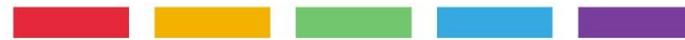




The Ferrers Sixth Form



Year 12 Curriculum Overview 2025-2026



Aspire Achieve Acclaim

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Introduction

This document provides an overview of our students' learning journey through Year 12. We encourage you to maintain regular discussion about the content of each relevant subject with your young person, including their use of independent study time and their application of Directed Learning that has been outlined, as this is a vital aspect of sixth form studies that students must ensure they complete alongside their learning within lessons. This will give you a clear insight into your young person's learning focus from week to week and enable you to support your young person to develop their independent study.

Independent Study

Students in sixth form are encouraged to develop good personal study habits from the start of year 12, and to learn the skill of being independent in their own studies to both ensure successful outcomes in Year 13 and to prepare them for success in future studies and their career ahead of them. Whilst homework will continue to be set on TEAMs as assignments, we also have an expectation for students to use their non-contact lessons to independently conduct their own studies around each subject to augment their learning in lessons. As parents/carers, we encourage you to motivate your young person to create their own independent study timetable to help them to become more independent.

Directed Learning

To support the development of independent skills, all students are allocated an additional lesson per fortnight per subject, during which subject teachers will provide specific tasks to complete under supervised conditions. The intention of these tasks is to teach students the type of activity that they could and should be doing in their non-contact time. Directed Learning tasks will feed into the next lesson to deepen and extend knowledge.

Learning in Year 12

Following a review of our Teaching and Learning expectations we have launched a refreshed framework that sets out our expectations of students and staff alike. Teaching and learning expectations remain the same across the sixth form as they were in year 7-11. Our key areas of focus are Challenge, Communication, Participation, Independence and Pride. We are committed to ensuring that our students develop and demonstrate these key characteristics on a day-to-day basis, across all aspects of school life. On a wider footing, our ambition is that all parents and carers are also well versed in what we expect of our students so please take some time to familiarise yourself with the Teaching and Learning Framework on page 2.

The Ferrers Framework

ASPIRE • ACHIEVE • ACCLAIM



STUDENTS COMMUNICATION

- Understand what is expected of them, in lessons and in the wider school community.
- Ask for help when needed.
- Understand how to seek feedback.
- Can explain what they are learning and why.
- Recognise the importance of reading, writing, speaking and listening in their daily lives.

STUDENTS PARTICIPATION

- Know how to join in and take part, in lessons and in extra-curricular activities.
- Are motivated by experiencing success early on in lessons.
- Respond to instruction, opting in and taking an active approach to learning.
- Can expect to be praised for their contribution and effort.
- Understand that getting it wrong is an integral part of the learning process.

STUDENTS CHALLENGE

- Are intellectually curious and enjoy being challenged.
- Expect learning to become increasingly challenging over time.
- Recognise that other learners have different challenges to them.
- Understand that they will make progress by thinking hard and pushing themselves.
- Take responsibility for their contribution, in lessons and extra-curricular activities.

STUDENTS PRIDE

- Arrive to lessons on time.
- Feel a sense of pride when they try hard and show excellence in their work.
- Enjoy receiving acclaim from peers, teachers, parents and members of the community.
- Respect the learning environment, in classrooms and around the school site.
- Are proud to represent the school through student voice, leadership and community events.

STUDENTS INDEPENDENCE

- Recognise the need to move from teacher instruction to mastery and independence.
- Understand the steps they are taking in their learning.
- Can think about the learning process, setting goals and making adaptations for themselves as required.
- Can work independently for sustained periods of time, in a lesson and at home.
- Extend the boundaries of learning by taking opportunities to develop their character and experience outside the classroom.

STAFF ENSURE COMMUNICATION

- Expectations are shared explicitly.
- Q & A and checking for understanding are used effectively.
- High quality dialogue is used with students and between peers.
- High levels of oracy so students can articulate the learning journey.
- Reading, writing, speaking and listening are privileged by the subject.

STAFF ENSURE PARTICIPATION

- Means of Participation are specified.
- Students experience success early in the lesson.
- There is a culture of 'No Opt Out' in lessons.
- Learning behaviours are consistently acknowledged and rewarded.
- Students are resilient; they feel safe to take risks and make mistakes.

STAFF ENSURE CHALLENGE

- Lessons are well planned, pitched to challenge all students.
- Teaching is adaptive, ensuring that all learners succeed.
- There are high ratios of students thinking hard and taking part.
- All students are challenged to push themselves.
- Lessons involve high levels of student accountability.

STAFF ENSURE PRIDE

- Lateness to lessons is always challenged.
- Milestones in learning are recognised and celebrated.
- Behaviours for learning are praised and rewarded.
- Classroom environments are well maintained and conducive to learning.
- Students feel motivated to work hard for success, attributing success or failure to things they can change.

STAFF ENSURE INDEPENDENCE

- The curriculum is sequenced to enable independence.
- Students can articulate the steps they are taking in learning.
- Students have opportunities to self-regulate, using metacognitive strategies where appropriate.
- There is dedicated time in lessons for uninterrupted independent practice, when students are ready.
- The subject finds appropriate ways to extend the boundaries of learning.

Applied Science Year 12 Curriculum Overview 2025/2026



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Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	<p>Internal assignment - Undertake physical procedures to examine energy transfer. Transfer of thermal energy Transfer of energy through electrical circuits</p> <p>Undertake biological procedures to investigate concentration and distribution of biological components. Understanding and practical application of colorimetry techniques</p>	<p>DLT tasks set for Applied science will include:</p> <ul style="list-style-type: none"> • Revision of GCSE level science to ensure preparedness for new content • Research of scientific techniques and industry methods • Practice using exam questions and past papers • Writing reports using data from practical sessions conducted in lessons. 	<p>Observation records of internal practical skills</p>	<p>Feedback to students consists of</p> <ul style="list-style-type: none"> • Verbal feedback on practical skills observations • Written feedback after end of unit tests • Written and verbal individual/class feedback after mock exams • Walk through common misconceptions and poorly answered questions
Term 2 – Autumn 2 November - December	<p>Internal assignment - Undertake physical procedures to examine energy transfer Transfer of energy from a renewable resource</p> <p>Undertake biological procedures to investigate concentration and distribution of biological components. Understanding plant growth and distribution.</p>		<p>Observation records of internal practical skills</p>	
Term 3 – Spring 1 January-February	<p>Externally examined unit 2 – chemistry Atomic and electronic structure, ionisation energy Bonding and structure, metallic, covalent, ionic, shapes of molecules, dative covalent</p> <p>Externally examined unit 1 – biology Structure and function of cells and tissues, specialised cells in multicellular organisms, biological tissues</p>		<p>End of section tests</p>	

Term 4 – Spring 2 February - April	Externally examined unit 2 – chemistry Periodicity – redox reactions, trends in period 2 Physical chemistry, chemical kinetics, chemical energetics		End of section tests	
	Externally examined unit 1 – biology Structure and function of water. Structure and function of carbohydrates, proteins, nucleic acids, lipids		End of section tests Mock exams	
Term 5 – Summer 1 April - May	Externally examined unit 2 – chemistry Organic chemistry, naming and drawing of structures, isomerism, addition and substitution reactions		External exams	
Term 6 – Summer 2 June - July	Externally examined unit 2 – Physics Understanding waves and optical fibres			
	Internal assignment - Undertake physical procedures to examine energy transfer. Undertake techniques to determine chemical concentration and composition of substances.			

Year 12 Art Curriculum Overview 2025/2026



Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	<p>Students are introduced to the coursework portfolio. Discuss mind mapping and ideas development. Exploring sketch booking and presentation of work. Students will develop a concept to explore for their portfolio creating a Pinterest board of initial ideas</p> <p>Range of work shops exploring media and working practises. Silk screen printing, sketch booking and drawings skills. Students will be guided through work but will personalise content according to their own ideas. Students work will begin to cover AO's 1-3.</p>	<p>DLT 1: Ideas development / mind mapping</p> <p>DLT 2: Print making development. Experiment and manipulate work / photocopier</p> <p>DLT 3: Pinterest board and ideas development. Research ideas and resources for your portfolio</p>	Coursework portfolio to be continually assessed and progress reviewed against assessment criteria. Portfolio is assessed holistically against the first three AO's.	Students portfolios are reviewed as whole and feedback is given on an on-going basis, both verbally and in writing. Feedback highlights areas of strength and areas for development. AO's used to target areas for development.
Term 2 – Autumn 2 November - December	<p>Students will continue to be guided through staff led workshops exploring media and how to present work. Workshops will include photoshop, use of printer, image manipulation, development and exploration, lino printing and painting to include colour theory.</p> <p>Students will be guided through work but will personalise content to their own portfolios.</p>	<p>DLT 1: Independent sketchbook work exploring any of the AO's (1-3)</p> <p>DLT 2: Independent sketchbook work exploring any of the AO's (1-3)</p> <p>DLT 3: Artists research. Create appropriate backgrounds. Stick in</p>	Coursework portfolio to be continually assessed and progress reviewed against assessment criteria. Portfolio is assessed holistically against the first three AO's.	Students portfolios are reviewed as whole and feedback is given on an on-going basis, both verbally and in writing. Feedback highlights areas of strength and areas for development. AO's used to target areas for development.

		<p>examples of the artist's work, annotate with your own thoughts / insights on the artist's work. Create copies of or work inspired by the artist's work</p>		
<p>Term 3 – Spring 1 January-February</p>	<p>Work shops work will conclude with colour theory and painting techniques.</p> <p>Students continue to develop their coursework portfolio but with increasingly levels of independence with support and guidance from staff. Tasks and ideas are now self-negotiated with input from teachers. The focus should be on exploring ideas, experimenting and recording insights. Students should be exploring their chosen theme in a way that allows them to develop ideas, skills and working practises in a range of media. Work will be in the form a sketchbook and larger pieces of work as appropriate to the portfolio.</p>	<p>DLT 1: Ideas development. Produce initial plan for the development of your project to include particular themes</p> <p>DLT 2: Resource development. Extend your Pinterest board with inspiration and potential recording resources</p> <p>DLT 3: Continue to develop sketchbook independently. Produce 4 pages in your book any media across any of the AO's 1-3.</p>	<p>Coursework portfolio to be continually assessed and progress reviewed against assessment criteria. Portfolio is assessed holistically against the first three AO's.</p>	<p>Students portfolios are reviewed as whole and feedback is given on an on-going basis, both verbally and in writing. Feedback highlights areas of strength and areas for development. AO's used to target areas for development.</p>
<p>Term 4 – Spring 2 February - April</p>	<p>Students continue to develop their coursework portfolio but with increasingly levels of independence with support and guidance from staff. Tasks and ideas are now self-negotiated with input from teachers. The focus should be on exploring ideas, experimenting and recording insights. Students should be exploring their chosen theme in a way that allows them to develop ideas, skills and working practises in a range of media.</p>	<p>DLT 1: Continue to develop sketchbook independently. Produce 4 pages in your book any media across any of the AO's 1-3.</p> <p>DLT 2: Continue to develop sketchbook</p>	<p>Coursework portfolio to be continually assessed and progress reviewed against assessment criteria. Portfolio is assessed holistically against the first three AO's.</p>	<p>Students portfolios are reviewed as whole and feedback is given on an on-going basis, both verbally and in writing. Feedback highlights areas of strength and areas for development.</p>

	Work will be in the form a sketchbook and larger pieces of work as appropriate to the portfolio.	independently. Produce 4 pages in your book any media across any of the AO's 1-3. DLT 3: As Above		AO's used to target areas for development.
Term 5 – Summer 1 April - May	Students continue to develop their coursework portfolio but with increasingly levels of independence with support and guidance from staff. Tasks and ideas are now self-negotiated with input from teachers. The focus should be on exploring ideas, experimenting and recording insights. Students should be exploring their chosen theme in a way that allows them to develop ideas, skills and working practises in a range of media. Work will be in the form a sketchbook and larger pieces of work as appropriate to the portfolio.	DLT 1: Continue to develop sketchbook independently. Produce 4 pages in your book any media across any of the AO's 1-3. DLT 2: As Above DLT 3: As Above	Coursework portfolio to be continually assessed and progress reviewed against assessment criteria. Portfolio is assessed holistically against the first three AO's.	Students portfolios are reviewed as whole and feedback is given on an on-going basis, both verbally and in writing. Feedback highlights areas of strength and areas for development. AO's used to target areas for development.
Term 6 – Summer 2 June - July	As before students continue to develop their coursework portfolio. Students should now be refining and focusing their recording and experimenting considering how they may bring the portfolio to a conclusion. The focus will shift from a wide range of work to an increasingly narrow and directed one as ideas develop and become clearer.	DLT 1: Continue to develop sketchbook independently. Produce 4 pages in your book any media across any of the AO's 1-3. DLT 2: As Above DLT 3: As Above	Coursework portfolio to be continually assessed and progress reviewed against assessment criteria. Portfolio is assessed holistically against the first three AO's.	Students portfolios are reviewed as whole and feedback is given on an on-going basis, both verbally and in writing. Feedback highlights areas of strength and areas for development. AO's used to target areas for development.

Year 12 Biology Curriculum Overview 2025/2026

Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	Biomolecules : The study of the structure of proteins, lipids, carbohydrates, DNA and others The study of the Cell. Microscopy and Mitosis.	DLT 1: Biomolecules 1 DLT 2: Biomolecules 2 DLT 3: Cytology 1	End of topic test Required practical 1 and 2	Whole class feedback Directed tasks
Term 2 – Autumn 2 November - December	Nucleic acids and DNA replication. The Immune system, vaccination and HIV Transport across membranes including diffusion, active transport and osmosis.	DLT 1: Cytology 2 DLT 2: Transport 1 DLT 3: Transport 2	End of topic test	Whole class feedback Directed tasks
Term 3 – Spring 1 January-February	Mass transport in Human and plants, including the Heart, blood vessels and Haemoglobin. Organisms and how they exchange substances, including single celled, fish human and plant. Part 1	DLT 1: Heart DLT 2: Mass transport 1 DLT 3: Mass transport 2	End of topic test Required practical 3+4	Whole class feedback Directed tasks
Term 4 – Spring 2 February - April	The Genetic relationships between organisms and it's study. Part 1. Organisms and how they exchange substances, including single celled, fish human and plant. Part 2	DLT 1: Mass transport 3 DLT 2: Variation 1 DLT 3: Variation 2	End of topic test Required practical 5	Whole class feedback Directed tasks
Term 5 – Summer 1 April - May	The Genetic relationships between organisms and it's study Part 2. Mass transport – the heart and lungs.	DLT 1: Variation 3 DLT 2: Variation 4 DLT 3: Variation 5	End of topic test Required practical 6	Whole class feedback Directed tasks
Term 6 – Summer 2 June - July	Biodiversity.	DLT 1: CPAC research 1 DLT 2: Biodiversity 1 DLT 3: Biodiversity 2	End of topic test Required practical 12	Whole class feedback Directed tasks

Year 12 BTEC Business Curriculum Overview 2025/2026



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Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	Unit 1 Coursework Learning Aim A <ul style="list-style-type: none"> Explore the features of different businesses and analyse what makes them successful. Unit 3: Personal finance <ul style="list-style-type: none"> Understand the importance of managing personal finance Explore the personal finance sector 	DLT 1: Research on the market which your chosen two businesses operate in. For example; size, competitors and trends. DLT 2: Flipped learning; types of insurance products. DLT 3: Personal finance 12 marker question.	Personal finance mini topic test of learning aim A. <ul style="list-style-type: none"> Role of money Planning expenditure Ways to pay Bank accounts Different types of borrowing Different types of saving and investment Insurance products 	Marked topic test 12 mark personal finance question
Term 2 – Autumn 2 November - December	Unit 1 Coursework Learning Aim B <ul style="list-style-type: none"> Investigate how businesses are organised Unit 3: Business finance <ul style="list-style-type: none"> Understand the purpose of accounting Sources of finance Break-even and cash flow forecasts 	DLT 1: Improvements of 12 mark personal finance question (from last term) DLT 2: Flipped learning, sources of business finance. DLT 3: Improvements on Unit 1 learning Aim A and B, in preparation to submit at the end of term.	Students are to hand in their final draft of Learning aim A and B at the end of term 2. Mock test for personal finance.	One-to-one verbal feedback. Feedback on personal finance mock test.

Term 3 – Spring 1 January-February	Unit 1 Coursework Learning Aim C <ul style="list-style-type: none"> Examine the environment in which the business operates Unit 3: Business Finance Learning Aim F: Financial Statements <ul style="list-style-type: none"> Statement of comprehensive income Ratios 	DLT 1: Coursework improvements for learning aim A and B. DLT 2: Personal finance revision task. DLT 3: Worksheet to re-cap knowledge of ratios.	Topic test for Unit 3: Business finance. Knowledge recall	Peer feedback on ideas during discussions.
Term 4 – Spring 2 February - April	Unit 1 Coursework Learning Aim D <ul style="list-style-type: none"> Examine business markets Unit 3: Personal and Business finance re-cap <ul style="list-style-type: none"> Walk thru mock paper Revision tasks Exam skills 	DLT 1: 12 mark Business finance question. DLT 2: Revision booklet DLT 3: Revision booklet	Coursework to be handed in at the end of term. Learning Aim D and any improvements to C.	12-mark business finance question
Term 5 – Summer 1 April - May	Unit 1 Coursework Learning Aim E <ul style="list-style-type: none"> Investigate the role and contribution of innovation and enterprise to business success. To be presented. Unit 3: Personal and Business Finance Exam.	DLT 1: Revision booklet DLT 2: Revision booklet DLT 3: Revision booklet	Unit 1 coursework presentation. Unit 3 live examination	One – on – one feedback Session 6 revision lessons
Term 6 – Summer 2 June - July	Unit 2: Developing a Marketing Campaign <ul style="list-style-type: none"> Introduction to Unit 2 (the compulsory module for year 13) 	DLT 1: Flipped learning, pricing strategies. DLT 2: Glossary and ‘explain’ tasks for the distribution topic. DLT 3: Plan a marketing strategy using a past paper research doc.	Formative assessment	Peer feedback on ideas during discussions.

Year 12 Chemistry Curriculum Overview 2025/2026



Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	2.1.1 Atoms and Reactions Atomic structure and isotopes 2.1.2 Compounds, formulae, and equations 2. 2 Electrons, bonding, and Structure OCR Textbook chapter references: Chapter 2 Chapter 3 Chapter 5	DLT 1: Wider reading tasks on structure and bonding using Chemguide. DLT 2: Stretch and challenge exam questions from GCSE to help bridge the gap from GCSE to A Level. DLT 3: Creation of multiple-choice questions to review what students have learned so far and identify common misconceptions.	Chapter 2 and 3: Atoms, Ions, and Compounds/ Amount of substance Chapter 5 Electrons and Bonding	Verbal ongoing feedback from AfL from whiteboard work in lessons. DIRT on end of topic tests with specific feedback tasks to respond to set needs of learners. Feedforward tasks on DLT 3 depending on identified misconceptions. 1:1 conversations with students during feedforward lessons after end of chapter tests to identify individual student needs.
Term 2 – Autumn 2 November - December	2.3 Acids and Redox PAGES 1 and 2 2.2 Bonding and structure 3.1.1 The Periodic table Chapter 4 Chapter 6 Chapter 7	DLT 1: Use of Knockhardy website for flipped learning on Periodic table. DLT 2: Stretch and challenge exam questions acting as a review of learning to date with a specific focus on AO1 multiple choice questions.	Chapter 4: Acids and Redox Chapter 6: Shapes of Molecules and	Verbal ongoing feedback from AfL from whiteboard work in lessons. DIRT on end of topic tests with specific feedback tasks to respond to set needs of learners.

		DLT 3: Flipped learning task for PAG 3 and looking ahead for physical chemistry	Intermolecular Forces Chapter 7: Periodicity	1:1 conversations with students during feedforward lessons after end of chapter tests.
Term 3 – Spring 1 January-February	3. Physical Chemistry 3.2.1 Enthalpy changes PAG3 3.1 Periodicity and Group 2 PAG 4 Chapter 8 Chapter 9	DLT 1: Flipped learning looking ahead to practical activities students will take part in a Kimbolton. DLT 2: Research Group 2 elements and comparison with Group 1. DLT 3: Exam Questions acting as a review of topics studied to date with a specific focus on extended response AO3 questions.	Chapter 8: Reactivity Trends	Verbal ongoing feedback from AfL from whiteboard work in lessons. DIRT on end of topic tests with specific feedback tasks to respond to set needs of learners. Feedforward tasks on DLT 3 depending on identified misconceptions. 1:1 conversations with students during feedforward lessons after end of chapter tests.
Term 4 – Spring 2 February - April	3.2.1 Enthalpy changes (continued) PAG 3 4 Core Organic Chemistry 4.1 Basic concepts and hydrocarbons Chapter 9 continued Chapter 11-12	DLT 1: RSC resources for organic chemistry alkanes and alkenes acting as flipped learning. DLT 2: Creation of multiple-choice questions to get students to identify possible misconceptions as incorrect answers. Targeting AO1 multiple choice questions	Chapter 11: Basic Concepts of Organic Chemistry Chapter 12: Alkanes	Verbal ongoing feedback from AfL from whiteboard work in lessons. DIRT on end of topic tests with specific feedback tasks to respond to set needs of learners.

		DLT 3: Exam questions as revision review from inorganic chemistry. AO2/AO3 focus.	Chapter 9: Enthalpy	Feedforward tasks on DLT 3 depending on identified misconceptions. 1:1 conversations with students during feedforward lessons after end of chapter tests.
Term 5 – Summer 1 April - May	3.2.2 Reaction rates PAG 9 4.2 Alcohols and haloalkanes 4.2.3 Organic Synthesis Chapter 10 Chapter 13-15	DLT 1: Rates of reaction podcast and wider reading into journals such as chemistry world weekly. DLT 2: PAG 9 write up and review to improve student communication. DLT 3: PAG 5 flipped learning research and method planning.	Chapter 13: Alkenes Chapter 14: Alcohols Chapter 15: Haloalkanes	Verbal ongoing feedback from AfL from whiteboard work in lessons. DIRT on end of topic tests with specific feedback tasks to respond to set needs of learners. PAG review. Feedback on success of PAGs and gap filling to sort any ongoing issues to ensure students will qualify for practical endorsement. 1:1 conversations with students during feedforward lessons after end of chapter tests.
Term 6 – Summer 2 June - July	3.2.3 Chemical equilibria and revision 4.2.4 Analysis and revision. PAG 5	DLT 1: RSC research preparation of aspirin including its role in chemical synthetic routes.	Chapter 10: Rates and Equilibrium	Verbal ongoing feedback from AfL from whiteboard work in lessons.

	<p>Chapter 10 (Continued) Chapter 16-17</p>	<p>DLT 2: Exam questions practice for mocks. AO/Topic focus to be assessed at time based on student need/requirement. DLT 3: Feedforward from mocks and flipped learning looking ahead to year 13 and A2 chemistry.</p>	<p>Chapter 16: Organic Synthesis Chapter 17: Spectroscopy</p>	<p>DIRT on end of topic tests with specific feedback tasks to respond to set needs of learners. Feedforward on end of year exam. 1:1 conversations with students during feedforward lessons after end of chapter tests.</p>
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Year 12 English Language & Literature Curriculum Overview 2025/2026



Term	Curriculum Content		DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	Teacher 1 The Great Gatsby (Component 3)	Teacher 2 Duffy's Rapture (Component 2) Language & Linguistics (Component 1)	DLT 1: Gatsby DLT 2: Rapture DLT 3: Gatsby	Review of Summer Bridging Materials.	Effort Reviewed on Bridging Task (ATL), Verbal Feedback, Targeted Q&A, Whole-Class Feedback, Sample Marking.
Term 2 – Autumn 2 November - December	Teacher 1 The Great Gatsby (Component 3)	Teacher 2 Duffy's Rapture (Component 2) Language & Linguistics (Component 1)	DLT 1: Rapture DLT 2: Gatsby DLT 3: Rapture	In-Class Formal Assessments: The Great Gatsby & Duffy's Rapture.	Formal exam-board ratified questions, mark schemes and graded feedback given.
Term 3 – Spring 1 January-February	Teacher 1 The Great Gatsby (Component 3)	Teacher 2 Duffy's Rapture (Component 2) Non-Fiction Anthology (Component 1)	DLT 1: Gatsby DLT 2: Non-Fiction DLT 3: Gatsby	PR1 (January)	Verbal Feedback, Targeted Q&A, Whole-Class Feedback, Sample Marking.
Term 4 – Spring 2 February - April	Teacher 1 Creative Writing (Component 3)	Teacher 2 Duffy's Rapture (Component 2) Non-Fiction Anthology (Component 1)	DLT 1: Non-Fiction DLT 2: Creative Writing DLT 3: Non-Fiction	In-Class Formal Assessments: Creative Writing & Non-Fiction Anthology	Formal exam-board ratified questions, mark schemes and graded feedback given.
Term 5 – Summer 1 April - May	Teacher 1 Creative Writing (Component 3)	Teacher 2 A Streetcar Named Desire (Component 2) Non-Fiction Anthology (Component 1)	DLT 1: Creative Writing DLT 2: Non-Fiction DLT 3: Creative Writing		Verbal Feedback, Targeted Q&A, Whole-Class Feedback, Sample Marking.
Term 6 – Summer 2 June - July	Teacher 1 NEA (Component 4)	Teacher 2 A Streetcar Named Desire (Component 2) Non-Fiction Anthology (Component 1)	DLT 1: Non-Fiction DLT 2: NEA DLT 3: Streetcar	Mock Exams: Non-Fiction Anthology & Creative Writing	Formal exam-board ratified questions, mark schemes and graded feedback given.

Year 12 French Curriculum Overview 2025/2026



Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	<p>Module 1 La famille en voie de changement</p> <ul style="list-style-type: none"> 1.1 La vie de couple 1.2 Monoparentalité, homoparentalité, familles recomposées 1.3 Grand-parents, parents et enfants <p>Module 5 La musique francophone contemporaine</p> <ul style="list-style-type: none"> 5.1 La diversité de la musique francophone contemporaine 5.2 Qui écoute et apprécie la musique francophone contemporaine ? <p>Module 6 le septième art</p> <ul style="list-style-type: none"> 6.1 Pourquoi le septième art ? 6.2 Evolution du cinéma 	<p>DLT 1: Research and find statistics and figures which talk about the changing types of families in French speaking countries.</p> <p>DLT 2: What impact has the creation of the PAC had on French society? What are the key influences of how this has changed familial life?</p> <p>DLT 3: What support do Grandparents currently offer to families in French speaking countries? Find organisations which support such as “grands parrains”</p>	<p>Induction task</p> <p>Grammar based comprehension.</p> <p>Small written texts about the topics covered</p>	<p>Marked essays</p> <p>Verbal feedback</p>
Term 2 – Autumn 2 November - December	<p>Module 2 La cyber-société</p> <ul style="list-style-type: none"> 2.1 Comment la technologie facilite la vie quotidienne <p>Module 5 La musique francophone contemporaine</p> <ul style="list-style-type: none"> 5.2 Qui écoute et apprécie la musique francophone contemporaine ? <p>Module 6 le septième art</p>	<p>DLT 1: Research into the statistics of French language films. How many films are dubbed into English compared to shown with subtitles? What have been the effects of this on cinema-goers?</p>	<p>End of topic tests assessing all 4 skills :</p> <p>Module 1 La famille en voie de changement</p> <p>Module 5 La musique francophone contemporaine</p>	<p>Marking of assessments as well as marked work</p>

	<ul style="list-style-type: none"> 6.2 Evolution du cinéma 	<p>DLT 2: Find and complete a biography on 3 different francophone singers. Who are they? What music do they create? In which language do they sing?</p> <p>DLT 3: What is the impact of la loi Toubon on French music? Find examples of how this has been integrated into French society and in what ways it must be followed.</p>	Module 6 le septième art	
Term 3 – Spring 1 January-February	<p>Module 2 La cyber-société</p> <ul style="list-style-type: none"> 2.2 Quels dangers la cyber société pose-t-elle ? 2.3 Qui sont les cybernautes ? <p>Module 5 La musique francophone contemporaine</p> <ul style="list-style-type: none"> 5.3 Comment sauvgarger la musique francophone contemporaine ? <p>Module 6 le septième art</p> <ul style="list-style-type: none"> 6.3 le cinéma : une passion antionale 	<p>DLT 1: What has been the evolution of French cinema? How has it changed? What impact has it had on the rest of the cinematic world?</p> <p>DLT 2: What measures are in place to tackle cyber crime in France and other francophone countries? What have been the impact of these? Have they been successful?</p> <p>DLT 3: What initiatives have been introduced in France and other French speaking countries to protect children online? What have been the impacts of these?</p>	<p>Adapted exam paper 1 (reading, listening and translation) practising the modules learnt.</p> <p>Paper 3 photocards which practise modules learnt</p>	<p>Feedback on exam papers in accordance with exam board mark schemes.</p>

<p>Term 4 – Spring 2 February - April</p>	<p>Module 3 le role du bénévolat</p> <ul style="list-style-type: none"> • 3.1 Qui sont et que font les bénévoles ? • 3.2 le bénévolat : quelle valeur pour ceux qui sont aidés ? • 3.3 Le bénévolat : quelle valeur pour ceux qui aident ? <p>Module 4 Une culture fière do son patrimoine</p> <ul style="list-style-type: none"> • 4.1 Le patrimoine sur le plan national, régional et local • 4.2 Le patrimoine et le tourisme • 4.3 Comment le patrimoine reflète la culture ? 	<p>DLT 1: Research and create a short presentation on 3 different francophone charities. What do they do? How do they support others? What impact have they had on society?</p> <p>DLT 2: Create a short presentation on 3 different francophone festivals. What it is? When is it celebrated? What is the cultural impact on the francophone world.</p> <p>DLT 3: Compare the role of volunteering and charities between France and England. How do they differ? How do they compare? Which is more effective?</p>	<p>Speaking focused lessons on Modules 1 and 5</p>	<p>Feedback on this in accordance with AQA mark schemes</p>
<p>Term 5 – Summer 1 April - May</p>	<p>Au Revoir les Enfants Film study</p> <p>A look into the themes explored, the directors techniques, the character development, historical context studies, essay writing techniques.</p>	<p>DLT 1: Research Louie Malle. Who was he? What type of director was he? Other films? Awards?</p> <p>DLT 2: In Au Revoir Les Enfants, create a mind map of the theme of love and friendship. Where can we see this? What evidence do you have to show it?</p>	<p>Module 4 end of Unit assessment: reading, listening, writing and translation</p> <p>Speaking focused lessons on Modules 2 and 6</p>	<p>Feedback on this in accordance with AQA mark schemes</p>

		<p>DLT 3: In Au Revoir Les Enfants, create a mind map of the theme of loss of innocence. Where can we see this? What evidence do you have to show it?</p>		
<p>Term 6 – Summer 2 June - July</p>	<p>Au Revoir les Enfants Film study</p> <p>A look into the themes explored, the directors techniques, the character development, historical context studies, essay writing techniques.</p>	<p>DLT 1: In Au Revoir Les Enfants, create a mind map of the theme of the German Occupation. Where can we see this? What evidence do you have to show it?</p> <p>DLT 2: In Au Revoir Les Enfants, create a mind map of the theme of director techniques. Where can we see this? What evidence do you have to show it?</p> <p>DLT 3: In Au Revoir Les Enfants, create a mind map of the theme of safety and security. Where can we see this? What evidence do you have to show it?</p>	<p>Essays working on paper 2 Writing with regards to the film.</p> <p>Final AS paper for End of Year 12 PPE</p>	<p>Feedback on this in accordance with AQA mark schemes</p>

Year 12 Geography Curriculum Overview 2025/2026



Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	<p>Water and carbon cycles- ALI</p> <ul style="list-style-type: none"> • Water and Carbon as natural systems • Water cycle • Carbon cycle • Water, carbon climate and life on Earth <p>Changing Places – DAS</p> <ul style="list-style-type: none"> -The nature and importance of places -Changing places, relationships, connections, meaning and representation -Relationships and connections 	<p>DLT 1: Revision for Paper 1- section A - Knowledge Assessment on the Water cycle.</p> <p>DLT 2: Revision for Paper 1 Water and Carbon Knowledge Assessment.</p> <p>DLT 3: Revision for Paper 2 Section B Assessment on Changing Places.</p>	<p>Paper 1 Section A Exam Assessment on Water and Carbon – Focusing on Water Cycle.</p>	<p>Written feedback for each student and whole class feedback in upgrading lesson.</p>
Term 2 – Autumn 2 November – December	<p>Water and carbon cycles - ALI</p> <ul style="list-style-type: none"> - Quantitative and Qualitative skills - Case study of a tropical rainforest setting to illustrate and analyse key themes in water and carbon cycles and their relationship to environmental change and human activity. - Case study of a river catchment(s) at a local scale to illustrate and analyse the key themes above, engage with field data and consider the 	<p>DLT 1: Plan a 20-mark answer on Changing Places.</p> <p>DLT 2: Plan a 20-mark exam answer from a choice of two questions on the carbon cycle.</p> <p>DLT 3: Plan answers to a mixture of 4, 6 and 20</p>	<p>Paper 2 Section B Exam Assessment on Changing places – Mixture of 4, 6 and 20 mark questions.</p> <p>Paper 1 Water and Carbon Knowledge Assessment.</p>	<p>Written feedback for each student and whole class feedback in upgrading lesson.</p> <p>Peer assessment and upgrading in knowledge assessment lesson.</p>

	<p>impact of precipitation upon drainage basin stores and transfers and implications for sustainable water supply and/or flooding.</p> <p>Changing Places – DAS</p> <p>-Quantitative and Qualitative skills Case studies - Local place study exploring the developing character of a place local to the home or study centre. -Contrasting place study exploring the developing character of a contrasting and distant place.</p>	<p>mark questions on Water and Carbon.</p>		
<p>Term 3 – Spring 1 January-February</p>	<p>Coastal Systems and Landscapes – ALI</p> <ul style="list-style-type: none"> - Coasts as natural systems - Coastal landscape development. <p>Population and the Environment -DAS</p> <ul style="list-style-type: none"> -Population and environment themes -Patterns of food production and consumption -Agricultural systems and productivity 	<p>DLT 1: Plan a mixture of 4-, 6- and 20-mark answers on Coasts.</p> <p>DLT 2: Seneca Revision Quizzes on Paper 1 – Coastal Systems and Landscapes.</p> <p>DLT 3: Seneca Revision Quizzes on Paper 2 Population and the Environment.</p>	<p>Paper 1 Section B Coasts Knowledge assessment.</p> <p>Paper 2 -Knowledge Assessment People and Environment - Food production and consumption.</p> <p>Mock exam on Section B of Paper 1 and Section B of paper 2 (one hybrid paper)</p>	<p>Written feedback for each student and whole class feedback in upgrading lesson.</p> <p>Peer assessment and upgrading in knowledge assessment lesson.</p>
<p>Term 4 – Spring 2 February - April</p>	<p>Coastal Systems and Landscapes – ALI</p> <ul style="list-style-type: none"> - Coastal management - Case study of coastal environment on a local scale 	<p>DLT 1: Seneca Revision Quizzes on Paper 1 Water and Carbon and Coasts.</p> <p>DLT 2:</p>	<p>Paper 1- 20 marker on Coasts.</p> <p>Paper 1 Coasts Knowledge Assessments</p>	<p>Written feedback for each student and whole class feedback in upgrading lesson.</p>

	<ul style="list-style-type: none"> - Study of a contrasting coastal landscape beyond the UK – Odisha <p>Population and the Environment – DAS</p> <ul style="list-style-type: none"> -Climate and Climate change -Soils and Human activities -Soil problems and management - Food Security - Global Health -Health and morbidity UK - What influences Health and wellbeing? - Place and well being - Disease and physical environment 	<p>Revision for Paper 1 Population and Environment Knowledge Assessment.</p> <p>DLT 3: Seneca Revision Quizzes on Paper 2 Population and Environment. Disease and physical Environment.</p>	<p>(4 and 6 mark exam questions).</p>	<p>Peer assessment and upgrading in knowledge assessment lesson.</p> <p>Peer assessment and upgrading in knowledge assessment lesson.</p>
<p>Term 5 – Summer 1 April – May</p>	<p>NEA- ALI</p> <ul style="list-style-type: none"> - Launch NEA - Fieldwork <p>Population and Environment - DAS</p> <ul style="list-style-type: none"> - Malaria - Asthma - Population Change - Population Structure 	<p>DLT 1: Carry out individual fieldwork collection of data.</p> <p>DLT 2: Present findings from NEA in a variety of different methods.</p> <p>DLT 3: Analysis of data collected from NEA.</p>	<p>Paper 2 Section B Exam Assessment - 20 marks.</p> <p>Paper 2 Section B - Knowledge Assessment.</p>	<p>Written feedback for each student and whole class feedback in upgrading lesson.</p> <p>Peer assessment and upgrading in knowledge assessment lesson.</p>
<p>Term 6 – Summer 2 June - July</p>	<p>Geography Fieldwork Investigation: NEA draft write up -ALI</p>	<p>DLT 1: Work through past paper packs- plan answers to 4-, 6- and 9-mark</p>	<p>Paper 1 Sections A, and B Exam Assessment – ‘End of Year Exam 1.’</p>	<p>Written feedback for each student and whole class feedback in upgrading lesson.</p>

	<p>Population and the Environment- DAS</p> <ul style="list-style-type: none"> - Migration - Case Study – Population change in Iran - Case study Relationship between place and Health 	<p>questions. Revise for Paper 1 sections A and B</p> <p>DLT 2: Revision for Paper 2 sections on Changing Places and People and the Environment.</p>	<p>Paper 2 – Exam Assessment Paper 2 section A and B- End of Year Exam 2.’</p>	
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Year 12 History Curriculum Overview 2025/2026



Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	<u>Paper 1 Russia 1917-91: from Lenin to Yeltsin</u> Theme 1- Communist Government in the USSR, 1917-85 (unit 1a, 1b, 1c) Theme 2- Industrial and Agricultural Change, 1917-85 (unit 2a)	DLT 1: Plan for Paper 1 Section A Assessment on Theme 1- 20 marks. Students given the exam question. DLT 2: Revision for Paper 1 Theme 1 Knowledge Assessment. DLT 3: Revision for Paper 1 Section B Assessment on Theme 2- 20 marks.	Paper 1 Section A Exam Assessment on Theme 1- 20 marks. Paper 1 Theme 1 Knowledge Assessment.	Written feedback for each student and whole class feedback in upgrading lesson. Peer assessment and upgrading in knowledge assessment lesson.
Term 2 – Autumn 2 November - December	<u>Paper 1 Russia 1917-91: from Lenin to Yeltsin</u> Theme 2- Industrial and Agricultural Change, 1917-85 (unit 2b, 2c) Theme 3- Control of the People, 1917-85 (unit 3a, 3b)	DLT 1: Plan a Theme 1 exam answer from a choice of two questions. DLT 2: Plan a Theme 2 exam answer from a choice of two questions. DLT 3: Plan a Theme 3 exam answer from a choice of two questions.	Paper 1 Section B Exam Assessment on Theme 2- 20 marks. Paper 1 Theme 2 Knowledge Assessment. Paper 1 Theme 3 Knowledge Assessment.	Written feedback for each student and whole class feedback in upgrading lesson. Peer assessment and upgrading in knowledge assessment lesson.
Term 3 – Spring 1 January-February	<u>Paper 1 Russia 1917-91: from Lenin to Yeltsin</u> Theme 3- Control of the People, 1917-85 (unit 3c)	DLT 1: Plan a Theme 3 exam answer from a choice of two questions.	Paper 1 Section A or B Exam Assessment on Theme 3 or 4 (students	Written feedback for each student and whole

	Theme 4- Social Developments, 1917-85 (unit 4a, 4b, 4c)	DLT 2: Seneca Revision Quizzes on Paper 1 Theme 1. DLT 3: Seneca Revision Quizzes on Paper 1 Theme 2.	choose in assessment time). Paper 1 Theme 4 Knowledge Assessment.	class feedback in upgrading lesson. Peer assessment and upgrading in knowledge assessment lesson.
Term 4 – Spring 2 February - April	Paper 1 Russia 1917-91: from Lenin to Yeltsin Theme 5- Historical interpretations: what explains the fall of the USSR, c.1985-91? Paper 2 German Democratic Republic, 1949-90 Key Topic 1- Establishing and Consolidating communist rule in the GDR, 1949-61 (Sections 1, 2, 3 and 4)	DLT 1: Seneca Revision Quizzes on Paper 1 Theme 3. DLT 2: Revision for Paper 1 Theme 5 Knowledge Assessment Debate 1 and 2. DLT 3: Seneca Revision Quizzes on Paper 1 Theme 4.	Paper 1 Theme 5 Exam Assessment - 20 marks. Paper 1 Theme 5 Knowledge Assessments (4 in total).	Written feedback for each student and whole class feedback in upgrading lesson. Peer assessment and upgrading in knowledge assessment lesson.
Term 5 – Summer 1 April - May	Paper 2 German Democratic Republic, 1949-90 Key Topic 2- The Development of the East German State, 1961-85 (Sections 1, 2, 3 and 4) Key Topic 3- Life in East Germany, 1949-85 (Sections 1, 2, 3 and 4)	DLT 1: Revision for Paper 1 Theme 5 Knowledge Assessment Debate 3 and 4. DLT 2: Seneca Revision Quizzes on Paper 1 Theme 5. DLT 3: Revision for Paper 2 Theme 1 and 2 Knowledge Assessments.	Paper 2 Section A Exam Assessment - 20 marks. Paper 2 Theme 1 Knowledge Assessment. Paper 2 Theme 2 Knowledge Assessment. Paper 2 Theme 3 Knowledge Assessment.	Written feedback for each student and whole class feedback in upgrading lesson. Peer assessment and upgrading in knowledge assessment lesson.

<p>Term 6 – Summer 2 June - July</p>	<p><u>Paper 2 German Democratic Republic, 1949-90</u> Key Topic 4- Growing crisis and the collapse of communist rule in the GDR, 1985-90 (Sections 1, 2, 3 and 4)</p> <p><u>Paper 4 Controlled Assessment on the Holocaust</u> The Development of anti-Semitism before 1933 and in Nazi Germany 1933-45.</p>	<p>DLT 1: Plan a Paper 1 Theme 5 exam answer.</p> <p>DLT 2: Revision for Paper 2 Theme 3 and 4 Knowledge Assessments.</p>	<p>Paper 2 Theme 4 Knowledge Assessment.</p> <p>Paper 2 Section B Exam Assessment - 20 marks.</p> <p>Paper 1 Sections A, B and C Exam Assessment – full ‘End of Year Exam’ paper- 60 marks.</p>	<p>Written feedback for each student and whole class feedback in upgrading lesson.</p> <p>Peer assessment and upgrading in knowledge assessment lesson.</p>
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Year 12 Mathematics Curriculum Overview 2025/2026



Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	Algebra and functions and Trigonometry	DLT 1: Reviewing Summer task DLT 2: Algebra and functions questions/Integral DLT 3: Trigonometry questions/Integral	Topic tests after ever module	Provided by integral and test reviews
Term 2 – Autumn 2 November - December	Algebra and functions, Coordinate Geometry, Circle Geometry and Differentiation	DLT 1: Coordinate Geometry questions/Integral DLT 2: Algebra and functions questions/Integral DLT 3: Algebra and functions questions/Integral	Topic tests after ever module	Provided by integral and test reviews
Term 3 – Spring 1 January-February	Sequences, exponentials and logs, Differentiation, integration and proof	DLT 1: Algebra and functions questions/Integral DLT 2: Algebra and functions questions/Integral DLT 3: Algebra and functions questions/Integral	Topic tests after ever module	Provided by integral and test reviews
Term 4 – Spring 2 February - April	Exponential and logs, Data presentation, Proof and Vectors	DLT 1: Algebra and functions questions/Integral	Topic tests after ever module	Provided by integral and test reviews

		DLT 2: Algebra and functions questions/Integral DLT 3: Algebra and functions questions/Integral		
Term 5 – Summer 1 April - May	Sampling, Large data set, Probability, statistical distributions, kinematics, Forces and newtons law	DLT 1: Algebra and functions questions/Integral DLT 2: Algebra and functions questions/Integral DLT 3: Algebra and functions questions/Integral	Topic tests after ever module	Provided by integral and test reviews
Term 6 – Summer 2 June - July	Hypothesis testing, Forces, kinematics and calculus	DLT 1: Algebra and functions questions/Integral DLT 2: Algebra and functions questions/Integral DLT 3: Algebra and functions questions/Integral	Topic tests after ever module	Provided by integral and test reviews

Year 12 Physical Education Curriculum Overview 2025/2026



Term	Curriculum Content		DLT	Assessment	Feedback
	Teacher 1	Teacher 2			
Term 1 – Autumn 1 September - October	Sport and Society <ul style="list-style-type: none"> Pre Industrial (Pre 1780) Industrial and post industrial (1780-1900) 	Skill Acquisition <ul style="list-style-type: none"> Skill, skill continuums and transfer of skills Impact of skill classification on structure for practice of learning 	<p>DLT 1: Research characteristics of society and impact on sporting recreation and the characteristics of sporting recreation (mob football and real tennis)</p> <p>DLT 2: Research methods of presenting practice (whole, progressive part and whole-part-whole) and practice methods (massed, distributed, variable and mental practice).</p> <p>DLT 3: Research the industrial revolution and urbanisation and the characteristics and impact on sport (limited to development of association football, lawn tennis, rationalisation of track and field events and the role of the Wenlock Olympian Games).</p>	Teacher assessed end of workbook exam questions.	Marked end of workbook exam questions. Group discussions about misconceptions.
Term 2 – Autumn 2 November - December	Sport and Society <ul style="list-style-type: none"> Industrial and post industrial (1780-1900) Post World War II (1950 to present) 	Skill Acquisition <ul style="list-style-type: none"> Principles and theories of learning and performance Use of guidance and feedback 	<p>DLT 1: Research the stages of learning and how feedback differs between the different stages of learning.</p> <p>DLT 2: Research the characteristics and impact of the Golden Triangle (limited to development of association football, tennis and athletics). The interrelationship between commercialisation (including sponsorship), media (radio, TV, satellite, internet and social media) and sports and governing bodies.</p> <p>DLT 3: Research the methods of guidance (verbal, visual, manual and mechanical) and the different purposes and types of feedback (knowledge of performance, knowledge of results, intrinsic, extrinsic).</p>	Teacher assessed end of workbook exam questions.	Marked end of workbook exam questions. Group discussions about misconceptions.

<p>Term 3 – Spring 1 January-February</p>	<p>Sport and Society</p> <ul style="list-style-type: none"> • Post World War II (1950 to present) • The impact of sport and society on sport 	<p>Skill Acquisition</p> <ul style="list-style-type: none"> • Memory Models • Efficiency of information processing 	<p>DLT 1: Research the factors affecting the emergence of elite female performers in football (players and officials), tennis and athletics in late 20th and early 21st century.</p> <p>DLT 2: Research general information processing model which includes input, decision making, Baddeley and Hitch (working memory model memory system), output and feedback.</p> <p>DLT 3: Research the barriers to participation and physical activity and possible solutions to overcome them for underrepresented groups in sport. The interrelationship between Sport England, local and national partners to increase participation at grass roots level and underrepresented groups in sport.</p>	<p>Teacher assessed end of workbook exam questions.</p>	<p>Marked end of workbook exam questions. Group discussions about misconceptions.</p>
<p>Term 4 – Spring 2 February - April</p>	<p>Sport and Society</p> <ul style="list-style-type: none"> • The impact of sport and society on sport <p>Anatomy and Physiology</p> <ul style="list-style-type: none"> • Cardiovascular System • Respiratory System 	<p>Skill Acquisition</p> <ul style="list-style-type: none"> • Efficiency of information processing <p>Anatomy and Physiology</p> <ul style="list-style-type: none"> • Cardiovascular System • Respiratory System 	<p>DLT 1: Research the efficiency of information processing including Whiting’s Information Processing Model and the application to a range of sporting contexts. Research Schmidt’s Schema Theory and the application of this theory in sporting situations.</p> <p>DLT 2: Research the impact of physical activity and sport on the health (heart disease, high blood pressure, effects of cholesterol, stroke) and fitness (cardiac output, maximal and sub-maximal exercise). of the individual.</p> <p>DLT 3: Research the transportation of oxygen including the purpose and importance of haemoglobin, myoglobin and the Bohr shift.</p>	<p>Teacher assessed end of workbook exam questions.</p>	<p>Marked end of workbook exam questions. Group discussions about misconceptions.</p>
<p>Term 5 – Summer 1 April - May</p>	<p>Anatomy and Physiology</p> <ul style="list-style-type: none"> • Neuromuscular System • The Musculo-skeletal system and analysis of movement in physical activities. 	<p>Anatomy and Physiology</p> <ul style="list-style-type: none"> • Neuromuscular System • The Musculo-skeletal system and analysis of movement in physical activities. 	<p>DLT 1: Research lung volumes and the impact of and on physical activity and sport. Information includes residual volume, expiratory and inspiratory reserve volume, tidal volume and minute ventilation.</p> <p>DLT 2: Research the characteristics and functions of different muscle fibre types for a variety of sporting activities. Muscle fibre types are slow twitch (type 1), fast oxidative glycolytic (type IIa) and fast glycolytic (type IIx).</p>	<p>Teacher assessed end of workbook exam questions.</p>	<p>Marked end of workbook exam questions. Group discussions about misconceptions.</p>

			DLT 3: Research joint actions in the sagittal plane/transverse axis. E.g. Shoulder and hip (flexion, extension and hyperextension), elbow and knee (flexion and extension) ankle (plantar flexion and dorsi-flexion).		
Term 6 – Summer 2 June - July	Anatomy and Physiology <ul style="list-style-type: none"> • Energy Systems 	Coursework	DLT 1: Research aerobic energy systems (glycolysis, kreb cycle, beta oxidation, electron transport chain) and anaerobic energy systems (ATP=PC system, anaerobic glycolytic system) DLT 2: Research energy transfer during short duration/high intensity exercise and energy transfer during long duration/lower intensity exercise.	Teacher assessed end of workbook exam questions. End of Year 12 Exams	Marked end of workbook exam questions. Group discussions about misconceptions.

Year 12 Physics Curriculum Overview 2025/2026



Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	Sec 5 Skills Sec 3: Mechanics	DLT 1:SI Units & Precision DLT 2: Dealing with uncertainty. DLT 3: Forces problems	End of chapter summary questions Questions from booklet Isaac Physics Quiz board	Feedback will be formal for end of section tests and students will be expected to re-do/improve questions where they have gone wrong.
Term 2 – Autumn 2 November - December	Sec 3: Mechanics RP 3: g by Free Fall RP 4: Young's Modulus	DLT 1: Equilibrium DLT 2: Statics problems DLT 3: Dynamics problems	End of chapter summary questions End of section questions from textbook Questions from booklet Isaac Physics Quiz board Formal assessment via past paper questions	End of chapter questions and booklet questions will be less formal, and students will be expected to present their calculations on the board as a group.
Term 3 – Spring 1 January-February	Sec 2: Waves RP 1: Waves on a string RP 2: Young's double slit	DLT 1: Wave problems DLT 2: Stationary and progressive waves DLT 3: Wave diffraction problems	End of chapter summary questions End of section questions from textbook Questions from booklet Isaac Physics Quiz board Formal assessment via past paper questions	Isacc Physics quiz boards give instant feedback on-line. End of section questions will generally be completed as homework and marked formally.
Term 4 – Spring 2 February - April	Sec 4: Electricity RP 5: Resistivity of a Wire RP 6: EMF and Internal Resistance	DLT 1: Basic circuit problems DLT 2: Resistance combination problems DLT 3:EMF and internal resistance problems	End of chapter summary questions End of section questions from textbook Questions from booklet Isaac Physics Quiz board Formal assessment via past paper questions	
Term 5 – Summer 1 April - May	Sec 1: Particles	DLT 1: Particle zoo problems DLT 2: Particle interaction DLT 3:PE Effect and electron energy levels	End of chapter summary questions End of section questions from textbook Questions from booklet Isaac Physics Quiz board Formal assessment via past paper questions	

Term 6 – Summer 2
June - July

Sec 6: Further
Mechanics
RP 7: SHM

DLT 1: Revision work
DLT 2: Circular motion
problems
DLT 3: SHM problems

End of chapter summary questions
End of section questions from textbook
Questions from booklet
Isaac Physics Quiz board
Formal assessment via past paper questions
Year 12 Mock Exam

Mock exams are marked formally.
Students will be expected to re-try
questions they have not done well at

Year 12 Psychology Curriculum Overview 2025/2026



Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	<p>Is psychology a science?</p> <p>Introduction to Research Methods</p> <ul style="list-style-type: none"> • Features of science <p>Issues and Debates in Psychology:</p> <ul style="list-style-type: none"> • Gender and culture in Psychology. • Free will and determinism. • The nature-nurture debate. • Holism and reductionism. • Idiographic and nomothetic approaches. • How these link to all areas of psychology A level <p>Approaches in psychology</p> <ul style="list-style-type: none"> • Psychodynamic approach • Behaviourist approach • Humanistic approach • Cognitive approach • Social Learning Theory • Biological approach • Cognitive neuroscience • Comparison of approaches • How to response to 16 and 8-mark comparison questions 	<p>DLT 1: Write up the experimental method for your study using new key terminology.</p> <p>DLT 2: Flipped Learning – What are the features of the approaches?</p> <p>Psychodynamic, Behaviourist Humanistic, Cognitive, SLT, Biological, Cognitive Neuroscience</p> <p>DLT 3: Flipped Learning – Create a diagram to investigate the different approaches.</p>	<p>Teacher assessed end of mini-topic tests for each area of the approaches.</p> <p>16-mark question on:</p> <ul style="list-style-type: none"> • Comparison of approaches 	<p>Marked end of topic tests – qualitative marking and whole-group discussion of misconceptions.</p>
Term 2 – Autumn 2 November - December	<p>Research Methods:</p> <ul style="list-style-type: none"> • Aims; Hypotheses; Sampling; Pilot studies; Experimental design; Experimental method; 	<p>DLT 1: Research the different definitions of Abnormality. Create a short presentation to</p>	<p>Teacher assessed end of mini-topic tests for each area of Psychopathology.</p>	<p>Marked end of topic tests – qualitative marking and whole-</p>

	<p>Variables; Observational design; Observational techniques; Self-report techniques; Questionnaires; Reliability; Case studies; Reporting.</p> <p>Psychopathology:</p> <ul style="list-style-type: none"> • Definitions of abnormality • Characteristics of phobias • The behavioural approach to explaining and treating phobias • Characteristics of depression • The cognitive approach to explaining and treating depression • Characteristics of OCD • The biological approach to explaining and treating OCD • Introduction to evaluative essay responses 	<p>introduce one definition to the rest of the class – teacher allocated.</p> <p>DLT 2: An investigation of Neurons and neurotransmitters.</p> <p>DLT 3: An investigation of genetics – understanding the basics of genetics and the use of twin studies.</p>	<p>16-mark questions on:</p> <ul style="list-style-type: none"> • Explanation and evaluation of the behavioural approach to explaining and treating phobias. • Explanation and evaluation of the cognitive approach to explaining and treating depression. • Explanation and evaluation of the biological approach to explaining and treating OCD 	<p>group discussion of misconceptions.</p> <p>Quantitative assessment of 16-mark responses, including detailed improvements. One-to-one verbal feedback.</p>
<p>Term 3 – Spring 1 January-February</p>	<p>Research Methods:</p> <ul style="list-style-type: none"> • Control • Investigator effects • Ethics <p>Social Influence:</p> <ul style="list-style-type: none"> • Types and explanations of conformity • Situations variable of Obedience • Situational explanations of obedience • Dispositional explanations of obedience • Explanations of resistance to social influence • Minority influence • Application questions 	<p>DLT 1: Plan a potential investigation of Conformity. What research methods will you use, what sampling method, what controls will you have in place to ensure the findings are reliable and valid?</p> <p>DLT 2: Research Asch’s studies of conformity – include the investigation variables and findings.</p> <p>DLT 3: Research Milgram’s experiment – write up the aims, sample, procedure, findings, and conclusions</p>	<p>Teacher assessed end of mini-topic tests for each area of Social Influence.</p> <p>16-mark questions on:</p> <ul style="list-style-type: none"> • Asch – including AO4 evaluation. • Milgram – including AO4 evaluation. 	<p>Marked end of topic tests – qualitative marking and whole-group discussion of misconceptions.</p> <p>Quantitative assessment of 16-mark responses, including detailed improvements. One-to-one verbal feedback.</p>

<p>Term 4 – Spring 2 February - April</p>	<p>Research Methods:</p> <ul style="list-style-type: none"> • Correlations • Recap scientific processes <p>Attachment:</p> <ul style="list-style-type: none"> • Animal studies of attachment • Explanations of attachment • Ainsworth’s ‘Strange situation’ • Bowlby’s theory of maternal deprivation • Institutionalisation – English and Romanian Adoptees project. • The influence of early attachment • The role of the father • Acing 16-mark questions – how to includes issues and debates into evaluation 	<p>DLT 1: Research the evaluation for Lorenz’s research and Harlow’s research.</p> <p>DLT 2: Research and prepare a starter activity to test others about attachment types.</p> <p>DLT 3: Research and prepare a presentation about Romanian orphanages in the 1990s.</p>	<p>Teacher assessed end of mini-topic tests for each area of Attachment.</p> <p>16-mark questions on:</p> <ul style="list-style-type: none"> • Maternal Deprivation Theory – including AO4 evaluation. • Ainsworth – Strange Situation – including AO4 evaluation. • Rutter et al. – Romanian Orphanage studies – including AO4 evaluation. 	<p>Marked end of topic tests – qualitative marking and whole-group discussion of misconceptions.</p> <p>Quantitative assessment of 16-mark responses, including detailed improvements. One-to-one verbal feedback.</p>
<p>Term 5 – Summer 1 April - May</p>	<p>Research Methods:</p> <ul style="list-style-type: none"> • Quantitative and qualitative data • Primary and secondary research • Presentation and display of quantitative data <p>Memory:</p> <ul style="list-style-type: none"> • The multi-store model • The working memory model • Explanations for forgetting • Eyewitness testimony • Cognitive interview technique 	<p>DLT 1: Read a description of the Working Memory Model – attempt to create a labelled diagram of the model.</p> <p>DLT 2: In small groups, design a study to test the WMM.</p> <p>DLT 3: Research the Cognitive Interview technique, and prepare a script to use on an eye witness to a set crime.</p>	<p>Teacher assessed end of mini-topic tests for each area of Memory.</p> <p>16-mark questions on:</p> <ul style="list-style-type: none"> • MSM – including AO4 evaluation. • WMM – Strange Situation – including AO4 evaluation. • Cognitive interview technique – including AO4 evaluation. 	<p>Marked end of topic tests – qualitative marking and whole-group discussion of misconceptions.</p> <p>Quantitative assessment of 16-mark responses, including detailed improvements. One-to-one verbal feedback.</p>
<p>Term 6 – Summer 2 June - July</p>	<p>Research Methods:</p> <ul style="list-style-type: none"> • Descriptive statistic • Distributions • Analysis and interpretation of correlation • Levels of measurement • Content analysis and coding • Maths for Psychology 	<p>DLT 1: Create a quiz for one area of Year 1 Psychology for the rest of the group for revision.</p> <p>DLT 2: 16-mark question timed responses.</p>	<p>Teacher assessed end of mini-topic tests for research methods.</p>	<p>Marked end of topic tests – qualitative marking and whole-group discussion of misconceptions.</p>

	<ul style="list-style-type: none">• Sign Test <p>Revision technique</p>	<p>DLT 3: 8-mark question timed responses.</p>		<p>Quantitative assessment of 16-mark and 8-mark responses, including detailed improvements. One-to-one verbal feedback.</p>
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