|
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| Year | Term | Content | |
| 12 | 1 | Measurements and their errors Use of SI units and their prefixes Limitation of physical measurements Estimation of physical quantities | Particles and radiation Particles Electromagnetic radiation and quantum phenomena |
| | 2 | Waves Progressive and stationary waves | Refraction, diffraction and interference |
| | 3 | Mechanics and Materials Force, energy and momentum Materials | Electricity Current Electricity |
| 13 | 1 | Further mechanics and thermal physics Periodic Motion Thermal Physics Fields and their consequences | Fields Gravitational Fields Electrical Fields |
| | 2 | Capacitance Magnetic Fields Nuclear Physics Radioactivity | Turning Points The discovery of the electron Wave-particle duality Special relativity |
| | 3 | Summary | |

| Subject area | Philosophy & Ethics | | |
|-------------------|--|--|--|
| Curriculum Intent | <p>In Years 12 and 13, St Julie's students who have chosen to follow the A level Religious Studies pathway will examine three key components: Philosophy of Religion, Religion and Ethics and The Study of Christianity and Dialogues. The course is fully essay based and excellent preparation for undergraduate study in course such as Philosophy and Theology. Due to the nature of the course, components are taught simultaneously by subject specialists with built in opportunities to revisit earlier units and topics. The curriculum follows a logical order beginning with the Existence of God for Philosophy and Ethics as Moral Philosophy and these underpin the course and permeate the entire curriculum. A range of skills will be developed, including essay writing, critical analysis, evaluation and demonstration of knowledge and understanding of religion and belief with reference to Christianity.</p> | | |
| Year | Term | Content | |
| 12 | 1 | The Design Argument The Cosmological Argument The Ontological Argument | Normative Ethical Theories: <ul style="list-style-type: none"> • Natural Moral Law • Situation Ethics • Virtue Ethics • Applied Ethics (Human and Animal issues) |
| | 2 | Problem of Evil Religious Experience | |
| | 3 | Sources of Wisdom and Authority (Christianity) God (Christianity) Self, Death and Afterlife (Christianity) | Good Conduct and Key Moral Principles (Christianity) Expression of Religious Identity (Christianity) Introduction to Meta-Ethics |
| 13 | 1 | Religious Language Miracles Self, Death and Afterlife | Free Will and Moral Responsibility Conscience Bentham and Kant Christianity, Gender and Sexuality (Christianity) |
| | 2 | Christianity and the challenge of Secularisation (Christianity) Christianity and Science (Christianity) | Christianity, Gender and Sexuality continued (Christianity) Christianity, Migration and Religious Pluralism (Christianity) |
| | 3 | Christianity and Dialogues | Christianity and Dialogues (Christianity) |

| Subject area | Core Religious Education | |
|-------------------|--|---|
| Curriculum Intent | Students who have not opted for A Level Religious Studies will be expected to attend one lesson per week for our Core RE course. This is a non-examination pathway with certification provided by the Archdiocese of Liverpool. Students will cover four units in Year 12 and four in Year 13 exploring a range of themes including: The Holocaust, Fairtrade, God in the Now, World Religions, Religious Experience and Ethical Issues. They will prepare themselves as global citizens within the context of Christian values whilst exploring such key skills as effective communication, leadership, critical analysis and presenting personal views in a fair and balanced manner supported by reliable evidence. | |
| Year | Term | Content |
| 12 | 1 | Holocaust Human Trafficking |
| | 2 | Human Trafficking (continued) God in the Now |
| | 3 | God in the Now (continued) Fairtrade |
| 13 | 1 | Religious Experience Religious Ethics |
| | 2 | World Religions/Alternative Belief Systems Ecological Crisis |
| | 3 | |

| Subject area | History | |
|-------------------|---|--|
| Curriculum Intent | <p>Considered as an enabling subject, History at an advanced level provides a wide and varied base for entry into university and many professions. It can successfully be combined with both arts and science subjects as a foundation for further education. Career paths for History graduates are wide-ranging and include Teaching, Law, Journalism, Media, Archivist, Researcher, Business and Personnel Management, Local and National Government posts.</p> <p>Studying our subject will help you enhance key skills that employers want because it involves: Learning about people - how they interact, differing perspectives and interpretations, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause.</p> <p>Exam Board: Edexcel</p> <p>Papers: Paper One: Democracy and Dictatorship, a depth and breadth study Paper Two: The Rise and Fall of Fascism 1911-46 Paper Three: Poverty, public health and the state in Britain, c1780-1939</p> | |
| Year | Term | Content |
| 12 | 1 | The Legacy of Imperial Germany The Impact of the First World War in Germany and the Weimar Republic The Liberal State in Italy, c1911-18 The Rise of Mussolini and the creation of a Fascist Dictatorship |
| | 2 | Nazi Dictatorship 1933-45 The Fascist State 1925-1940 |
| | 3 | The Fascist State 1925-1940 Challenges to the fall of the Fascist State The reasons for the outbreak of the Second World War FRG c1965 Coursework |
| 13 | 1 | FRG c1965-1990 Challenges to the fall of the Fascist State c1935-46 Poverty, Public Health and the State in Britain, 1780-1939 Coursework |
| | 2 | Impetus for change Paupers and pauperism, 1780–1834 Less eligibility: the Poor Law Amendment Act and its impact, 1832–47 |
| | 3 | Changes in public health Depression and the dole Social and welfare reforms: pressure and action, 1880–1914 |

| Subject area | <h1>Geography</h1> | |
|--------------------------|---|--|
| Curriculum Intent | <p>A-level Geography comprises of three key strands; physical geography, human geography and a geographical fieldwork investigation (NEA).</p> <p>Geography provides students with a well-rounded skillset which is attractive to a lot of potential employers. There are geographical-related careers which involve a strong understanding of the environment, for example, environmental managers, town and country planners, environmental lawyers and much more.</p> <p>Geography gives us a different view and different way of looking at the ever changing world in which we live. It encompasses a wide range topics both physical and human and touches on many contemporary themes and issues which affect our world today. It is a multi-faceted subject with a wide range of skills which are developed. The subject is highly regarded by Universities and Employers because of these analytical skills which are transferrable to many different subjects and jobs.</p> | |
| Year | Term | Content |
| 12 | 1 | Global Distribution of tectonic hazards The coast and wider littoral zone Physical processes causing tectonic hazards Causes of globalisation |
| | 2 | Disaster Occurrence Geological Structure and coastal landscapes Political and economic organisations Marine erosion and landscapes Sediment Transportation |
| | 3 | Rapid Coastal Retreat Global Culture Consequences of Globalisation |
| 13 | 1 | Population Structure Cultural tensions The Carbon Cycle and Energy Security Development |
| | 2 | Health, Human Rights and Intervention Carbon and Water Cycle link to global climate What are superpowers and how have they changed over time? |
| | 3 | Health, Human Rights and Intervention Non-Examined Assessment (NEA) Coursework |

| Subject area | <h1>Politics</h1> | |
|--------------------------|---|--|
| Curriculum Intent | <p>Politics allows you to gain a deep understanding of the world in which we live today, at micro, local, national and global level. Never has our inter-connected relationship with the rest of the world been demonstrated so starkly as by events of the last few years, including the implications of the withdrawal from the European Union and the geo-political issues generated by the Covid-19 pandemic.</p> <p>By studying A-Level Politics, students will be encouraged to become active citizens and members of society, to be informed and educated voters and to question and challenge, e.g. the accuracy and objectivity of newspaper reports, and not be mere passive by-standers as decisions are made that affect our daily lives. Politics affects EVERYONE.</p> <p>Politicians make laws that affect every aspect of our lives. As our elected representatives, politicians are a major link between us and real power and influence. Without participation, we lose knowledge, accountability, and an ability to influence events. The curriculum develops the analytical skills needed by students to make judgements in all walks of life and develops cross-curricular links with other subjects such as History, Economics, Geography, philosophy and ethics.</p> | |
| Year | Term | Content |
| 12 | 1 | UK Politics- Democracy and participation UK Politics- Political parties UK Government- Constitution UK Government- Parliament |
| | 2 | UK Politics- Electoral systems UK Politics- Voting behaviour and the media UK Government- Prime Minister and Executive |
| | 3 | UK Politics- <u>Case Studies – 1979 election- 2010 Elections</u> UK Government- Relations between the branches |
| 13 | 1 | COMPARATIVE POLITICS: USA- US Constitution and Federalism US democracy and participation Political Ideas- Liberalism: core ideas and principles Political Ideas- Liberalism: Differing views and tensions within liberalism |
| | 2 | Comparative Politics: USA- US Congress Comparative Politics: USA- US Presidency Political Ideas- Socialism: Differing views and tensions within liberalism Political Ideas- Socialism: Socialist thinkers and their ideas |
| | 3 | Comparative Politics: USA- US Supreme Court and Civil Rights Comparative approaches Political Ideas- Feminism: core ideas and principles Political Ideas- Feminism: Feminist thinkers and their ideas |

| Subject area | Spanish | | |
|--------------------------|--|--|--|
| Curriculum Intent | <p>At KS5 learners build on knowledge and scheme acquired at KS4. They develop a broad and deep understanding of the culture of Spain and Spanish speaking countries. They build confidence and fluency through the ability to speak and write on a variety of topical subjects and develop the advanced exam technique and critical thinking skills to be able to write about a film and book in the target language and summarise passages spoken in the target language. In addition, they will develop research skills to successfully complete a speaking test on a topic of their choice. The curriculum at KS5 should equip pupils to confidently continue their studies at university (Modern foreign languages are facilitating subjects), to work or study abroad and to further their linguistic interests by learning additional languages.</p> <p>Spanish can successfully be combined with both arts and science subjects as a foundation for further education. Career paths for language graduates are varied and include interpreter, teacher, journalism, detective, diplomatic service officer, education consultant, English as a foreign language teacher, international aid/development worker, logistics and distribution manager, marketing, sales, and tourism.</p> | | |
| Year | Term | Content | |
| 12 | 1 | Los valores tradicionales y modernos <ul style="list-style-type: none"> - Changes in the family structure - Attitudes towards marriage & divorce. - The influence of the Catholic church in Spanish speaking countries. | El ciberespacio <ul style="list-style-type: none"> - The influence of the Internet - Smart phones in our society. - Benefits and dangers of social media. |
| | 2 | La igualdad de los sexos <ul style="list-style-type: none"> - Women in the working world - Feminism and machismo. - Gay rights | La influencia de los ídolos <ul style="list-style-type: none"> - Musicians and Singers - Television and Film Stars Models |
| | 3 | La identidad regional en España <ul style="list-style-type: none"> - Traditions and customs - Food - Languages | El patrimonio cultural <ul style="list-style-type: none"> - Historic sites and pre-Hispanic civilisations. - Art and architecture Musical heritage and diversity. |
| 13 | 1 | Dossier del Cine: Pan's Labyrinth <ul style="list-style-type: none"> - Film study La inmigración <ul style="list-style-type: none"> - Positive & negative aspects. - Immigration in the Spanish speaking world. - Illegal immigrants El Racismo | <ul style="list-style-type: none"> - Racist and xenophobic attitudes - Measures to combat racism. - Anti-racist legislation. La convivencia <ul style="list-style-type: none"> - Cultures - Education - Religions |
| | 2 | Dossier de literatura: Como agua para chocolate <ul style="list-style-type: none"> - Literature review Jóvenes de hoy, ciudadanos del mañana <ul style="list-style-type: none"> - Attitudes towards politics - Unemployment - Ideal society | Monarquías y dictaduras <ul style="list-style-type: none"> - Franco dictatorship - Evolution to the Spanish monarchy - Latin American dictators Individual research Project |
| | 3 | Los movimientos populares <ul style="list-style-type: none"> - Protests and strikes. | <ul style="list-style-type: none"> - Trade unions Social protests |

| Subject area | Criminology | | |
|-------------------|---|--|---|
| Curriculum Intent | <p>The study of Criminology at Key Stage 5 allows students acquire knowledge and critical: they can understanding of Crime and Punishment. Students have the opportunity to develop a broad set of desirable key skills, including the ability to analyse and formulate clear, logical arguments, develop strong critical thinking skills. The course will allow students to investigate topics such as how campaigns can change laws on Crime, Biological, Individualistic and Sociological perspectives on crime and the role of the Criminal Justice system. Students take both exams and controlled will assessment within this course, allowing for a wide range of skills and knowledge to be developed. Transferable skills are learned within the context of contemporary issues, from critically considering the role of the media in shaping public opinion to different theories as to why people commit crimes. them and their futures.</p> | | |
| Year | Term | Content | |
| 12 | 1 | Different types of crime Reasons that crimes are unreported Consequences of unreported crime Media representation of crime Impact of media representation on public perception Evaluate methods of collecting crime statistics Business Plans Markets Market Research Business Structure Business Location Business Finance | Compare campaigns for change and their effectiveness Plan a campaign for change Design materials for use in campaign for change Workforce performance Justify a campaign for change Organisational Design Practice assessment Motivation |
| | 2 | Business revenue and costs Controlled assessment Changes in working practices Compare criminal behaviour and deviance | Management and Leadership Explain the social construction of criminality Employer/ Employee relationships |
| | 2 | The Marketing Mix Product | Biological, Sociological and Individualist theories of Criminality |
| | 2 | Situations of Criminality Effectiveness of Criminological theories | Explain how social changes affect policy development Discuss how campaigns effect policy making |
| | 3 | Theories to explain causes of Criminality Decisions about the marketing mix The use of Criminological in informing policy development Added value | Ratio Analysis Exam preparation Purchasing Research and development |
| 13 | 3 | Effectiveness of roles of personnel Usefulness of investigative techniques How evidence is processed The rights of individuals in criminal investigations | Economies of Scale Trial processes Data analysis Rules in relation to the use of evidence in criminal cases Market Analysis Sales Forecasting Key influences affecting outcomes of criminal cases |
| | 1 | Data analysis Controlled assessment | Non-Financial Forms of Social control |
| | 2 | Processes used for law making Criminal justice system Analysing Financial Performance | Aims of punishment How punishment meets aims |
| | 3 | Roles of agencies in social control Strategy and implementation Contribution of agencies to achieving social control Decision Making Models Investment Appraisal | Limitations and effectiveness of agencies in achieving social control Risk Management PEST Factors |
| | | Special Orders | |
| | 3 | Ethical, Legal and environmental factors International Trade Globalisation | The European Union |

| Subject area | Health & Social Care | | |
|-------------------|---|--|--|
| Curriculum Intent | <p>This qualification is an introduction to the health and social care sector through applied learning. This supports progression to higher education. This course includes elements of both vocational and general qualifications. The content includes the knowledge, understanding, skills and attributes required in the Health and Social care sector. BTEC Nationals required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace. This approach provides rigour and balance and promotes the ability to apply learning immediately in new contexts.</p> | | |
| Year | Term | Content | |
| 12 | 1 | Introduction to PIES Physical; Life events Support for service users Role of professionals Factors affecting PIES Equality and diversity; Multi culture Case studies Preventing discrimination; The 6 C's | Physical infancy in early childhood Adolescent early childhood Physical middle adulthood Late adulthood Physical; Intellectual speech Piaget/Chomsky Skinner/language theorists A3 Emotional; Bowlby/attachment |
| | 2 | Empathy; Empathy theories Ethics; Ethical theories Challenge of ethics Communication techniques Challenges of communication Benefits of personalisation Social development Play/friendship/independence | Nature/Nurture; Genetic Factors Susceptibility to disease Environmental factors Social factors; Economic factors Life events; Physical effects of ageing Psychological effects of ageing Theories on ageing |
| | 3 | Challenge for case studies LAD; Multi-disciplinary team Roles and responsibilities Multi agency teams; Difference between multi agency and disciplinary; Managing information | Revision technique and exam Safety in Health and Social care Managing risk Risk assessments |
| 13 | 1 | Job Roles Job responsibilities Adapting provision Conflict Health and Safety Risk assessment Communication | Physiological disorders Signs Symptoms Observations Effects/Impacts Investigation Diagnosis |
| | 2 | Confidentiality; Management Organisation; Settings Factors | Services Whistle blowing Inspections |
| | 3 | Choices Empowerment Treatment plans | Reliability of information Revision technique and exam |

| Subject area | Psychology | |
|-------------------|--|---|
| Curriculum Intent | <p>The study of Psychology at Key Stage 5 allows students to consider the reasons behind human behaviour using scientific principles. As Psychology is a subject new to students at Key Stage 5, this course is a unique opportunity for them to use skills they learned in GCSE Science, Maths and English to understand a wide variety of individual and group behaviour they observe in everyday life. Within this course, students strengthen their transferable skills of analytical thinking, improved communication, and problem solving. They also focus on research skills such as developing and carrying out practical, ethical and valid research in socially sensitive. The maths component of the course gives students the opportunity to use statistics, graphs, and algebra within topics that engage and allow critical analysis. A Level Psychology is now accepted as the 3rd science for many medical degree courses; students who take A Level Psychology also go onto a variety of careers from different fields of psychology (i.e. clinical) to nursing, teaching, marketing, business, accountancy, and the police. An in-depth understanding of their own motivations and drives allows students to be more self-reflective as they progress into further education, training and careers.</p> | |
| Year | Term | Content |
| 12 | 1 | Introduction to Psychology Types of conformity & explanations for conformity Variables affecting conformity & conformity to social roles Situational explanations for obedience Dispositional Explanation Dispositional explanation for resistance to social influence Minority influence & Social change Caregiver-infant interactions & Stages of attachment The role of the father & animal studies Explanations for attachment Ainsworth's strange situation Bowlby's theory of maternal deprivation & effects of institutionalisation |
| | 2 | Effects of attachment Intro to research methods Types of experiment, experimental design, types of observation, observational designs Self-report techniques, correlations. Ethics, sampling techniques, types of data, Descriptive statistics, displaying quantitative data Distributions, peer review, sign test, economy. The multi-store model of memory Types of long-term memory Explanations for forgetting Factors affecting the accuracy of eyewitness testimony Improving the accuracy of eyewitness testimony |
| | 3 | Memory; Depression; OCD Caregiver-infant interactions in humans Types and explanation of attachments The influence of early attachment on childhood and adult relationships Bowlby's theory of maternal deprivation Learning approaches; Cognitive approaches Primate's study Emergence of cognitive neuroscience |

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|----|---|--|
| | | Biological approaches Psychodynamic Approaches Humanistic approaches |
| 13 | 1 | Psychodynamic Approach Humanistic approach and presentation of bridging work Comparison of Approaches & Biopsychology: the nervous system The structure of neurons and synaptic transmission The endocrine system & fight or flight response Localisation of function and Split Brain Research plasticity Circadian and Infradian Rhythms Ultradian Rhythms and effect of end and ex on sleep cycle Evolutionary Explanations for partner Preference Factors affecting attraction Equity Theory & Rusbults Investment Model Ducks Phase Model, Virtual Relationships & Parasocial Relationships |
| | 2 | Reliability Validity, Features of science Probability & significance Aggression Frustration-aggression hypothesis Institutional aggression in the context of prisons Schizophrenia Token economies, interactionist approach |
| | 3 | Freewill & determinism, Holism & reductionism Idiographic & nomothetic, Ethical implications Nature-nurture, gender in psychology, culture in psychology I&D Gender and Cultural bias |

| Subject area | Sociology | |
|-------------------|--|--|
| Curriculum Intent | <p>The study of Sociology at Key Stage 5 allows students acquire knowledge and critical understanding of contemporary society and social changes. Students have the opportunity to develop a broad set of desirable key skills, including the ability to analyse and formulate clear, logical arguments, develop strong critical thinking skills, and consider issues with a global outlook. This course will allow students who have taken GCSE Sociology to capitalise on their understanding of key issues within sociology whilst adding depth and breadth. For example, the GCSE question of “How are life chances affected by social class?” is now expanded to include the concepts of social mobility, vertical and horizontal segregation, the digital divide, and the impact of isolation and marginalisation. Students who are new to the subject will initially learn the key language of sociology and then adapt it to the higher-level material. Transferable skills are learned within the context of contemporary issues, from critically considering the role of the media in shaping public opinion to using their digital footprint to their advantage in professional settings.</p> | |
| Year | Term | Content |
| 12 | 1 | <p>Component 1 – Introducing Socialisation, Culture and Identity</p> <p><u>Section A: Socialisation, Culture & Identity</u></p> <p>Types of Culture Cultural Hybridity Primary and Secondary Socialisation The Nature-Nurture Debate Social Control The Concept of Identity Ethnicity and Identity Nationality and Identity Gender and Identity Class Identity Age Identity Sexuality and Identity Disability and Identity Hybrid Identities</p> |
| | 2 | <p><u>Section B Option 1: Families and Relationships</u></p> <p>Family Diversity Trends in marriage, divorce and cohabitation</p> <ul style="list-style-type: none"> • demographic changes • birth-rate • family size • age at marriage • age of childbearing • ageing population • social class • ethnicity • sexuality |
| | 3 | <p><u>Section B Option 1: Families and Relationships</u></p> <p>The Ideology of the nuclear family</p> <ul style="list-style-type: none"> • Functionalism • New Right • Marxism • Feminism |

| | | |
|----|---|--|
| 13 | | <ul style="list-style-type: none"> • Postmodernism <p>Changing roles and relationships between partners Changing roles and relationships between parents and children</p> <p>Component 2 – Researching and Understanding Social Inequalities</p> <p><u>Section A: Research Methods</u> Positivism and Interpretivism Validity, Reliability, Representativeness and Generalisability Stages of and Factors Involved in the Research Process Ethical Factors Aims and Hypotheses Primary and Secondary Data Operationalisation Pilot Studies Quantitative and Qualitative Data Data Collection, Respondent Validation Longitudinal Studies</p> |
| | 1 | <p><u>Section B: Understanding Social Inequalities</u> Defining and Measuring Social Class Patterns and Trends in Social Class Inequality, focusing on Inequalities in Work and Employment Explanations of Social Class Inequalities: Functionalist, Marxist Explanation of Social Class Inequalities: Weberism, Feminism, New Right Patterns, Trends and Explanations of Gender Inequalities: Functionalist, Marxist, Weberism, Feminism, New Right Patterns, Trends and Explanations of Ethnic Inequalities: Functionalism, Marxism, Weberism, Feminism, New Right Patterns, Trend and Explanations of Age Inequality: Functionalism, Marxism, Weberism, Interactionism, Postmodernism</p> |
| | 2 | <p>Component 3 – Debates in Contemporary Society <u>Section A: Globalisation and the Digital World</u> Development in Digital Forms of Communication The Networked Global Society and Media Convergence Social Media, Virtual Communities, Digital Social Networks, Big Digital Data Theoretical Views of Digital Forms of Communication: Marxism, Feminism, Postmodernism The Impact of Digital Forms of Communication on Identity The Impact of Digital Forms of Communication on Social Inequalities The Impact of Digital Forms of Communication on Relationships The Impact of Digital Forms of Communication on Cultural Conflict and Change The Impact of Digital Forms of Communication on Cultural Defence</p> |
| | 3 | <p><u>Section B Option 1 – Crime and Deviance</u> How Crime and Deviance are Measured Patterns and Trends in Crime in Terms of: Social Class, Gender, Age Global and Green Crime Theoretical Views of Crime and Deviance: Functionalism, Marxism, Neo-Marxism, Interactionism, New Right, Subcultural Theories, Feminism, Realism (left and right) Left Wing Solutions to Crime Right Wing Solutions to Crime</p> |

| Subject area | Art & Design | |
|--------------------------|---|---|
| Curriculum Intent | <p>A Level Art & Design can help students develop an extensive variety of both creative and technical skills. A strong artistic background can cultivate lots of different transferable skills including creativity, problem solving, organisation, time management and contextual interpretation. Students will learn communication skills, in particular how to express concepts and feelings, an ability to appreciate the visual world and to respond to it in a personal and creative way. Students will develop a working knowledge of materials, practices and technology in one or more of the disciplines within art. They will develop the skills to interpret and convey ideas, thoughts and feelings using art, craft and design. Students will develop imaginative, experimental and creative powers as well as critical and analytical documenting skills. Students will interpret the work of other artists/designers/craftspeople/cultures developing their analytical and evaluative skills and use them to reflect upon their own work and development. They will develop their use of specialist vocabulary and the knowledge and understanding of the place of art, craft and design in history and in contemporary society. Students will be introduced to a variety of experiences, employing a range of media, processes and techniques. This will involve skills workshops that provide students with opportunity to explore and experiment with different techniques and media. Students will explore the role of arts and culture in the creative industries and the education and career pathways available to them. Students will develop a portfolio of work by building upon the knowledge, understanding and skills gained with greater depth of study. An extended written element will complement this project in which students choose an idea to investigate, analyse and respond to. Students will complete an externally set assignment, creating a portfolio of supporting studies/preparatory work based upon one of the externally set stimulus. Responses take the form of integrated practical and critical preparatory work which informs and relates to a 15-hour period of sustained focus in which the student brings their work to a conclusion under supervised conditions.</p> | |
| Year | Term | Content |
| 12 | 1 | Introduction to A level Art - Anatomy |
| | 2 | Personal Investigation – Visual Recording Personal Investigation – Critical and Contextual Studies |
| | 3 | Personal Investigation – Critical and Contextual Studies Personal Investigation – Creative Making |
| 13 | 1 | Personal Investigation – Personal Response |
| | 2 | Externally Set Assignment |
| | 3 | Externally Set Assignment |

| Subject area | Fashion & Textiles | |
|--------------------------|--|---|
| Curriculum Intent | <p>This practical design course in Fashion and Textiles takes a broad experimental approach to a range of textiles practices including dye, print, paint, fabric manipulation, digital, stitch and embellishment. Through a series of creative projects, you will learn how to develop ideas by engaging with drawing and research, how to create textiles samples and realise your ideas into final outcomes including fashion garments, costumes, accessories and furnishings. You will benefit from teachers with a wide range of experience in the field of textile design, contemporary art textiles, and fashion.</p> <p>A Level Fashion and Textiles can help students develop an extensive variety of both creative and technical skills. A strong artistic background can cultivate lots of different transferable skills including creativity, problem solving, organisation, time management and contextual interpretation. Students will learn communication skills, in particular how to express concepts and feelings, an ability to appreciate the visual world and to respond to it in a personal and creative way. Students will develop a working knowledge of materials, practices and technology in fashion and textiles. Students will develop imaginative, experimental and creative powers as well as critical and analytical documenting skills. Students will interpret the work of other artists/designers/craftspeople/cultures developing their analytical and evaluative skills and use them to reflect upon their own work and development. They will develop their use of specialist vocabulary and the knowledge and understanding of the place of fashion and textiles in history and in contemporary society. Students will be introduced to a variety of experiences, employing a range of media, processes and techniques. This will involve skills workshops that provide students with opportunity to explore and experiment with different textile techniques and media. Students will explore the role of arts and culture in the creative industries and the education and career pathways available to them. Students will develop a portfolio of work by building upon the knowledge, understanding and skills gained with greater depth of study. An extended written element will complement this project in which students choose an idea to investigate, analyse and respond to. Students will complete an externally set assignment, creating a portfolio of supporting studies/preparatory work based upon one of the externally set stimulus. Responses take the form of integrated practical and critical preparatory work which informs and relates to a 15-hour period of sustained focus in which the student brings their work to a conclusion under supervised conditions.</p> | |
| Year | Term | Content |
| 12 | 1 | Introduction to Fashion and Textiles – Natural Forms |
| | 2 | Personal Investigation – Visual Recording Personal Investigation – Critical and Contextual Studies |
| | 3 | Personal Investigation – Critical and Contextual Studies Personal Investigation – Creative Making |
| 13 | 1 | Personal Investigation – Personal Response |
| | 2 | Externally Set Assignment |
| | 3 | Externally Set Assignment |

| Subject area | P.E. BTEC Sport | |
|--------------------------|--|--|
| Curriculum Intent | <ul style="list-style-type: none"> Assess & develop theoretical knowledge and understanding on, the skeletal system, the muscular system, the respiratory system, the cardiovascular system, and the energy system for sports performance. Determine the interrelationships between body systems for sports performance. Prepare students to interpret lifestyle factors and health screening data from a scenario and stimulus information to develop and justify a fitness training programme and nutritional advice based on these interpretations. Understand the scope and breadth of the available opportunities and the steps needed to follow your chosen pathway in the sports industry. Developing your understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee. To understand the requirements of effective leadership and develop your knowledge and understanding of the leader's role, the key skills, qualities, and characteristics. Demonstrate the necessary range of skills for the selected leadership role independently and as part of a team, when planning and running an event. | |
| Year | Term | Content |
| 12 | 1 | Unit 1 – Anatomy and Physiology Unit 3 – Professional development in the sports industry. Learning Aim A |
| | 2 | Unit 1 – Anatomy and Physiology Unit 3 – Professional development in the sports industry. Learning Aim B Coursework Submission Assignment 1 Learning Aim C |
| | 3 | Unit 1 – Anatomy and Physiology Unit 1 Exam Unit 3 – Professional development in the sports industry. Learning Aim D: Coursework Submission Assignment 2 |
| 13 | 1 | Unit 2 - Fitness Training and Programming for Health, Sport and Well-being Unit 4 - Sports Leadership Learning Aim A; Learning Aim B |
| | 2 | Unit 2 - Fitness Training and Programming for Health, Sport and Well-being Unit 4 - Sports Leadership Learning Aim B Coursework Submission Assignment 2 Learning Aim C |
| | 3 | Unit 2 - Fitness Training and Programming for Health, Sport and Well-being Unit 2 Exam Unit 4 - Sports Leadership Learning Aim C Coursework Submission Assignment 3 |

| Subject area | Music | |
|-------------------|---|--|
| Curriculum Intent | <p>Our Level 3 Cambridge Technical in Performing Arts (Music) qualification help your students to achieve their potential and progress to the next stage of their lives, whether that's higher education, an apprenticeship or employment. We have designed refreshing and exciting content that's up to date, engaging, fit for purpose and suitable for the needs of your students. To do this, we've consulted with universities, employers, and industry specialists to make sure your students will gain the right combination of knowledge, understanding and skills required for the 21st century. Our qualification includes specific pathways for all performing arts specialisms: music, acting, dance, musical theatre, and theatre production. Each of these pathways has units specifically designed for the specialism and optional units that allow students to specialise even further. An extensive range of centre assessed units with practical and wider project-based assessment opportunities, as well as examined units on prepare to work in the performing arts sector, proposal for a commissioning brief, influential performance practice, arts administration, and original performance has resulted in focused qualifications. Depending on the size chosen the qualifications either complement a Key Stage 5 study programme alongside other vocational qualifications or A Levels or may make up the bulk of a two-year study programme. Our diplomas have vocational pathways within them that students can follow (one pathway must be achieved).</p> | |
| Year | Term | Content |
| 12 | 1 | Unit 2C Proposal for a Commissioning Brief |
| | 2 | Unit 4 Combined Arts. |
| | 3 | Unit 3 Influential Performance Practice. |
| 13 | 1 | Unit 1 Preparing to work in the Performing Arts Sector |
| | 2 | Unit 8 Performing Repertoire. |
| | 3 | This term be used for any re-sits that are required by students. |

| Subject area | Drama | |
|--------------------------|---|---|
| Curriculum Intent | <p>At Key Stage 5 our drama curriculum will give students the opportunity to: Experience, use and develop the knowledge and skills from Key Stage 3 & 4, alongside;</p> <ul style="list-style-type: none"> • Apply a range of conventions and styles to structure innovative performance • Understand the theatrical processes and practices involved in interpreting and performing theatre • Explore how conventions, forms and techniques are used in drama and live theatre to create meaning • Explore how creative and artistic choices influence how meaning is communicated to an audience • Study how performance texts are informed by their social, cultural and historical contexts, affecting how they are interpreted and performed for an audience • Assess how aspects of a production contribute to its effectiveness as a piece. • Research relevant processes and practices of theatre making to inform their own practice • Explore devising and rehearsal methods • Develop skills and techniques in ensemble playing, showing awareness of spatial relationships and choral work • Develop understanding of the configuration of the performer/audience relationship | |
| Year | Term | Content |
| 12 | 1 | Comp 1: Drama and Theatre - Antigone Comp 3: Introduction to Practitioners – Extract 1 and Reflect Report |
| | 2 | Comp 2: Devising Drama – Exploration + Performance |
| | 3 | Comp 2: Devising Drama – Performance + Working Notebook Comp 1: Live Performance |
| 13 | 1 | Comp 1: Drama and Theatre - Antigone Comp 1: Live Theatre Review Comp 2: Extract 2 and Reflective Report |
| | 2 | Comp 1: Drama and Theatre – Our Country's Good Comp 1: Live Theatre Review Comp 3: Making Theatre – Extract 3 and Reflective Report |
| | 3 | Comp 1: Drama and Theatre – Antigone Comp 1: Drama and Theatre – Our Country's Good Comp 1: Live Theatre Review |

| Subject area | Dance | |
|-------------------|--|--|
| Curriculum Intent | <p>At Key Stage 5 our dance curriculum will give students the opportunity to: Experience, use and develop the knowledge and skills from Key Stage 3 & 4, alongside;</p> <ul style="list-style-type: none"> • Demonstrate analytical skills through exploration of professional dance and own performances • Explore how creative and artistic choices influence how meaning is communicated to an audience • Study how choreographers are influenced by their social, cultural, geographical, technological, political, economic and historical contexts, affecting how they create dance and show these factors within their professional dance works • Demonstrate the ability to self-reflect and highlight own strengths and areas for developments • Apply dance and choreography techniques to creative tasks to develop own performances • Assess how aspects of a production contribute to its effectiveness as a performance • Research relevant processes and practices of dance choreography to apply to their own practice • Demonstrate high standards of safe dance practice and an understanding of rehearsal techniques • Understand how different roles with the arts play their part in developing a performance for the stage • Show an appreciation for dance history and how this has impacted current techniques • Apply knowledge of key pioneers of dance to their own choreography and show an understanding of developments in dance • Demonstrate high levels of self-awareness, commitment and organisation through rehearsals and tasks set • Apply performance skills to practical tasks, rehearsals and performance opportunities | |
| Year | Term | Content |
| 12 | 1 | Unit 2: Developing Skills Unit 1: Investigating Practitioners |
| | 2 | Unit 2: Developing Skills Unit 1: Investigating Practitioners |
| | 3 | Unit 2: Developing Skills Unit 1: Investigating Practitioners |
| 13 | 1 | Unit 1: Investigating Practitioners Unit 12: Contemporary technique |
| | 2 | Unit 3: Group Performance Unit 1: Investigating Practitioners |
| | 3 | Unit 3: Group Performance |

KS5 – Homework at St. Julie’s

Homework forms an integral part of students learning at St Julie’s by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams. Homework is set regularly across each curriculum area in-line with curriculum content. Students are expected to record homework in their planners and complete outside of their normal lessons. Your child can complete homework at home or use the Sixth Form area.

| | Platform/Activity | Website | Frequency |
|---------------------------|---|--|-----------|
| English Combined Lang/Lit | Research, understanding and revision | https://www.massolit.io/ https://aggslanguage.wordpress.com/ | Weekly |
| English Literature | Research, understanding and revision | https://www.massolit.io/ | Weekly |
| Maths | Independent Practice procedural and conditional knowledge | www.mathswatch.co.uk | Weekly |
| Biology | Homework booklets set for each half term plus weekly self-regulation HW | www.senecalearning.com | Weekly |
| Chemistry | Homework booklets set for each half term plus weekly self-regulation HW | www.senecalearning.com | Weekly |
| Physics | Homework booklets set for each half term plus weekly self-regulation HW | www.senecalearning.com | Weekly |
| History | Reading/comprehension | Microsoft Teams and VLE | Weekly |
| Geography | Reading/comprehension | Microsoft Teams and VLE | Weekly |
| Philosophy and Ethics | Reading/Written (Knowledge Based and Essay Based) | VLE | Weekly |
| Spanish | Reading, comprehension, grammar, translation. | Kerboodle Microsoft Teams | Weekly |
| Art | Research/practical tasks | VLE | |
| Dance | Practical skills/reading/theory practice | VLE | Weekly |
| Drama | Practical skills/reading/theory practice | VLE | Weekly |
| Music | Practical skills/reading/theory practice | VLE | Weekly |
| PE | Practical skills/reading/theory practice | VLE | Weekly |
| Sociology | Knowledge and case study questions | VLE and Microsoft Teams | Weekly |
| Business Studies | Knowledge and case study questions | VLE | Weekly |
| Criminology | Knowledge and case study questions | VLE | Weekly |
| Health and Social | Knowledge and case study questions/coursework preparation | VLE | Weekly |
| English resit GCSE | Reading/comprehension | www.senecalearning.com | Weekly |
| Maths resit GCSE | Independent Practice procedural and conditional knowledge | www.mathswatch.co.uk | Weekly |

All Sixth Form students have a study space in school from 8am to 5pm each day. During this time pupils will have internet access from a PC using their school login details.

Sixth Form students should develop strategies that enable them to become independent learners. We expect students to undertake a variety of tasks to support their independent study such as research, reading, use of Cornell notes, exam practice.

KS5 – Contact Information



Curriculum Leaders

English: Ms H Greenwood - hgreenwood@stjulies.org.uk

Maths: Mrs L Gee - lgee@stjulies.org.uk

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Humanities: Miss J Rimmer - jrimmer@stjulies.org.uk

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Progress Leader

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Head of Upper School

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