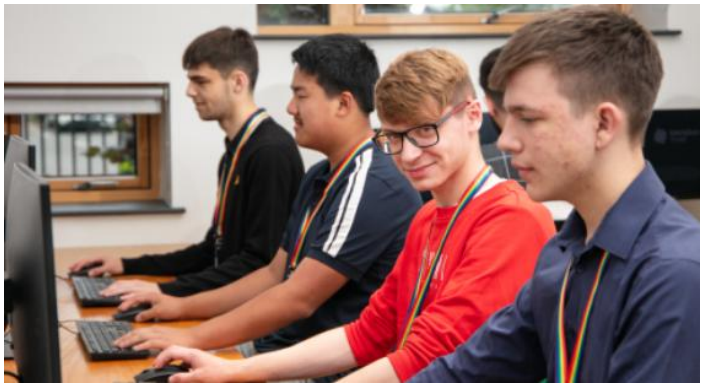
The Ferrers Sixth Form

Year 13 Curriculum Overview 2025-2026



Aspire Achieve Acclaim

Curriculum Overview Contents:

Introduction

This document provides an overview of our students' learning journey through Year 13. We encourage you to have regular 'check-ins' about the content of each relevant subject with your young person, including their use of independent study time and the 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. The Curriculum Overviews in this document will give you a clear insight into your young person's learning focus from week to week and enable you to support your them to sustain their independent study throughout this vital year.

Independent Study

Students in sixth form are encouraged to develop good personal study habits and to hone the skill of being independent in their own studies to both ensure successful outcomes 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 and additional time at home to independently conduct their own studies around each subject to augment their learning. As parents/carers, we encourage you to motivate your young person to create their own independent study and revision timetable to help them to keep up with new learning whilst retaining and honing knowledge and skills learnt in Year 12.

Directed Learning and Supervised Study

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. Students in Year 13 are also allocated one supervised study session per week.

Learning in Year 13

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

The Ferrers School

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.

Year 13 Applied Science Curriculum Overview 2025/2026

Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	**Externally examined unit 3 – Scientific practices and procedures**. • Energy content of fuels. Types of fuels Hazards associated with fuels. Units of energy • Diffusion of molecules. Factors affecting the rate of diffusion. Arrangement and movement of molecules • Plants and their environment. Factors that can affect plant growth and/or distribution. Sampling techniques and sizes. • Enzymes in action. Protein structure. Enzymes as biological catalysts in chemical reactions. Factors that can affect enzyme activity	DLT tasks set for Applied science will include: • 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.	End of section tests	Feedback to students consists of • 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	**Externally examined unit 3 – Scientific practices and procedures**. • Planning a scientific investigation. Data collection, processing and analysis/interpretation. Drawing conclusions and evaluation • Electrical circuits. Use of electrical symbols to design circuits, equations, Energy usage		End of section tests Mock exams	
Term 3 – Spring 1 January-February	**Internal assignment Unit 8**		Unit 3 external exams	

	• Understand the impact of disorders of the musculoskeletal system and their associated corrective treatments. • Explore the physiology of the digestive system and the use of corrective treatments for dietary-related diseases		Observation records of internal practical skills	
Term 4 – Spring 2 **February - April**	**Internal assignment Unit 8** • Understand the impact of disorders of the musculoskeletal system and their associated corrective treatments. • Explore the physiology of the digestive system and the use of corrective treatments for dietary-related diseases		Observation records of internal practical skills	
Term 5 – Summer 1 **April - May**	**Internal assignment Unit 8** • Understand the impact of disorders on the physiology of the lymphatic system and the associated corrective treatments Revision for any resits and completing write up of unit 8 coursework		Observation records of internal practical skills	
Term 6 – Summer 2 **June - July**	**Course complete**.		External exam resits	

Year 13 Biology Curriculum Overview 2025/2026

Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	Energy transfers – photosynthesis and respiration. Energy and ecosystems	**DLT 1:** Respiration **DLT 2:** Photosynthesis **DLT 3:** Photosynthesis 2	End of topic test Required practical 7 and 8	Whole class feedback Directed tasks
Term 2 – Autumn 2 November - December	Response to change – stimuli and nervous co-ordination, and homeostasis.	**DLT 1:** Response 1 **DLT 2:** Response 2 **DLT 3:** Nerves 1	End of topic test	Whole class feedback Directed tasks
Term 3 – Spring 1 January-February	Genetics and populations- inherited change, nervous co-ordination and homeostasis.	**DLT 1:** Genetic 1 **DLT 2:** Genetic 2 **DLT 3:** Genetic 3	End of topic test Required practical 8 and 9	Whole class feedback Directed tasks
Term 4 – Spring 2 February - April	Populations and ecosystems. The control of gene expression and recombinant DNA technology.	**DLT 1:** Ecosystems 1 **DLT 2:** Gene expression 1 **DLT 3:** Gene expression 2	End of topic test Required practical 10	Whole class feedback Directed tasks
Term 5 – Summer 1 April - May	Review	**DLT 1:** exam prep 1 **DLT 2:** exam prep 2 **DLT 3:** exam prep 3	End of topic test Required practical 11	Whole class feedback Directed tasks
Term 6 – Summer 2 June - July	Review			

Year 13 Business BTEC Curriculum Overview 2025/2026

Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	**Unit 2: (Exam) Learning Aim A -B** - Focus on role of marketing - Market Research - External factors **Unit 8: Coursework** Examine how effective recruitment and selection contribute to business success	**DLT 1:** Research into 4 large businesses and narrow down which one you will select to complete your coursework on. **DLT 2:** Research into 4 large businesses and narrow down which one you will select to complete your coursework on. **DLT 3:** Revision on types of data	Coursework aim A submission	Marked topic test
Term 2 – Autumn 2 November - December	**Unit 2: (Exam) Revision of prior learning and exam technique** **Unit 8: Coursework** Examine how effective recruitment and selection contribute to business success	**DLT 1:** Glossary for Unit 2 **DLT 2:** Exam skills for Unit 2 **DLT 3:** Glossary for Unit 8	Students are to hand in their final draft of Learning aim A the end of term 2. Mock paper for Unit 2 in week 3 of term.	One-to-one verbal feedback.
Term 3 – Spring 1 January-February	**Unit 2: (Exam) Revision of prior learning and exam technique** **Unit 8: Coursework** Undertake a recruitment activity to demonstrate the process leading to a successful job offer	**DLT 1:** Coursework improvements for learning aim A. **DLT 2:** Guided revision for Unit 2 exam	Year 13 mock period	Personalised mock feedback

		DLT 3: Guided revision for Unit 2 exam		
Term 4 – Spring 2 **February - April**	**Unit 2: (Exam) Revision of prior learning and exam technique** **Unit 8: Coursework** Reflection of coursework and formatting	**DLT 1:** Creation of CV to match chosen job advert. **DLT 2:** Mock plan for Unit 2 exam. **DLT 3:** Guided revision for any Unit 3 resits.	Coursework to be handed in at the end of term. Learning Aim B	One-to-one verbal feedback.
Term 5 – Summer 1 **April - May**	**Unit 2: (Exam) Revision of prior learning and exam technique** **Unit 8: Coursework** Improvements and final submission **Unit 3: (Resit Exam if required) Revision of prior learning and exam technique**	**DLT 1:** Guided revision for any Unit 3 resits. **DLT 2:** Reflection of coursework **DLT 3:** Reflection of coursework	Coursework improvements and final submissions.	Marked topic test

Year 13 Chemistry Curriculum Overview 2025/2026

Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 **September - October**	**Inorganic Chemistry – Rates of Reactions** Orders, rates equations and rate constants Concentration-time graphs Rate-concentration graphs and initial rates Rate-determining step Rate constants and temperature **OCR Textbook Reference:** **Chapter 18** **Organic – Aromatic Chemistry** Introducing Benzene Electrophilic substitution Chemistry of phenol Directing groups **OCR Textbook Reference:** **Chapter 25**	**DLT 1:** Recap activity on functional groups covered in year 12 **DLT 2:** Stretch and challenge exam questions acting as a review of learning to date with a specific focus on AO1 multiple choice questions. **DLT 3:** 6 mark exam question on model of benzene acting as a review of topics studied to date with a specific focus on extended response AO3 questions.	Chapter 18 End of topic test: Rates of Reactions Chapter 25 End of topic test: Aromatic Chemistry	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**	**Inorganic – Equilibrium** The equilibrium constant K_c The equilibrium constant K_p Controlling the position of Equilibrium	**DLT 1:** Exam questions challenging student's ability to pull information from different topics and apply knowledge to answer the question.	Chapter 19 and 22 End of topic test: Equilibrium, Enthalpy and Entropy	Verbal ongoing feedback from AfL from whiteboard work in lessons.

	OCR Textbook Reference: **Chapter 19** **Enthalpy and Entropy** Lattice Enthalpy Enthalpy changes in solution Factors affecting lattice enthalpy and hydration Entropy Free Energy **OCR Textbook Reference:** **Chapter 22** **Organic – Carbonyls & Carboxylic Acids** Carbonyl compounds Identifying aldehydes and ketones Carboxylic acids Carboxylic acid derivatives **OCR Textbook Reference:** **Chapter 26**	Series of calculations, application and defining key terms **DLT 2:** Flip learning on the nucleophilic reactions of carbonyls **DLT 3:** Creation of multiple-choice questions to review what students have learned so far and identify common misconceptions.	Chapter 26 End of topic test: Carbonyls and Carboxylic Acids	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 3 – Spring 1 **January-February**	**Inorganic - Acids, Bases and pH** BrØnsted Lowry acids and bases The pH scale and strong acids The acid dissociation constant Ka The pH of weak acids pH and strong bases **OCR Textbook Reference:** **Chapter 20** **Inorganic – Buffers and Neutralisation**	**DLT 1:** Comparing reaction mechanisms between an amine and a haloalkane research task **DLT 2:** Flip learning zwitterions and isoelectric points. **DLT 3**: Creation of multiple-choice questions to review what	Chapter 20 and 21 End of topic test: Acids, Bases and pH, Buffers and Neutralisation	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.

	Buffer Solutions Buffer Solutions in the body Neutralisation **OCR Textbook Reference:** **Chapter 21** **Organic – Amines, amino acids and polymers** Amines Amino acids, amides and chirality Condensation polymers **OCR Textbook Reference:** **Chapter 27**	students have learned so far and identify common misconceptions.	Chapter 27 End of topic test: Amines, Amino acids and Polymers	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 4 – Spring 2 **February - April**	**Inorganic – Redox and Electrode potential** Redox reactions Manganate (VII) redox titrations Iodine/thiosulfate redox titrations Electrode potentials Predictions from electrode potentials Storage and Fuel cells **OCR Textbook Reference:** **Chapter 23** **Organic – Organic Synthesis** Carbon-carbon bond formation Further practical techniques Further synthetic routes **OCR Textbook Reference:** **Chapter 28**	**DLT 1:** Flipped learning task – research storage and fuel cells **DLT 2**: Exam questions linked to practical techniques acting as a review of topics studied to date with a specific focus on extended response AO3 questions. **DLT 3:** Stretch and challenge exam questions acting as a review of learning to date.	Chapter 23 End of topic test: Redox and Electrode Potential Chapter 28 End of topic test: Organic Synthesis	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 5 – Summer 1 **April - May**	**Inorganic – Transition Elements** d-block elements The formation and shape of complex ions Stereoisomerism in complex ions Ligand substitution and precipitation Redox and qualitative analysis **OCR Textbook Reference:** **Chapter 24** **Organic – Chromatography & Spectroscopy** Chromatography & functional group analysis NMR spectroscopy Carbon-13 spectroscopy Proton NMR spectroscopy Interpreting NMR spectra Combined techniques **OCR Textbook Reference:** **Chapter 29**	**DLT 1:** Research activity tests for organic functional groups **DLT 2:** Creation of multiple-choice questions to get students to identify possible misconceptions as incorrect answers. Targeting AO1 multiple choice questions **DLT 3:** Exam Questions on Combined Techniques acting as a review of topics studied to date with a specific focus on extended response AO3 questions.	Chapter 23 End of topic test: Transition Elements Chapter 29 End of topic test: Chromatography and Spectroscopy	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 6 – Summer 2 **June - July**	Revision for final exams	**DLT 1:** Exam questions practice for mocks. AO/Topic focus to be assessed at time based on student need/requirement.		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.

Year 13 English Language & Literature Curriculum Overview 2025/2026

The Ferrers Sixth Form

Term	Curriculum Content		DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	Teacher 1 NEA (Component 4)	Teacher 2 A Streetcar Named Desire (Component 2) Non-Fiction Anthology (Component 1)	DLT 1: Streetcar DLT 2: NEA DLT 3: Non-Fiction	Non-Fiction Anthology Exam Question	Verbal Feedback, Targeted Q&A, Whole-Class Feedback, Sample Marking.
Term 2 – Autumn 2 November - December	Teacher 1 NEA (Component 4)	Teacher 2 A Streetcar Named Desire (Component 2) Non-Fiction Anthology (Component 1)	DLT 1: NEA DLT 2: Streetcar DLT 3: NEA	NEA Task 1 Draft Marked	Verbal Feedback, Targeted Q&A, Whole-Class Feedback, Sample Marking.
Term 3 – Spring 1 January-February	Teacher 1 NEA (Component 4)	Teacher 2 A Streetcar Named Desire (Component 2) Language & Linguistics (Component 1)	DLT 1: Non-Fiction DLT 2: NEA DLT 3: Streetcar	NEA Task 2 Draft Marked PPE Feedback	Verbal Feedback, Targeted Q&A, Whole-Class Feedback, Sample Marking.
Term 4 – Spring 2 February - April	Teacher 1 Revision	Teacher 2 Revision	DLT 1: Gatsby DLT 2: Duffy DLT 3: Creative Writing	NEA Final Mark	Verbal Feedback, Targeted Q&A, Whole-Class Feedback, Sample Marking.
Term 5 – Summer 1 April - May	Teacher 1 Revision	Teacher 2 Revision		Bespoke Essay Marking Based Upon Weakest Component	Verbal Feedback, Targeted Q&A, Whole-Class Feedback, Sample Marking.
Term 6 – Summer 2 June - July					

Year 13 English Literature Curriculum Overview 2025/2026

The Ferrers Sixth Form

Term	Curriculum Content		DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	Teacher 1 NEA (Component 3)	Teacher 2 A Handmaid's Tale (Component 2)	DLT 1: A Handmaid's Tale DLT 2: Rossetti Preparation DLT 3: A Handmaid's Tale	NEA Task 1 Draft Marked	Verbal Feedback, Targeted Q&A, Whole-Class Feedback, Sample Marking.
Term 2 – Autumn 2 November - December	Teacher 1 NEA (Component 3)	Teacher 2 A Handmaid's Tale (Component 2)	DLT 1: Rossetti Preparation DLT 2: A Handmaid's Tale DLT 3: Rossetti Preparation	NEA Task 2 Draft Marked	Verbal Feedback, Targeted Q&A, Whole-Class Feedback, Sample Marking.
Term 3 – Spring 1 January-February	Teacher 1 Rossetti (Component 1)	Teacher 2 A Doll's House (Component 1)	DLT 1: A Doll's House DLT 2: Rossetti DLT 3: A Doll's House	PPE Feedback	Verbal Feedback, Targeted Q&A, Whole-Class Feedback, Sample Marking.
Term 4 – Spring 2 February - April	Teacher 1 Rossetti (Component 1)	Teacher 2 A Doll's House (Component 1)	DLT 1: Rossetti DLT 2: A Doll's House DLT 3: Rossetti	NEA Final Mark	Verbal Feedback, Targeted Q&A, Whole-Class Feedback, Sample Marking.
Term 5 – Summer 1 April - May	Teacher 1 Revision	Teacher 2 Revision		Bespoke Essay Marking Based Upon Weakest Component	Verbal Feedback, Targeted Q&A, Whole-Class Feedback, Sample Marking.
Term 6 – Summer 2 June - July					

Year 13 French Curriculum Overview 2025/2026

Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	**Module 1 Les aspects positifs d'une société diverse** • 1.1 l'enrissement dû à la mixité ethnique • 1.2 Diversité, tolérance et respect **Module 4 Les ados, le droit de vote et l'engagement politique** • 4.1 Pour ou contre le droit de vote ? • 4.2 Les ados et l'engagement politique – motivés ou démotivés ? **La littérature** – No et Moi Introduction to **Independent Research Project**	**DLT 1:** Research the works of Delphine de Vigane. Is no et moi representative of her other works? What are the cultural significances? **DLT 2:** Travail de recherche: le flux migratoire au Canada est-il différent aujourd'hui ? **DLT 3 :** Quel est votre opinion sur le droit de vote à partir de 16 ans ?	Essays focusing on the book studies Speaking cards based upon the topics covered	Marked essays Verbal feedback
Term 2 – Autumn 2 November - December	**Module 1 Les aspects positifs d'une société diverse** • 1.2 Diversité, tolérance et respect • 1.3 Diversité – un apprentissage pour la vie **Module 4 Les ados, le droit de vote et l'engagement politique** • 4.2 Les ados et l'engagement politique – motivés ou démotivés ? • 4.3 Quel avenir pour la politique ? **La littérature** – No et Moi	**DLT 1**: Create a mindmap of the key quotes throughout the text to highlight the key themes **DLT 2**: What is the rate of immigration in France now? Where from? Effects on French culture? **DLT 3**: Research the political climate in France now. Who are the	End of topic tests assessing all 4 skills : Module 1 Les aspects positifs d'une société diverse Module 4 Les ados, le droit de vote et l'engagement politique	Marking of assessments as well as marked work

		leading parties? What are their policies?		
Term 3 – Spring 1 January-February	**Module 2 Quelle vie pour les marginalisés ?** • 2.1 Qui sont les marginalisés ? • 2.2 Quelle aide pour les marginalisés ? **Module 3 Commenton traite les criminels ?** • 3.1 Quelles attitudes envers la criminalité ? • 3.2 La prison – échec ou succès ? • 3.3 D'autres sanctions ? **Module 5 Manifestations, grèves – à qui le pouvoir ?** • 5.1 Le pouvoir des syndicats ? • 5.2 Manifestations et grèves – sont-elles efficaces ?	**DLT 1** : Does France discrimate against others more or less now than in the past? **DLT 2:** How does France support rehabilitation of criminals? What are the effects? **DLT 3**: What were the biggest strikes and protests in French history? Why? What were they for?	PPE Exam Past AQA Exam papers Paper 1 – Reading, Listening and Translation Paper 2 – Writing Paper 3 - Speaking	Feedback on exam papers in accordance with exam board mark schemes.
Term 4 – Spring 2 February - April	**Module 2 Quelle vie pour les marginalisés ?** • 2.2 Quelle aide pour les marginalisés ? • 2.3 Quelles attitudes envers les marginalisés ? **Module 5 Manifestations, grèves – à qui le pouvoir ?** • 5.2 Manifestations et grèves – sont-elles efficaces ? • 5.3 Attitudes différents envers ces tensions politiques ? **Module 6 La politique et l'immigration** • 6.1 Solutions politiques à la question de l'immigration • 6.2 L'immigration et les partis politiques • 6.3 L'engagement politique chez les immigrés	**DLT 1** :What support is available for the marginalised? How does this compare to other francophone countries? **DLT 2:** Who are the main workers unions in France? What is their role in the workplace? **DLT 3:** What has been the effect of the EU on French politics?	Exam questions from Paper 1 Speaking cards Marked essays on Paper 2	Feedback on this in accordance with AQA mark schemes
Term 5 – Summer 1	La Révision		Final Exam	

April - May			Paper 1 – Reading, Listening and Translation Paper 2 – Writing Paper 3 - Speaking	
Term 6 – Summer 2 **June - July**				

Year 13 Further Maths Curriculum Overview 2025/2026

Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	Binomial Theorem, sequences and series, Further differentiation Trigonometry and circular measures Functions and transformations	DLT 1: Binomial Theorem DLT 2: Further differentiation questions/Integral DLT 3: Trigonometry and circular measures	Topic tests after ever module	Provided by integral and test reviews
Term 2 – Autumn 2 November - December	Further differentiation, Parametric equations Further integrations	DLT 1: Further differentiation questions/Integral DLT 2: Parametric equations DLT 3: Further integrations	Topic tests after ever module	Provided by integral and test reviews
Term 3 – Spring 1 January-February	Differential methods, numerical methods, partial fractions and integrations	DLT 1: Differential methods questions/Integral DLT 2: numerical methods DLT 3: partial fractions	Topic tests after ever module	Provided by integral and test reviews
Term 4 – Spring 2 February - April	Further probability, kinematics in two dimensions, Statistical distributions. Equilibrium and reasoning	DLT 1: Further probability DLT 2: kinematics in two dimensions DLT 3: Statistical distribution	Topic tests after ever module	Provided by integral and test reviews
Term 5 – Summer 1 April - May	Statistical distributions, Statistical hypotheses testing, Statics and dynamics and moments	DLT 1: Statistical distributions	Topic tests after ever module	Provided by integral and test reviews

		DLT 2: Statistical hypotheses testing DLT 3: Statics and dynamics and moments		
Term 6 – Summer 2 June - July	Left in June			

Year 13 Geography Literature Curriculum Overview 2025/2026

Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	**Externally examined unit 3 – Scientific practices and procedures.** • Energy content of fuels. Types of fuels Hazards associated with fuels. Units of energy • Diffusion of molecules. Factors affecting the rate of diffusion. Arrangement and movement of molecules • Plants and their environment. Factors that can affect plant growth and/or distribution. Sampling techniques and sizes. • Enzymes in action. Protein structure. Enzymes as biological catalysts in chemical reactions. Factors that can affect enzyme activity	DLT tasks set for Applied science will include: • 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.	End of section tests	Feedback to students consists of • 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	**Externally examined unit 3 – Scientific practices and procedures.** • Planning a scientific investigation. Data collection, processing and analysis/interpretation. Drawing conclusions and evaluation • Electrical circuits. Use of electrical symbols to design circuits, equations, Energy usage		End of section tests Mock exams	
Term 3 – Spring 1 January-February	**Internal assignment Unit 8**		Unit 3 external exams	

	• Understand the impact of disorders of the musculoskeletal system and their associated corrective treatments. • Explore the physiology of the digestive system and the use of corrective treatments for dietary-related diseases		Observation records of internal practical skills	
Term 4 – Spring 2 **February - April**	**Internal assignment Unit 8** • Understand the impact of disorders of the musculoskeletal system and their associated corrective treatments. • Explore the physiology of the digestive system and the use of corrective treatments for dietary-related diseases		Observation records of internal practical skills	
Term 5 – Summer 1 **April - May**	**Internal assignment Unit 8** • Understand the impact of disorders on the physiology of the lymphatic system and the associated corrective treatments Revision for any resits and completing write up of unit 8 coursework		Observation records of internal practical skills	
Term 6 – Summer 2 **June - July**	**Course complete**.		External exam resits	

Year 13 History Curriculum Overview 2025/2026

Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 **September - October**	**<u>Paper 4 Controlled Assessment on the Holocaust</u>** The Development of anti-Semitism before 1933 and in Nazi Germany 1933-45. Independent reading and research on Holocaust Controlled Assessment question. Independent write up of Controlled Assessment question (total 4,000 words).	**<u>DLT 1:</u>** Independent reading and research from prescribed reading list for Holocaust Controlled Assessment. **<u>DLT 2:</u>** Additional independent reading and research from prescribed reading list for Holocaust Controlled Assessment. **<u>DLT 3:</u>** Independent write up of draft Holocaust Controlled Assessment.	Draft Controlled Assessment Holocaust piece.	Written and one-to-one verbal feedback for each student on draft Controlled Assessment.
Term 2 – Autumn 2 **November - December**	**<u>Paper 4 Controlled Assessment on the Holocaust</u>** Independent reading and research on Holocaust Controlled Assessment question. Independent write up of Controlled Assessment question (total 4,000 words). **<u>Paper 3 The British Experience of Warfare, c1790-1918</u>**	**<u>DLT 1:</u>** Independent write up of final Holocaust Controlled Assessment. **<u>DLT 2:</u>**	Final Controlled Assessment Holocaust piece (worth 20% of the A Level).	Ongoing on-to-one meetings and support for each student with Controlled Assessment Mentor Teacher. Final Controlled Assessment mark out of 40.

	Theme 3- Britain and the French Wars, 1793-1815. Theme 4- The Crimean War, 1854-56.	Independent write up of final Holocaust Controlled Assessment. **DLT 3:** Independent write up of final Holocaust Controlled Assessment.		
Term 3 – Spring 1 January-February	**Paper 3 The British Experience of Warfare, c1790-1918** Theme 5- The Second Boer War, 1899-1902. Theme 6- Trench Warfare on the Western Front, 1914-18. Theme 7- The War in the Air, 1914-1918.	**DLT 1:** Planning of Paper 2 Section B exam answers. **DLT 2:** Planning of Paper 2 Section A exam answers. **DLT 3:** Planning of Paper 3 Section A exam answers.	Paper 2 Sections A and B Exam Assessment – full exam paper- 40 marks. Paper 3 Section A Exam Assessment- 20 marks.	Written feedback for each student and whole class feedback in upgrading lesson.
Term 4 – Spring 2 February - April	**Paper 3 The British Experience of Warfare, c1790-1918** Theme 1- Changes in organising the military, 1790-1918. Theme 2- Changes in the role of the people, 1790-1918.	**DLT 1:** Planning of Paper 3 Section B exam answers. **DLT 2:** Planning of Paper 3 Section C exam answers. **DLT 3:** Independent revision on Paper 1 Themes 1-3.	Paper 3 Section C Exam Assessment- 20 marks. Paper 3 Sections A, B and C Exam Assessment – full exam paper- 60 marks. Paper 1 exam question planning and practice answers.	Written feedback for each student and whole class feedback in upgrading lesson. Whole class feedback on specific Paper 1 exam question answers planned and written in lessons.
Term 5 – Summer 1 April - May	**Revision for final A Level History exams.**	**DLT 1:** Independent revision on Paper 1 Themes 4-5.		Peer assessment and upgrading in knowledge assessment lesson.

	A pro-rota focus on exam Papers 1 (30%), 2 (20%) and 3 (30%) units. **Final A Level History Examinations on Paper 1.**	**DLT 2:** Independent revision on Paper 2 Themes 1-2. **DLT 3:** Independent revision on Paper 2 Themes 3-4.	Paper 1 Theme 1-5 Knowledge Assessments (8 in total). Paper 2 exam question planning and practice answers. Paper 3 exam question planning and practice answers.	Whole class feedback on specific Paper 1 exam question answers planned and written in lessons. Whole class feedback on specific Paper 2 exam question answers planned and written in lessons. Whole class feedback on specific Paper 3 exam question answers planned and written in lessons.
Term 6 – Summer 2 **June - July**	**Revision for final A Level History exams.** A pro-rota focus on exam Papers 1 (30%), 2 (20%) and 3 (30%) units. **Final A Level History Examinations on Paper 2 and 3.**		Paper 2 Theme 1-4 Knowledge Assessments (4 in total). Paper 2 exam question planning and practice answers. Paper 3 exam question planning and practice answers.	Peer assessment and upgrading in knowledge assessment lesson. Whole class feedback on specific Paper 2 exam question answers planned and written in lessons. Whole class feedback on specific Paper 3 exam question answers planned and written in lessons.

Year 13 Mathematics Curriculum Overview 2025/2026

Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	Binomial Theorem, sequences and series, Further differentiation Trigonometry and circular measures Functions and transformations	DLT 1: Binomial Theorem DLT 2: Further differentiation questions/Integral DLT 3: Trigonometry and circular measures	Topic tests after ever module	Provided by integral and test reviews
Term 2 – Autumn 2 November - December	Further differentiation, Parametric equations Further integrations	DLT 1: Further differentiation questions/Integral DLT 2: Parametric equations DLT 3: Further integrations	Topic tests after ever module	Provided by integral and test reviews
Term 3 – Spring 1 January-February	Differential methods, numerical methods, partial fractions and integrations	DLT 1: Differential methods questions/Integral DLT 2: numerical methods DLT 3: partial fractions	Topic tests after ever module	Provided by integral and test reviews
Term 4 – Spring 2 February - April	Further probability, kinematics in two dimensions, Statistical distributions. Equilibrium and reasoning	DLT 1: Further probability DLT 2: kinematics in two dimensions DLT 3: Statistical distribution	Topic tests after ever module	Provided by integral and test reviews
Term 5 – Summer 1 April - May	Statistical distributions, Statistical hypotheses testing, Statics and dynamics and moments	DLT 1: Statistical distributions DLT 2: Statistical hypotheses testing	Topic tests after ever module	Provided by integral and test reviews

		DLT 3: Statics and dynamics and moments		
Term 6 – Summer 2 June - July	Left in June			

Year 13 Media Curriculum Overview 2025/2026

Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	SET TEXT STUDY: Gaming: *Assassin's Creed* NEA PRODUCTION: Creation of cross media product to chosen set brief	DLT 1: Create a recap quiz on the 19 theorists DLT 2: Planning of written exam question DLT 3: Written exam question	End of term assessment. Exam conditions. Analysis of an unseen moving image text – using the media framework (RAIL)	Verbal live feedback during NEA practical work Graded assessment with written comments.
Term 2 – Autumn 2 November - December	SET TEXT STUDY: Magazine, *Vogue & Big Issue* NEA PRODUCTION: Creation of cross media product to chosen set brief	DLT 1: Vogue Magazine analysis of media language DLT 2: The Big Issue analysis of Media Language DLT 3: What exam question? Identify the issues surrounding the Magazine set texts – come up with questions you could get asked	**NEA HAND IN DEADLINE Lest Lesson in December**	Verbal live feedback during NEA practical work
Term 3 – Spring 1 January-February	SET TEXT STUDY: Online: Attitude & Zoe Sugg	**DLT 1, 2, 3:** Consolidation task related to set text – based on classwork – these will be planned based on class progress and understanding nearer the time	End of term assessment. Exam conditions. Exam Question format	Whole class common mis-conception feedback. Graded assessment with written comments.

				Verbal live feedback during practical workshops
Term 4 – Spring 2 February - April	SET TEXT STUDY: Television, *Peaky Blinders & The Bridge*	**DLT 1, 2, 3:** Consolidation task related to set text – based on classwork – these will be planned based on class progress and understanding nearer the time	End of term assessment. Exam conditions. Exam Question format	Whole class common mis-conception feedback. Graded assessment with written comments. Verbal live feedback during practical workshops
Term 5 – Summer 1 April - May	COMPLETE: Time mapped in for over running / lost time RE-CAP AND REVISE EXAM TECHNIQUE: Preparing for summer mock exams / revision techniques.	**DLT 1, 2, 3:** Consolidation task related to set text – based on classwork – these will be planned based on class progress and understanding nearer the time	End of term assessment. Exam conditions. Exam Question format	Whole class common mis-conception feedback. Graded assessment with written comments. Verbal live feedback during practical workshops
Term 6 – Summer 2 June - July	EXAMS EARLY THIS TERM		FINAL EXAMS	

Year 12 Physical Education Curriculum Overview 2025/2026

Term	Curriculum Content		DLT
	Teacher 1	Teacher 2	
Term 1 – Autumn 1 September - October	Sport and society and the role of technology in physical activity and sport • Concepts of physical activity and sport • Development of elite performers in sport	Anatomy and Physiology • Cardiovascular System • Respiratory System	**DLT 1:** 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. **DLT 2:** Research the characteristics and functions of physical recreation, sport, physical education and school sport and how they create the base of the sporting development continuum. **DLT 3:** Research the transportation of oxygen including the purpose and importance of haemoglobin, myoglobin and the Bohr shift.
Term 2 – Autumn 2 November - December	Sport and society and the role of technology in physical activity and sport • Development of elite performers in sport • Ethics in sport • Violence in sport • Drugs in sport	Anatomy and Physiology • Respiratory System • Neuromuscular System • The Musculo-skeletal system and analysis of movement in physical activities.	**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. **DLT 2:** Research the key features of the UK Sport's World Class Performance Programme, Gold Event Series and Talent Identification and Development (or equivalent current named programmes) **DLT 3:** 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).
Term 3 – Spring 1 January-February	Sport and society and the role of technology in physical activity and sport • Sport and the law • Impact of commercialisation	• The Musculo-skeletal system and analysis of movement in physical activities. • Energy Systems	**DLT 1:** 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. **DLT 2:** Research the uses of sport legislation. For example, performers contracts, injuries and loss of earnings. Officials negligence. Coaches duty of care. Supporter safety and issues with hooliganism.

			DLT 3: Research aerobic energy systems (glycolysis, kreb cycle, beta oxidation, electron transport chain) and anaerobic energy systems (ATP=PC system, anaerobic glycolytic system)
Term 4 – Spring 2 **February - April**	Exercise Physiology • Injury prevention and the rehabilitation of injury	Biomechanical Principles • Angular Motion • Projectile Motion • Fluid Mechanics	**DLT 1:** Research different types of injury including acute injuries (fractures, dislocations, strains and sprains) and chronic (Achilles tendonitis, stress fractures, tennis elbow) **DLT 2:** Research the application of Newton's laws to angular motion including key terms of angular displacement, angular velocity and angular acceleration. **DLT 3:** Research dynamic fluid force and the Bernoulli principle applied to sporting situations. E.g. Upward lift force (discus), downward lift force (speed skiers, cyclists, racing cars)
Term 5 – Summer 1 **April - May**	Coursework Revision	Coursework Revision	
Term 6 – Summer 2 **June - July**	Revision	Revision	

Year 13 Physics Curriculum Overview 2025/2026

Term	Curriculum Content	DLT	Assessment	Feedback
Term 1 – Autumn 1 September - October	Sec 10 Skills Sec 6: Further Mechanics and Thermal Physics RP 8: Boyle's Law	DLT 1: PVT problems DLT 2: Kinetics of gases DLT 3: Gas models	End of chapter summary questions End of section questions from textbook Questions from booklet Formal assessment via past paper questions	Feedback will be formal for end of section tests and students will be expected to re-do/improve questions where they have gone wrong. 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. Isacc Physics quiz boards give instant feedback on-line. End of section questions will generally be completed as homework and marked formally. Mock exams are marked formally. Students will be expected to re-try questions they have not done well at
Term 2 – Autumn 2 November - December	Sec 7: Fields RP 9: Capacitors RP 10: Force on a Wire in a Magnetic Field RP11: Search Coil	DLT 1: Gravitational fields DLT 2: Electric fields DLT 3: Magnetic fields	End of chapter summary questions End of section questions from textbook Questions from booklet Formal assessment via past paper questions	
Term 3 – Spring 1 January-February	Sec 8: Nuclear Phys RP 12: Inverse square law for γ radiation	DLT 1: Properties of αβγn DLT 2: Modelling decay DLT 3: Binding energy	End of chapter summary questions End of section questions from textbook Questions from booklet Formal assessment via past paper questions Year 13 mock exam	
Term 4 – Spring 2 February - April	Option Topic	DLT : Tasks will depend on chosen option topic	End of chapter summary questions End of section questions from textbook Questions from booklet Formal assessment via past paper questions	
Term 5 – Summer 1 April - May	Review / Revision Complete any required practicals	DLT: Revision tasks Past paper work etc.	End of chapter summary questions End of section questions from textbook Questions from booklet Formal assessment via past paper questions	

Term 6 – Summer 2 **June - July**				

Year 13 Psychology Curriculum Overview 2025/2026

Term	Curriculum Content	DLT	Assessment	Feedback

Term 1 – Autumn 1
September - October
	Memory:
	• The Working Memory model
	• Explanations for forgetting: Interference
	• Explanations for forgetting: Retrieval failure
	• Eyewitness testimony: Misleading information
	• Eyewitness testimony: Anxiety
	• Eyewitness testimony: The cognitive interview
	
	Research Methods:
	• Reporting psychological investigations
	• Inferential testing:
	  ○ Sign Test
	  ○ Probability and significance
	  ○ Factors affecting the choice of statistical test.
	• How to answer RM questions on Inferential Testing.
	
	Biopsychology:
	• The divisions of the nervous system.
	• The structure and function of sensory, relay and motor neurons.
	• The function of the endocrine system.
	• The fight or flight response.
	• Localisation of function in the brain and hemispheric lateralisation.
		DLT 1: Build/draw neurons, including the process of synaptic transmission.
		
		DLT 2: Research and label the brain.
		
		DLT 3: Plan an experiment to study biological rhythm. Choose 1 rhythm only.
			Teacher assessed end of mini-topic tests for each area of Biopsychology.
			
			16-mark questions on:
			• Ways to study the brain – including AO4 evaluation.
			• Research on biological rhythms – including AO4 evaluation.
				Marked end of topic tests – qualitative marking and whole-group discussion of misconceptions.
				
				Quantitative assessment of 16-mark and 8-mark responses, including detailed improvements. One-to-one verbal feedback.

	• Ways of studying the brain. • Biological rhythms.			
Term 2 – Autumn 2 November - December	**Research Methods:** • Observational techniques – recap • Self-report techniques – recap • Correlations – including positive, negative and zero correlations. • Content analysis • Case studies **Schizophrenia:** • Classification of schizophrenia. • Biological explanations for schizophrenia. • Psychological explanations for schizophrenia. • Drug therapy. • Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. • The importance of an interactionist approach in explaining and treating schizophrenia.	**DLT 1:** Research the biological and psychological explanations for schizophrenia. Prepare a revision mat for this area to be used in the next lesson. **DLT 2:** Research treatment of schizophrenia – prepare a presentation to share next lesson. **DLT 3:** CBT, Drug therapy and the interactionist approach – task to compare treatment and studies.	Teacher assessed end of mini-topic tests for each area of Schizophrenia. 16-mark questions on: • TBC – including AO4 evaluation.	Marked end of topic tests – qualitative marking and whole-group discussion of misconceptions. Quantitative assessment of 16-mark and 8-mark responses, including detailed improvements. One-to-one verbal feedback.
Term 3 – Spring 1 January-February	**Issues and debates in Psychology:** **Recap:** • Gender and culture in Psychology • Free will and determinism • The nature-nurture debate • Holism and reductionism • Idiographic and nomothetic approaches to psychological investigation • Ethical implications	**DLT 1:** Task related to the chromosome and hormonal roles in sex and gender development. **DLT 2:** Task related to Klinefelter's and Turner's Syndromes. **DLT 3:** Task related to recapping the	Teacher assessed end of mini-topic tests for each area of Gender. 16-mark questions on: • TBC – including AO4 evaluation.	Marked end of topic tests – qualitative marking and whole-group discussion of misconceptions. Quantitative assessment of 16-mark and 8-mark responses, including detailed improvements. One-to-one verbal feedback.

	• Structuring 16-mark responses for issues/debates **Gender:** • Sex and gender. • The role of chromosomes and hormones in sex and gender. • Atypical sex chromosome patterns: Klinefelter's syndrome and Turner's syndrome. • Cognitive explanations of gender development. • Psychodynamic explanation of gender development. • Social learning theory as applied to gender development. • Atypical gender development: gender dysphoria.	psychodynamic and the social learning theory approached and gender.		
Term 4 – Spring 2 February - April	**Aggression:** • Neural and hormonal mechanisms in aggression. • The ethological explanation of aggression. • Social psychological explanations of human aggression. • Institutional aggression. • Media influences on aggression.	**DLT 1:** Flipped learning task on aggression **DLT 2**: Task related to measuring aggression. **DLT 3:** Task related to media influence on aggression.	Teacher assessed end of mini-topic tests for each area of Aggression. 16-mark questions on: • TBC – including AO4 evaluation.	Qualitative assessment of any exam questions attempted.
Term 5 – Summer 1 April - May	**Revision sessions:** • Student led revision sessions based on recap required in preparation for the exams.	**DLT 1:** Revision based task **DLT 2**: Revision based task	Regular long-answer questions. Application question practice.	Qualitative assessment of any exam questions attempted.

		DLT 3: Revision based task		
Term 6 – Summer 2 **June - July**	**Revision sessions:** • Student led revision sessions based on recap required in preparation for the exams – if required/requested. Voluntary attendance.			