

Subject	Key Skill development	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English Literature	Writing a range of written types Engaging with critical debate of others Developing skills to argue and to show personal responses and critical preferences Writing to be supported by the terminology relevant to the topics and contexts with which they are engaging.	Tess of the d'Urbervilles Othello Context of both set texts to be taught Introducing critical opinion Exploring key themes/characters & concepts Exam style questions	Tess of the d'Urbervilles Othello Engaging with critical opinion of others PPE1 Exploring key themes/characters & concepts Exam style questions	Tess of the d'Urbervilles Poetry – Pre-1900 Comparative element Teaching comparative essay writing skills Exploring key themes/characters & concepts Exam style questions	Tess of the d'Urbervilles Poetry – Pre-1900 Teaching comparative essay writing skills Exploring key themes/characters & concepts Exam style questions	Comparative element Unseen - provide a wide range of unseen extracts Exam style questions	PPE2 NEA - skills developed for independent completion of NEA
IB English Lit. and Language	Students study a wide range of literary and non-literary texts in a variety of media. Developing skills to investigate the nature of language and ways in which it shapes and is influenced by identity and culture. Writing to be supported by relevant linguistic terminology and skills developed in critical discourse analysis among others.	The Great Gatsby Read chapters of a novel, exploring key themes/characters & concepts. Introducing Learner Portfolios Paper 1 – comparing/studying non-literary texts/key themes/contexts: Intro language analysis; Media fantasy worlds, Toxic masculinity; advertising; film (Black Panther).	The Great Gatsby Finish reading Exploring Global issues and themes. introducing Paper 2 of the exam A Doll's House Comparing and contrasting literary texts; student presentations on texts and global issues raised e.g. gender spheres, texts in translation.	History of English Exploring where our English Language has come from, how it spread/changed and continues to change - Introducing Paper 1 skills, analysing texts for language features/writers' methods etc. Introduction to Individual Oral - focus on BOW e.g. Charlie Brooker's 'Black Mirror'	Chronicle of a Death Foretold Read chapters of the novel, exploring key themes/characters & concepts. Focusing on magical realism, power and culture throughout Poetry: Carol Ann Duffy – focus on 'Feminine Gospels'.	Taboo Language Looking at different examples of BOWs, focusing on the idea of taboo language - how language is used to create/avoid taboo in different situations. Poetry – link Duffy to above.	Revision of all texts/prep for HL Essay Revising over all texts studied so far in preparation for assessment week, followed by planning time for HL Essay.
Maths		Reviewing GCSE Topics and Stretching into AS level Maths_Index Laws, Surds, Quadratic Equations, Quadratic Graphs, Modelling with Quadratics, Equations and Inequalities, Transformation of graphs.	Straight Line Graphs, Modelling with straight line graphs, Circles and Tangents, Use tangent and chord properties, Algebraic Division, factor Theorem	Binomial Expansion, Trigonometry-SINE, COSINE, Area of triangle, Transforming trigonometric graphs, Solving Trigonometric Equations.	Vectors, position vectors, solving geometric problems	Differentiation- increasing and decreasing functions, second order derivatives, modelling Integration- Definite integrals, Area under curves, Exponential	Exam Paper Practise

		Statistics : Basics of Statistics, Large Data set investigate, Use of Calculators and Geogebra App.Measure of Spread and Representing Data.	Statistics: Representing data continuation, Probability,Statistical Distribution.	Statistics: continue with Binomial Distribution and Hypothesis Testing.	Mechanics: Modelling in Mechanics and Constant acceleration formula	and Logarithmic Graphs- Modelling Mechanics: Equilibrium,Forces and Motion, Variable acceleration.	
Fine Art	Foundation: Skills development, enhancement and refining. Component One	The Foundation The Foundation is an intense fine art course, developing and enhancing skills and techniques to an advanced level. Themes will essentially include: <ul style="list-style-type: none"> • Portraits • Landscape • Still Life 	Component One: Personal Investigation (Internally assessed and externally moderated 60% of A2) Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student’s ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.				
Photography	Foundation: Skills development, enhancement and refining. Component One	The Foundation The Foundation is an intense photography course, developing and enhancing skills and techniques to an advanced level. Themes will essentially include: <ul style="list-style-type: none"> • Portraits • Landscape • Still Life 	Component One: Personal Investigation (Internally assessed and externally moderated 60% of A2) Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student’s ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.				
IB ITGS	- Knowledge development - Recapping gcse and deepening understanding - Gaining practical experience for the project	Multimedia Image manipulation within society Impacts of technology on the environment	Impacts of technology on the Education Databases Use of databases in an IT system	Impacts of technology on the Business & Employment Databases Use of databases in an IT system	Impacts of technology on the Business & Employment Software	Impacts of technology on the Home & Leisure Software	Hardware
Animal Management	- Secure core knowledge for exam - Develop revision strategies - Gain practical competence and confidence	Unit 3 - Animal Welfare and Ethics: A1 Ethical Approaches A2 Legislation	Unit 3 - Animal Welfare and Ethics: B1 Acceptable conditions B2 Welfare appraisals Exam preparation	Unit 4 - Animal Husbandry: A1 Working safely A2 Handling, moving, restraining	Unit 4 - Animal Husbandry B1 Accommodation type B2 Accommodation assessment B3 Maintenance of accommodation	Unit 7 – Work Experience A1 Progression opportunities A2 Requirements for work A3 Legislation for work	Unit 7 - Work Experience B1 Applying for work B2 Interview skills C1 Practical work experience

					C1 Feeding and watering C2 Grooming and bathing C3 Providing exercise C4 Health checks		C2 Customer relations C3 Reflecting on work experience
IB World Religions	Students have to explore how religions are influenced potentially by other religions so they need to combine their ideas and concepts to formulate arguments e.g. key beliefs in Jainism, Hinduism and Sikhism. Links with Sikhism and Islam, Links between Islam and Christianity. Students have to judge how far each religion may be influenced by other religions. They analyse the trustworthiness of sources as useful for their IA.	WR – Introduction to course, course skill and basics and IA support	Paper 1: Christianity What is the human condition? Where are we going? How do we get there?	Paper 1: Hinduism What is the human condition? Where are we going? How do we get there?	Paper 1: Islam What is the human condition? Where are we going? How do we get there?	Paper 1: Jainism What is the human condition? Where are we going? How do we get there?	Paper 1: Sikhism What is the human condition? Where are we going? How do we get there?
Geography		Tectonic processes and hazards – EL Globalisation - SJH	Tectonic processes and hazards – EL Globalisation - SJH	Coastal landscapes and change – EL Regeneration - SJH	Coastal landscapes and change – EL Regeneration - SJH	Fieldwork and independent project	Fieldwork and independent project
IB History	Source skills; analysis, inferences, usefulness, reliability, provenance (limitations and values), etc Essay: description, explanations, evaluations, etc Historical skills: change and continuity, causation, consequences,	Rights and Protests <ul style="list-style-type: none"> Case Study – Civil Rights Movement in the USA (1950-1965) Case Study – Apartheid South Africa (1948-1964) 	Imperial Russia <ul style="list-style-type: none"> Alexander II Alexander III Nicholas II 1905 and 1917 Revolutions Lenin's consolidation of power 	Imperial Russia <ul style="list-style-type: none"> Alexander II Alexander III Nicholas II 1905 and 1917 Revolutions Lenin's consolidation of power Authoritarian States <ul style="list-style-type: none"> Lenin-Stalin 	Cold War and Superpower Tensions Soviet Union and post-Soviet Russia	Cold War and Superpower Tensions Soviet Union and post-Soviet Russia	Post-war Eastern and Central Europe Internal assessment

	significance, perspectives, etc						
Sport	Develop practical skills in an individual sport and team game. Develop physiology knowledge and application skills to sporting contexts	Unit 1 – Anatomy and Physiology	Unit 1 – Anatomy and Physiology	Unit 1 – Anatomy and Physiology	Unit 7 – Practical Sports Performance	Unit 7 – Practical Sports Performance	Unit 7 – Practical Sports Performance
Performing Arts	Developing practical skills in acting, dance and musical theatre. Exploring genre, professional practitioners and performances. Developing analytical, research and evaluation skills Mandatory Units covered over term 1-4. Optional units over terms 5-6.	Planning and Preparing for a Career in the Performing Arts. Create CV materials and research jobs, and progression routes. Dance Technique and performance. Develop practical skills in a style of dance. Approaches to Acting-develop understanding and skills in four main acting systems. Vocal techniques-develop skills in singing-ensemble and solo.	Planning and Preparing for a Career in the Performing Arts. Create CV materials and research jobs, and progression routes. Dance Technique and performance. Develop practical skills in a style of dance. Approaches to Acting-develop understanding and skills in four main acting systems. Vocal techniques-develop skills in singing-ensemble and solo.	Planning and Preparing for a Career in the Performing Arts. Create CV materials and research jobs, and progression routes. Dance Technique and performance. Develop practical skills in a style of dance. Approaches to Acting-develop understanding and skills in four main acting systems. Vocal techniques-develop skills in singing-ensemble and solo.	Planning and Preparing for a Career in the Performing Arts. Create CV materials and research jobs, and progression routes. Dance Technique and performance. Develop practical skills in a style of dance. Approaches to Acting-develop understanding and skills in four main acting systems. Vocal techniques-develop skills in singing-ensemble and solo. Vocal techniques-develop skills in singing-ensemble and solo.	Dance Ensemble Performance-developing skills in working with others, choreographing and performing different styles of dance. Audition Techniques-developing skills in audition practice in acting.	Dance Ensemble Performance-developing skills in working with others, choreographing and performing different styles of dance. Audition Techniques-developing skills in audition practice in acting.
IB Philosophy	Students have to ‘do’ philosophy throughout the course- they have to create their own arguments whilst using academics and philosophers works to develop their own arguments. They have to explore the links between different	Paper 1: Core Theme: Being Human	Paper 1: Core Theme: Being Human	Paper 1: Optional Theme: Philosophy	Paper 1: Optional Theme: Philosophy	Paper 1: Optional Theme: Ethics	Paper 1: Optional Theme: Ethics

	philosophers works and ethical theories. Students will have to judge various academics works against a success criteria that they create. They analyse the trustworthiness of sources as useful for their IA.						
IB Biology	Core topics of Cells, molecular biology, genetics, ecology, evolution and biodiversity and human physiology all build on the content studied in GCSE Biology. These topics go into greater depth and expand on knowledge to gain more fundamental understanding. Lesson's include reading scientific literature and IB style questions include analysing recent scientific publications within the data analysis criteria. There is an TOK (theory of knowledge) During year 12 students have the opportunity to apply for a Nuffield placement to see application of core knowledge in the real world	Cell biology	Molecular biology	Genetics Evolution and biodiversity	Ecology	Human Physiology	Individual investigation
Chemistry	Developing practical skills – planning own practicals Consolidate and deepen GCSE knowledge Use a range of resources to research and deepen core knowledge.	Atomic structure Introduction to organic chemistry Amount of substance	Bonding Alkanes Halogenoalkanes	Oxidation and reduction Group 2 and 7 Periodicity Alkenes	Energetics Kinetics Alcohols	Chemical equilibria Organic analysis	Optical isomerism Aldehydes and ketones Aspirin project

	Identify weaknesses and set self directed tasks to address these Wider reading r to support ICL and develop passion for subject Opportunity to apply for Nuffield placement to see application of knowledge in the real world						
Physics	Use pf flipped learning and prior reading to develop subject knowledge. Use of practical work to develop skills from GCSE and build independence. Opportunity to apply for Nuffield placement to see application of knowledge in the real world	Measurement and their errors	Particles and radiation Waves	Mechanics and materials	Electricity	Revision AS exams	Further mechanics and thermal physics
IB Business Management	Encourage a holistic view of the world of business empower students to think critically and strategically about individual and organizational behaviour promote the importance of exploring business issues from different cultural perspectives enable the student to appreciate the nature and significance of change in a local,	1.1 Introduction to business management 1.2 types of organisations 1.3 Organisational objectives 4.1 The role of marketing 4.2 Marketing planning	Introductions to business management 1.Stakeholder External Environment 1.6 Growth and evolution 1.7 Organisational planning tools. Marketing 4.3 Sales Forecasting (HL) 4.4 Market research	Introductions to business management Human Resource Management 2.1 Functions and evolution of HRM 2.2 Organisational structure 3.3 Leadership and management 3.4 Motivation 2.5Organisational culture (HL)	Operations Management 5.1 The role of operations management 5.2 Production methods 5.3 Lean production and quality management (HL) 5.4 Location Marketing	Unit 5 Operations Management 5.5 Production planning (HL) 5.6 Research and development (HL) 5.7 Crisis management (HL) Internal assessment CUEGIS + Internal Assessment	CUEGIS + Internal Assessment

	<p>regional and global context</p> <p>promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations develop an understanding of the importance of innovation in a business environment.</p>			<p>2.6 Industrial employee relations (HL)</p> <p>Marketing</p> <p>4.5 The four P's</p> <p>4.6 The extended marketing mix (7PS) HL</p>	<p>4.7 International Marketing (HL)</p> <p>4.8 E-commerce</p>		
Financial Studies	<p>Vocational A level</p> <p>Jan – Exam</p> <p>June- Exam</p> <ul style="list-style-type: none"> Analyse financial information, financial services products and services and begin to make judgements about suitability for people in different circumstances <p>develop an understanding of financial concepts and terminology to enhance financial literacy</p> <ul style="list-style-type: none"> analyse, synthesise, evaluate and reflect demonstrate numeracy skills, including the ability to manipulate financial and other numerical data to reflect the conceptual activity of financial maths 	<p>Financial Capability for the Immediate and Short Term</p> <p>Exam preparation</p> <ul style="list-style-type: none"> Analyse financial information, financial services products and services and begin to make judgements about suitability for people in different circumstances develop an understanding of financial concepts and terminology to enhance financial literacy analyse, synthesise, evaluate and reflect 	<p>Financial Capability for the Immediate and Short Term</p> <p>Exam preparation</p> <ul style="list-style-type: none"> Analyse financial information, financial services products and services and begin to make judgements about suitability for people in different circumstances develop an understanding of financial concepts and terminology to enhance financial literacy analyse, synthesise, evaluate and reflect 	<p>Financial Capability for the Medium and Long Term</p> <p>Exam preparation</p> <p>demonstrate numeracy skills, including the ability to manipulate financial and other numerical data to reflect the conceptual activity of financial maths</p> <ul style="list-style-type: none"> select appropriate data and information to make arguments structure and communicate ideas logically and coherently increase their ability to work and learn independently 	<p>Financial Capability for the Medium and Long Term</p> <p>Exam preparation</p> <p>demonstrate numeracy skills, including the ability to manipulate financial and other numerical data to reflect the conceptual activity of financial maths</p> <ul style="list-style-type: none"> select appropriate data and information to make arguments structure and communicate ideas logically and coherently increase their ability to work and learn independently 	Exams	

	<ul style="list-style-type: none"> • select appropriate data and information to make arguments • structure and communicate ideas logically and coherently • increase their ability to work and learn independently 						
Law	<p>Skills:</p> <p>Knowledge retention</p> <p>Legal application</p> <p>Critical analysis (essay writing)</p>	<p>Law Making</p> <p>Understand:</p> <ul style="list-style-type: none"> - Judicial precedent - Parliamentary law making - Delegated Legislation - EU law - Law Reform <p>Critically analyse:</p> <ul style="list-style-type: none"> - Judicial precedent - Parliamentary law making - Delegated Legislation - EU law - Law Reform 	<p>English Legal system</p> <p>Understand:</p> <ul style="list-style-type: none"> - Civil process - ADR - Criminal Process - Sentencing - Legal personnel - Lay people in the ELS <p>Critically analyse:</p> <ul style="list-style-type: none"> - Funding - Civil process - ADR - Criminal Process - Sentencing - Legal personnel - Lay people in the ELS <p>Funding</p>	<p>Tort law:</p> <p>Understand:</p> <ul style="list-style-type: none"> - The rules of tort - Negligence - Occupiers' liability - Defences - Remedies <p>Learn to apply the law to a scenario:</p> <ul style="list-style-type: none"> - Negligence - Occupiers' liability - Defences - Remedies <p>Critically evaluate:</p> <ul style="list-style-type: none"> - The rules of tort - Negligence - Occupiers' liability - Defences - Remedies 	<p>Criminal Law:</p> <p>Understand:</p> <ul style="list-style-type: none"> - The elements of a crime – actus reus and mens rea - Offences against the person <p>Learn to apply to a scenario:</p> <ul style="list-style-type: none"> - The elements of a crime – actus reus and mens rea - Offences against the person <p>Critically evaluate:</p> <p>Offences against the person</p>	Exams	
Media	Intro to framework and key media concepts (language, industry, audience, representation). Study of set texts.	Advertising & Marketing – Water Aid, Tide & KOV.	Music video – Formation & Riptide.	Global TV – Life on Mars & The Bridge	Film industry – Black Panther & I, Daniel Blake.	Magazines - Vogue & The Big Issue.	Practical workshops. Assessment.

<p>IB Film</p>	<p>Intro to film techniques - cinematography, lighting, sound, editing.</p> <p>Technical skills and software.</p> <p>Film theory and movements.</p>	<p>Film techniques – how to analyse film.</p> <p>Workshops to develop practical skills and use of software.</p>	<p>Film Movements & activities.</p> <p>Genre study.</p>	<p>Film Theory and activities.</p> <p>British film study.</p>	<p>Film portfolio.</p> <p>Global film study.</p>	<p>Film portfolio.</p> <p>Textual analysis – screenings.</p>	<p>Film portfolio – refine and submit.</p> <p>Textual analysis practise essay.</p> <p>T6 Assessment.</p>
<p>Sociology</p>	<p>Subject specific Terminology Knowledge Retention – Sociological Theory Essay writing</p>	<p>The role of education in society</p> <ul style="list-style-type: none"> - Functionalism - Neoliberalism & New Right - Marxism <p>Culture and Identity – Topic 1: conception of culture and identity</p> <p>C&I – Topic 2: process of socialisation</p>	<p>Class difference (external Factors) Class difference (internal Factors)</p> <p>Research Methods</p> <p>C&I – Topic 3: Identity and social class</p> <p>C&I – Topic 4: Identity, gender and sexuality</p>	<p>Gender Differences in education</p> <p>Ethnic differences in Education Research Methods</p> <p>C&I – Topic 5: Identity, Ethnicity and Nationality</p> <p>C&I – Topic 6: Identity, age and disability</p>	<p>Method in context</p> <p>Educational policy and inequality</p> <p>C&I – Topic 7: Identity, production, consumption and globalisation</p>		
<p>Criminology</p>	<p>Subject specific Terminology Knowledge Retention – Criminological Theory Essay writing</p>	<p>Unit 1 - AC1.1 Analyse types of crime (white collar crime, moral crime, state crime, technological crime, hate crime, domestic abuse and honour crime)</p> <p>AC1.2 Explain the reasons certain crimes are unreported</p> <p>AC1.3 Explain the consequences of unreported crime</p> <p>AC3.1 Plan a campaign for change</p> <p>AC3.2 Design a campaign for change</p>	<p>AC1.4 Describe media representations of crime</p> <p>AC1.5 Explain the impacts of media representations on the public perception of crime</p> <p>AC1.6 Evaluate methods of collecting statistics about crime</p> <p>AC3.3 Justify a campaign for change</p> <p>AC2.1 Compare campaigns for change</p> <p>AC 2.2 Evaluate the effectiveness of media used in campaigns for change</p>	<p>Unit 2 – AC1.1 Compare criminal behaviour and deviance</p> <p>AC1.2 Explain the social construction of criminality</p> <p>AC2.1 Describe biological theories of criminality</p> <p>AC2.2 Describe individualistic theories of criminality</p>	<p>AC2.3 Describe sociological theories of criminality</p> <p>AC3.1 Analyse situations of criminality</p> <p>AC3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality</p> <p>AC4.1 Assess the use of criminological theories in informing policy development</p>	<p>AC4.2 Explain how social changes affect policy development</p> <p>AC4.3 Discuss how campaigns affect policy making</p> <p>Revision</p>	

Year 12 Curriculum - Northfleet School for Girls

			Controlled assessments				
Psychology	Subject specific Terminology Knowledge Retention – Psychological Theory Essay writing	Behaviourist approach <ul style="list-style-type: none"> Assumptions Therapy Classical evidence Debate Evaluation Research methods	Cognitive approach <ul style="list-style-type: none"> Assumptions Therapy Classical evidence Debate Evaluation Research methods	Biological approach <ul style="list-style-type: none"> Assumptions Therapy Classical evidence Debate Evaluation Research methods	Psychodynamic approach <ul style="list-style-type: none"> Assumptions Therapy Classical evidence Debate Evaluation Research methods	Positive approach <ul style="list-style-type: none"> Assumptions Therapy Classical evidence Debate Evaluation Research methods External assessments	
Health and Social Care	Subject specific terminology Introduction to services	<ul style="list-style-type: none"> Preparation for unit 2 exam in January Care values careers/services Rights Practice questions 	<ul style="list-style-type: none"> Legislation Discrimination Practice questions Mock exam 	<ul style="list-style-type: none"> Communication skills Essay writing Exam question preparation Legislation Practical communication shown on visits/events 	<ul style="list-style-type: none"> Continuation of communication coursework Health and safety legislation Practice questions Preparation for Unit 3 exam in June 	<ul style="list-style-type: none"> Seen and unseen mock exam for unit 3 Coursework stopped to focus on exam. 	<p>Completion of unit 1 coursework</p> <p>Students to sit unit 3 exam</p> <p>Practice questions</p>
Business Administration	Communication Working with others Thinking skills/ adaptability Problem Solving Managing Information Preparing for work	Unit 1 Exam Office equipment Supporting meetings Types of mail services Business travel Storing documents Communication and Teamwork Laws and Legislation Size and Structure of Business	Same as term 1 for Exam unit assessment	Unit 2 Coursework Admin activities Managing time and workload Office equipment Professional behaviours Communication within the work place	Unit 3 coursework Business technology Data management Business documentation Storing requirements Web-based technology Creating, communicating and sharing business info via web-based technology.	Unit 4 internal synopsis Event briefs Planning Events Preparing for events Process and communicating information Welcoming/registration Responding to queries/complaints etc Follow-up activities	Final competition of outstanding coursework or exam resit if required.
Event Operations	Organisation Teamwork Planning Communication Prioritising Commitment Knowledge	Unit 3 Event Planning Understanding events Event requirements Planning events	Unit 2 Event Operations Role of customer service in event operations How event teams operate Review event success	Unit 1 Exam Structure of events Principles of event planning Factors that affect success of event Regulatory requirements Processing events	Unit 1 Exam Structure of events Principles of event planning Factors that affect success of event Regulatory requirements Processing events	Course deadline = 5 th May.	