

# Cardinal Pole Catholic School



## Curriculum Booklet

2020-21

YEAR 12

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## OUR CURRICULUM INTENT AT CARDINAL POLE

Achieving a love of learning means creating lifelong learners and a thirst for knowledge. Lovers of learning also become independent learners as they are **confident** in what they do know but also in that they do not know yet.

**KS3: Lovers of Learning**

Acquiring a deep, long-term, secure and adaptable understanding of the subject. Achieving mastery means acquiring a solid enough understanding of the subject that ideas from one area can be applied to another.

**KS4: Subject Masters**

**KS5: Critical Scholars**

Critical Scholars are willing to share their work with an understanding that it is part of a much wider body of ideas and practices. They are able to listen and appreciate a range of views before coming to a carefully considered and well-presented view.

## YEAR 12 CURRICULUM OFFER, 2020-21

Dear Parents / Carers,

At Cardinal Pole, our students sit at the very heart of our curriculum. In addition to teaching subjects for their intrinsic value, the purpose of our curriculum is to empower our students, further social justice and prepare them for citizenship within and outside of our school community.

At A-Level, all students study three options at A-Level although most students start with four and refine their choices by October half term. For students taking the vocational route, there is the potential to take an additional A-Level in Option Block C also. In addition, all students have one lesson of General RE a week and one lesson of enrichment on a Wednesday p.7 (see extra-curricular offer). Subjects are taught in a combination of double and single 50 minute periods as per the timetable below:

Subject	Periods	Subject	Periods	Subject	Periods
CTEC Business – Marketing Pathway	15	Option A	6	General RE	1
Vocational Health & Social Care	15	Option B	6	Enrichment	1
		Option C	6		
		Option D	6		

Students also have timetabled: a weekly PSHE lesson on a Thursday morning and a daily 30 minute Prep session with their tutor to support with the completion of homework and, towards the end of the year, preparation for UCAS. All year groups celebrate Mass once a half term in addition to the liturgies held at the end of each term.

To provide students with a bespoke place of learning, our state of the art library is open to all students before school, at breaktime, lunchtime and after school. For Sixth Formers, this is also open during their study periods alongside the study room in the Sixth Form centre which is equipped with a computer suite. In addition to Wednesday enrichment, there is a free breakfast club for all students before school from 7.30am and after school study in the Sixth Form Block.

We believe that our students deserve the very best education and, to ensure that we meet these aims, we have outlined a clear curriculum plan for each key stage (p.3). As a result of this rich curriculum offer, we expect our students to become critical scholars by the end of Key Stage 5 so that they are ready to embark on the next stage of their education.

For any further information on the curriculum, please do not hesitate class teachers or a member of the pastoral team:

<b>Head of Year: Ms N William</b> <b>Pastoral Support Manager: Ms J Thomas</b> <b>SLT Link: Mr T Read (AHT – Head of Sixth Form)</b>	
<b>12C</b>	Ms A Earthrowl
<b>12A</b>	Ms V Coria
<b>12R</b>	Mr T Edwards
<b>12D</b>	Ms S de Souza
<b>12N</b>	Ms Y Agyapong

Yours faithfully,

Ms E Connolly

**Associate Deputy Headteacher – Curriculum, Assessment & Outcomes**

## EXTRA-CURRICULAR OFFER, 2020-21

Dear Parents / Carers,

We firmly believe that Sixth Form education should be about more than just exam results and university places. At Cardinal Pole students get the opportunity to achieve positions of leadership within the school, contribute to the wider community, prepare for university and experience a wide range of extra-curricular activities. This ensures that our students leave Cardinal Pole Sixth Form as well-rounded individuals, ready to take their place in the world of Higher Education and employment.

### **Student leadership**

6<sup>th</sup> formers have the opportunity to become prefects, who perform duties and provide support around the school and at a range of events. From the prefect team we select a student leadership team of Head and Deputy Head students, with whom we meet regularly to ensure the smooth running of the school. New this year is the Catholic Life Leadership Team, which offers students additional opportunities to support the Catholic life of the school. This team attend retreats, assist with Mass and assemblies, and work with the School Chaplain.

### **Enrichment and super-curricular activities**

Students have the opportunity to take part in activities including the following:

- Extended Project Qualification (EPQ)
- Duke of Edinburgh Award
- Envision Community Action Projects
- Careers and progression workshop
- Debating
- Film Studies
- Football
- Gym
- Dance

### **Progression Support**

At Cardinal Pole Sixth Form we ensure students have aspirational outcomes for their next steps after leaving sixth form. Students are given guidance from the dedicated careers advisor and an experienced pastoral team to help them shape their futures. We encourage all students to engage with top universities and employers, giving them the best opportunity to prepare for their futures. In addition, we offer specific programmes to support students on the following pathways:

- The Oxbridge Pathway
- The Medicine Pathway
- The Law Pathway
- The Financial Pathway

Yours faithfully,

Mr T Read

**Assistant Headteacher – Key Stage 5**

## MEASURING PROGRESS: YEAR 12

At Key Stage 5, students are assessed according to their ALPs targets. The purpose of this is to focus on the progress they have made since GCSE in comparison to how their peers perform nationally. Target grades are based on GCSE scores from Year 11 against national expectations for high levels of progress but are not considered to be a glass ceiling. The attainment of students at each assessment point is then reported as a grade and is highlighted as either above / on / below target grades. For all subjects, students are taught in mixed ability option blocks. Within these teaching groups, student progress is measured against their own individual targets.

Class teachers assess student progress continuously through verbal and written feedback on both class and homework. As a whole school, data is collected twice a year during Assessment Point 1 (Christmas) and Assessment Point 2 (Summer). During these weeks, all students follow a personalised exam timetable schedule, the results of which are reported back to parents in written reports. These reports will indicate the current grade that a student is working at and whether they are above / on track / below expectations in each subject in relation to their target.

Where progress is not in line with expectations after AP1, students will be supported with a range of interventions including pastoral meetings, the opportunity to retake exams, after school study and mentoring. This is in addition to parental meetings to ensure that students are on the right courses for their future aspirations. This is a critical year in your child's education and we aim to work alongside parents to ensure our students achieve the best possible outcomes at the end of Year 13. To support this, there is a Parents Evening held in Spring term to discuss the aforementioned after AP1.

<b>SUBJECT</b>		<b>ART</b>
<b>Head of Department</b>		<b>Ms K Place</b>
<b>Pearson Edexcel GCE in Art &amp; Design</b>		
Component 1: Personal Investigation	50%	Coursework
Component 2: Externally Set Assignment	50%	Prep Book & Practical Exam, 10 hours



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p><b><u>Aims and Intentions</u></b> We start the year by looking at a wide range of eclectic and interesting artists and analyse their aims and intentions for recording and producing their art works. Students then begin to record relevant observations in response to intentions inspired by the artist's work. Building confidence and drawing skills in portrait, figure and landscape, students then begin to develop their own aims and intentions and therefore reasons for choices in style, media and compositional viewpoints and arrangement.</p> <p><b><u>Artists Research Project – Mini Personal Project</u></b> Students begin the term working independently for two weeks researching and responding to an artist of their choice. Some structure is given through the broad themes of 'Reality and Emphasis', 'Distortion and Manipulation' and Symbolism and Story Telling'. As much emphasis is given to students developing skills and</p>	<p><b><u>Response and Reasoning</u></b> In order to develop in depth, complex and often more subtle concepts, students are introduced to artists changing motivations in the wake of WW2 and contemporary British art. Along the theme of 'Combinations and Alliances' students explore ideas within the genre of still life inspired by artists who have explored this in complex and thought provoking ways. Students are now in the position to begin their personal study armed with better skills in whatever genre(s) they choose to work in and a range of processes that result in interesting exploration throughout.</p> <p><b><u>Personal Study – Research, Recording and Response</u></b> The personal study begins with students researching, analysing and comparing artists that explore their chosen concepts in different ways. The choice of theme being an important decision, some students may expand or change it in this initial stage. The process of making</p>	<p><b><u>Reviewing and Refining</u></b> Students develop their project through a series of explorative tasks, reviewing and refining the work to achieve successful outcomes. Some elements are guided such as the introduction to oil paints and other artistic media or to widen or improve their skill set. Some tasks are choices that students make based on the aims and intentions for the work they are producing. Strong literacy skills demonstrated in the analysis of artist's work, the setting of briefs with student's aims and intentions and in the evaluation of the outcomes is a vital part played in the progression of the project.</p> <p><b><u>Final Outcome</u></b> Students focus their explorations in the run up to Assessment Point 1 when they produce a final piece that realises the intentions for the project as a whole. The marking and feedback from this forms the basis for a personalised learning plan or PLP that runs throughout the first term of Year</p>

	<p>organisation in responding to a brief as to the initial development of concepts and themes at this time. The work produced leads to a mini project in which the concepts that came to light through the research are explored with more personal input. A final outcome is produced in the AP1 exam which completes a full albeit linear project to which the feedback can highlight student's strengths and weaknesses within all aspects of the assessment criteria.</p>	<p>personal responses, inspired by the artists, acts as starting points and the more interesting ideas will be developed further throughout the project. In order to produce high skilled as well as conceptually thought provoking work students will record drawings or photographs to work from in the chosen relevant genre(s) of portrait, figure, landscape or still life.</p>	<p>13 when students can improve their project to achieve the best grade they can.</p>
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<b>SUBJECT</b>		<b>BIOLOGY</b>
<b>Subject Lead</b>		<b>Mr O Thomas</b>
<b>OCR A-Level in Biology A</b>		
Paper 1: Biological processes	37%	Written Exam, 2 hours 15 minutes
Paper 2: Biological Diversity	37%	Written Exam, 2 hours 15 minutes
Paper 3: Unified biology	26%	Written Exam, 1 hour 30 minutes
Practical endorsement in biology		Non- Examined Practical



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p><b><u>Module 1 – Development of practical skills in Biology</u></b> Module 1 of the specification content relates to the practical skills learners are expected to gain throughout the course, which are assessed throughout the written examinations. Practical activities are embedded within the learning outcomes of the course to encourage practical activities in the laboratory, enhancing learners' understanding of biochemical theory and practical skills.</p> <p><b><u>Module 2 – Foundations in Biology</u></b> -Structure of cells; -Biological membranes; -Enzymes -Plasma membranes -Cell division. This module acts as an important bridge into AS and A Level Biology from the study of biology within science courses at GCSE level. This module provides</p>	<p><b><u>Module 1 – Development of practical skills in Biology</u></b></p> <p><b><u>Module 3 – Exchange and Transport</u></b> In this module, learners study the structure and function of gas exchange and transport systems in a range of animals and in terrestrial plants. The significance of surface area to volume ratio in determining the need for ventilation, gas exchange and transport systems in multicellular organisms is emphasised. The content in this module builds on knowledge and understanding of the concepts developed in Module 2. This module provides learners with a knowledge and understanding of the important ideas that underpin the study of transport systems. - Exchange surfaces in plants and animals; -The respiratory system</p>	<p><b><u>Module 1 – Development of practical skills in Biology</u></b></p> <p><b><u>Module 6 – Genetics, evolution and ecosystems</u></b> This module marks the start of Y13 teaching. This module covers the role of genes in regulating and controlling cell function and development. Heredity and the mechanisms of evolution and speciation are also covered: -Ecosystems; -Populations and sustainability. This module provides a context for synoptic assessment and the subject content links strongly with content encountered in Module 2: Foundations in Biology.</p> <p><b><u>Module 4 – Biodiversity, evolution and disease</u></b> This module also provides a context for synoptic assessment and the subject content links strongly with content</p>

	<p>learners with a knowledge and understanding of the important biological concepts that underpin the study of AS Biology</p> <p>The importance of these basic biological concepts is seen as a prerequisite for all further modules, which is why it is taught first.</p>	<p><b><u>Module 4 – Biodiversity, evolution and disease</u></b></p> <p>This module introduces the vast biodiversity of organisms and how they can be measured. This module also introduces the techniques to preserve biodiversity. Finally, students will study the pathogenic nature of organisms and how they affect plants and animals:</p> <ul style="list-style-type: none"> <li>-Classification and The 5 Kingdoms;</li> <li>-Phylogeny and The Evidence for Evolution;</li> <li>-Types of Variation, Representing Variation Graphically;</li> <li>-Adaptations, Changing Population Characteristics;</li> <li>-Biodiversity, Types of Sampling, Sampling Techniques</li> </ul>	<p>encountered in Module 2: Foundations in biology.</p> <ul style="list-style-type: none"> <li>-Communicable diseases, disease prevention and the immune system;</li> <li>-Biodiversity;</li> <li>-Classification and evolution.</li> </ul>
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SUBJECT	BUSINESS	
Head of Department	Ms S de Souza	
Pearson Edexcel GCE in Business		
Paper 1: Marketing, people and global businesses	35%	Written Exam, 2 hours
Paper 2: Business activities, decisions and strategy	35%	Written Exam, 2 hours
Paper 3: Investigating business in a competitive environment	30%	Written Exam, 2 hours



	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<p><b><u>Meeting customer needs</u></b> Students investigate the importance to businesses of understanding customer needs, discuss the impact of not listening to customer feedback in a dynamic market and reasons for changes in demand and supply.</p>	<p><b><u>Managing people</u></b> Students gain knowledge on the processes involved in the recruitment process, how businesses are organised, discuss the differences between management and leadership and learn about different leadership styles by looking at influential leaders.</p>	<p><b><u>External influences</u></b> Students will learn a variety of external impacts of the economy and legislation on business. This will hone in on analysis skills.</p>
	<p><b><u>Entrepreneurs and leaders</u></b> Students explore the key characteristics of successful entrepreneurs, barriers to entrepreneurship and reasons why people set up businesses</p>	<p><b><u>Resource management</u></b> Businesses use different methods of production and students will understand this by further investigating businesses discussed when looking at entrepreneurs and managing people</p>	<p><b><u>Business objectives and strategy</u></b> Students consider the difference between aims and missions. Students can apply this to their own personal lives, which contributes to the development of evaluation skills. It will allow students to consider objectives before making judgements.</p>
	<p><b><u>Raising Finance</u></b> Finance is crucial for businesses to survive and students will understand the contribution that cash-flow, budget and profit makes for a business success.</p>	<p><b><u>Global marketing</u></b> Students will learn how businesses adjust their marketing strategies and will consider the impact of cultural differences, different tastes, and language.</p>	<p><b><u>Globalisation</u></b> Students explore factors of globalisation, which is crucial in analysing the current political and economic climate and case studies learned in Y12 will constantly feature in Y13.</p>

<b>SUBJECT</b>		<b>CHEMISTRY</b>
<b>Subject Lead</b>		<b>Ms S Badri</b>
<b>OCR A-Level in Chemistry A</b>		
Paper 1: Breadth in Chemistry	50%	Written Exam, 1 hour 30 minutes
Paper 2: Depth in Chemistry	50%	Written Exam, 1 hour 30 minutes
Practical endorsement in chemistry	N/A	Non- Examined Practical Assessment



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p><b><u>Module 1 – Development of practical skills in Chemistry</u></b></p> <p>Module 1 of the specification content relates to the practical skills learners are expected to gain throughout the course, which are assessed throughout the written examinations. Practical activities are embedded within the learning outcomes of the course to encourage practical activities in the laboratory, enhancing learners' understanding of chemical theory and practical skills.</p>	<p><b><u>Module 1 – Development of practical skills in Chemistry</u></b></p> <p><b><u>Module 3 – Periodic table and energy</u></b></p> <p>The focus of this module is inorganic and physical chemistry, the applications of energy use to everyday life and industrial processes, and current environmental concerns associated with sustainability. The content in this module builds on knowledge and understanding of the chemical concepts developed in Module 2. This module provides learners with a knowledge and understanding of the important chemical ideas that underpin the study of inorganic and physical chemistry:</p> <p>the periodic table:</p> <ul style="list-style-type: none"> <li>-periodic and group properties</li> <li>-enthalpy changes and their determination</li> </ul>	<p><b><u>Module 1 – Development of practical skills in Chemistry</u></b></p> <p><b><u>Module 3 – Periodic table and energy</u></b></p> <ul style="list-style-type: none"> <li>-rates of reaction</li> <li>-reversible reactions and chemical equilibrium</li> </ul> <p>This module provides a context for synoptic assessment and the subject content links strongly with content encountered in Module 2: Foundations in chemistry:</p> <ul style="list-style-type: none"> <li>-Atoms, moles and stoichiometry</li> <li>-Acid and redox reactions</li> <li>-Bonding and structure</li> </ul>
	<p><b><u>Module 2 – Foundations in Chemistry</u></b></p> <ul style="list-style-type: none"> <li>-Atoms, compounds, molecules and equations</li> <li>-Amount of substance</li> <li>-Acid–base and redox reactions</li> <li>Electrons, bonding and structure</li> </ul>	<p><b><u>Module 4 – Core organic chemistry</u></b></p> <p>This module also provides a context for synoptic assessment and the subject content links strongly with content</p>	

This module acts as an important bridge into AS and A Level Chemistry from the study of chemistry within science courses at GCSE level. This module provides learners with a knowledge and understanding of the important chemical ideas that underpin the study of AS Chemistry

The importance of these basic chemical concepts is seen as a prerequisite for all further chemistry modules, which is why it is taught first.

-consideration of energy and yield in improving sustainability. This module allows learners to develop important qualitative practical skills, especially observational skills required for analysis, and accurate quantitative techniques involved in determination of energy changes and reaction rates.

#### **Module 4 – Core organic chemistry**

This module introduces organic chemistry and its important applications to everyday life, including current environmental concerns associated with sustainability. The module builds on knowledge and understanding of the chemical concepts developed in Module 2.

This module provides learners with a knowledge and understanding of the important chemical ideas that underpin the study of organic chemistry:

- nomenclature and formula representation, functional groups, organic reactions and isomerism
- aliphatic hydrocarbons
- alcohols and haloalkanes
- organic practical skills and organic synthesis
- instrumental analytical techniques to provide evidence of structural features in molecules.

This module also provides learners with an opportunity to develop important organic practical skills, including use of Quickfit apparatus for distillation, heating under reflux and purification of organic liquids.

encountered in Module 2: Foundations in chemistry.

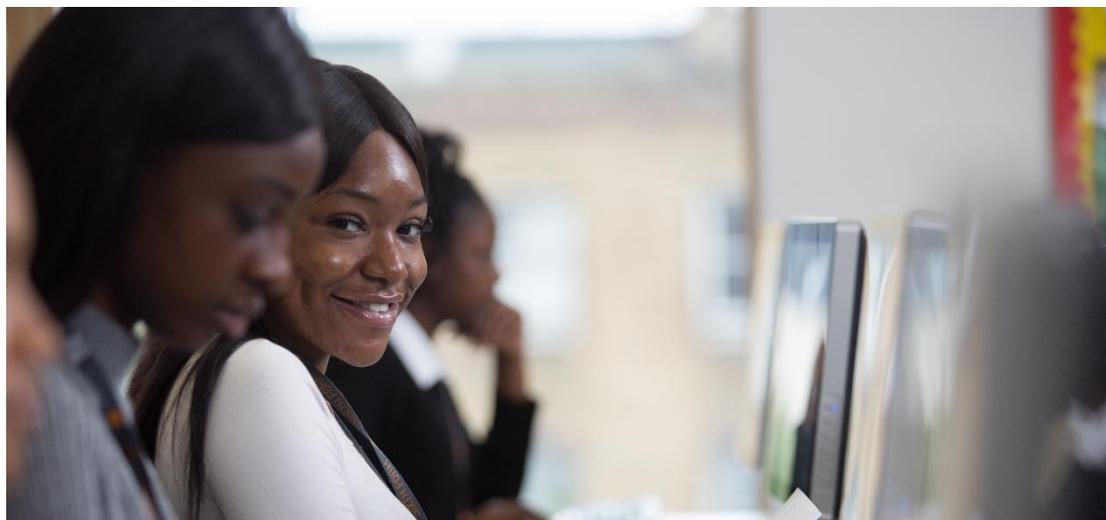
- Atoms, moles and stoichiometry
- Acid and redox reactions
- Bonding and structure

<b>SUBJECT</b>		<b>DRAMA</b>	
<b>Head of Department</b>		<b>Ms G Green</b>	
<b>Pearson Edexcel GCE in Drama &amp; Theatre</b>			
Component 1: Devising	40%	Portfolio & Performance	
Component 2: Performance from Text	20%	Performance	
Component 3: Theatre Makers in Practice	40%	Written Exam, 2 hours 30 minutes	



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p>The A Level course begins with a series of workshops in which students explore the different methodologies of several theatre practitioners. This allows students to develop their understanding of a variety of theatrical styles. Students will also select one of these practitioners to influence their own devising.</p> <p>Students are then introduced to a range of stimulus and in groups begin the process of devising a piece of Drama. At this initial stage, research plays an important part in the devising process. We want our students to become experts on the themes and issues that they have chosen to create a piece of Drama about. The research informs the initial choices that students make regarding plot and characters.</p>	<p>Students continue to develop their devising. At this stage they will have considered the narrative and structure of their piece and by utilising the techniques of their chosen theatre practitioner to create scenes which have a precise impact on the overall message they want to deliver. The process of devising is experimental and not all drama created will end up in the final piece. Students are encouraged to be self-critical and edit their work appropriately. Teachers facilitate the devising process, but it is the responsibility of the students to self-manage their rehearsal process. They are expected to create a rehearsal schedule and meet their deadlines.</p> <p>Whilst rehearsing, students create a log book in which they detail the development of their piece in terms of genre, style, structure, characters and language.</p>	<p>The devised piece is performed early in the summer term following the final stages of refinement. The performance is assessed internally and sent off for moderation.</p> <p>Alongside the performance, students are also assessed on a portfolio created which responds to six questions regarding the devising process. Students use their logbooks to develop their responses to these questions and are encouraged to be evaluative and analytical. The portfolio is marked and students redraft by responding to feedback.</p> <p>Throughout year 12, component 1 is fully completed.</p>

SUBJECT	ECONOMICS	
Head of Department	Ms S de Souza	
Pearson Edexcel GCE in Economics B		
Paper 1: Markets and how they work	35%	Written Exam, 2 hours
Paper 2: Competing in the global economy	35%	Written Exam, 2 hours
Paper 3: The economic environment and business	30%	Written Exam, 2 hours



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Our chosen specification is designed to support a range of interests, learning styles and aspirations for progression in the subject.</p> <p><b><u>Theme 1: Markets consumers and firms</u></b></p> <p>Students are introduced to the basic economic problem and the way in which different economic agents have different and conflicting objectives. Students explore the way in which consumers make choices and entrepreneurs create desirable products.</p> <p><b><u>Theme 2: The wider economic environment</u></b></p> <p>Success in business requires dynamism and flexibility, which must include technical excellence, sensitivity to market trends and imaginative thinking. This theme helps students to explore how firms can become more competitive. It introduces students to the wider international and economic environment in which firms operate.</p>	<p>In Term 2, the topics are aimed to develop critical key for progression in Economics:</p> <p><b><u>Thinking like an economist</u></b> Students investigate how measuring consumer response to changes in prices and incomes can help firms to make price, product and output decisions.</p> <p><b><u>The application of economic theories and appropriate quantitative skills to relevant real-world contexts</u></b> Students will be investigating economic growth rates and how constant changes can create instability and uncertainty for firms.</p> <p>The themes looked at over the two years look to support students in developing concepts and the interaction between economic agents, applicable to real-world context.</p>	<p>By the end of the final term, we expect students to be making connections across these two themes. Students will need to apply their knowledge and understanding of both familiar and unfamiliar contexts in the assessments, and demonstrate an awareness of current economic events and policies.</p> <p>Throughout the year, we encourage engagement with economics through wider reading to build upon the knowledge developed in Themes 1 and 2.</p> <p>Students will have the skills, understanding and an awareness of the current issues impacting the subject necessary to transition into the second year of study.</p>

<b>SUBJECT</b>	<b>ENGLISH LITERATURE</b>	
<b>Head of Department</b>	<b>Ms C Fox</b>	
<b>AQA GCE in English Literature</b>		
Paper 1: Love through the ages	40%	Written Exam, 3 hours
Paper 2: Tests in shared contexts	40%	Written Exam, 2 hours 30 minutes
Paper 3: Independent Critical Study	20%	Coursework



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p>Students are introduced to 'Love Through the Ages' by studying Othello, Wuthering Heights and a poetry anthology. They create connections between these texts to explore how the presentation of love changes over time.</p> <p>Throughout this, students will also be analysing unseen poetry and developing their independence to tackle challenging poems.</p>	<p>After considering the theme of love, students begin to analyse other key themes in several modern texts: Streetcar Named Desire, Oranges Are Not the Only Fruit and Feminine Gospels. They consider issues associated with modernity and explore key themes. Students will also be developing their independence analysing unseen prose.</p> <p>Students will also begin preparing for their coursework: an independent, diachronic study of two texts of their choice. Students are allowed to select novels, poems and plays of their choice and compare the significance of a theme through these texts.</p>	<p>As well as continuing to develop independence analysing unseen poetry and prose, students begin to revise the texts studied this year. Through quizzing, overlearning and distributed retrieval practice, students deepen their analysis and comparisons of these texts. Students will also be honing their essay writing skills.</p>

<b>SUBJECT</b>	<b>GEOGRAPHY</b>	
<b>Head of Department</b>	<b>Mr J Crotty</b>	
<b>OCR A-Level in Geography</b>		
Paper 1: Physical Systems	22%	Written Exam, 1 hour 30 minutes
Paper 2: Human Interactions	22%	Written Exam, 1 hour 30 minutes
Paper 3: Geographical Debates	36%	Written Exam, 2 hours 30 minutes
Component 4: Investigative Geography	20%	Coursework



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p><b><u>Paper 3 Geographical Debates</u></b> <b><u>Hazardous Earth</u></b></p> <p>This is a major topic which looks at the structure of the planet and links this with key theories such as Plate Tectonics, Palaeomagnetism and Continental Drift. Students will then study the key hazards of earthquakes, different volcanoes and tsunamis. These key themes will be linked to how humans interact and mitigate against them. This topic will revisit key themes previously learnt in key stage 3 Geography.</p>	<p><b><u>Paper 2 Human Interactions</u></b> <b><u>Changing, Spaces; Making Places</u></b></p> <p>This topic links with the Changing Cities unit studied at GCSE and focuses on the idea of rebranding, regeneration and reimagining of urban locations, with a particular focus on Hackney and London. Students will learn about the reasons why this happened and compare different approaches to dealing with urban living in the 21<sup>st</sup> century.</p>	<p><b><u>Paper 2 Human Interactions</u></b> <b><u>Global Migration</u></b></p> <p>This key topic looks at the reasons why migration happens across the world, using case studies of countries at different economic stages of development to show the consequences of this mass movement of people. Policies are studied and the flows and movements across the world.</p>
	<p><b><u>Paper 3 Geographical Debates</u></b> <b><u>Disease Dilemmas</u></b></p> <p>This topic revisits the key theme of development studied in GCSE and looks at disease classification, global distribution and links this with Geographical themes of location and wealth.</p>	<p><b><u>Paper 1 Physical Systems Coastal</u></b> <b><u>Landscapes</u></b></p> <p>This is a key unit studied throughout GCSE Geography. Students will learn about the physical processes and then link these to different Geographical locations around the world and then focus on human interactions and mitigation strategies, particularly linking to climate change.</p>	<p><b><u>Unit 4 Geographical</u></b> <b><u>Investigation.</u></b></p> <p>This element of the course is worth 20% of the final mark. Students will select their own theme based around the local case study of Stratford. Students will be able to focus on key themes of urban regeneration or human interactions of this newly developed world-famous urban area.</p>

SUBJECT		HISTORY	
Head of Department		Ms A Earthrowl	
Pearson Edexcel GCE in History			
Paper 1, Option F: Breadth study with interpretations ( <b>In search of the American Dream: the USA, 1917-96</b> )	30%	Written Exam, 2 hours 15 minutes	
Paper 2, Option F2: Depth study ( <b>South Africa, 1948-94: from apartheid state to 'rainbow nation'</b> )	20%	Written Exam, 1 hour 30 minutes	
Paper 3, Option 35.2: Themes in breadth with aspects in depth ( <b>The British experience of warfare, 1790-1918</b> )	30%	Written Exam, 2 hours 15 minutes	
Paper 4: Coursework ( <b>Why did the Cold War come to an end?</b> )	20%	Coursework	



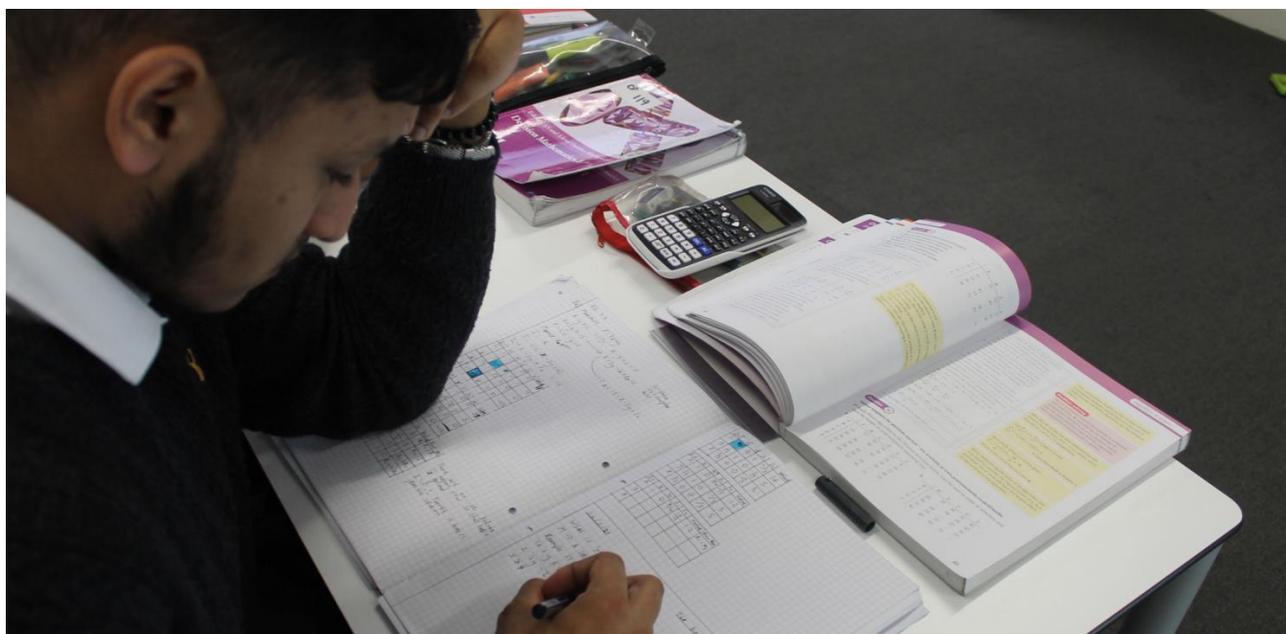
	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<p><b><u>In search of the American Dream</u></b> This topic explores how the American political environment was shaped and changed by world and domestic events. You will study the impact of war and the Cold War on America, political scandals and corruption and investigate the Civil Rights Movement through the eyes of Civil Rights leaders such as Malcolm X and Ida B Wells.</p> <p><b><u>South Africa 1948-94</u></b> In your first term you will explore the colonisation of South Africa by white supremacists and the implementation of the Apartheid system which legally gave privileges to white people and radically damaged the lives of other races. You will investigate the initial response by anti-</p>	<p><b><u>In search of the American Dream</u></b> This term you will explore the changing role of women in American society and the extent that the feminist movement has achieved equality. You will also explore American attitudes to immigration and how this has developed and changed. Finally you will look at the role of cinema, radio and television in altering American lives.</p> <p><b><u>South Africa: 1948-94</u></b> This topic explores the development of the anti-apartheid movement and how the movement was forced tactically to switch to violence in the face of increased oppression from the government. Within this topic you will evaluate the world famous Rivonia Trial and the</p>	<p><b><u>In search of the American Dream</u></b> This term will help you become a historian through developing your interpretation skills. You will explore the presidency of Ronald Reagan, the only actor to become president, and decide how successful you think his presidency was.</p> <p><b><u>South Africa:1948-94</u></b> In your final module you will investigate how the end of apartheid came to be. You will explore violent outbursts within South Africa, international opposition and the role of key leaders such as Nelson Mandela and Oliver Tambo. By the end of the course you will be able to decide if violence is necessary for making effective political change.</p>

	apartheid groups, such as the ANC.	development of grass-roots level opposition.	
<b>SUBJECT</b>		<b>MATHS</b>	
<b>Head of Department</b>		<b>Mr J Okosun</b>	
<b>Pearson Edexcel GCE in Mathematics</b>			
Paper 1: Pure Mathematics 1	33.3%	Written Exam, 2 hours	
Paper 2: Pure Mathematics 2	33.3%	Written Exam, 2 hours	
Paper 3: Statistics and Mechanics	33.3%	Written Exam, 2 hours	



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p><b><u>Pure Maths</u></b> We cover the basics of algebra, linear quadratic and cubic graphs, transformations of graphs, coordinate geometry involving circles, trigonometry and trigonometric identities. This builds on what pupils have learnt at GCSE and are the essential prerequisite skills required to be successful mathematics students at KS5.</p>	<p><b><u>Pure Maths</u></b> We introduce the basics of calculus and teach pupils how to both differentiate and integrate. We then introduce pupils to exponential and logarithmic functions, algebraic methods and the binomial expansion. This concludes all of the year 1 content. The skills mastered in these slightly harder year 1 content topics prepare the pupils for topics that they will cover in the second year of their course.</p>	<p><b><u>Pure Maths</u></b> Having completed the year 1 content we cover algebraic methods and functions and graphs from the year 2 content before spending some time on revising all of the year 1 content before the end of year exams. Starting the year 2 course is so that pupils will have more time in the second year of their course for difficult topics and revision.</p>
	<p><b><u>Applied Maths</u></b> We start the year learning the statistics topics of data Collection, measures of location and spread, representation of data, correlation and probability. This builds on some prior knowledge from GCSE and ensures that they have learnt key terminology to access the rest of the course.</p>	<p><b><u>Applied Maths</u></b> Pupils cover statistical distributions and hypothesis testing which completes the year 1 statistics content. The then cover the introductory mechanics topics of modelling, constant acceleration and forces and motion. These are all necessary prerequisites for the year 2 applied maths course.</p>	<p><b><u>Applied Maths</u></b> We complete the year 1 course with variable acceleration and then begin the year 2 statistics course by studying regression, correlation and hypothesis testing before revising for the end of year exams. Starting the year 2 course is again, the relieve some of the pressure from the following year.</p>

SUBJECT		MATHS (FURTHER)	
Head of Department		Mr J Okosun	
<b>Pearson Edexcel GCE in Further Mathematics</b>			
Paper 1: Core Pure Mathematics 1	25%	Written Exam, 1 hour 30 minutes	
Paper 2: Core Pure Mathematics 2	25%	Written Exam, 1 hour 30 minutes	
Paper 3: Decision Mathematics 1	25%	Written Exam, 1 hour 30 minutes	
Paper 4: Further Statistics 1	25%	Written Exam, 1 hour 30 minutes	



	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<p style="text-align: center;"><b>Core Pure</b></p> <p>We begin the course by covering complex numbers and matrices. This is to introduce pupils to two completely new and interesting topics from the course and at the same time they do not require any prerequisite learning from the mathematics course that runs parallel to this one.</p>	<p style="text-align: center;"><b>Core Pure</b></p> <p>We cover roots of polynomials, proof by induction, vectors and volumes of revolution as the topics that complete the year 1 core pure content. Most of these are stand-alone topics but volumes of revolution is a prerequisite for year 2 content.</p>	<p style="text-align: center;"><b>Core Pure</b></p> <p>Having finished the year 1 content, we get a head start on the year 2 content by covering more complex numbers and polar coordinates. The complex numbers content builds on and consolidates what we learnt earlier in the year and polar coordinates is a topic that doesn't require any prerequisite learning.</p>
	<p style="text-align: center;"><b>Applied</b></p> <p>The first option we cover is decision mathematics. The pupils learn about algorithms, graphs and networks and the travelling salesman problem. This is completely new and inspiring content for pupils that holds ever more importance in a world rapidly becoming more dependent on programming and the use of algorithms with computers.</p>	<p style="text-align: center;"><b>Applied</b></p> <p>We continue with decision mathematics by covering linear programming, critical path analysis and the simplex algorithm. These are slightly harder topics and so we wait until after Christmas to teach them when pupils are more accustomed to what is required of them at KS5.</p>	<p style="text-align: center;"><b>Applied</b></p> <p>We begin the further statistics option by covering discrete random variables, geometric and negative binomial distributions, poisson distributions and more hypothesis testing. These are all important statistical topics that can support pupils who are interested in statistics or any degree or employment that uses statistical analysis.</p>

SUBJECT		MODERN FOREIGN LANGUAGES: SPANISH
Subject Lead		Ms S Borroni
AQA GCE in Spanish		
Paper 1: Listening, reading and writing	50%	Written Exam, 2 hours 30 minutes
Paper 2: Writing	20%	Written Exam, 2 hours
Paper 3: Speaking	30%	Oral Exam



	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<p><b>Theme 1: Sociedad.</b> Within this theme, students develop knowledge of the changes in Spanish society (1930s – today). They are introduced to topics that have shaped Spanish Society, such as the Spanish Civil War, the influence of Catholicism, the emancipation of women and the recognition of LGBT+ organisations.</p> <p><b>Theme 2 Culture: Influencia de los idolos.</b> Within this theme, students learn about Spanish pop culture (including athletes, music and films). They reflect and acknowledge the influence of Spanish and Latin-American culture within our society.</p>	<p><b>Theme 1: El turismo en España.</b> Students acquire knowledge on the impact of tourism in Spanish economy and the opportunities for young people within the sector.</p> <p><b>Theme 2: El ciberespacio</b> Students look into the influence and the developing presence of technology in the past 20 years, this enables reflection on the advantages and disadvantages.</p> <p><b>Theme 2 culture: La identidad Regional en España.</b> Pupils learn about the differences in identity within the different parts of Spain. In particular, within gastronomy, the famous religious festivals in Spain</p> <p><b>Theme 2 culture: El patrimonio cultural.</b> Students discover some of the most important painters and artists from the Spanish-speaking world (Frida Kahlo, Salvador Dali, Pablo Picasso). As well as taking a look into the influence of the Arab world in Spanish architecture.</p>	<p><b>Theme 3: el Multiculturalismo en la sociedad Hispana.</b> Within this theme, students develop consciousness on the positive impact and influences of other cultures in Spanish society. Attention is focused on the challenges of immigration from and into Spanish-speaking countries.</p> <p><b>Film: El laberinto del Fauno.</b> Students study the movie from Mexican director Guillermo del Toro. Exploring the themes (of war, the role of women in society and loss) and symbolisms hidden in the story. While developing critical analysing skills they will also begin to incorporate prior knowledge in order to succeed in their writing assessments.</p>

<b>SUBJECT</b>		<b>PHILOSOPHY &amp; ETHICS</b>	
<b>Head of Department</b>		<b>Mr M Tisi</b>	
<b>AQA A-Level Religious Studies</b>			
Paper 1: Philosophy of religion and ethics	50%	Written Exam, 3 hours	
Paper 2: Study of religion and dialogues ( <b>2B: Christianity</b> )	50%	Written Exam, 3 hours	



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p>In Philosophy, we start by looking at the Christian understanding of God, exploring concepts of Trinity, Monotheism and the attributes of God.</p> <p>We then use these to gain an understanding of the Cosmological, Teleological and Ontological arguments for the existence of God and evaluating them in light of modern science.</p> <p>Meanwhile in Ethics we begin the study of 'right and wrong' by looking at the main ethical theories of Natural law, Situation Ethics and Virtue Ethics and evaluating these theories with reference to key thinkers and arguments. Developing out exam skills as we go.</p> <p>We then look at how these apply to Christianity today by exploring the key ethical principle of the faith. This will allow us to see the practical impact of Ethical ideas in both philosophy and religion.</p>	<p>Students start the term by learning about Christian views on authority and scripture. This consist of an exploration of differing views on the authority of the Bible, Church and Jesus, asking whether these have any true meaning.</p> <p>We then move on to the importance of religious experience and visions as source of authority, asking whether these are religious or simply psychological.</p> <p>In Ethics we spend the term exploring the application of key ethical theories on issues such as theft, medical ethics and war. This allows us to delve into the key topics in light of modern day issues, when applying these theories in a meaningful way in order to evaluate their value.</p>	<p>In the summer term we explore Christian views on life after death, looking at what is meant by the soul and resurrection. We then work on how these beliefs impact views on heaven and hell.</p> <p>Following this we look at the question of identity and the way in which these beliefs can impact someone's sense of identity. We finish the year in Philosophy by engaging in the evaluation of the importance of rituals such as baptism and the Eucharist in determining someone's religious identity.</p> <p>We finish the year in Ethics by exploring the problem of evil. We do this through studying the various forms of this problem, then exploring the various responses to the problem before evaluating their value in solving this challenge.</p>

<b>SUBJECT</b>		<b>PHYSICS</b>
<b>Subject Lead</b>		<b>Mr V Pecina</b>
<b>OCR A-Level in Physics A</b>		
Paper 1: Breadth in physics	50%	Written Exam, 1 hour 30 minutes
Paper 2: Depth in physics	50%	Written Exam, 1 hour 30 minutes



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach &amp; why</b>	<p>Foundations of physics introduces the important ideas and conventions that permeate the fabric of physics. Students will develop skills in critical thinking, reasoning and logic. By developing and understanding vectors, students will build power mathematical toolkit that they will use through their studies. A study of errors, uncertainty, precision and accuracy students will understand limitations to their experiment.</p> <p><b><u>Module 2 – Foundations of Physics</u></b> Physical Quantities &amp; SI Units Nature of Quantities</p> <p><b><u>Module 3 – Forces and Motion</u></b> Kinematics Linear Motion Projectiles Dynamics Motion with Non-Uniform Acceleration Equilibrium Density and pressure Work, Energy &amp; Power</p> <p><b><u>Module 4 – Electrons, waves and photons</u></b> Charge &amp; Mean Drift Velocity Circuit Symbols, E.M.F &amp; P.D.</p>	<p>Forces and motion are tightly knitted together. Motion explores the key ideas used to describe and analyse motion in both one and two dimensions. Forces develops ideas about the effect of force on objects. Work, energy and power explores important link between work done and energy. Materials introduces several ideas that are essential in engineering.</p> <p>Charge and current provides and introduction to the fundamental ideas of charge and current, exploring the link between lightning strikes, the human brain, and the wonder materials that is graphene</p> <p><b><u>Module 3 – Forces and Motion</u></b> Work, Energy &amp; Power Conservation of Energy Potential and KE Materials: Mechanical Properties of Matter Newton's Laws of Motion Collisions</p> <p><b><u>Module 4 – Electrons, waves and photons</u></b> Wave Motion Electromagnetic Waves Superposition of waves</p>	<p>Thermal physics introduces ideas around temperature, matter, specific heat capacity and specific latent heat. Students will learn about macroscopic motion of ideal gas using Newton's laws. Capacitors introduces the basics properties of capacitors and how they are used in electrical circuits.</p> <p><b><u>Module 5 - Newtonian world and astrophysics</u></b> Temperature Kinetic Models for Solid, Liquid, Gas Thermal Properties of materials Ideal Gases</p> <p><b><u>Module 6 – Particles and medical physics</u></b> Capacitance ( + Total Capacitance) Energy Stored in Capacitor Time Constant of Capacitor Charging and Discharging Capacitors</p>

	Resistance and Resistivity Power Series and Parallel Circuits Internal Resistance Potential Dividers Wave Motion	Stationary Waves Photons The Photoelectric Effect Wave-Particle Duality	
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SUBJECT		PSYCHOLOGY	
Head of Department		Ms A James	
AQA A-Level in Psychology			
Paper 1: Introductory Topics in Psychology	33.3%	Written Exam, 2 hours	
Paper 2: Psychology in Context	33.3%	Written Exam, 2 hours	
Paper 3: Issues and Options in Psychology	33.3%	Written Exam, 2 hours	



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>The students will start the course with an introduction to <b>Research Methods and Attachment</b></p> <p>Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Paper 1. These skills will be developed through study of the ethical and practical research activities. Methodological evaluation, analysis and interpreting data are skills required within all topics, therefore it is imperative that this the first topics taught.</p> <p>The topic of Attachment provides the foundations of knowledge needed for the topic 'Relationships' taught in year 2. This topic is assessed in paper 1. Students will explore themes which provide insight into the nature and importance of early attachment on social emotional and physical development.</p>	<p>To start the spring term students will investigate theories and research behind the study of <b>Social Influence and Human Memory</b></p> <p>These topic is taught in the first year of the course as they are assessed on paper 1.</p> <p>The topic Social Influence provides the foundations of knowledge needed for the topic 'Aggression taught in year 2. Students will explore the reasons and research behind why people conform and obey, then how social influence impacts social change.</p> <p>Through the exploration of research and theory of Human Memory students will develop an understanding memory retention, forgetting and the impact on eye witness testimony.</p>	<p>In the summer term the students will be introduced to the study of <b>Psychopathology and Psychological Approaches.</b></p> <p>The content taught within Psychopathology provides the knowledge needed for the topic 'Schizophrenia' taught in year 2. Where students will discover how psychopathological disorders are diagnosed and treated.</p> <p>The study of Psychological Approaches underpins all other topics within the course. Through developing knowledge in this area students will be able to compare and evaluate the fundamentals behind each approach in relation to determinism, reductionism and scientific stand point.</p>

<b>SUBJECT</b>	<b>SOCIOLOGY</b>	
<b>Head of Department</b>	<b>Ms A James</b>	
<b>AQA A-Level in Sociology</b>		
Paper 1: Education with Theory and Methods	33.3%	Written Exam, 2 hours
Paper 2: Topics in Sociology	33.3%	Written Exam, 2 hours
Paper 3: Crime and Deviance with Theory and Methods	33.3%	Written Exam, 2 hours



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p>To introduce students to the study of Sociology they will begin by exploring the topic <b>Education with Methods in Context</b>. The students will examine the Sociological study of Education in relation to socialisation, culture and identity.</p> <p>Students will explore themes such as; the function, marketisation and achievement differences within education.</p> <p>Through the study of Methods in context students will develop the ability to apply sociological research methods to the study of education.</p> <p>The topic Education with Methods in Context is taught in the first year of the course as it offers an engaging and effective introduction to Sociology, which in turn forms a solid basis for further study.</p>	<p>Within the spring term students will continue with the study of <b>Methods in Context</b>, but will also be introduced to the topic Families and Households.</p> <p><b>Families and Households</b> is one of the more attractive topics as it allows students to use their own experiences to develop sociological awareness.</p> <p>Students will explore themes such as the changing family patterns, gender roles, power relationships and the nature of childhood.</p>	<p>Continuation of Families and Household</p> <p><b>Revision</b> EXAM PREPARATION for Paper 1 and Paper 2</p>

<b>SUBJECT</b>	<b>L3 CTEC in Business – Marketing</b>
<b>Subject Lead</b>	<b>Ms S de Souza</b>
<b>OCR L3 CAMBRIDGE TECHNICAL DIPLOMA IN BUSINESS – Marketing Pathway - 05837</b>	
Unit 1: The Business Environment	May Exam
Unit 2: Working in Business	January Exam
Unit 4: Customers and Communication	Coursework
Unit 5: Marketing and Market Research	Coursework
Unit 6: Marketing Strategy	Coursework



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p><b>Unit 1: The business environment</b> Students will develop and understanding of how and why businesses operate in the way they do. Students investigate a range of different types of business and business structures and explore how the ownership of a business and its objectives are interrelated.</p> <p><b>Unit 2: Working in Business</b> Students will cover the skills and understanding needed to work effectively within a business environment. This includes arranging meetings, working with business documents, making payments, prioritising business activities and communicating with stakeholders. Students prepare for Unit 2 examination in January 2021</p>	<p><b>Unit 1: The business environment</b> Students will understand the legal, financial, ethical and resource constraints under which a business must operate and how these can affect business behaviour. Students begin to see how the unit underpins the course.</p> <p><b>Unit 2: Working in Business</b> Exam practice in preparation for Unit 2 examination in January 2021</p> <p><b>Unit 6 Marketing Strategy</b></p>	<p><b>Unit 1: The business environment</b> Students will explore ways in which businesses respond to changes in their economic, social and technological environment, and the necessity for a business to plan and interpret business performance</p> <p><b>Unit 5: Marketing and Market Research</b> This unit explores when, how and why different research methods are chosen and how this can inform the different actions that a</p> <p><b>Unit 6 Marketing Strategy</b></p>

	<p><b>Unit 4: Customers and Communication</b></p> <p>Customers are vital to the success of any business. Students will learn the purpose, methods and importance of communication in business and the appropriateness of different forms of communication for different situations. Students discuss the implications of storing personal data.</p>	<p>Marketing strategy plays a key role in a business. Students will learn about how businesses set different marketing objectives. They will consider the changing use of digital marketing and the benefits of branding for businesses.</p>	<p>Students will consider the different approaches to marketing, for example, when taking a new product to an existing market or entering a totally new market with a new product. They will then be able to use business tools to propose a marketing strategy. This unit will support their plan and pitch for a marketing campaign.</p>
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<b>SUBJECT</b>	<b>VOCATIONAL: HEALTH &amp; SOCIAL CARE</b>
<b>Subject Lead</b>	<b>Ms A James</b>
<b>OCR L3 CAMBRIDGE TECHNICAL EXTENDED DIPLOMA IN HEALTH &amp; SOCIAL CARE</b>	
Unit 1- Positive relationships in Health and Social Care	Coursework
Unit 2- Equality, Diversity and Rights in Health and Social Care	Exam
Unit 3- Health safety and security in health and social care	Exam
Unit 4- Anatomy and Physiology for Health and Social Care	Exam
Unit 5- Infection Control	Coursework
Unit 6 - Personalisation and a person centred approach	Exam
Unit 7- Safeguarding	Exam
Unit 12 – Promote positive behaviour	Coursework
Unit 14- The Impact of Long-Term Physiological Conditions	Coursework
Unit 25- Research Methods in Health, Social Care and Childcare	Exam



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
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**What we teach and why**

Students will begin the course exploring units, which aim to develop a foundation of knowledge on the core principles of Health and Social Care.

**Unit 1: Positive relationships in Health and Social Care**

This unit aims to introduce students to the many different relationships that they will encounter within the health and social care sector. By doing this unit they will apply communication and relationship building skills in a practical way, considering how different factors, including context, can impact on the building of positive relationships.

**Unit 3- Health safety and security in health and social care**

This unit introduces students to health, safety and security in health and social care. Students will acquire the necessary knowledge and skills to equip them in maintaining a safe working environment. The students will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them.

**Unit 4- Anatomy and Physiology for Health and Social Care**

This unit aims to introduce students to the basic structure and functions of the body systems involved in everyday activities and maintenance of health, including cardiovascular, respiratory and digestive systems.

At the beginning of the Spring term students work will be externally examined by OCR Exams by OCR

Units taught in the spring term will develop an understanding service users who access health and social care provisions

**Unit 2: Equality, diversity and rights in health and social care:**

This unit will help learners to appreciate the implications of diversity on practice and also the effects of discriminatory practice on people who use services.

**Unit 4: Anatomy & Physiology:**

This unit will provide a core understanding and knowledge of human anatomy and physiology

**Unit 5- Infection Control**

In this unit students will learn about the importance of infection control and will be introduced to methods that help to prevent the spread of infection. All of this will enable students to apply infection control methods in the workplace.

**Unit 12 – Promote positive behaviour**

This unit will introduce students to ways in which they can promote positive behaviour and manage and support people whose behaviour is considered to be challenging. Students will see the impact of the way care and support are delivered, the environment and other

During the summer term students work will be Internally Moderated and students will sit end of unit Exams by OCR

Units taught in the summer term will develop an understanding Health and social care providers

**REVISION**

**Unit 14- The Impact of Long-Term Physiological Conditions**

This unit will allow students to support individuals with long-term physiological conditions in planning their care and support by introducing you to the types, causes and effects of these conditions on individuals, the day-to-day effects the conditions can have, the roles of practitioners who care for and support individuals and other forms of support provision and regulatory frameworks.

	<p><b>Unit 7- Safeguarding</b></p> <p>This unit will help to broaden the learners’ awareness of the different forms of harm and abuse that individuals may experience and why. Learners will gain an appreciation of the adults most at risk of abuse, the types and effects of abuse and how the rights, independence and wellbeing of adults can be supported and protected</p> <p><b>Unit 6 - Personalisation and a person centred approach</b></p> <p>In this unit students will develop an understanding of the values that underpin a person-centred approach. The unit will explore how changes over time in attitudes and in policies have resulted in health and social care professionals adopting a person-centred approach to care.</p> <p><b>Unit 25- Research Methods in Health, Social Care and Childcare</b></p> <p>Students will find out about different research approaches and methods and their strengths and limitations. Ethics are a key part of carrying out research and students will find out how researchers ensure their investigations</p>	<p>factors on behaviour and how to manage these to promote positive behaviour.</p> <p><b>Unit 25- Research Methods in Health, Social Care and Childcare</b></p> <p>Students will find out about different research approaches and methods and their strengths and limitations. Ethics are a key part of carrying out research and students will find out how researchers ensure their investigations cause no harm to participants.</p>	
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	cause no harm to participants.		
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