GEORGE SPENCER ACADEMY

Our Year 13 Curriculum

A guide for parents and students

ETHOS OF EXCELLENCE

An introduction to our Year 13 Curriculum

Welcome to our Year 13 Curriculum booklet and thanks for taking the time to read and engage with this information. Year 13 is an exciting year as students work towards the culmination of their A-level or equivalent courses and plan their post-16 progression.

The overall purpose of this booklet is to share our curriculum with parents so that you are more able to support your young people with their learning. At George Spencer Academy, we pride ourselves on providing students with rich learning experiences through a creative and innovative curriculum. Our formal curriculum is built from sequences of topics and lessons which are designed to help students know more and remember more in each subject. Students learn better when they understand how lessons fit within their broader context and when they are able to make connections between and within their subjects. Parents can support their young people by discussing this formal curriculum at home, and the information in this booklet will help you do this by summarising key topics and discussion points in each subject.

Alongside the formal curriculum, our wrap-around curriculum aims to provide a holistic approach to the development of each child. This includes Form time learning on topics such as well-being, learning strategies and values for life in modern Britain. It also includes opportunities for extending learning outside of the classroom, especially through reading texts, watching films or documentaries and visiting places of interest. As parents, your help with this is much appreciated and this booklet provides ideas for partnership learning at home which will usefully complement what is being taught in school.

Included in this booklet:

- A list of ideas for students to read, watch and visit at home for each subject;
- A calendar of key curriculum dates;
- A page for each subject which includes an intent statement, links between and within subjects, half-termly topics, skills and key questions for discussion, plus information on how students will be assessed. Also included is information on revision guides and websites and on the exam specification being studied.

If you have any queries regarding our Year 13 curriculum, please contact Mr T. Kitson at tkitson@george-spencer.notts.sch.uk. This booklet is also available in the Curriculum section of the school website if you wish to use the hyperlinks that are included in some places.

Read, watch and visit- supporting our Year 13 Curriculum at home

Here are some ideas to extend learning outside of the classroom in each subject. Students should aim to engage with activities for all of the subjects that they study in Year 13; teachers will provide additional suggestions on request.
So that we can keep track of participation and reward excellent effort, please log activity at https://docs.google.com/forms/d/e/1FAIpQLSfDxOAEh5snHt1hihilJAjCRau-yG0WFjHQRKLhH82reIV28A/viewform?usp=sf_link

	Read	Watch	Visit
English Language	Etymologicon - Mark Forsyth	Fry's English Delight	The British Library, London
English Literature	The Castle of Otranto - Horace Walpole	Frankenstein (film or play)	The Fitzwilliam Museum Cambridge https://www.fitzmuseum.cam.ac.uk/ learning/schools/session/gothic
Maths	The Music of the Primes by Marcus du Sautoy	https://www.numberphile.com/ The Big Short	Maths Exhibition at the Paris Science Museum
Further Maths	What is Mathematics By Richard Courant & Herbert Robins	FM Videos | AMSP - Help videos	https://momath.org/ National Museum of Mathematics in New York
Biology	Sapiens: A brief history of humankind by Yuval Noah Harari	Planet Earth 2, David Attenborough	Twycross Zoo https://twycrosszoo.org/
Chemistry	Napoleon's Buttons: How 17 Molecules Changed History - Penny Le Couteur	Chemical Curiosities - Royal Institute lecture	The Royal Institution - London
Physics	Seven Brief Lessons on Physics, Carlo Rovelli	RI lectures on youtube: https://www.youtube.com/watch?v=r8ySRS9cXiM&list=PLbnrZHfNEDZzxswBf5WhzbIDTInJOgCIP	CCFE - Culham Centre for Fusion Energy https://ccfe.ukaea.uk/about-ccfe/visit-ccfe/
PE / BTEC Sport	The Talent Code – Daniel Coyle	Gold Rush: Our Race for Olympic Glory	National Centre for Sport and Exercise Medicine, Loughborough University
Spanish	Bodas de sangre - F G Lorca, Yerma - F G Lorca	Age appropriate films by Almódovar in addition to 'Volver'	Visit the BFI (British Film Institute) and watch a scheduled film in Spanish
Geography	When the Rivers Run Dry: The Global Water Crisis and How to Solve it by Fred Pearce (2019)	The Inconvenient Truth (2006)	The Jurassic Coast, Dorset, World Heritage Site - Coastal landforms e.g. Lulworth Cove, Durdle Door
History	Wolf Hall by Hilary Mantel	The Tudors (Netflix)	British Museum, London
Philosophy	Practical Ethics Blog - http://blog.practicalethics.ox.ac.uk/	https://www.bbc.co.uk/iplayer/episode/b007clvf/louis-theroux-the-most-hated-family-in-america	Victoria and Albert Museum, SW7 2RL
Psychology	Blink: The Power of Thinking Without Thinking Book by Malcolm Gladwell	One Flew Over the Cuckoo's Nest	Natural History and Science Museum, London

	Read	Watch	Visit
Sociology	Badfellas, Crime, Tradition and New Masculinities. Simon Winlow	One Flew Over The Cuckoo's Nest	The Pitt-Rivers Museum, Oxford
Criminology	Forensics Val McDermid	The Shawshank Redemption	Crown Court, Nottingham
Government and Politics	Rob Burley, *Why Is This Lying Bastard Lying to Me?: Searching for the Truth on Political TV*	Four Hours at the Capitol (BBC)	Houses of Parliament, Westminster
D&T: Product Design	Design and Technology: Product Design Why materials matter by Seetal Solanki	Idea to Product in 5 Steps	V&A Museum
Art	Creative Block - Danielle Krysa	Sky Ladder: The Art of Cai Guo-Qiang - Netflix	New Art Exchange - Nottingham https://www.nae.org.uk/ Saatchi Gallery - London https://www.saatchigallery.com
Drama	The curious incident of the dog in the night time by Simon Stephens	Gecko https://www.youtube.com/watch?v=YSvS9y1WjrE	
Cambridge National ICT	Uses of augmented reality https://www.forbes.com/sites/bernardmarr/2018/07/30/9-powerful-real-world-applications-of-augmented-reality-ar-today/?sh=587a822a2fe9	Ready Player One The Matrix Spiderman Homecoming	Zero Latency VR - NottinPeto Institutegham
Computer Science	Mooc - Machine Learning and AI https://www.futurelearn.com/courses/introduction-to-machine-learning	Eye In The Sky Site: https://bleeckerstreetmedia.com/eyeinthesky	National Video Game Museum Sheffield - https://thenvm.org/
Business Studies	Business Review Magazine https://www.hoddereducation.co.uk/subjects/business-and-accounting/products/16-18/business-review I	The secret world of… https://www.channel4.com/programmes/the-secret-world-of	Museum of Brands – London
Cambridge Technicals Business	How to Start an Airline? https://www.tutor2u.net/business/blog/how-to-start-an-airline	Facebook - cracking the code	Coca-Cola factory
Economics	The Economist https://www.economist.com/	EconplusDal Youtube Channel https://www.youtube.com/channel/UCQbBh9Jn2IjcSPZOiNKJu0g	Bank of England Museum and Talk
Media Studies	Media Magazine The Guardian The Daily Mail	1980s Spielberg Films Stranger Things Deutschland 83 News broadcasts from range of companies	National Science and Media Museum, Bradford

Key dates in our Year 13 Curriculum

Here is a list of key dates, all of which are designed to keep you informed about our curriculum and about how your young person is progressing at George Spencer Academy. For other dates, such as term dates and INSET days, please see the school website or the student planner.

Thursday 21/09/23	Year 12/13 Information evening
Week beginning 20/11/23	Y13 November PPEs (pre-Public Examinations)
Thursday 21/12/23	Y13 Progress Evening
Week beginning 18/12/23	Assessment point 1 information available to parents
Monday 05/02/24	Y13 Exam preparation evening
Week beginning 04/03/24	Year 13 April PPE (Pre-Public Examinations)
Week beginning 22/04/24	Assessment point 2 information available to parents

Assessment point information is collated by teachers twice a year for Y13 students and sent home to parents on paper; it is also available digitally through INSIGHT. It includes scores for qualities such as independence, attitude and response to feedback, as well as a target grade and a predicted grade in each subject. The predicted grade is the A-level or level 3 grade that a teacher believes the student is most likely to achieve in that subject if they continue to make normal progress from this point up to the end of Year 13. Predictions are based on teacher assessments, including pre-public examinations, in-class tests and homework pieces.

Our Year 13 English Language Curriculum

Exam board information- AQA **Paper 1 -** Language, the individual and society (40%) **Paper 2 -** Language diversity and change (40%) **NEA -** Language in action (20%)	**Resources for home study and revision-** AQA endorsed textbook: https://www.aqa.org.uk/subjects/english/as-and-a-level-english-textbooks Seneca Learning, Englicious: http://www.englicious.org/ ,EngLangBlog: http://englishlangsfx.blogspot.com/ E-magazine from the English and Media Centre GSA student hub

We aim to develop students of English who:

- Are challenged and engaged by a curriculum that enthuses students and staff, while fostering a love of language;
- Build a life-long competence in reading and communicating with skill and clarity, as well as an appreciation of how we can manipulate and are influenced by language in the wider world, through knowledge of writers' methods;
- Gain knowledge of a wide range of language discourses that teaches them something about the world they live in and supports both their academic achievement and their personal wellbeing.

Big Ideas in Year 13 English Language

Students explore big questions about language such as: the 'miracle' of language acquisition in children - is it nature or nurture? How is language used to reflect and construct aspects of identity? How and why do individuals and communities use language in different ways? How and why has language changed over time? In addition, students will independently investigate for non-examined assessment, an aspect of language in use, as well as developing and reflecting upon their own writing expertise.

Making Connections

We will build on the knowledge and skills developed in Year 12 including methods of language analysis, how language is used to create meanings and representations, and attitudes to language diversity. In Year 13, students will augment their knowledge in these areas with the exploration of language change over time and how language is used in public discourse to convey opinions about aspects of language in use.

Year 13 English facilitates further study at university. Students develop enhanced skills in analysing texts in different modes and genres, evaluating contentious ideas about language issues, developing cogent arguments and writing in a variety of forms. The language investigation incorporates independent reading and research. These skills complement degree level study of English language, linguistics, philosophy, social sciences, law and many other subjects.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	Child Language Development Language Change Language Investigation NEA	Child Language Development Language Change and World Englishes	Language Discourses: Consolidating knowledge from Y12		Revision and examination preparation	Examinations
Knowledge	Theories of language change and child language development.	Theories of language change world Englishes and child language development.	Discourses around language in use. Theories and ideas about gender, social groups and regional varieties.		Exam strategies and all previous taught knowledge.	
Skills	Working with data sets Developing knowledge of key theories, concepts and ideas; Influences on language change; Attitudes towards language change; Processes of Language change: lexical, semantic and grammatical terminology recap.	AO1/AO3: Paper 1 practice to include language change texts Focus on representation and terminology AO2/AO3/AO4: Models of World English; features of World English	AO2/AO3/AO4 Analysis and comparison of texts Directed Writing		All AOs Revisit topics Practice examination techniques	
Key questions	How do children acquire language - is it nature or nurture?	Is English around the world breaking up into many different Englishes?	How is language used to represent famous brands?	Is technology damaging the English language?	What is the biggest influence on the language we use?	
Assessment	Paper 1 Section A (Language change)	Paper 1 PPE	Paper 2 Section A	PPE A Level Paper 2: 'Language diversity and change'	Paper 2 Q3 and Q4	
Cross Curriculum Connections	**Childcare - Yr 12 HT4**					

Any questions? Please contact Mrs S. Ferguson, sferguson@george-spencer.notts.sch.uk

Our Year 13 English Literature Curriculum

Exam board information- OCR English Literature H472	**Resources for home study and revision-** 'Paradise Lost' John Milton; 'Measure for Measure' William Shakespeare; 'A Streetcar Named Desire' Tennessee Williams 'The Duchess of Malfi' John Webster; 'TheBloody Chamber' Angela Carter'

We aim to develop students of English who:

- Are challenged and engaged by a curriculum that enthuses students and staff, while fostering a love of language and literature;
- Build a life-long competence in reading and communicating with skill and clarity, as well as an appreciation of how we can manipulate and are influenced by language in the wider world, through knowledge of writers' methods;
- Gain knowledge of a wide range of literature that teaches them something about the world they live in and supports both their academic achievement and their personal wellbeing. Students will also gain knowledge of the timeless nature of literary themes.

Big Ideas in Year 13 English Literature

In Year 13 we focus a lot more on the Gothic paper for the final examination. In your preparation for the paper we will explore how the genre has evolved and how the writers use their texts to criticise society and humanity. We will be considering who are the real beasts and monsters in the texts we read. The novels we look at will be exciting and touch on taboo which will generate some interesting discussions and debates. We will see how the Gothic genre has been subverted over the years and consider what are accepted as traditional Gothic tropes and how they differ from more recent contemporary tropes. The Gothic genre is designed to shock and titillate and we will consider a wide range of example texts to help secure our understanding of the genre. As always, we will consider critical approaches to enhance our interpretations.

Making Connections

Our Year 13 English Literature Curriculum will build on our Year 12 Curriculum by applying essay writing skills honed in year 12 to produce high quality coursework; applying learnt historical and political context to new texts as well as being able to compare texts studied in year 12 to new texts in year 13.

Our Year 13 English Literature Curriculum not only gives you the communicative, analytical and empathetic skills to impress any potential employer or university, but it also allows you a huge cultural capital to draw from when entering the next stage of your life. You will have an appreciation for all walks of life and be able to infer meaning from all things beneath surface level. English Literature will stay with you, no matter how you choose to employ it.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	Comparative coursework Consolidate The Bloody Chamber The Wasp Factory or Dracula	Gothic Extract Bloody Chamber/ The Wasp Factory or Dracula	Gothic Extract Bloody Chamber/ The Wasp Factory/ Dracula	Paradise Lost and Duchess of Malfi Measure for Measure	Revision of exam texts: Paradise Lost and Duchess of Malfi Measure for Measure Bloody Chamber/ The Wasp Factory/ Dracula	Examinations
Knowledge	Literary and dramatic techniques. Gothic context and themes.	Literary and dramatic techniques. Gothic context and themes.	Literary and dramatic techniques. Gothic context and themes.	Biblical context, language and poetry terminology. Shakespeare's language and context.	Biblical context, language and poetry terminology. Shakespeare's language and context. Gothic context and themes.	
Skills	Explore connections between literary texts. Demonstrate understanding of the significance and influence of context. Explore literary texts informed by different interpretations. Analyse how meanings are shaped in literary texts. Articulate informed personal and creative responses to literary texts.	Analyse how meanings are shaped in literary texts. Demonstrate understanding of the significance and influence of context. Explore literary texts informed by different interpretations.	Analyse how meanings are shaped in literary texts. Demonstrate understanding of the significance and influence of context. Explore literary texts informed by different interpretations. Explore connections between literary texts.	Explore connections between literary texts. Demonstrate understanding of the significance and influence of context. Analyse how meanings are shaped in literary texts. Explore literary texts informed by different interpretations.	Explore connections between literary texts. Demonstrate understanding of the significance and influence of context. Explore literary texts informed by different interpretations. Analyse how meanings are shaped in literary texts. Articulate informed personal and creative responses to literary texts.	
Key questions	Is every person capable of evil?	Is it possible to evolve if you are unwilling to face the unknown?	To what extent are people responsible for their own downfall?	Nothing good ever comes from blindly following your desires. Discuss.	What does a successful exam response look like?	
Assessment	Coursework draft	Gothic comparison	Paper 2: Gothic extract and comparison	PPE - Paper 2	Past papers tailored to need	
Cross Curriculum Connections			Drama - analysis of dramatic effects - Year 12 HT6		Drama - analysis of dramatic effects - Year 12 HT6	

Any questions? Please contact Ms R Billig rbillig@george-spencer.notts.sch.uk

Our Year 13 Mathematics Curriculum

Exam board information- AQA A Level Mathematics 7357	**Resources for home study and revision-** TLMaths

We aim to develop all students into mathematicians who:

- Have a coherent framework of knowledge about the mathematical areas of Number, Algebra, Geometry and Measure, Probability and Statistics, Ratio and Proportion;
- Become fluent in the language of mathematics, have the ability to reason mathematically and have confidence in solving increasingly complex problems by applying a combination of mathematical skills to routine and non-routine problems with increasing sophistication;
- Understand the practical applications of mathematics, relish the challenge that studying mathematics provides and believe that by working hard at mathematics they can succeed.

Big Ideas in Year 13 Mathematics
The three key themes of Proof, Problems solving and modelling will be interleaved throughout the topics studied in Pure, Mechanics and Statistics which include further calculus, further trigonometry, application of vectors, further hypothesis testing and forces in context.

Making Connections

Our Year 13 Mathematics Curriculum will build on knowledge of our Year 12 Mathematics Curriculum which has built towards using calculus on more complex problems including vectors, conducting hypothesis testing with different distributions and solving complex problems involving projectiles.

Our Year 13 Mathematics Curriculum will build towards preparing students for interpreting complex questions and writing efficient exemplar solutions using the correct mathematical language and notation to justify their solutions.

	HT1	HT2	HT3	HT4	HT5	HT6
Knowledge	**Teacher A:** Further Trigonometry Functions Calculus of Exponential and Trigonometric Functions Further Differentiation Further Integration Techniques **Teacher B:** Sequences and Series Functions	**Teacher A:** Further Integration Techniques Further Applications of Calculus Differential Equations **Teacher B:** Functions Numerical Solutions	**Teacher A:** Numerical Integration Application of Vectors Projectiles, Forces in Context **Teacher B:** Proof Conditional Probability	**Teacher A:** Forces in Context Moments Exam Preparation - retrieval of prior knowledge **Teacher B:** The Normal Distribution Further Hypothesis Testing	Retrieval of prior knowledge and exam preparation	Examinations
Skills	Fluency, Problem Solving, Reasoning, Exam Technique					
Key questions	Can you use the chain rule to differentiate a composite function?	Can you prove that a sequence is increasing or decreasing?	Can you form and solve a differential equation?	Find the mean and standard deviation from information from probabilities		
Assessment	Year 13 Chapters Assessment: 3, 5, 6, 7, 8	GSA PPE All Year 12 Content (Pure and Applied) Year 13 chapters included: 2, 3, 4, 5, 6, 7, 8, 9, 10 10	Assessment Covering all Pure Content (2 papers)	GSA PPE All Year 12 and year 13 Pure Content (2 papers)	Assessment: All Y12 and Year 13 mechanics and statistics (2 papers)	
Cross Curriculum Connections			Y13 PE - Moments linking with Angular Motion Y13 HT1	Y13 PE - Moments linking with Projection Motion Y13 HT2		

Any questions? Please contact Mrs J. Cullen, jcullen@george-spencer.notts.sch.uk

Our Year 13 Further Mathematics Curriculum

Exam board information- AQA A Level Further Mathematics 7367	**Resources for home study and revision-** AMSP Revision Videos Physics & Maths Tutor www.madasmaths.com

We aim to develop all students into mathematicians who:

- Have a coherent framework of knowledge about the mathematical areas of Number, Algebra, Geometry and Measure, Probability and Statistics, Ratio and Proportion;
- Become fluent in the language of mathematics, have the ability to reason mathematically and have confidence in solving increasingly complex problems by applying a combination of mathematical skills to routine and non-routine problems with increasing sophistication;
- Understand the practical applications of mathematics, relish the challenge that studying mathematics provides and believe that by working hard at mathematics they can succeed.

Big Ideas in Year 13 Further Mathematics
Pure - manipulating and solving complex equations in a wide variety of contexts. Discrete - applications of algorithms associated with Graphs and Networks. Mechanics - understanding of mathematics behind forces and motion.

Making Connections

Our Year 13 Further Mathematics Curriculum will build on complex numbers, conics, hyperbolic functions, matrices, vectors, calculus, discrete algorithms and applied math's.

Our Year 13 Further Mathematics Curriculum will build towards preparing students for interpreting complex questions and writing efficient exemplar solutions using the correct mathematical language and notation to justify their solutions.

	HT1	HT2	HT3	HT4	HT5	HT6
Knowledge	**Teacher A:** Vectors Hyperbolic Functions **Teacher B:** Further transformations of the ellipse, hyperbola and parabola. Further Graphs and Inequalities **Teacher C:** Work, Energy and Power with resolving Circular Motion 2	**Teacher A:** PPE Revision Further Calculus applied to inverse trigonometric and inverse hyperbolic functions. **Teacher B:** **PPE Revision** Further Polar Coordinates Maclaurin series and Limits **Teacher C:** Centre of Masses	**Teacher A:** Further Calculus Reduction Formula Arc Length & Area of surface of revolution De Moivres Theorem **Teacher B:** Maclaurin series and Limits Differential Equations Applications of Differential Equations. Numerical Methods **Teacher C:** Centre of Masses Moments and Couples	**Teacher A:** Further Complex Numbers **Teacher B:** Applications of Differential Equations. Numerical Methods **Teacher C:** Moments and Couples	**Teacher A:** Revision - retrieval of prior knowledge **Teacher B:** Revision - retrieval of prior knowledge **Teacher C:** Revision - retrieval of prior knowledge	Examinations
Skills	Fluency, Problem Solving, Reasoning, Exam Technique					
Key questions	Prove De Moivre's Theorem by Induction.	Can you differentiate & integrate hyperbolic functions?	Can you calculate arc lengths and surface areas of revolution?	Describe the process of flow augmentation to find max flow through a network.	Identify most efficient method to solve further maths exam questions.	
Assessment	Topic Tests	PPE Assessment on Y12/13 to date.	Topic Tests	GSA PPE Papers 1,2,3		
Cross Curriculum Connections						

Any questions? Please contact Mrs J. Cullen, jcullen@george-spencer.notts.sch.uk

Our Year 13 History Curriculum

Exam board information- OCR A Level (2016 onwards) Russia 1894-1941 (15%); Alfred the Great and the Making of England 871-1016 (25%); Rebellion and Disorder in Tudor England 1485-1603 (40%); Coursework: Anglo-Saxon England (20%)	**Resources for home study and revision-** George Spencer History Hub

We aim to develop all students into historians who:

- Have a coherent framework of knowledge about the history of the local area, of Britain and of the wider world;
- Have the ability to deploy historical skills, including analysis, investigation, communication and evaluation of interpretations;
- Have a passion for learning about the past and understanding how this can help us make sense of our own identity and place in the world.

Big Ideas in Year 13 History

In Year 13 History students will consolidate their knowledge of Russia 1894-1941, develop historical enquiries of their own as well as embark on a new topic; Rebellion and Disorder in Tudor England. The coursework module is a great opportunity for students to conduct their own research and construct their arguments in a dissertation style essay. Whilst studying rebellions in Tudor England, students will take a synoptic approach to the religious turmoil, political unrest and open rebellion during the reigns of Henry VII to Elizabeth I.

Making Connections

Our Year 13 History curriculum builds on the essential skills students studied in Year 12 including source analysis and interpretations which form the backbone of the Rebellions in Tudor England module. These skills are also vital to your own historical investigation as part of your coursework where you can truly explore the Anglo-Saxon era in more detail and depth - like a true historian!

Our Year 13 History curriculum will build towards enhanced skills in evaluating source evidence, developing arguments and understanding causation, continuity and change. Students have also completed a dissertation style essay in their coursework and have completed independent reading and research. These will be useful for students wishing to study history, classics, archaeology, law and more at university.

	HT1	**HT2**	**HT3**	**HT4**	**HT5**	**HT6**
Topic Covered	Tudors: Rebellions in the reigns of Henry VIII and Edward VI (Sections 2, 4, 6) Russia: Rule of Nicholas II and WWI, 1894-1917 Y100 Coursework: Question selection/research/First draft/Begin work on Final draft	Tudors: Rebellions in the reigns of Mary I and Elizabeth (Sections 2, 4, 6) and Political stability (Section 8) Russia: Revolution and consolidation, 1917-1918 Y100 Coursework: Question selection/research/First draft/Begin work on Final draft	Tudors: Depth Study on the Pilgrimage of Grace and the Western Rising (Sections 3, 5, 7) Russia: Civil War and death of Lenin, 1918-1924 Y100 Coursework: Final draft completed. **RECAP**: Alfred the Great and the Making of England 871-1016: • Vikings • Governance • Renaissance • Edward • Aethelstan	Tudors: Depth Study on Tyrone's Rebellion (Sections 2, 4, 6) Russia: Rise of Stalin and consolidation of power, 1924-1937 **RECAP**: Alfred the Great and the Making of England 871-1016: • Aethelstan • Edmund and Eadred • Edgar • Aethelred II	Revision Russia: Five Year Plans and Revision **RECAP**: Alfred the Great and the Making of England 871-1016: Edgar Aethelred II	Examinations
Knowledge deepened and *skills developed*	*Synthesis:* Tudors NEA/Y100 *Judgement* Tudors NEA/Y100 *Analysis* Tudors NEA/Y100 *Critical Source Evaluation and the examination of the views of Historians* NEA/Y100 *Chronology and Causation* Russia Tudors *Cause and Consequence* Russia Tudors *Change and Continuity* Russia *Evaluation and Analysis* Russia Tudors	*Synthesis* Tudors NEA/Y100 *Judgement* Tudors NEA/Y100 *Analysis* Tudors NEA/Y100 *Critical Source Evaluation and the examination of the views of Historians* NEA/Y100 *Chronology and Causation* Russia Tudors *Cause and Consequence* Russia Tudors *Change and Continuity* Russia *Evaluation and Analysis* Russia Tudors	*Synthesis* Tudors *Judgement* Tudors *Analysis* Tudors *Chronology and Causation* Alfred the Great, Edward and Athelstan Tudors *Cause and Consequence* Russia Tudors *Change and Continuity* Russia Alfred the Great, Edward and Athelstan Tudors *Evaluation and Analysis* Alfred the Great, Edward and Athelstan Tudors *Critical source evaluation* Alfred the Great, Edward and Athelstan	*Synthesis* Tudors *Judgement* Tudors *Analysis* Tudors *Interpretations* Tudors *Chronology and Causation* Russia Edmund, Eadred, Edgar Tudors *Cause and Consequence* Russia Tudors *Change and Continuity* Russia Edmund, Eadred, Edgar Tudors *Evaluation and Analysis* Russia Edmund, Eadred, Edgar Tudors	*Synthesis* Tudors *Judgement* Tudors *Analysis* Tudors *Interpretations* Tudors *Chronology and Causation* Russia Aethelred II Tudors *Cause and Consequence* Russia Tudors *Change and Continuity* Russia Aethelred II Tudors *Evaluation and Analysis* Russia Aethelred II Tudors	
Key questions	Was the Tudor regime ever threatened by rebellion 1485-1547?	At what point was the Provisional Government doomed to fail?	What was the most important cause of the Pilgrimage of Grace?	Was Stalin's rise to power really a 'struggle'?	Was poor leadership the main reason rebellions failed?	
Assessment	Henry VII essay, Timed Russia Paper	November PPE	Interpretation Essay, Russia Past Paper	Interpretation Essay, Timed Russia Paper	March PPE	
Cross Curriculum Connections	Politics Y12 HT3 - Unit 1 and 2 Politics Y13 - HT3 - Unit 1	Philosophy and Ethics, year 12, term 2 - Developments in Christian Thought Politics Y12 HT3 - Unit 1 and 2	Politics Y12 HT3 - Unit 1 and 2	Politics Y12 HT3 - Unit 1 and 2	Philosophy and Ethics, year 12, term 2 - Developments in Christian Thought Geography: Year 13, Term 2: Migration and identity Economics: Year 12: Term 2: Market failure and government intervention	

Any questions? Please contact Miss S. Coell-Pemberton, scoell@george-spencer.notts.sch.uk

Our Year 13 Geography Curriculum

Exam board information- Edexcel A Level Geography Paper one: Edexcel 9GE01 - Physical Geography 30% Paper two: Edexcel 9GE02 - Human Geography 30% Paper three: Edexcel 9GE03 - Synoptic themes 20% Non-Examination Assessment (coursework) 20%	**Resources for home study and revision-** Geography A level textbooks: Hodder Edexcel book 2 and Pearson Edexcel AS/A level book 2

We aim to develop all students into geographers who:

- Have a detailed knowledge of places, human and physical processes and the relationships between them at local, national and global scales;
- Develop and apply the skills of geographical enquiry including fieldwork, numerical skills, data analysis, evaluation and effective written and verbal communication;
- Have an awareness and understanding of being a global citizen including environmental futures, diversity and sustainability.

Big Ideas in Year 13 Geography

Year 13 topics have a large focus on geopolitical issues. Whilst on a global scale these topics are hugely important to planetary health and security, the issues explored also trickle down to the everyday lives of people all around the world. Like Year 12, two topics are human geography; migration, identity and sovereignty and superpowers, and two are physical geography; water cycle and carbon cycle. The physical geography topics ultimately conclude with a study of human geography responses to looming global problems like climate change.

Making Connections

Our Year 13 Geography Curriculum builds upon the year 12 curriculum towards the most complex global topics in the geography curriculum at George Spencer Academy. In year 13, topics take on geopolitical themes surrounding world governance of climate change, water, migration and political power. The topics in year 12 build skills and foundation knowledge that allow students to access these important, contemporary topics. Our year 12 topics will also likely form the basis for the geographical investigation for students' NEA (coursework).

Our Year 13 Geography Curriculum will build towards creating well-rounded geographers, who, regardless of whether or not they are choosing to continue geographical study beyond A level, will have the tools and skills they need to be globally aware academics and citizens. By the end of Year 13, not only will students have a strong understanding of the key topics on the geography course, but they will also leave with the ability to critically analyse information to form logical arguments and opinions, skills that will enable them to flourish in a working or higher education setting.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	Water Cycle and Water Security Superpowers		Carbon Cycle and Energy Security Migration, Identity and Sovereignty		Paper 3: Synoptic links and analysis	Examinations
Knowledge	Physical geography - water budgets and river regimes Human geography - geopolitical relationships between Russia, China and the West	Physical geography - physical processes and el nino and la nina (ENSO) Human geography - Potential futures for global power	Physical geography - carbon stores of planet earth and transferral of carbon between the stores. Human geography - patterns of migration internationally	Physical geography - energy pathways Human geography - role of nation states and the UN	Physical geography - possible futures for energy security and climate change Human geography - threats to national sovereignty	
Skills	Written analysis and evaluation Use of qualitative data Use of quantitative data Devise, implement and justify: data collection, sampling techniques	Written analysis and evaluation Use of qualitative data Use of quantitative data Field data analysis and representation Interrogate and critically examine field data	Written analysis and evaluation Use of qualitative data Use of quantitative data Interrogate and critically examine field data Write-up field results clearly and logically	Written analysis and evaluation Use of qualitative data Use of quantitative data	Written analysis and evaluation Use of qualitative data Use of quantitative data	
Key questions	How do the Earth's complex physical systems interact with human interventions?	How do nations build and maintain power, and where will future power be centred?	Why is there so much variety in cultural and ethnic unity between nation states?	What are the potential future scenarios for planetary health?	What are the links between the physical, social, political and environmental?	
Assessment	Water enquiry question assessment; Superpower's enquiry question assessment	**Year 13 PPE**	Water unit assessment; Superpowers unit assessment	**Year 13 PPE**	Carbon enquiry question assessment; Migration enquiry question assessment	
Cross Curriculum Connections		Link to History: Russia's history		Link to French and Spanish: perspectives on migration and nationalism		

Any questions? Please contact Miss McCool, cmccool@george-spencer.notts.sch.uk

Our Year 13 Philosophy Curriculum

Exam board information- OCR Religious Studies A-level. Three two-hour papers: Philosophy of Religion, Religion and Ethics, Developments in Christian Thought- 33.3% each.	**Resources for home study and revision-** OCR Religious Studies A Level Year 2 Student Book; My Revision Notes OCR A Level Religious Studies (Hodder Education): Religion and Philosophy, Religion and Ethics and Developments in Christian Thought

We aim to develop all students into philosophers who:

- Develop knowledge of different belief systems and behaviours of people in the UK and worldwide while understanding similarities and differences through the idea of diversity;
- Build the skills of analysis, empathy and debate while being able to showcase our own philosophical and ethical views in a respectful manner;
- Develop a passion and awareness of the big and small issues of life in a personal and global perspective, so we can be informed to make wise and ethical choices as a global citizen on a daily basis.

Big Ideas in Year 13 Philosophy

When we say, 'God is good', what does that really mean? In an analogical, symbolic or literal sense? Is such a statement meaningful if it cannot be verified or falsified? The Year 13 course will help students get to grips with increasingly challenging and abstract philosophical notions, as well as covering a range of Ethics topics and challenges to Christian thought.

Making Connections

Our Year 13 Philosophy Curriculum will build on the Philosophical, Ethical and Religious ideas established in Year 12. We will investigate whether a being such as God is even logically possible, whether or not an objective idea of right and wrong can actually exist and whether or not Christianity contains contradictory beliefs that make it too problematic to follow.

Our Year 13 Philosophy Curriculum will build towards creating well-rounded Philosophy students with key critical thinking skills who are able to analyse, evaluate and question the thoughts of themselves, others and societies. Whether or not they continue with Philosophy or not the empathy, tolerance and insight learned in the subject will help them in other subjects, employment and throughout their lives.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	PHILOSOPHY 4. Theological and Philosophical Developments 5. Religious Language: Negative, Analogical or Symbolic 6. Religious Language: Twentieth Century Perspectives	ETHICS 4. Ethical Language: Meta-ethics 5. Significant Ideas 6. Developments in Ethical Thought	DEVELOPMENTS IN RELIGIOUS THOUGHT (CHRISTIANITY) 4. Development 5. Society 6. Challenges	REVISION		Examinations
Knowledge	Considering the nature of God and its importance to people across societies and times. Use of language and whether or not we can talk about issues beyond our understanding using language.	Considering whether there really is an objective right and wrong or not and how that may impact a person's moral decision making. Reflecting on the role and concept of the conscience and its impact through science, religion and psychology. Evaluating the impact that religion has had on sexual ethics and how society's views and laws may reflect these attitudes.	Considering how multi-faith ideas have led to interfaith dialogues between different religions and communities. Reflecting on whether or not sexism has made religion incompatible with modern society Evaluating how closely linked religion should be with politics and if religion can only be fully realised if it is involved in politics.	How do A* do students write? How can the topics and skills we have studied be applied to real life?		
Skills	Comparison and exploration of ideas developing over time Analysis and Evaluation	Exploration in how language and interpretation have changed over time, examination, comparison, application. Analysis and Evaluation	Tolerance, respect and recognition of opposing views, reflection and comparison of scholars Analysis and Evaluation	Revision Strategies Exam Technique and Practice		
Key questions	Should we only describe God in terms of what He is not?	Are religious people open to the falsification of their ideas?	Is Christianity sexist?	Can Marxism and Christianity be combined?		
Assessment	Language Essay	November PPE- Philosophy and Ethics	Nature of God Essay	Secularism Essay	April PPE- Christian Thought	
Cross Curriculum Connections		Link to Psychology year 12 terms 1 and 2 - Social Influence: conformity, obedience, minority influence, social change Link to Sociology year 12 Autumn HT3 - Families and House	Link to Sociology year 13 Autumn HT1 - Crime and Deviance and Marxism			

Any questions? Please contact Mrs E Parr, eparr@george-spencer.notts.sch.uk

Our Year 13 Psychology Curriculum

Exam board information	**Resources for home study and revision**
The course follows the AQA specification. Assessed by three examinations, with equal weighting. Paper 1 - Introductory topics in Psychology Paper 2 - Psychology in context Paper 3 - Issues and options in Psychology	- online textbook https://www.illuminate.digital/ - AQA Psychology for A Level Year 1 & AS Revision Guide – 2nd - optional revision guide- ISBN: 9781912820436 - https://www.tutor2u.net/psychology/videos & Seneca Psychology Google Classroom

We aim to develop all students into psychologists who can:

- Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in the range of required modules and be able to apply this to a range of contexts;
- Build skills in the analysis and evaluation of psychological concepts, theories, research studies and research methods'
- Appreciate the range of influences on human behaviour, and how an interactionist approach is needed to provide full explanations.

Big Ideas in Year 13 Psychology Building on the knowledge and skills gained in Year 12, students explore big themes such as the influence of nature vs nurture. How much of our behaviour is down to free will - could we use a defense in court that our genes had determined us to behave aggressively? Can we properly define what schizophrenia is, and what are the implications of this? How much do we know about the brain? Is there such a thing as being left or right brained? How can someone survive with only half a brain? How do psychologists know if a finding is a chance fluke or if it is real?

Making Connections

Our Year 13 Psychology Curriculum will build on the effective evaluation skills developed in Year 12 through weighing up the value, validity and reliability of research evidence and different approaches to explaining behaviour.

Our Year 13 Psychology Curriculum will build towards students progressing onto university or employment routes. Dealing with complex topics helps to develop a critical awareness, in which no evidence should be taken at face value. A questioning approach and effective communication skills have been developed through discussions and weighing up evidence. The ability to support your argument effectively is a useful generalisable skill.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	Relationships Biopsychology	Relationships Biopsychology Schizophrenia	Schizophrenia Forensics	Forensics Issues and Debates	Research Methods Revision	
Knowledge	Using specialist terminology Knowing the difference between a theory and research Introduction to effective evaluation of research studies and theories using PET structure	Describing theories and studies Making synoptic links Knowing how to effectively evaluate	Functions of the brain, studying, biological rhythms Describing theories and studies Making synoptic links Application to human behaviour	Designing and critiquing studies Application to human behaviour Describing theories and studies	Understand how psychological research is conducted, including the role of scientific method and data analysis Data analysis. Statistical test choice and interpretation Designing and critiquing studies Retrieval of prior knowledge	
Skills	Application to human behaviour Analysis and evaluation Writing short answer exam questions	Application to human behaviour Analysis and evaluation	Analysis and evaluation Application to human behaviour Analysing appropriateness and effectiveness of psychological treatments	Data analysis. Statistical test choice and interpretation Application to human behaviour Analysing appropriateness and effectiveness of psychological treatments Writing a scientific report, how to design an investigation	Designing & conducting research investigations, practically & in the form of exam questions	Examinations
Key questions	Do we know what schizophrenia is?	Can we prevent, proflue and modify criminal behaviour?	How does our brain recover when damaged?	Which has more influence on us - nature or nurture?	How to design research?	
Assessment	Relationships	Biopsychology Schizophrenia Paper 2 PPE	Forensic Psychology Issues & Debates - mid module	Issues & Debates	Paper 3 PPE A level examinations	
Cross Curriculum Connections		CRIMINOLOGY - AC 2.2.1 Describe biological theories of criminality, AC2.2.2 Describe individualistic theories of criminality	CRIMINOLOGY - AC 2.2.1 Describe biological theories of criminality, AC2.2.2 Describe individualistic theories of criminality PHILOSOPHY, year 12, term 1 - Religious experience.	GEOGRAPHY: Spearman's Rho Statistical Test (Year 12, term 3) Research Methods - data analysis - MATHS year 12 correlations & analysis of standard deviation	GEOGRAPHY: Spearman's Rho Statistical Test (Year 12, term 3);Research Methods - data analysis - MATHS year 12 correlations & analysis of standard deviation -CAM-TECH BUISINESS – Research Methods	

Any questions? Please contact Ms Wright, swright@george-spencer.notts.sch.uk

Our Year 13 Sociology Curriculum

Exam board information- AQA Paper 1: Education with Theory and Methods Paper 2: Topics in Sociology Paper 3: Crime and Deviance with Theory and Methods All papers 2 hours	**Resources for home study and revision-** The Complete Revision Guide, Succeed at A Level Sociology. https://www.tutor2u.net/sociology/collections https://www.youtube.com/watch?v=FMLFXG5J3KE&list=PLp8BSCLLWBUCY_SBHEYgPBhiPNLnngJnD

We aim to develop all students into sociologists who can:

- Demonstrate knowledge of a range of sociological theories, perspectives, studies and research methods;
- Analyse, evaluate and apply sociological theories, concepts, evidence and research methods;
- Critically examine inequality and diversity in modern British society including the siting of UK society within its globalised context.

Big Ideas in Year 13 Sociology

Beliefs: Science and religion, the relationship between social change and religion, cults, sects and New Age movements, the significance of religion and religiosity in the contemporary world and globalisation and the spread of religions. Crime and deviance: Crime, deviance, social order and social control, the social distribution of crime and deviance by ethnicity, gender and social class, globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes, crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.

Making Connections

Our Year 13 Sociology Curriculum will build on Year 12 themes while encouraging an active involvement with the research process. The course fosters a critical awareness of contemporary social processes and change. Students will be encouraged to use examples drawn from their own knowledge and experience of small-scale research.

Our Year 13 Sociology Curriculum will build towards developing a broad range of academic skills and knowledge suitable for entry to a wide range of higher Education courses, especially those with people and society as their focus. It also provides students with transferable skills necessary for a range of vocational occupations, especially those involving caring, teaching or safeguarding.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	**Crime & Deviance** Functionalism Subcultural theory Marxism Labelling Left and Right Realism	**Crime & Deviance** Ethnic differences Gender differences Green crime State crime Globalisation Punishment, control and prevention Victims	**Beliefs** Perspectives Secularisation Organisations	**Beliefs** Belief systems Social groups **Theory and Methods** Perspectives Positivism Interpretivism	**Theory and methods** Values Science Revision Examinations	Examinations
Knowledge	**Key concept: frustration** in a range of sociological perspectives	**Key concept**: **zemiology** - the study of harm in a range of topics	**Key concept: secularisation**: Linked to religion and also the family.	**Key concept: science** - and how it spreads across various issues in this unit	**Key concept:** Does society exist? Links to all the perspectives. Retrieval of prior knowledge	
Skills	Use of criticisms Application of concepts	Use of case studies Selection of material Application of material to question	Short essay skills recap 10 mark 'analysis' recap	Synopticity Analysis Evaluation application	Paper 1 skills Knowledge retention	
Key questions	What causes a person to commit crime?	Why is crime a global problem?	Does religion create harmony or cause conflict?	Is religion important in society today?	Is sociology a science?	
Assessment	End of half term assessment.	PPE	End of unit assessment	PPE		
Cross Curriculum Connections	Criminology - types of crimes AC1.1 Analyse different types of crime Criminology Causes of crime AC2.3 Describe sociological theories of criminality	Criminology - Types of crime statistics - AC1.6 Evaluate methods of collecting statistics about crime	Philosophy, year 13 term 2, Development in Christian Thought, Liberation Theology and Marx			

Any questions? Please contact Mr L. Prior, lxprior@george-spencer.notts.sch.uk

Our Year 13 Criminology Curriculum

Exam board information- WJEC 3 Crime Scene to Courtroom Coursework assessment 4 Crime and Punishment Examination	**Resources for home study and revision-** -WJEC Level 3 Applied Certificate & Diploma Criminology: Study and Revision Guide, ISBN 1911208969 -WJEC Level 3 Applied Certificate & Diploma Criminology: Revised Edition, ISBN 1912820986 -Criminology Book Two for the WJEC Level 3 Applied Certificate & Diploma,

We aim to develop students who:

- Are supported in their progression from any study at Level 2, particularly GCSEs in Psychology, History and Humanities;
- Understand that criminology is relevant to many job roles within the criminal justice sector, social and probation work and sociology and psychology;
- Can demonstrate understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported.

Big Ideas in Year 13 Criminology

Students get to examine the personal and procedures of criminal courts. They will also look at the range of evidence that the police and other agencies gather in order to lead to successful prosecution. How useful are the investigative techniques used, from surveillance to expert interviews? How are the rights of individuals protected? In the last unit the purpose of punishment, and specifically prison, is analysed. How can our prisons be improved?

Making Connections

Our Year 13 Criminology Curriculum will build on the knowledge and understanding of a wide range of crimes covered in Year 12. The processes involved in investigating and prosecuting criminals as well as the personnel involved will be explored.

Our Year 13 Criminology Curriculum will build towards university entrance in a range of related subjects such as Criminology, Law, Sociology, Psychology and Social policy. It may be very useful for students considering a career in any of the professions and vocations related to crime such as prison officer, probation officer or youth crime worker.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	Assess the usefulness of investigative techniques in criminal investigations Explain how evidence is processed Understand the process of criminal investigations Understand the process for prosecution of suspects	Explain how evidence is processed Examine the rights of individuals in criminal investigations Be able to review criminal cases	Understand the criminal justice system in England and Wales Understand the role of punishment in a criminal justice system	Understand measures used in social control	Revision and Unit 4 examination	Examinations
Knowledge	The prosecution processes. Examination of the path an offender takes in the CJS including prosecution, court and sentencing.	Miscarriages of justice. Thorough and detailed examination of a range of significant miscarriages in UK justice including errors in sentencing.	Court and justice processes. Detailed examination of the role of key organisations in the CJS (Police, Probation, Prisons and courts)	Punishments. Key knowledge connected to types of prison regimes, alternative punishments and the success of punishments.	Social control. Synoptic link to previous knowledge with emphasis on evaluation of the organisations in the CJS and their ability to maintain social order.	
Skills	Assess the key influences affecting a court case Examine information for validity Explain how evidence is processed Examine the rights of individuals in criminal investigations	Draw conclusions from information Lay People in the criminal court	Describe processes used for law making Describe the organisation of the criminal justice system in England and Wales Describe models of criminal justice Explain forms of social control Discuss the aims of punishment Assess how forms of punishment meet the aims of punishment	Explain the role of agencies in social control Examine the limitations of agencies in achieving social control Describe the contribution of agencies to achieving social control Evaluate the effectiveness of agencies in achieving social control	Revision and exam technique	
Key questions	Who controls the evidence in court?	What are the main principles of the courtroom?	Why do prisoners often reoffend?	Who are the main influences in people's lives?	How can I best prepare for the Unit 4 examination?	
Assessment	Unit 3 PPE	Controlled Assessment	Unit 4 end of half-term test on punishment and the Criminal Justice System	Unit 4 PPE	Unit 4 examination	
Cross Curriculum Connections	Biology - HT1 Y13 Unit 6 Topic Forensics Sociology - HT1 Crime and Deviance Psychology Y13 HT1/HT2	Sociology - HT2 Crime and Deviance				

Any questions? Please contact Mr L. Prior, lxprior@george-spencer.notts.sch.uk

Our Year 13 Government and Politics Curriculum

Exam board information-	**Resources for home study and revision-**
Pearson Edexcel Level 3 Advanced GCE in Politics (9PL0)	My Revision Notes: Edexcel Politics (McNaughton) Edexcel Politics Student Guides (McNaughton)

We aim to develop all students into critical thinkers who:

- Have a coherent framework of knowledge about democracy, political participation, the constitution and sovereignty;
- Can deploy the skills of analysing connections and parallels, similarities and differences between political concepts;
- Have the ability to think critically about the role of politics in the wider world and make sense of current affairs.

Big Ideas in Year 13 Government and Politics

Year 13 Politics is all about comparisons. Building on students' studies of US government and politics in Year 12, we compare the similarities and differences between the USA and UK: from the constitution to the legislature, from pressure groups to the Supreme Court. We will also consider how the branches of government - legislature, executive and judiciary - interact with one another in both countries, building up to three exam papers sat at the end of the year.

Making Connections

Our Year 13 Government and Politics Curriculum will build on Year 12 by developing students' understanding of key substantive concepts, such as constitution, democracy, legislature and scrutiny. Students will make more nuanced comparisons in how these concepts manifest themselves in different countries, using their Year 12 knowledge to draw out parallels and contrasts.

Our Year 13 Government and Politics Curriculum will build towards further study by equipping students with the soft skills of note-making, independent research and extended writing, as well as enhancing their procedural knowledge in drawing out similarities and differences, parallels and contrasts, and using analysis and evaluation to sustain lines of argument - perfect for degree courses from Law to Linguistics.

	HT1	**HT2**	**HT3**	**HT4**	**HT5**	**HT6**
Topic Covered	**9PL0/01** **Unit 1:** Democracy and Participation **9PL0/02** **Unit 2:** The Constitution	**9PL0/01** **Unit 1:** Political Parties **9PL0/02** **Unit 2:** Parliament	**9PL0/01** **Unit 1:** Electoral systems **9PL0/02** **Unit 2:** PM + Executive	**9PL0/01** **Unit 1:** Voting behaviour and the media **9PL0/02** **Unit 2:** Relations between the branches	**9PL0/01** **Unit 1:** Revision: political ideas **9PL0/03** **Unit 3:** USA revision	Examinations
Knowledge deepened and *skills developed*	*Comparative/ debate questions* Is the UK suffering from a participation crisis? *Using case studies* Votes at 16 Devolution since 1997 *Sustaining a line of argument* Why do pressure groups succeed or fail? Are rights adequately protected? *Source related evaluation* Has constitutional reform gone far enough?	*Comparative/ debate questions* Do backbenchers play an important role in the House of Commons? Does the UK have a multi-party system? *Using case studies* Select committees Private Members' Bills *Sustaining a line of argument* How much power does the House of Lords have compared to the Commons? Should political parties be state-funded? *Source related evaluation* Are political parties more divided than ever?	*Comparative/ debate questions* Has ministerial responsibility been abdicated? Is it time to replace FPTP for the good of democracy? How much power does a PM have over their Cabinet? *Using case studies* Thatcher, Blair, Cameron, Truss - Prime Ministers FPTP vs STV, AMS, SV *Source related evaluation.* Do referendums have more advantages than disadvantages?	*Comparative/ debate questions* How much power does the Supreme Court have? Does the UK have an "elective dictatorship"? Has Brexit led to an increase in parliamentary sovereignty? Can voting theories explain voting behaviour adequately? *Using case studies* R vs Prime Minister (2019) General elections: 1997, 1979, 2019 *Source related evaluation* Was the 1997 election won by Labour or lost by the Conservatives?	*Analysing similarities and differences* Strands and the economy/human nature/society/ the state *Using case studies* Conservative key thinkers: Hobbes, Burke, Oakeshott, Rand, Nozick Liberal key thinkers: Locke, Wollstonecraft, Mill, Rawls, Friedan *Sustaining a line of argument* Socialists and workers' control Nationalists and the nation-state	
Key questions	Is the UK suffering from a participation crisis?	Should political parties be state-funded?	How much power does a PM have over their Cabinet?	Was the 1997 election won by Labour or lost by the Conservatives?	To what extent are socialists more united than disunited?	
Assessment	Evaluate the view… Paper 2	PPE: Unit 1 and Unit 3	Source and evaluate… Paper 2	PPE: Paper 1, 2 and 3	"Examine" and "analyse" questions (Paper 3)	
Cross Curriculum Connections	**Year 12 History:** democracy and autocracy in Russia				**Year 12 History:** Marxist-Leninism in Russia	

Any questions? Please contact Mr Hopkins-Burke, thopkins-burke@george-spencer.notts.sch.uk

Our Year 13 Media Studies Curriculum

Exam board information- OCR	**Resources for home study and revision-** Student hub > Subjects > English & Media > Media Studies Hub Website

We aim to develop students of Media who:

- Widen their intellectual horizons through the study of global, national, historical and contemporary media texts;
- Develop independent, reflective, analytical, evaluative and practical skills in the study and creation of media texts;
- Enjoy a lifelong love of media texts and benefit from an enquiring mind when experiencing these texts.

Big Ideas in Year 13 Media Studies

A Level in Media Studies encourages students to study the media in an academic context and apply the knowledge and understanding gained to their own media productions. They develop critical thinking skills as they study the media in both global and historical contexts. Students will study the news in print and online, followed by news industry topics of film, radio and gaming.

Making Connections

Our Year 13 Media Studies Curriculum will build on the analytical and creative skills developed in year 12. Exam techniques will be honed ready for internal and external exams.

Our Year 13 Media Studies Curriculum will build towards university study in a ranger of media related courses. Alternatively, our students go on to employment in creative industries either as an employee or freelance, building successful creative professional careers.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	1 News	1.News 2.Evolving Media	Evolving Media	Revision		Examinations
Knowledge	NEWS Media Language terminology for print/ online. Contextual knowledge of contemporary society. Industry - ownership, funding, regulation Audience demographics and means of attraction. Set theories/ theorists	NEWS - see half term 1 EVOLVING MEDIA Radio - Understanding of position of Radio 1 in Radio Industry. Differences between PSB and commercial radio. Regulation. Audience demographics and targeting. Film - Understanding of contemporary film industry. Ownership and regulation. Marketing and targeting of audiences. Technology and convergence. Gaming - Global gaming industry. Production, distribution and circulation. Targeting an audience.		Retrieval of prior knowledge.		
Skills	NEWS Textual analysis of print texts. Use of appropriate terminology and developing connotative analysis.	NEWS - See half term 1 EVOLVING MEDIA Application of knowledge to set texts.		Development of essay writing skills, consolidation of knowledge and understanding, revisiting set texts, effective revision techniques.		
Key questions	How do texts use media language to communicate with audiences?	How do texts target audiences?	How does ownership impact texts created?	How can I best revise all of the content? How can I ensure my essay skills are excellent?		
Assessment	News Textual Analysis	PPE	Film	PPE	Revision essays	
Cross Curriculum Connections	English Language (Paper 1) - news article analysis of language and representations.					

Any questions? Please contact Miss M. Dughan, mdughan@george-spencer.notts.sch.uk

Our Year 13 Biology Curriculum

Exam board information- Edexcel (SNAB) Biology A	**Resources for home study and revision-** https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/biology-a-2015.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FExam-materials

We aim to develop all students into scientists who:

- Have opportunities to indulge their natural curiosity for science, leading to a lifelong passion;
- Are scientifically confident and skilled learners with potential for embarking upon STEM-based careers;
- Have a broad and deep knowledge of the sciences through immersion in our engaging spiral curriculum.

Big Ideas in Year 13 Biology

A dead body is discovered and forensics teams begin their work… Who was the person? How long has their body been there? How did they die? These are questions that we answer by looking at the tools that biologists have at their disposal. During year 13 we take a closer look at the body's control systems; how they work and how they can fail, as well as studying the incredible processes that are exclusive to plants, to understand why they are vital to our very own survival as humans.

Making Connections

Our Year 13 Biology Curriculum will build on understanding of a vast range of topics, including gene expression to help explain the role of transcription factors in hormone regulation, will develop student's GCSE knowledge of the nervous system to explain nerve impulse propagation and synaptic transmission in depth, and will fine tune analytical and problem-solving skills to support students in their all-important examinations.

Our Year 13 Biology Curriculum will build towards producing independent and intuitive scientists, who think deeply and logically to solve problems and apply advanced subject knowledge. The skills gained could be useful in a broad range of higher education courses including medicine, veterinary medicine, biochemistry, biomedical science, physiotherapy, zoology, nursing and midwifery, and genetics.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	Topic 5 - On the Wild side Topic 6 - Immunity, Infection and Forensics	Topic 5 - On the Wild side Topic 6 - Immunity, Infection and Forensics	Topic 7 - Run for your Life Topic 8 - Grey Matter	Topic 7 - Run for your Life Topic 8 - Grey Matter	PPE paper 2 and 3 Synoptic Article & Revision	Examinations
Knowledge	Topic 5: Ecological succession - Energy systems - Photosynthesis - Speciation - Controlling carbon Topic 6: Crime scene investigative techniques - Entomology - Immunity (specific and non-specific) - Bacterial diseases - Viral diseases - Vaccination and Antibiotics	Topic 5: Ecological succession - Energy systems - Photosynthesis - Speciation - Controlling carbon Topic 6: Crime scene investigative techniques - Entomology - Immunity (specific and non-specific) - Bacterial diseases - Viral diseases - Vaccination and Antibiotics	Topic 7: Joints - Muscles and contractions - Respiration - Homeostasis - Sporting injuries and their treatments - Performance enhancing and transcription factors Topic 8: The nervous system - IAA and plant growth - The eye - The brain - Visual development - Learning and memory - Problems with synapses - Genetic modification and ethics	Topic 7: Joints - Muscles and contractions - Respiration - Homeostasis - Sporting injuries and their treatments - Performance enhancing and transcription factors Topic 8: The nervous system - IAA and plant growth - The eye - The brain - Visual development - Learning and memory - Problems with synapses - Genetic modification and ethics	Retrieval of prior knowledge	
Skills	Practical CPACs Practical 10, 11, 12, 13, 14 A2 Maths skills (algebra) Synoptic links	Practical CPACs Practical 11, 12, 13, 14 A2 Maths skills (algebra) Synoptic links	Practical CPACs Practical 15 A1, A3, A4 maths skills (Geometry and trigonometry, graphs, handling data) Synoptic links	Practical CPACs Practical 16, 17 A1, A2, A3, A4 maths skills (Geometry and trigonometry, graphs, handling data, algebra) Synoptic links	Practical CPACs Practical 18 A1, A2, A3, A4 maths skills (Geometry and trigonometry, graphs, handling data, algebra) Synoptic links A1, A2, A3, A4 maths skills (Geometry and trigonometry, graphs, handling data, algebra) Synoptic links Pre-release - reading for meaning	
Key questions	Why is infallibility of evidence such an important factor?	How is the energy of ecosystems utilised?	Is what we see really there? Or is it influenced by our experiences?	Would performance enhancing drugs improve sports?		
Assessment	Topic 1 and 2 mid-topic tests	Topic 1 and 2 end of topic tests	Topic 3 and 4 mid-topic tests	Topic 3 and 4 end of topic tests	A-Level Paper 1, 2 and 3 PPEs	
Cross Curriculum Connections			**PE** Y12 HT1 - Psychological Factors	**P.E** (muscles and respiratory system and Energy systems) Y12 HT 1		

Any questions? Please contact Dr C. Jones, cjones@george-spencer.notts.sch.uk

Our 13 Chemistry Curriculum

Exam board information- AQA GCE A level Chemistry Course code 7405	**Resources for home study and revision-** https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405/assessment-resources?f.Resource+type%7C6=Question+papers

We aim to develop all students into scientists who:

- Have opportunities to indulge their natural curiosity for science, leading to a lifelong passion;
- Are scientifically confident and skilled learners with potential for embarking upon STEM-based careers;
- Have a broad and deep knowledge of the sciences through immersion in our engaging spiral curriculum.

Big Ideas in Year 13 Chemistry: The influence of chemistry on our lives and the world in which we live is inescapable. Many of our students find deep interest in how physical chemistry allows us to exert control over our world by detailed study of the conditions that affect reactions. They will find inspiration in the topics of thermodynamics and electrode potentials, in which we may discover the solution to our unending thirst for portable energy. By contrast, others will be struck by the similarities between polymers, synthetic or natural and how the behaviour of 'living' molecules is determined by the unusual atomic properties of only a few key transition metals.

Making Connections

Our Year 13 Chemistry Curriculum will build on the fundamentals learnt in Year 12. Opportunities for problem solving through the practical and theoretical study of complex chemistry such as thermodynamics, transition metals and aromatic chemistry, preparing you for the final examinations.

Our Year 13 Chemistry Curriculum will build towards preparing you for a future in engineering, medicine, dentistry, biomedical sciences, veterinary science, pharmaceutical and food industries. Chemistry is often known as the 'central science' so lots of opportunities await you.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	3.1.8 Thermodynamics 3.1.10 Equilibrium Constant, Kp, for homogeneous systems. 3.1.9.Rate Equations 3.1.12 Acids and Bases	3.2.5. Transition metals 3.2.4 Properties of Period 3 elements and their oxides 3.3.11 Amines	3.2.6 Reactions of Ions in aqueous solution 3.3.13 Amino acids, proteins and DNA	3.1.11 Electrode potentials and electrochemical cells 3.3.15 NMR 3.3.14 Organic synthesis 3.3.16 Chromatography	Revision and exam preparation	Examinations
Knowledge	Entropy and Gibbs free energy Balance in gaseous systems Reaction speed and the importance of order. The acid/base balance including buffers.	Chemical principles and properties of transition series. Period trends in the chemical properties of elements and their compounds	Identification of aqueous Metal ions. Quantitation of aqueous salts by redox titration Chemistry of Organic nitrogen compounds. Chemical analysis by Magnetic resonance spectroscopy	Chemical cells, in Principle and practice. Biochemistry of Proteins and DNA. The principles of Multistep organic synthesis, including purification. Chemical analysis by chromatography	Retrieval of prior knowledge	
Skills	Required Practical 7 Required Practical 9 Practical Skills - PS3.2,3.1,3.2,4.1,2.4 Maths Skills (Numerical computation)- 0.1, 0.0,0.3,0.4 Maths Skill (handling Data) - 1.1 Algebra -2.2,2.4,2.5 Graphs 3.1,3.2,3.3 Synoptic Links	Practical Skills - PS4.1,3.2,1.1 Maths Skills - Handling Data 1.1 Synoptic Links	Required Practical 8 Required Practical 11 Synoptic Skills Application and Evaluative skills	Required Practical 10 Required Practical 12 Practical Skills- 1.2,3.2,4.1 Maths Skills Ratio Rf calc in Chromatography) Synoptic Skills	Mathematical Skills focus on data handling and evaluative skills Practical skills and techniques linked to extended questions Exam Technique. Analysis, application an evaluative skill	
Key questions	What is scientific responsibility?	How does 'materials chemistry' mimic nature	How can we capture energy efficiently?	Why are proteins so important?	Why is Organic chemistry the most important part of the whole subject?	
Assessment	Y13 Entry Assessment 1 Required practical 7 Required practical 9	3.1.9 Assessment 3.1.12 and 3.2.4 Assessment Required practical 11 PPE1 Paper 1	3.2.5 and 3.2.6 Assessment 3.3.11 and 3.3.15 Assessment	Required practical 8 3.1.11 and 3.3.14. Assessment Required practical 10 3.3.13 and 3.3.16 assessment Required practical 12	PPE 2	
Cross Curriculum Connections						

Any questions? Please contact Dr. C. Jones, cjones@george-spencer.notts.sch.uk

Our Year 13 Physics Curriculum

Exam board information-	**Resources for home study and revision-**
Edexcel GCE Physics - Concept Led Approach. https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/physics-2015.html	Google Classroom

We aim to develop all students into scientists who:

- Have opportunities to indulge their natural curiosity for science, leading to a lifelong passion;
- Are scientifically confident and skilled learners with potential for embarking upon STEM-based careers;
- Have a broad and deep knowledge of the sciences through immersion in our engaging spiral curriculum.

Big Ideas in Year 13 Physics

A broad and deeper understanding of 'big' concepts, such as quantum mechanics, space physics, nuclear radiation and the standard model of particle physics is developed in Y13. Ample opportunities to develop student's ability to solve both practical and theoretical problems, and pay close attention to detail are provided. The Y13 Physics curriculum upskills students very effectively for their next steps in either further education, or the workplace.

Making Connections

Our Year 13 Physics Curriculum will build on the fundamental mechanics, electricity and wave models taught in Y12. In addition, students will be more adept at applying their mathematical skills to solving problems, and taking a careful and methodical approach to practical work.

Our Year 13 Physics Curriculum will build towards technical, engineering and scientific professions. Students are equipped with the academic rigour and problem-solving skills which make them suited to a range of higher education courses/degrees in the physical sciences or engineering. Additionally, the resilience and interpersonal skills developed make students excellent candidates for apprenticeships in science/technology/engineering-based companies.

	HT1	**HT2**	**HT3**	**HT4**	**HT5**	**HT6**
Topic Covered	Topic 7 Elec + Mag Fields (part 2) Topic 8 Nuclear + Particle Phys Topic 9 Thermodynamics	Topic 8 Nuclear + Particle Phys Topic 9 Thermodynamics	Topic 10 Space Topic 11 Nuclear Radiation Topic 12 Grav Fields	Topic 13 - Oscillations Synoptic Elements	Revision and exam preparation	Examinations
Knowledge	Capacitor behaviour in circuits. Capacitor discharge and exponential relationships. The nuclear model. Heat and temperature and heat transfer.	Particle accelerators, detectors. The standard model, and particle interactions. Ideal gas behaviour and kinetic theory (including derivation).	Stellar classification. Measuring astronomical distances. Start life cycle. Gravitational forces and fields. Nuclear radiation. Half Life and radioactive decay. Nuclear fusion and fission.	Simple harmonic motion. Resonance and damping. Consolidation - examination technique.	Retrieval of prior knowledge	
Skills	Investigating capacitor discharge. Inverse - Square relationships. CPAC 2, 3, and 5	Non-linear relationships. Indicative content extended writing practice. Critical thinking. Making judgments. CPAC 2, 3, 4 and 5	Scientific modelling of stochastic processes. Linkage to previous learning. Collaborative problem solving. Health and safety. CPAC 2,3 and 5	Application of calculus to scientific analysis. Synoptic view of the universe (linkage to previous learning). Working as an Experimental Physicist - quantifying error, thinking critically. Linkage and synopsis. CPAC 2, 4	Linkage and synopsis. Adaptability and coping with pressure. Examination technique. Self-management and self-development.	
Key questions	How does an 'ideal' gas behave at the coldest places in the universe?	How has Michael Faraday's law of electromagnetic induction changed the world?	No-one has been to a star, so, what techniques have Physicists used to find out so much about them?			
Assessment	Electric and Magnetic Fields mid topic test Thermodynamics end of topic test	Y13 PPE (Paper 1) Electric and Magnetic Fields end of topic test Nuclear Radiation end of topic test	Gravitational fields and space end of topic test Oscillation's end of topic test	Y13 PPE assessments - paper 1,2 and 3	Final Y13 exams	
Cross Curriculum Connections						

Any questions? Please contact Dr. C. Jones, cjones@george-spencer.notts.sch.uk

Our Year 13 Spanish Curriculum

Exam board information- AQA A- level Spanish (7692)	**Resources for home study and revision-** Kerboodle, Seneca, Hodder guides, lesson notes

We aim to develop all students into linguists who:

- Build upon their previous linguistic experience, developing the necessary linguistic skills to be able to communicate effectively in Listening, Speaking, Reading and Writing;
- Benefit from opportunities to use and manipulate a variety of key grammatical structures and patterns and develop and use a wide ranging and deepening vocabulary;
- Enjoy an opening to other cultures, fostering their curiosity and deepening their understanding of the world.

Big Ideas in Year 13 Spanish

Students consider how they feel about current social and political issues in Hispanic speaking countries and aspire to communicate these ideas and opinions accurately and fluently. We read and discuss a highly acclaimed literary text by one of the most influential Spanish writers of the 20th century in order to explore and evaluate the key reasons for its continued relevance. Students undertake an independent research project to develop skills that will be vital for success in future educational and employment arenas.

Making Connections

Our Year 13 Spanish Curriculum will build on the grammar and vocabulary at Y12 with the topics of multiculturalism and political life being developed at a more complex level. Students will continue to develop their essay skills through the study of a literary text.

Our Year 13 Spanish Curriculum will build towards preparing students for university study in a variety of courses or employment due to the linguistic, transferable skills that they will have developed. Our students will take with them the ability to communicate effectively and an understanding and appreciation of different cultures.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	La inmigración El racismo Como Agua Para Chocolate	La inmigración El racismo Como Agua Para Chocolate IRP	La convivencia Jóvenes de hoy, ciudadanos del mañana Como Agua Para Chocolate IRP	Monarquías y dictaduras Como Agua Para Chocolate IRP	Los movimientos populares Dosier de cine Dosier de literatura Revision book and film Retrieval of prior knowledge	Examinations
Knowledge	Vocabulary: verbs and nouns linked to immigration and racism Grammar: present tense, imperfect tense, preterite tense, compound tenses, conditional tense, future tenses, expressing obligation Phonics: mastery	Vocabulary: verbs and nouns linked to immigration and racism Grammar: present tense, imperfect tense, preterite tense, compound tenses, conditional tense, future tenses, expressing obligation Phonics: mastery	Vocabulary: verbs and nouns linked to coexistence of cultures, monarchies, and dictatorships Grammar: prepositions, pronouns, adverbs, varying sentence structure, preterite tense, imperfect subjunctive, cardinal numbers Phonics: mastery	Vocabulary: verbs and nouns linked to coexistence of cultures, monarchies, and dictatorships Grammar: prepositions, pronouns, adverbs, varying sentence structure, preterite tense, imperfect subjunctive, cardinal numbers Phonics: mastery	Vocabulary: nouns and verbs linked to protests, strikes, and trade unions Grammar: 'if' clauses with pluperfect subjunctive, 'if' clauses with imperfect subjunctive, passive voice Phonics: mastery	
Skills	Studying a literary text	Research skills Writing a literary essay	Research skills Structuring an argument	Read for gist for comprehension Develop and use a wider vocabulary	Revision skills Examination technique	
Key questions	Can I discuss: - positive and negative aspects of immigration? -racist and xenophobic attitudes? -The different ways cultures integrate?	Can I discuss: - racist and xenophobi c attitudes? The different ways cultures integrate?	Can I discuss: -the importance of politics to young people? -The impact of the civil war and life under Franco?	Can I discuss: The impact of the civil war and life under Franco? -the effectiveness of protest and strikes?	How can I maximise my examination outcome?	
Assessment	Reading, writing, listening, translation, speaking	PPE - November	Reading, writing, listening, translation, speaking	PPE - March	Final exams	
Cross Curriculum Connections						

Any questions? Please contact: Miss J Webb, jwebb@george-spencer.notts.sch.uk

Our Year 13 D&T: Product Design Curriculum

Exam board information - AQA A-Level Design and Technology product Design - 7552 This qualification is linear.	**Resources for home study and revision -** Google Classroom/Student Hub and Design and technology Product Design textbook.

We aim to develop students of Design and Technology who:

- Have a coherent framework of knowledge about past and present design, understanding its impact on daily life and the world around them;
- Develop the skills needed to design and make prototypes that solve real and relevant contexts;
- Benefit from the opportunity to develop creative, technical and practical expertise.

Big Ideas in Year 13 Design and Technology

Are you the next Jonny Ive, Philippe Starck or James Dyson? Year 13 is all about consolidating your theory and knowledge and applying it to a design and make task in order to produce a final working prototype based upon a context and design brief developed by you in consultation with your client. You will get to project manage the whole process and develop your personal and independent skills which will equip you for later life.

Making Connections

Year 12 was all about developing your practical skills and the subject knowledge to make informed decisions. This allowed you to begin your personal project with the knowledge you needed to explore your desired artistic avenue in more depth. The end of year 12 allowed you to explore, research and experiment with your project theme, **Y13 will build upon this,** and will give you the chance to bring all your research together in a personal outcome.

Our Year 13 Design and Technology curriculum will start to prepare you for a career in one of the exciting design fields. Not only will you develop the necessary subject knowledge and practical skills to demonstrate your learning but you will work with real clients to solve real problems. You will develop the "soft skills" so appreciated by employers of today.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	Technical principles Non-Examined Assessment (NEA) - Section C	Designing and Making principles Non-Examined Assessment (NEA) - Section C & D	Designing and Making principles Non-Examined Assessment (NEA) - Section D	Revision Non-Examined Assessment (NEA) - Section E	Revision and A-level exams	Examinations
Knowledge	Protecting designs and intellectual property Design for manufacturing, maintenance repair and disposal Feasibility studies Enterprise and marketing in the development of products Design communication	Accuracy in design and manufacture Responsible design Design for manufacture and project management National and international standards in product design	Accuracy in design and manufacture Responsible design Design for manufacture and project management	Technical principles Designing and Making principles Retrieval of prior knowledge		
Skills	Development of design proposals	Development of design proposals Development of design prototypes	Development of design prototypes Selecting appropriate tools, equipment and processes	Design processes Critical analysis and evaluation Selecting appropriate tools, equipment and processes	Developing retrieval practice Exam question practice	
Key questions	Is there a need that requires a solution?	What criteria does the product need to fulfil?	Do the solutions need the needs of the client/user?	Is it possible to manufacture the prototype in school/ industrially?	How could the product be developed further?	
Assessment	Past exam questions NEA internally assessed.	Past exam questions NEA internally assessed.	Past exam questions NEA internally assessed.	Past exam questions NEA internally assessed.	Past exam questions NEA internally assessed/ externally moderated.	
Cross Curriculum Connections	Cambridge Technical. Information Technology: Communication: Problem solving, Time management. Maths: Using Graphs.	Computer Science: Data Representation, communication. Information Technology: Communication, Decision making. Maths: Using Graphs. Geography: (HT2) - Globalisation.	Computer Science: Data Representation, communication, Problem Solving.	Computer Science: Data Representation, communication, Problem Solving. Information Technology, Communication, Problem solving, Time management Communication, Decision making.		

Any questions? Please contact Mrs S. Juniper, sjuniper@george-spencer.notts.sch.uk

Our Year 13 Fine Art Curriculum

Exam board information- AQA - Fine Art Component 1 - Portfolio - 60% Component 2 - Externally set assignment - 40%	**Resources for home study and revision-** AQA specification https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design/specification-at-a-glance Subject/class specific Google classroom.

We aim to develop all students into artists who:

- Develop a practical skill base and enhance their use of digital media, literacy and numeracy within the Arts;
- Learn how to develop personal and highly creative ideas whilst displaying an understanding and connection to the work of others (artists and cultures);
- Unlock creative potential within determined, resourceful and respectful attitudes.

Big Ideas in Year 13 Fine Art

Work in Year 13 is truly personal and reflective. What do you want to study and why is it important to you? Students determine their own big questions to answer through personally derived investigations. In Year 13 Art students investigate sophisticated concepts, artists and ideas. Students have the chance to study something they love and become lifelong learners whilst gaining the skills to work in one of the many, and varied roles in the Creative industries. This area is one of the fastest growing employment sectors in the UK.

Making Connections

Year 12 was all about developing your practical skills and subject knowledge to make informed decisions. This allowed you to begin your personal project with the knowledge required to explore your desired artistic avenue in more depth. The end of year 12 allowed you to explore, research and experiment with your project theme. Y13 will build upon this, and will give you the chance to bring all your research together in a personal outcome.

Our Year 13 Art Curriculum will build towards student's futures. This could be preparation for further study in a Creative arts subject, or another subject area where they can utilise the transferable skills of planning, time management, generating ideas, creative responses, working in response to a context etc. Studying Art will also prepare students for work in a wide range of jobs in the creative industries. Creative skills are vital to employment in the UK the creative sector is one of the fastest growing sectors of employment.

<table>
<tr><th></th><th>HT1</th><th>HT2</th><th>HT3</th><th>HT4</th><th>HT5</th><th>HT6</th></tr>
<tr><td>Topic Covered</td><td colspan="2">Personal Investigation work</td><td colspan="3">Externally Set Assignment</td><td rowspan="6">Examinations</td></tr>
<tr><td>Knowledge</td><td colspan="2">Using contextual resources to inform work
How to create a project with intent
Observational drawing and use of a range of media
Colour theory/themes to express intention
Compositional choices</td><td colspan="3">Using contextual resources to inform work
How to create a project with intent
Observational drawing and use of a range of media
Colour theory/themes to express intention
Compositional choices</td></tr>
<tr><td>Skills</td><td colspan="2">In-depth project that allows for independent ideas, depth of knowledge to enhance ideas, quality skills and personal outcomes At this point of the project pupils will come in to year 13 and be guided through tutorials to -
● Produce Mock ups and personal outcomes experimenting with how they can personally express their theme.
● Material developments where they refine their practice.
● Large scale personal responses which achieve their initial intentions.</td><td colspan="3">Theme set by the exam board via the exam paper. Students show: reference to contextual sources, development of ideas, thoughtful selection of media, processes and techniques. Finally presenting a final personal outcome within the 10 hour examination.</td></tr>
<tr><td>Key questions</td><td colspan="2">How do I develop my own style?</td><td colspan="3">What is the best way to respond to a starting point?</td></tr>
<tr><td>Assessment</td><td>Larger Scale Piece</td><td>PPE piece</td><td>Coursework Portfolio</td><td>Contextual Studies pieces</td><td>Exam Personal Outcome</td></tr>
<tr><td>Cross Curriculum Connections</td><td colspan="2"></td><td colspan="3"></td></tr>
</table>

Any questions? Please contact Mr J. Solly, jsolly@george-spencer.notts.sch.uk

Our Year 13 Drama Curriculum

Exam board information- Eduqas Drama Component 1 - Theatre Workshop Component 2 - Text in Action Component 3 - Text in Performance	**Resources for home study and revision-** Eduqas Examination specification - https://www.eduqas.co.uk/qualifications/drama-and-theatre-as-a-level/#tab_overview Subject/class specific Google classroom.

We aim to develop students of Drama who:

- Develop knowledge of a wide range of dramatic conventions, genre, styles and practitioners using practical and theoretical approaches;
- Develop skills as a performer, director and designer, making strides with personal life-skills including communication, presentation, self-confidence, motivation, group work techniques, empathy and an understanding of the processes of analytical evaluation;
- Create opportunities to become lifelong learners, participants in Drama and Theatre and access to live theatre, developing confidence in one's own opinions and ideas while identifying their place as a global citizen.

Big Ideas in Year 13 Drama

"Theatre has the power to move, inspire, transform and educate in ways that no other artform can". Exploring your dramatic theories as a practitioner in your own right, you will develop two performances guided by the rules/methods of selected styles. Your own production and performance concepts for the set text pieces will be explored and prepared for assessment.

Making Connections

Our Year 13 Drama Curriculum will build on performance and design skills acquired in previous study. The cyclical format of set text teaching means that students will revisit and consolidate their understanding of the set texts.

Our Year 13 Drama Curriculum will build towards students working as independent learners and practitioners in preparation for higher education and progression to a theatrical field of work.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	Comp 2 'Text in Action' Selection of texts, initial ideas, development and devising.	Comp 2 'Text in Action' Selection of texts, initial ideas, development and devising.	Comp 3 'Text In Performance' Examination Practice	Comp 3 'Text In Performance' Set Text Sect C - Curious Incident - preparation	Comp 3 'Text In Performance' Examination Practice	Examinations
Knowledge	How to read and understand a script Applying knowledge of practitioners Devising stories/plot lines and scripts Developing stories/plot lines Applying research to practical work Creative thinking and problem-solving Production values (lighting, set and sound) Rehearsal techniques		Explore 2 set texts with focus upon historical and cultural features as ell as production values Deeper exploration of decoding exam questions Writing from Actor/Designer/Director position	Study of third new set text and the examination extract Focus on skills as Director/Designer/ Director Page to stage techniques and ideas	Examination technique Communication of theatrical concepts in written form Writing from Actor/Designer/Director position	
Skills	Working within teams, learners develop a scripted and devised performance using Two differing practitioner approaches (learners responsible for selecting the text and theme devised - linking to a board set stimuli). Hard skills will be determined by the selected practitioners. Learners will maintain a working diary and evidence of the developing practical work, which will be used to create the supporting written document. Live performance examination (40%) will take place (date determined by exam board) with the report submitted within 5 working days.		A Revisit to Exam writing styles and practise for the written examination	Detailed preparation of the pre-released section of the play for the examination Exam writing styles and practice.	Learners will revisit the two set texts, prepare for the written examinations a whole	
		Where the practical exam has taken place, the curriculum will move forward to Comp 3 focus. **Note, this module will be externally examined by a visiting examiner during HT4				
Key Questions	How can we create a devised performance from a set text starting point?		How can we create a devised performance from a set text starting point?	How can we explore a text from three different perspectives, Actor, director and designer?		
Assessment	Ongoing assessment through rehearsal.	Also, Pre-Public Examination - full written paper	Component 2 NEA worth 40% of A Level	In class exam style essay questions covering all set texts	In class exam style essay questions covering all set texts Pre-Public Examination - full written paper	
Cross Curriculum Connections					English Yr 12 Study of Script and dramatic devices	

Any questions? Please contact Miss N. Skitt, nskitt@george-spencer.notts.sch.uk

Our Year 13 PE Curriculum

Exam board information - AQA	**Resources for home study and revision - The Everlearner https://theeverlearner.com/**

We aim to develop students who:

- Use Physical Education to enhance knowledge and understanding of the human body systems and a range of sports and activities;
- Explore tactics and strategies and implement skills learnt to a broad range of sporting situations;
- Develop a range of life and employability skills in order to be effective members of society;
- Benefit from a range of opportunities to develop a lifelong love for Physical Education and therefore embed the importance of leading a healthy and active lifestyle.

Big Ideas in Year 13 PE - Why do sports people take performance enhancing drugs? How does your personality affect your performance? The sports industry is one of the fastest growing sectors of modern society. You only have to look at the rise of performance analysis in sport or at the growth of the Olympic and Paralympic movements to see that with the right qualifications and a passion for sport, there are a huge number of exciting opportunities open to students who study A-Level Physical Education.

Making Connections

Our Year 13 PE Curriculum will build on the student's depth of understanding of exercise physiology, psychology and sport and society.

Our Year 13 PE Curriculum will build towards a huge range of higher education, apprenticeship and career opportunities for students who successfully complete the course. The sport and leisure industry continues to go from strength to strength with an ever-increasing demand for expertise in the sector.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	**Exercise Physiology** Diet and nutrition Injury prevention and the rehabilitation of injury Biomechanics **Biomechanical principles** **Levers** **Linear motion** Psychological Factors **Aspects of personality Attitudes** **Arousal Theories** **Anxiety & Stress & Stress management techniques** **Goal setting** **Written - NEA**	**Biomechanics** **Angular motion** **Projectile motion** **Fluid mechanics** Psychological Factors **Aggression** **Motivation** **Achievement Motivation Theory** **Social Facilitation** **Group dynamics** **Written - NEA**	**Sociocultural Studies** Concepts of physical activity and sport Ethics in sport Violence in sport Psychological Factors **Attribution Theory** **Self-efficacy & Self Confidence** **Leadership** **Written - NEA**	**Sociocultural Studies** Sport and the law Drugs in sport **Sociocultural Studies** **Development of elite performers in sport (Organisations supporting elite)** **Written - NEA**	Exercise Physiology **Preparation and training methods in relation to maintaining physical activity and performance.** **Principles of training** **Periodisation** **Key data terms for laboratory tests.** **Sociocultural Studies** The role of technology in physical activity and sport (technology and sport analytics) Revision	Examinations
Knowledge	Knowledge and understanding of the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of those systems.	Knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport. Understand biomechanical definitions, equations, formulae and units of measurement.	Knowledge and understanding of the interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport.		Knowledge and understanding of the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of those systems.	
	Knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport. Students should be able to understand and interpret graphical representations associated with sport psychology theories.			Knowledge and understanding of the interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport.		
Skills	Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. interpret data and graphs relating to changes within the body systems and the use of energy systems during different types of physical activity and sport, and the recovery process.					
Key questions	How does arousal and anxiety affect performance?	How do different forces affect the motion of an object?	What are the similarities and differences between physical recreation and sport?	Does everyone have an equal opportunity to participate in physical activity?	Can you identify the AO1, AO2 and AO3 requirements of extended answer questions?	
Assessment	Paper 2 - assessment point 1 test	Paper 2 - assessment point 2 PPE	Paper 2 - extended answers	Paper 2 - extended answers	Paper 2 - assessment point 3 PPE Paper 1 - External examination	
Cross Curriculum Connections		Psychology Y13 HT1 FA Hypothesis Aggression				

Any questions? Please contact Mr M Powell, mpowell@george-spencer.notts.sch.uk.

Our Year 13 BTEC Sport Curriculum

Exam board information Edexcel / Pearson	Resources for home study and revision- Videos and tests available to all students on Everlearner - https://www.theeverlearner.com/ Pearson REVISE BTEC National Sport Units 1 & 2 Revision Guide inc online edition - 2023 and 2024 exams and assessments: for home learning, 2022 and ... and exams (REVISE BTEC Nationals in Sport)

We aim to develop students who:

- Use Physical Education to enhance knowledge and understanding of the human body systems and a range of sports and activities;
- Explore tactics and strategies and implement skills learnt to a broad range of sporting situations;
- Develop a range of life and employability skills in order to be effective members of society;
- Benefit from a range of opportunities to develop a lifelong love for Physical Education and therefore embed the importance of leading a healthy and active lifestyle.

Big Ideas in Year 13 BTEC Sport - This year allows students to develop a greater understanding of anatomy and physiology and how these factors can affect sports performance. It will also provide them with the necessary tools to lead others in sport or exercise sessions.

Making Connections

Our Year 13 BTEC Sport Curriculum will build on knowledge and understanding of body systems and leadership factors. This will allow students to apply this knowledge in real life settings in the sports industry.

Our Year 13 BTEC Sport Curriculum will build towards the knowledge and understanding of sports leadership to equip the learners with the tool kit and confidence to lead or support others in the sports industry or to continuing to study at higher education.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	Unit 1:Anatomy & Physiology Structure and function of the skeletal system Structure and function of the muscular Structure and function of the cardiovascular system Structure and function of the respiratory system Different types of energy systems.		Unit 4 Sports Leadership A Understand the roles, qualities and characteristics of an effective sports leader B Examine the importance of psychological factors and their link with effective leadership C Explore an effective leadership style when leading a team during sport and exercise activities.			
Knowledge	Knowledge and understanding of the body systems and how exercise can affect these systems.			Knowledge and understanding of the skills, qualities and characteristics required to become a good leader. Including what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles.		
Skills	Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. interpret data and graphs relating to changes within the body systems and the use of energy systems during different types of physical activity and sport, and the recovery process.					
Key questions	How does a sprinter go from rest to sprinting in a matter of seconds whereas an endurance athlete can continue exercising for many hours at a time?	How do the body systems work together to produce movement?	How do psychological factors affect sports leadership?	What skills, qualities and characteristics should a good leader possess?	What impact can specific styles of leadership have on the people being led?	
Assessment	External assessment	External assessment	Internal assessment	Internal assessment	Internal assessment External Assessment	
Cross Curriculum Connections						

Any questions? Please contact Mr M Powell, mpowell@george-spencer.notts.sch.uk

Our Year 13 Computer Science Curriculum

Exam board information-	**Resources for home study and revision-**
AQA A-Level Computer Science - 7517	Issac Computer Science - https://isaacomputerscience.org/

We aim to develop all students into successful and competent programmers who:

- Have the desire to develop and apply their analytical, problem-solving, design, and computational thinking skills within programming and Computing as a whole;
- Become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world;
- Understand the impacts of digital technology to the individual and to wider society.

Big Ideas in Year 13 Computer Science
Develop an advanced understanding of programming including: Python, SQL & Pygame. Students will be completing an extended project of their own choosing in one of the key areas studied from Year 12. The final project should showcase a detailed knowledge of programming.

Making Connections

Our Year 12 Computer Science Curriculum will build on: Programming, Data Representation and Algorithms.

Our Year 13 Computer Science Curriculum will build towards: Completing an industry standard coursework project and preparing students for the programming examination.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	4.7 Organisation and Architecture 4.9 The Internet 4.14 Non-Exam Assessment	4,13 Functional Programming 4.11 Big Data	4.1 Practice Electronic Assessment Paper 1 4.14 Non-Exam Assessment 4.3 Fundamentals of Algorithms	4.4 Theory of Computation 4.14 Non-Exam Assessment	Exam Revision Paper 1 & 2	Examinations
Knowledge	**4.7 Organisation and Architecture** Internal hardware components of a computer, Stored program concept, Understand the processor and its components, Fetch-Execute cycle and the role of registers within it Processor instruction sets Compare addressing modes machine-code/assembly language operations Interrupts Factors affecting processor performance Input and output devices secondary storage devices **4.9 The Internet** Understand the structure of the Internet. Understand the role of packet switching Explain how routing is achieved across theInternet. Describe the term RL"Explain the term (FQDN), 'domain name' and 'IP address'. Understand the purpose and function of the domain service and its reliance on the Domain Name Server (DNS) system. TCP Subnet Masking **4.14 - NEA Design** Students are expected to articulate their design in a manner appropriate to the task and with sufficient clarity for a third party to understand how the key aspects of the solution/investigation are structured	**4,13 Functional Programming** function types first class objects function application partial application composition functional programming writing functional programs using map, filter, fold, reduce and lists. **4.11 Big Data** define big data in terms of volume, velocity and variety produce graph schema diagram **4.14 - NEA - Implementation** Students are to complete the technical solution for the NEA program.	**4.3 Fundamentals of Algorithms** Reverse Polish – infix transformation Linear search Binary search Binary tree search Bubble sort Merge sort Dijkstra's shortest path algorithm **4.14 -NEA** Complete the technical solution, testing and evaluation of NEA Project	**4.4 Theory of Computation** **Abstraction** Information hiding. Procedural abstraction, Functional abstraction Data abstraction, Problem abstraction/reduction, Decomposition, Composition Automation, Finite state machines (FSMs) with and without output Maths for regular expressions Regular expressions, Regular language, Backus-Naur Form (BNF)/syntax diagrams, Comparing algorithms Maths for understanding Big-0 notation, Order of complexity Limits of computation, Classification of algorithmic problems, Computable and incomputable problems, Halting problem, Turing machine **4.14 -NEA** Complete all NEA structure development and outstanding documentation	Retrieval of prior knowledge	
Skills	Algorithms, Problem Solving Decomposition, Abstraction Programming, Literacy		Algorithms, Problem Solving, Decomposition Abstraction, Programming, Data Handling	Algorithms , Problem Solving, Decomposition, Abstraction, Programming Literacy	Exam Techniques	
Key questions	What NEA project are you completing? What is the difference between hardware and software?	What does Tail and head do when writing functional programs?	Explain your NEA project in under 100 words?	What is Functional Programming? Which industries use Functional Programming & why?	Have you completed a checklist of key areas to revise?	
Assessment	4.14 Design 4.7 Organisation and Architecture EOT 4.9 The Internet EOT	4.13 Functional Programming 4.11 Big Data 4.14 NEA	4.14 Practical Project Final Hand In 4.3 Algorithms	4.12 Functional Programming Project 4.4 Theory of Computation PPE Examination Paper 1 and 2	Past Papers	
Cross Curriculum Connections	**Design and Technology** - Critical evaluation and testing in HT5/6. Links to 4.14 Non-Exam Assessment - Design					

Any questions? Please contact Miss L. Fell, lfell@george-spencer.notts.sch.uk

Our Year 13 Business Studies

Exam board information- Link The course is assessed by three examinations with equal weighting	**Resources for home study and revision-** • Google classroom - course resources, exam papers, exemplar answers, revision material, up-to-date news, suggested books to read, calculation practice, course companion, personalised learning checklists, independent guided study links, exam technique and MCQ practice • Recommended Revision guide - Pearson REVISE AQA A level Business Revision Guide and Workbook: (with free online Revision Guide and Workbook) for home learning, 2021 assessments and 2022 exams (REVISE AS/A level AQA Business) • www.tutor2u.co.uk

We aim to develop future entrepreneurs and leaders who:

- Are provided with the appropriate knowledge and skills needed to develop their employability and identify business problems and opportunities;
- Have a greater understanding and awareness of the world they live in, but more specifically how individuals and businesses work within an economy;
- Have a broad and deep knowledge of the legal, political, social and environmental context of business.

Big Ideas in Year 13 Business Studies

Through Business Studies A-level, students will engage with the world of business through the context of current business developments and real business situations. Students will learn how management, leadership and decision-making can improve performance in marketing, operational, financial and human resources. Students will also explore the interrelated nature of business activities and how they affect businesses, be they large or small, UK or internationally focused and in different sectors such as service or manufacturing.

Making Connections

Our Year 13 Business Studies Curriculum will build on the learning from Year one of A-Level Business Studies. The focus will be on long-term strategies, sustaining a competitive advantage and managing change. Year two will fully prepare students for further education in Business Studies and/or Business-related courses or Business-related apprenticeship schemes.

Our Year 13 Business Studies Curriculum will build towards a huge range of higher education, apprenticeship and career opportunities for students who have successfully complete the course. The Business sector is constantly evolving and developing with an ever-increasing demand for expertise in the sector.

		HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	**Teacher 1**	3.8.2: Strategic positioning: choosing how to compete 3.7.1 Mission, Vision and Strategy	3.7.3 - Analysing the existing internal position of a business to assess strengths and weakness:	3.7.6 Analysing the external environment to assess opportunities and threats: social and technological 3.10.1 Managing Change	3.10.2 Managing Organisational Culture 3.10.3 - Managing Strategic Implementation	3.10.4 - Problems with Strategy and why strategies fail	Examinations
	Teacher 2	3.9.2 Assessing innovation - The pressures for innovation	3.9.3 Assessing internationalisation 3.9.4 Assessing greater use of technology	3.7.2 Analysing the existing internal position of a business to assess strengths and weaknesses: financial ratio analysis	3.7.4 - Analysing the external environment to assess opportunities and threats: political and legal change 3.7.5 - Analysing the external environment to assess opportunities and threats: economic change	3.7.5 - Analysing the external environment to assess opportunities and threats: economic change 3.7.6 Analysing Strategic options: Investment Appraisal	
Knowledge		Influences on the choice of a positioning strategy Mission, corporate objectives, Swot Innovation	Core competences Factors influencing the attractiveness of international markets Digital technology	Corporate social responsibility (CSR) Urbanisation and migration The causes and pressures of change Kotter and Schlesinger's four reasons for resistance to changes	Organisational culture The value of leadership in strategic implementation UK and EU Government policy Globalisation	Strategic drift Divorce between ownership and control GDP Taxation Inflation Emerging economies	
Skills		Interpret, apply and analyse information in written, graphical and numerical forms.		Use and interpret quantitative and non-quantitative information in order to make decisions and calculate investment appraisal outcomes and interpret results		Use and interpret quantitative and non-quantitative information in order to make decisions	
Key questions		How does a business choose where to position itself in the market?	How can a business judge its success other than by financial means?	What can financial ratios tell us about the health of a business?	How does the culture of a business determine its strategic position?	How do external factors influence business decisions?	
Assessment		3.8 End of unit assessment	3.9 End of unit assessment	3.7 Mid point assessment	3.7 End of unit assessment	3.10 End of unit assessment	
Cross Curriculum Connections				Geography - Y13 HT3/4 Urbanisation and migration	Economics - Y13 Government intervention		

Any questions? Please contact Mrs S Crawford, scrawford@george-spencer.notts.sch.uk

Our Year 13 Cambridge Technical Business Studies Curriculum

Exam board information- OCR Business Cambridge Technical Extended Certificate (360 GLH)	**Resources for home study and revision-** Recommended revision guide - My Revision Notes: Cambridge Technical Level 3 Business. ISBN 9781510442320

We aim to develop future entrepreneurs and leaders who:

- Gain a holistic understanding of business in a range of contexts;
- Acquire a range of relevant business and generic skills, including decision-making, problem solving, the challenging of assumptions and critical analysis;
- Understand that business behaviour can be studied from a range of perspectives.

Big Ideas in Year 13 CamTech Business Studies

Through Cambridge Technical Business students will engage with the world of business through the context of current business developments and real business situations. Through a mixture of external and internal assessments students will learn the business environment, working in a business, customers and communication, marketing and market research and human resources. Cambridge Technical qualifications provide students a platform to enhance employability skills e.g. presentation skills, research, report writing etc

Making Connections

Our Year 13 CamTech Business Studies Curriculum will build on developing key topic areas from Year 12 CamTech Business, unit 1 is synoptic and requires knowledge from units from both academic years. Students will continue unit 5 in year 13.

Our Year 13 CamTech Business Studies Curriculum will build towards a huge range of higher education, apprenticeship and career opportunities for students who have successfully complete the course. The Business sector is constantly evolving and developing with an ever-increasing demand for expertise in the sector.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	Unit 1 The Business Environment (E)	Unit 1 The Business Environment Exam Prep - Unit 1 Exam prep - Unit 2 retake	Unit 5 Marketing and Market Research (I)	Unit 17 Introduction to Human Resources (I)	Unit 17 Responsible Business Practices Exam prep - Unit 1 resit	Examinations
Knowledge	Organisational structures Organisational charts Business costs, revenue Cash flow Break-even	Income statements and balance sheets Stakeholder groups External business environment	Quantitative analysis Reasons for market research Secondary market research	Why businesses operate responsibly How businesses operate responsibly Stakeholder	Social and environmental audits Business practices to be reviewed Stakeholder conflicts of interest	
Skills	Quantitative skills: Use and interpret quantitative and non-quantitative information in order to make decisions, Interpret, apply and analyse information in written, graphical and numerical forms		Independent Research, Verbal and non - verbal communication, Presentations, Report writing, Referencing			
Key questions	What are the different relationships between businesses and stakeholders?	Why is it important for a business to have a business plan?	What are the different types of market research businesses can carry out?	What are the key responsibilities of human resource function?		
Assessment	Mid-point unit 1 assessment	Unit 1 PPE	Final unit 5 coursework	Part unit 8 coursework	Final unit 17 coursework	
Cross Curriculum Connections	**Economics** - demand and supply, total revenue, profit. Objectives of firms - survival, growth, market share, profit maximisation	**Economics** Micro-economics 3.1.2 Calculation and understanding of PED and YED **Economics** - FC and VC, TR and profit	**Psychology** - data interpretation and the use of questionnaires interviews within data collection	**Economics** - Specialisation, division of labour, use of resources	**Economics -** Economies and Diseconomies of scale	

Any questions? Please contact Mrs S. Crawford, scrawford@george-spencer.notts.sch.uk

Our Year 13 Economics Curriculum

Exam board information- AQA A Level (7136)	**Resources for home study and revision-** https://www.tutor2u.net/economics/reference/a2-economics-business-economics-micro-study-notes-topic-listing https://www.tutor2u.net/economics/reference/a2-economics-macroeconomics-study-notes-topic-listing

We aim to develop all students into economists who:

- have opportunities to indulge their natural curiosity for economics leading to a lifelong passion;
- are economically confident and understand a range of economic concepts, models and theories and appreciate that economic behaviour can be studied from a range of perspectives;
- have an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think like an economist, developing both analytical and quantitative skills.

Big Ideas in Year 13 Economics

In Year 13 students will enhance their knowledge using the content delivered in the previous academic year. Students will be discovering the different schools of economic thought with regards to economic decision making. In microeconomics students will study the labour market in depth: including the derived demand for labour; the determination of wage rates in both a competitive market and also an imperfect market; and the influence that trade unions have in creating bilateral monopsony labour markets. Throughout the course students will study real world economics in terms of macroeconomy. Students will gain an insight into employment levels, inflation, balance of payments, economic growth. Macroeconomics will also focus on international trade and financial markets.

Making Connections

Our Year 13 Economics Curriculum will build on the year 12 curriculum. The topics in year 12 such as market failure, the need for government intervention, macroeconomic objectives and economic policies underpins skills and foundation knowledge to allow students to elaborate even further.

Our Year 13 Economics Curriculum will build towards providing the students the opportunity to think like an economist. Students may choose to continue their studies in the field of Economics or even partake in a career journey revolving around Economics. By the end of year 13 students will have developed several skills in addition to their understanding of the economics specification, skills including: data interpretation, developing analytical arguments and forming supported evaluative conclusions.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	**Micro :** Economic methodology, price determination and production, costs and revenues **Macro :** How the macroeconomy works and economic performance	**Micro:** Perfect competition, imperfectly competitive markets and monopoly and the labour market **Macro:** Economic performance, fiscal policy and supply-side policies and the international economy	**Micro:** The labour market and the distribution of income and wealth: poverty and inequality **Macro:** The international economy	**Micro:** The distribution of income and wealth: poverty and inequality and the market mechanism, market failure and government intervention in markets **Macro:** The financial markets and monetary policy	**Micro:** The market mechanism, market failure and government intervention in markets **Macro:** The financial markets and monetary policy	Examinations
Knowledge	Positive & normative statements Scarcity PPC PED, XED, YED, PES Macroeconomic indicators Index numbers	Perfect competition Monopoly Oligopoly The demand for labour, marginal productivity theory Globalisation Trade The balance of payments	Influences upon the supply of labour to different markets The National Minimum Wage, Discrimination in the labour market Globalisation, Trade The balance of payments Exchange rate systems Economic growth and development	The distribution of income and wealth The problem of poverty, Government policies to alleviate poverty and to influence the distribution of income and wealth The structure of financial markets and financial assets Commercial banks and investment banks	How markets and prices allocate resources Market failure Competition policy Central banks and monetary policy The regulation of the financial system	
Skills	Quantitative skills including: calculations, constructing and interpreting graphs, and providing logical chains of analysis and evaluation.					
Key questions	What is the difference between the laws of diminishing returns and returns to scale?	Can supernormal profit be made in both the short-run and the long-run in a perfectly competitive market?	What is the difference between static efficiency and dynamic efficiency?	What causes an unequal distribution between income and wealth?	What role does the CMA play in competition policy?	
Assessment	Micro and Macro Half Term 1 assessment	Micro and Macro Half Term 2 assessment; PPE	Micro and Macro Half Term 3 assessment	Micro and Macro Half Term 4 assessment; PPE	Micro and Macro Half Term 5 assessment	
Cross Curriculum Connections	Business - revenue, cost and profit calculations, employment, inflation	Politics - government policy	Geography – Y13 economic development	Geography – Y13 income and wealth inequality Politics - government policy Business Studies – Government Intervention	Business - international trade Politics - government policy	

Any questions? Please contact Mrs S. Crawford, scrawford@george-spencer.notts.sch.uk

Our Year 13 Cambridge Technical ICT Curriculum

Exam board information- OCR	**Resources for home study and revision-** https://www.ocr.org.uk/qualifications/cambridge-technicals/information-technology/assessment/#level-3

We aim to develop all students into effective practitioners in the workplace who:

- Gain an insight into technological change, global IT infrastructure and legal and security considerations;
- Acquire a range of relevant IT and generic skills, including decision-making, communication, problem solving and research and analytical skills that universities and employers demand;
- Have a framework that ensures pupils become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Big Ideas in Year 13 CamTech ICT are to develop our knowledge of the IT industry from a technical perspective and also a deeper understanding of its jobs market. We do this by practising the project manager roles through coursework and investigating the many roles open in other areas such as cloud computing and cyber security. Coming towards the end of the year students will have a clear idea on what their next step will be in IT.

Making Connections

Our Year 13 CamTech ICT Curriculum will build on key concepts of ICT fundamentals covered during year 12 in order to explore the units of Cloud Computing and Mobile Technologies. Their exposure to project management tasks will also allow them to build on this and develop solutions for clients based on varying needs according to the students own research.

Our Year 13 CamTech ICT Curriculum will build towards developing more applications based on an identifiable need to a client using other methods. This will require students to plan, initiate, execute and evaluate the solutions with varying client requirements. We will also be investigating and exploring the use of cloud computing in industry along with job roles in the field and what they require from us.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	**Unit CC** Cloud Computing **Unit 13** Social media and digital marketing **Unit 15** Games design and prototyping **Unit 24** Enterprise Computing **Unit 12** Mobile Technology	**Unit CC** Cloud Computing **Unit 13** Social media and digital marketing **Unit 15** Games design and prototyping **Unit 24** Enterprise Computing	**Unit CC** Cloud Computing **Unit 3** Cyber Security **Unit 23** Cognitive computing **Unit 24** Enterprise Computing **Unit 14** Software engineering for business	**Unit CC** Cloud Computing **Unit 3** Cyber Security **Unit 23** Cognitive computing **Unit 24** Enterprise Computing **Unit 14** Software engineering for business **Unit 8** Project management	**Unit 23** Cognitive computing **Unit 24** Enterprise Computing **Unit 14** Software engineering for business Revision of Unit 3, CC and any Unit 1 and Unit 2 resits	Examinations
Knowledge	**Unit CC Cloud Computing** Demonstrate knowledge and understanding of cloud technologies and how this infrastructure supports IT-related activities **Unit 13 Social media and digital marketing** The stages of the digital marketing life cycle **Unit 15 Games design and prototyping** Key considerations that support games design Compare and contrast the features of games for different audiences **Unit 24 Enterprise Computing** The concept of enterprise computing systems **Unit 12 Mobile Technology** Present solutions for the use of mobile technologies	**Unit CC Cloud Computing** Identify the organisational roles involved in using cloud services, as well as explain the responsibilities of each role **Unit 13 Social media and digital marketing** how data is used as part of social media digital marketing **Unit 15 Games design and prototyping** Build a prototype using core programming techniques and test for functionality **Unit 24 Enterprise Computing** Investigate business requirements for an enterprise computer solution	**Unit CC Cloud Computing** Businesses must consider a number of factors before implementing cloud services. Why are businesses obliged to make these considerations? Identify the different benefits and explain how these are advantageous to businesses. **Unit 13 Social media and digital marketing** The use of identified social media channels in the digital marketing campaign The impact of digital marketing on an identified product **Unit 15 Games design and prototyping** Present the prototype to stakeholders to obtain feedback on the games concept **Unit 23 Cognitive Computing** How cognitive computing is used in business, Investigate opportunities for the positive application of cognitive computing **Unit 24 Enterprise Computing** Investigate business requirements for an enterprise computer solution **Unit 14 Software engineering for business** Universal programming constructs, Investigate business requirements for programming solutions		**Unit 23 Cognitive Computing** Generate business proposals for an identified application of cognitive computing **Unit 14 Software engineering for business** Develop software solutions to meet business requirements Propose software solutions to meet business requirements	
Skills	**Unit CC (exam)** L01: Understand the characteristics and context of cloud technology and why it is used **Unit 3 - (exam)** L01: Understand what is meant by cyber security L02: Understand the issues surrounding cyber security **Unit 13 - (coursework)** L01: Understand digital marketing L02: Understand the use of social media in a business **Unit 15 (coursework)** L01: Understand the principles of game design and prototyping L02: Be able to develop game concepts **Unit 8 - (coursework)** Complete Unit 8 if unfinished from end of Year 12 **Unit 24 (coursework)** L01: Understand the concept of enterprise computing systems L02:Be able to investigate business requirements for an enterprise computer solution L03: Be able to develop enterprise computing solutions to meet business requirements	**Unit CC (exam) -** L02: Understand the business benefits of cloud services **Unit 3 - (exam) -** L03: Understand measures used to protect against cyber security incidents **Unit 13 - (coursework)** L03: Be able to plan content and propose appropriate social media channels for digital marketing campaigns L04: Be able to develop social media digital marketing campaigns **Unit 15 (coursework)-** L03: Be able to develop game prototypes L04: Be able to present and evaluate game concepts **Unit 24 (coursework)** L01: Understand the concept of enterprise computing systems L02:Be able to investigate business requirements for an enterprise computer solution L03: Be able to develop enterprise computing solutions to meet business requirements	**Unit CC (exam) -** L03: Understand the requirements of cloud services L04: Understand the features of cloud storage L05: Understand the deployment requirements for cloud based services for organisations **Unit 3 - (exam) -** L04: Understand how to manage cyber security incidents. **Unit 23 (coursework)** L01: Know how cognitive computing is used in business L02 :Be able to investigate opportunities for the positive application of cognitive computing L03: Be able to generate business proposals for an identified application of cognitive computing **Unit 24 (coursework)** L01: Understand the concept of enterprise computing systems L02:Be able to investigate business requirements for an enterprise computer solution L03: Be able to develop enterprise computing solutions to meet business requirements L04: Be able to review the enterprise computing solution with stakeholders **Unit 14 (coursework)** L01: Understand universal programming constructs L02: Be able to investigate business requirements for programming solutions L03: Be able to develop software solutions to meet business requirements L04: Be able to propose software solutions to meet business requirements		**Unit CC (exam) -** L06:Know regulatory issues that impact cloud technology L07: Know about impact, risks and security issues related to cloud technology **Complete any unfinished units of work from this year:** Unit 13 Unit 15 Unit 23 Unit 24 Unit 14 **Revision for exams** Unit 3 CC	
Key questions	Can you give a wide range of threats to cyber security?	What are the main features of the development model?	What are the main types of storage media and what are their characteristics?	What are the attributes required for data analyst job roles?	What are the current and potential future uses of the internet?	
Assessment	Understand Computer hardware	Understand computer software	Understand business IT systems	Understand employability and communication skills used in an IT environment	Understand ethical and operational issues in computer systems	
Cross Curriculum Connections						

Any questions? Please contact: Miss H. Whalley, hwhalley@george-spencer.notts.sch.uk

Our Year 13 Personal Development Curriculum

We aim to develop students who:

- Have the knowledge, understanding, attitudes and practical skills to live safe, healthy, and productive lives;
- Can demonstrate important life skills such as empathy, compassion and communication whilst being able to showcase discussion debating and presenting skills;
- Become **re**sponsible, tolerant, positive global citizens who will make positive contributions to life in modern Britain.

Big Ideas in Year 13 Personal Development
We learn about concepts and topics that are hugely important in developing confident, responsible and tolerant global citizens who can make positive contributions to society. Specific topics under the umbrellas of 'Living in the wider world', 'relationships', and 'health and wellbeing' are explored and provide opportunities for students to express their thoughts, views and opinions in these area

Making Connections

Our Year 13 Personal Development Curriculum will build on 12 content by further highlighting, developing and evaluating strategies to support independence in the wider world to help prepare students to live and contribute to life in modern Britain. Discussion, debating and presenting skills will continued to be developed and refined.

Our Year 13 Personal Development Curriculum will build towards empowering students with the skills, knowledge and understanding to be responsible, tolerant, positive global citizens who will make positive contributions to life in modern Britain.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	**Personal Development: Health and Well Being** Mental health and emotional wellbeing, including strategies for positive mental health, supporting others, work-life balance *- RE link to beliefs and practices of world views, sources of wisdom, social contexts, expression and ways of life, value, spiritual issues* **Relationships** Forming and maintaining respectful relationships Difficult relationships Conflict resolution	**Personal Development: Health and Well Being** Managing risk and personal safety Travelling safely **Relationships** Harassment, managing aggressive social situations *- RE link moral issue*	**Personal Development: Health** Online personal safety *- RE link value* **Relationships:** Contraception and parenthood *- RE link commitments of human life* **Living in the Wider World** Workplace security Workplace bullying *- RE link moral issue*	**Personal Development: Living in the Wider World:** Financial choices, budgeting, financial contracts Consumer rights, *- RE link moral issue*	**Personal Development: Health and Well Being** Health services recognising illnesses maintaining healthy diet	Examinations
Knowledge	How to communicate personal values in different types of relationships	How to recognise manipulation and coercion and manage negative influence and persuasion	How to effectively evaluate and use the most appropriate methods of contraception in different circumstances	How to manage financial contracts, including mobile phone services and renting items and accommodation, and identify appropriate advice	How to make informed, independent health choices and manage media messages about health (including about vaccination/ Immunisation). *- RE link community cohesion and respect for all*	
Skills	Reflection, coping strategies, organisation, self-awareness	Discussion, reflection, agency and decision making, strategies to manage influence	Reflection, empathy, assertive communication, support seeking skills, risk management	Reflection, empathy, compassion, communication	Reflection, discussion, empathy Discussion, application, risk management	
Key questions	What are the skills and strategies to confidently manage transitional life phases?	How alcohol and drug use impact decision making and personal safety and how do we manage it's use in relation to our health	How do we recognise and manage different forms of abuse and what are the sources of support exit strategies for unhealthy relationships?	What are the moral and legal responsibilities that someone seeking consent has?	How are British Values being discussed and debated in current affairs?	
Cross Curriculum Connections	Psychology Y10 HT 5 Defining mental health.		Science Y10 Biology HT4 Homeostasis Topic B11			

Any questions? Please contact Mrs I'anson rianson@george-spencer.notts.sch.uk