



# Netherhall School – Year 12 Programme of Study

Subject	Autumn Term	Spring Term	Summer Term
<p><b>English Language</b></p>	<p>Paper 1 Section A Language, the individual and Society: Meanings and Representations – Linguistic methods</p> <ul style="list-style-type: none"> <li>Phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed</li> <li>Graphology: the visual aspects of textual design and appearance</li> <li>Lexis and semantics: the vocabulary of English, including social and historical variation</li> <li>Grammar, including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level</li> <li>Pragmatics: the contextual aspects of language use</li> <li>Discourse: extended stretches of communication occurring in different genres, modes and contexts</li> <li>Apply linguistic methods in analysis</li> </ul> <p>Paper 1 Section A: Meanings and Representations – Spoken Discourse</p> <ul style="list-style-type: none"> <li>Phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed</li> <li>Pragmatics: the contextual aspects of language use</li> <li>Discourse: extended stretches of communication occurring in different genres, modes and contexts</li> <li>Apply Theories of conversation/speech</li> </ul> <p>Paper 1 Section A - Meanings and Representations</p> <ul style="list-style-type: none"> <li>How language is shaped according to audience, purpose, genre and mode and according to context</li> <li>How language is used to construct meanings and representations</li> <li>How language is used to enact relationships between writers, speakers and audiences or between participants within a text</li> <li>Methods of language analysis</li> <li>How identity is constructed</li> <li>How audiences are addressed and positioned</li> <li>The functions of texts</li> <li>Structure and organisation</li> <li>How representations are produced</li> </ul> <p>Paper 2: Language, Diversity and Change: Gender</p> <ul style="list-style-type: none"> <li>How language varies because of personal, social, geographical and temporal contexts</li> <li>Why language varies and changes</li> <li>Attitudes to language variation and change</li> <li>Use of language according to audience, purpose, genre and mode</li> <li>How language is used to enact relationships</li> <li>Methods of language analysis</li> </ul>	<p>Paper 2: Language Diversity and Change: Power, Occupation</p> <p>Paper 2: Language, Diversity and Change: Region, Age, Social Group</p> <ul style="list-style-type: none"> <li>Texts using different sociolects (to include social and occupational groups, gender and ethnicity), different dialects (to include regional, national and international varieties of English), that use language to represent the different groups above, from different periods, from 1600 to the present day</li> <li>Written, spoken and electronic texts about a range of subjects, for various audiences and purposes in a variety of genres</li> <li>Items from collections of language data (e.g. dictionaries, online resources, language corpora)</li> <li>Research findings (e.g. tables, graphs, statistics)</li> <li>How language varies because of personal, social, geographical and temporal contexts</li> <li>Why language varies and changes</li> <li>Attitudes to language variation and change</li> <li>Use of language according to audience, purpose, genre and mode</li> <li>How language is used to enact relationships</li> </ul> <p>Paper 2 Language, Diversity and Change – Opinion Writing</p> <ul style="list-style-type: none"> <li>Analysing the form of opinion articles and how issues are addressed</li> <li>Writing about language issues in a variety of forms</li> </ul> <p>Paper 2 Language, Diversity and Change – Language Discourses</p> <p>Students will study a range of texts that convey attitudes to language diversity and change. The texts studied will include those written for non-specialist audiences.</p> <p>Students will explore how texts are produced to convey views and opinions about language issues. They will explore how texts:</p> <ul style="list-style-type: none"> <li>represent language</li> <li>construct an identity for the producer</li> <li>position the reader and seek to influence them</li> <li>are connected to discourses about language.</li> </ul>	<p>Language in Action NEA: Original Writing and Commentary</p> <p>Students will produce one piece of original writing based on one of the following three areas:</p> <ul style="list-style-type: none"> <li>The Power of Persuasion</li> <li>The Power of Storytelling</li> <li>The Power of Information</li> </ul> <p>and one accompanying commentary:</p> <ul style="list-style-type: none"> <li>evaluate the structures and conventions of a variety of genres</li> <li>plan, draft and redraft as part of the writing process</li> <li>reflect on the writing process using methods of language analysis.</li> </ul> <p>Paper 1 Meanings and Representations</p> <p>Introduction to Child Language Acquisition/Language Change</p> <ul style="list-style-type: none"> <li>The functions of children’s language</li> <li>Phonological, pragmatic, lexical, semantic and grammatical development</li> <li>Different genres of speech and writing</li> <li>Different modes of communication (spoken, written, multimodal)</li> <li>Theories and research about language development.</li> </ul> <p>Students should study a range of examples of language in use and research data to inform their study of diversity and change:</p> <ul style="list-style-type: none"> <li>Texts using different sociolects (to include social and occupational groups, gender and ethnicity), different dialects (to include regional, national and international varieties of English), that use language to represent the different groups above, from different periods, from 1600 to the present day</li> <li>Written, spoken and electronic texts about a range of subjects, for various audiences and purposes in a variety of genres</li> <li>Items from collections of language data (eg dictionaries, online resources, language corpora)</li> <li>Research findings (eg tables, graphs, statistics)</li> </ul>

	<ul style="list-style-type: none"> <li>• How identity is constructed</li> </ul> <p><b>Enrichment:</b> World events/news topics around gender/sexuality, “Me too” movement</p>	<p><b>Enrichment:</b> Careers focus – law linked to language and power/occupation</p>	<p><b>Enrichment:</b> English and Media Centre online course/workshop (York University language department)</p>
<p><b>English Literature</b></p>	<p>Component 1: Drama Paper 1 Section A: <i>Othello</i> / Critical Reading Paper 1 Section B: <i>A Streetcar Named Desire</i></p> <ul style="list-style-type: none"> <li>• use of dramatic forms to shape meaning and evoke responses</li> <li>• contexts in which texts have been produced and how these contexts influence meaning</li> <li>• make connections and explore the relationships between texts</li> <li>• a range of ways to read and experience texts, responding critically and creatively</li> <li>• respond to and evaluate texts</li> <li>• identify and explore how attitudes and values are expressed in texts</li> <li>• communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts</li> <li>• use literary critical concepts and terminology with understanding and discrimination</li> <li>• make appropriate use of the conventions of writing in literary studies</li> </ul> <p><b>Enrichment:</b> Possible opportunity for a theatre visit to see either <i>Othello</i> or <i>A Streetcar Named Desire</i> live, dependent on availability</p>	<p>Component 2: Prose Paper 2: <i>Frankenstein</i></p> <p>Component 3: Poetry Paper 3 Section A: Post-2000 Specified Poetry</p> <ul style="list-style-type: none"> <li>• genre features and conventions in prose fiction texts</li> <li>• how writers use and adapt language, form and structure in texts, responding critically and creatively</li> <li>• make connections and explore the relationships between texts</li> <li>• the ways texts can be grouped and compared to inform interpretation</li> <li>• the contexts in which texts have been produced</li> <li>• explore how attitudes and values are expressed in texts</li> <li>• communicate fluently, accurately and effectively</li> <li>• use literary critical concepts and terminology</li> <li>• make appropriate use of the conventions of writing in literary studies</li> </ul> <p><b>Enrichment:</b> Unifrog – careers linked to English Literature</p>	<p>Component 2: Prose Paper 2: <i>The Handmaid’s Tale</i></p> <p>Component 3: Paper 3 Section A: Post-2000 Specified Poetry</p> <p>Component 4: NEA Preparation (Coursework)</p> <ul style="list-style-type: none"> <li>• genre features and conventions in prose fiction texts</li> <li>• how writers use and adapt language, form and structure in texts, responding critically and creatively</li> <li>• make connections and explore the relationships between texts</li> <li>• the ways texts can be grouped and compared to inform interpretation</li> <li>• the contexts in which texts have been produced</li> <li>• explore how attitudes and values are expressed in texts</li> <li>• communicate fluently, accurately and effectively</li> <li>• use literary critical concepts and terminology</li> <li>• make appropriate use of the conventions of writing in literary studies</li> </ul>
<p><b>Mathematics</b></p>	<p>Pure Mathematics</p> <ul style="list-style-type: none"> <li>• Surds &amp; Indices</li> <li>• Quadratic Functions</li> <li>• Equations &amp; Inequalities</li> <li>• Graphs &amp; Transformations</li> <li>• Coordinate Geometry</li> <li>• Algebraic methods</li> <li>• Binomial Expansion</li> </ul> <p>Mechanics</p> <ul style="list-style-type: none"> <li>• Modelling</li> <li>• Kinematics Forces as Vectors</li> <li>• Forces &amp; Acceleration</li> <li>• Motion in 2D</li> </ul> <p>Statistics</p> <ul style="list-style-type: none"> <li>• Data Collection</li> <li>• Measures of Location &amp; Spread</li> <li>• Representation of Data</li> <li>• Correlation</li> <li>• Probability</li> </ul> <p><b>Enrichment:</b> University Visit (mathematics dept). Senior Maths Challenge 3<sup>rd</sup> – 4<sup>th</sup> November 2021. Senior Maths Olympiad Round 1, 25<sup>th</sup> November 2021</p>	<p>Pure Mathematics</p> <ul style="list-style-type: none"> <li>• Trigonometric Ratios</li> <li>• Trigonometric Identities</li> <li>• Vectors</li> <li>• Differentiation</li> <li>• Integration</li> <li>• Exponentials &amp; Logarithms</li> </ul> <p>Mechanics</p> <ul style="list-style-type: none"> <li>• Connected particles</li> <li>• Pulleys</li> <li>• Variable Acceleration</li> </ul> <p>Statistics</p> <ul style="list-style-type: none"> <li>• Probability Distributions</li> <li>• Binomial Distributions</li> <li>• Hypothesis Testing</li> </ul> <p><b>Enrichment:</b> Senior Maths Olympiad Round 2 27<sup>th</sup> January 2022</p>	<p>Pure Mathematics</p> <ul style="list-style-type: none"> <li>• Exponentials &amp; Logarithms</li> <li>• Partial Fractions</li> <li>• Functions &amp; Graphs</li> <li>• Sequences &amp; Series</li> </ul> <p>Mechanics</p> <ul style="list-style-type: none"> <li>• Moments</li> <li>• Forced &amp; Inclined Planes</li> </ul> <p>Statistics</p> <ul style="list-style-type: none"> <li>• Regression</li> <li>• Correlation</li> <li>• Hypothesis Testing</li> <li>• Set Notation</li> <li>• Conditional Probability</li> </ul> <p>Preparations for examinations</p>

<p><b>Biology</b></p>	<ul style="list-style-type: none"> <li>• Microscopy</li> <li>• Cell structure</li> <li>• Biomolecules and their functions in organisms</li> <li>• Enzymes</li> <li>• Nucleotides and nucleic acids</li> <li>• Cell division and diversity</li> <li>• Biological membranes</li> </ul> <p><b>Enrichment:</b> Biology in the news. Biology careers</p>	<ul style="list-style-type: none"> <li>• Exchange surfaces</li> <li>• Transport in animals</li> <li>• Transport in plants</li> </ul> <p><b>Enrichment:</b> Biology in the news. Biology careers</p>	<ul style="list-style-type: none"> <li>• Homeostasis</li> <li>• Behavioural and physiological responses in ectotherms and endotherms</li> <li>• Histology of the mammalian liver</li> <li>• Histology of the nephron</li> <li>• Synapses and neurotransmission</li> <li>• Diabetes</li> <li>• Plant and animal responses to change</li> <li>• Photosynthesis</li> <li>• Respiration</li> </ul> <p><b>Enrichment:</b> Biology in the news. Biology careers</p>
<p><b>Chemistry</b></p>	<ul style="list-style-type: none"> <li>• Atoms and isotopes</li> <li>• Compounds, formulae and equations</li> <li>• Amount of substance – The Mole</li> <li>• Acids</li> <li>• The periodic table &amp; periodicity</li> <li>• Group 2 metals</li> <li>• The Halogens</li> <li>• Ion tests</li> <li>• Hydrocarbons &amp; basic concepts of organic chemistry</li> </ul> <p><b>Enrichment:</b> Chemistry in the news. Chemistry careers</p>	<ul style="list-style-type: none"> <li>• Redox reactions</li> <li>• Electron structure</li> <li>• Enthalpy changes</li> <li>• Reaction rates</li> <li>• Alkanes</li> <li>• Alkenes</li> <li>• Alcohols</li> </ul> <p><b>Enrichment:</b> Chemistry in the news. Chemistry careers</p>	<ul style="list-style-type: none"> <li>• Bonding and structure</li> <li>• Chemical equilibrium</li> <li>• Haloalkanes</li> <li>• Organic synthesis</li> <li>• Infra-red and mass spectrometry</li> <li>• Mock exam preparation</li> </ul> <p><b>Enrichment:</b> Chemistry in the news. Chemistry careers</p>
<p><b>Physics</b></p>	<ul style="list-style-type: none"> <li>• The 7 base units</li> <li>• Properties of materials</li> <li>• Stress strain and Young's Modulus</li> <li>• Density</li> <li>• Fluid mechanics and flow</li> <li>• Forces and Newton's laws</li> <li>• Dynamics equations</li> </ul> <p><b>Enrichment:</b> Physics in the news. Physics careers</p>	<ul style="list-style-type: none"> <li>• Levers and moments</li> <li>• Momentum before and after a collision</li> <li>• Current electricity</li> <li>• Circuit problems</li> </ul> <p><b>Enrichment:</b> Physics in the news. Physics careers</p>	<ul style="list-style-type: none"> <li>• Drift velocity</li> <li>• Internal resistance of a power supply</li> <li>• Wave types and parts of a wave</li> <li>• Ray diagrams, refraction, reflection and diffraction</li> <li>• The wave equation</li> <li>• The photoelectric effect</li> <li>• Particle wave duality</li> </ul> <p><b>Enrichment:</b> Physics in the news. Physics careers</p>
<p><b>BTEC Science</b></p>	<ul style="list-style-type: none"> <li>• Periodic table</li> <li>• The mole</li> <li>• Electronic structure</li> <li>• Bonding</li> <li>• Properties of period 2 and 3</li> <li>• Reactivity of group 1 and 7</li> <li>• History of the microscope</li> <li>• Practical uses of microscopes</li> <li>• Cell structures &amp; Specialised cells</li> <li>• Types and speed of waves</li> <li>• Diffraction and superposition</li> <li>• Wave equation</li> <li>• Progressive and stationary resonance</li> <li>• Refractive index</li> <li>• Total internal reflection and critical angle</li> <li>• Electromagnetic waves and inverse square law for intensity</li> </ul> <p><b>Enrichment:</b> Science in the news. Science careers</p>	<ul style="list-style-type: none"> <li>• Displacement reactions</li> <li>• Reactions of metals and acids</li> <li>• Structure and function of the blood</li> <li>• Epithelial cells</li> <li>• Pulmonary systems</li> <li>• Arteries and veins</li> <li>• Cardiovascular system</li> <li>• Sliding filament theory</li> <li>• Nervous system</li> <li>• The brain</li> <li>• Calibration (c/w)</li> <li>• Calorimetry (c/w)</li> </ul> <p><b>Enrichment:</b> Science in the news. Science careers</p>	<ul style="list-style-type: none"> <li>• Titration (c/w)</li> <li>• Colorimetry (c/w)</li> <li>• Calorimetry (c/w)</li> <li>• Chromatographic techniques (c/w)</li> </ul> <p><b>Enrichment:</b> Science in the news. Science careers</p>

<p><b>Geography</b></p>	<p>Human – Place</p> <ul style="list-style-type: none"> <li>Place meanings</li> <li>Place experience</li> <li>Place demographics</li> </ul> <p>Physical – Water and Carbon Cycle</p> <ul style="list-style-type: none"> <li>Water cycle systems</li> <li>Carbon cycle systems</li> </ul> <p><b>Enrichment:</b> Maryport related fieldwork activities. Soil analysis/infiltration rates in local area</p>	<p>Human – Place and global systems</p> <ul style="list-style-type: none"> <li>Maryport / Allerdale and one distant place case studies</li> <li>Globalisation</li> <li>Global trade</li> <li>Global institutions</li> </ul> <p>Physical – Coasts</p> <ul style="list-style-type: none"> <li>Coastal systems</li> <li>Coastal landforms</li> <li>Human intervention</li> </ul> <p><b>Enrichment:</b> Solway coastal study/linked with biology</p>	<p>Human – Place and global systems</p> <ul style="list-style-type: none"> <li>Global commons, especially Antarctica</li> <li>Resource classification</li> <li>Patterns of demand and availability</li> <li>Resource extraction impacts</li> <li>Geopolitics of resources</li> </ul> <p>Planning and preparation for the Non-examined Assessment (NEA).</p> <p>Physical – Coasts and hazards</p> <ul style="list-style-type: none"> <li>Local and distant case study of coastlines</li> <li>Volcanic hazards – impacts and responses</li> </ul> <p><b>Enrichment:</b> Undertaking of their own independent research in the field</p>
<p><b>Religious Studies</b></p>	<p>Philosophy-</p> <ul style="list-style-type: none"> <li>Ancient philosophical influences</li> <li>Soul body and mind</li> </ul> <p>Christian Thought</p> <ul style="list-style-type: none"> <li>Augustine’s teachings on Human Nature</li> <li>Death and the Afterlife</li> </ul> <p>Ethics</p> <ul style="list-style-type: none"> <li>Natural Law</li> <li>Utilitarianism</li> </ul> <p><b>Enrichment:</b> Debating key topics relating to death and the after-life</p>	<p>Philosophy</p> <ul style="list-style-type: none"> <li>Arguments based on observation</li> <li>Arguments based on reason</li> </ul> <p>Christian Thought</p> <ul style="list-style-type: none"> <li>Knowledge of God’s existence</li> <li>The person of Jesus Christ</li> </ul> <p>Ethics</p> <ul style="list-style-type: none"> <li>Kantian Ethics</li> <li>Situation Ethics</li> </ul> <p><b>Enrichment:</b> Debating key topics in observation and reason</p>	<p>Philosophy</p> <ul style="list-style-type: none"> <li>The problem of evil</li> </ul> <p>Christian Thought</p> <ul style="list-style-type: none"> <li>Christian moral principles</li> <li>Christian moral actions</li> </ul> <p>Ethics</p> <ul style="list-style-type: none"> <li>Euthanasia</li> </ul> <p><b>Enrichment:</b> Careers involving ethics - Unifrog</p>
<p><b>History</b></p>	<p>The department follows the OCR A specification. Paper 1 British period study and enquiry: Britain 1930 – 1997, including:</p> <p>Period study: Britain 1951 – 1997:</p> <ul style="list-style-type: none"> <li>Conservative domination 1951 – 1964</li> <li>Labour and Conservative Governments 1964 – 1979</li> <li>Thatcher and the end of consensus 1979 – 1997</li> </ul> <p>Enquiry topic: Churchill 1930 – 1951</p> <ul style="list-style-type: none"> <li>Churchill’s view of events 1929 – 1940</li> <li>Churchill as wartime Prime Minister</li> <li>Churchill and international diplomacy 1939 – 1951</li> </ul> <p><b>Enrichment:</b> Extended readings by various historians to engage pupils in real historical research. We hope that this will give pupils an insight into an historical undergraduate degree experience</p>	<p>Paper 2 Democracy &amp; Dictatorships in Germany 1919 – 1963, including:</p> <ul style="list-style-type: none"> <li>The establishment and development of the Weimar Republic 1919 – January 1933</li> <li>The establishment of the Nazi dictatorship and its domestic policies February 1933 – 1939</li> <li>The impact of war and defeat on Germany: 1939 – 1949</li> <li>Divided Germany: The Federal Republic and the DDR 1949 – 1963</li> </ul> <p><b>Enrichment:</b> Extended readings by various historians to engage pupils in real historical research. We hope that this will give pupils an insight into an historical undergraduate degree experience</p>	<p>Paper 3 Rebellion and Disorder under the Tudors 1485 – 1603, including:</p> <ul style="list-style-type: none"> <li>The main causes of rebellion and disorder</li> <li>The frequency and nature of the disturbances</li> <li>The impact of the disturbances upon Tudor governments</li> <li>The maintenance of political stability</li> </ul> <p>Depth studies:</p> <ul style="list-style-type: none"> <li>Pilgrimage of Grace</li> <li>The Western Rebellion</li> <li>Tyrone’s Rebellion</li> </ul> <p><b>Enrichment:</b> Opportunities to visit universities and explore the content of history degrees at various institutions.</p>
<p><b>Art</b></p>	<p>Sense of Place – Skills Based workshops</p> <ul style="list-style-type: none"> <li>AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</li> <li>AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</li> </ul>	<p>Personal Investigation</p> <ul style="list-style-type: none"> <li>AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</li> <li>AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</li> </ul>	<p>Personal Investigation</p> <ul style="list-style-type: none"> <li>AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</li> <li>AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</li> </ul>

	<ul style="list-style-type: none"> <li>• AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</li> <li>• AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</li> </ul> <p><b>Enrichment:</b> The Big Draw</p>	<ul style="list-style-type: none"> <li>• AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</li> <li>• AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</li> </ul> <p><b>Enrichment:</b> Gallery visit – London or Glasgow</p>	<ul style="list-style-type: none"> <li>• AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</li> <li>• AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</li> </ul>
<b>Photography</b>	<p>Sense of Place – Skills Based workshop</p> <ul style="list-style-type: none"> <li>• AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</li> <li>• AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</li> <li>• AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</li> <li>• AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</li> </ul> <p><b>Enrichment:</b> The Big Draw</p>	<p>Personal Investigation</p> <ul style="list-style-type: none"> <li>• AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</li> <li>• AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</li> <li>• AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</li> <li>• AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</li> </ul> <p><b>Enrichment:</b> Gallery visit – London or Glasgow</p>	<p>Personal Investigation</p> <ul style="list-style-type: none"> <li>• AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</li> <li>• AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</li> <li>• AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</li> <li>• AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</li> </ul>
<b>French</b>	<p>Changes in family structures - how the structure of the family is changing, how the institution of marriage is changing, relationships within the family unit</p> <p>Education - how the French education system is structured, issues, French students might have, higher education in France, ways of adapting to working life</p> <p>Grammar Revisions</p> <p><b>Enrichment:</b> Opportunities to assist KS3 and KS4 classes as a language assistant. In person and online language events</p>	<p>The world of work - work-life balance and attitudes towards work in France, reasons why people strike, their right and trade union intervention, gender discrimination in the workplace.</p> <p>Music - Francophone music, the popular musical genre, <i>la chanson française</i> and Haitian music, the influence of Francophone music Study of a film: <i>La Haine</i></p> <p><b>Enrichment:</b> School exchange, Lycée Saint Sauveur, Redon, Easter. Opportunities to assist KS3 and KS4 classes as a language assistant. In person and online language events</p>	<p>Media - freedom of speech in francophone countries, print and online media in francophone countries, the effect of the media on politics and society in francophone countries</p> <p>Festivals and traditions - celebrations in francophone countries</p> <p>Study of a film - <i>La Haine</i></p> <p><b>Enrichment:</b> Opportunities to assist KS3 and KS4 classes as a language assistant. In person and online language events</p>
<b>Health &amp; Social Care</b>	<p>Supporting people with dementia (U16)</p> <p>Anatomy and Physiology for health and social care (U4)</p> <p>Nutrition for health (U10)</p> <p>Safeguarding (U7)</p> <p>Infection control (U5)</p> <p>Promote positive behaviour (U12)</p> <p><b>Enrichment:</b> Emergency Service Day. Debating high profile safe guarding fails. Guest speakers. Analysing research papers</p>	<p>Health, safety and security in health and social care (U3)</p> <p>Equality, diversity and rights in health and social care (U2)</p> <p>Anatomy and Physiology for health and social care (U4)</p> <p>Personalisation and a person-centred approach to care (U6)</p> <p>Supporting people with mental health conditions (U17)</p> <p>Promote positive behaviour (U12)</p> <p><b>Enrichment:</b> Stephen Lawrence Day. Survey of local facilities relating to provision of HSC Case studies – mental health celebrities and support available</p>	<p>Anatomy and Physiology for health and social care (U4)</p> <p>Health, safety and security in health and social care (U3)</p> <p>Equality, diversity and rights in health and social care (U2)</p> <p>Personalisation and a person-centred approach to care (U6)</p> <p>Supporting people with learning difficulties (U9)</p> <p>Building positive relationships in HSC (U1)</p> <p><b>Enrichment:</b> Documentaries – Winterbourne Care. Research study – Breadline Kids. National thankyou day. Guest speaker – mental health nurse</p>

<p><b>Physical Education</b></p>	<p>Unit 1 - Body systems and the effects of physical activity</p> <ul style="list-style-type: none"> <li>Skeletal, muscular system &amp; cardiovascular systems in relation to exercise and physical activity</li> </ul> <p>Unit 8 - Organisation of sports events</p> <ul style="list-style-type: none"> <li>Types of sports events and their purpose</li> <li>Different roles and responsibilities involved in the planning and delivery of sports events</li> <li>Plan and promote a sports event</li> </ul> <p>Unit 18 - Practical skills in sport and physical activities</p> <ul style="list-style-type: none"> <li>Ongoing through the course – students are to complete either their team/ individual/ officiating video evidence during competitions both in and out of school</li> </ul> <p><b>Enrichment:</b> Officiating of Year 7,8 and 9 competitions. Primary competitions. Coaching opportunities of KS3 pupils. Inter-school fixtures/ competitions. Grand final trip</p>	<p>Unit 1 - Body systems and the effects of physical activity</p> <ul style="list-style-type: none"> <li>Respiratory system in relation to exercise and physical activity</li> <li>Energy systems in relation to exercise and physical activity</li> </ul> <p>Unit 8 - Organisation of sports events</p> <ul style="list-style-type: none"> <li>Participate in the delivery of a sports event</li> </ul> <p>Unit 18 - Practical skills in sport and physical activities</p> <ul style="list-style-type: none"> <li>Ongoing through the course – students are to complete either their team/ individual/ officiating video evidence during competitions both in and out of school</li> </ul> <p><b>Enrichment:</b> Officiating of Year 7,8 and 9 competitions. Primary competitions. Coaching opportunities of KS3 pupils. Inter-school fixtures/ competitions</p>	<p>Unit 1 - Body systems and the effects of physical activity</p> <ul style="list-style-type: none"> <li>Revision of unit 1 topics</li> <li>Unit 1 exam</li> </ul> <p>Unit 2 - Sports coaching and leadership</p> <ul style="list-style-type: none"> <li>Roles and responsibilities of sports coaches and activity leaders</li> <li>Principles which underpin coaching and leading</li> </ul> <p>Unit 8 - Organisation of sports events</p> <ul style="list-style-type: none"> <li>Review the planning and delivery of a sports event</li> </ul> <p>Unit 18 - Practical skills in sport and physical activities</p> <ul style="list-style-type: none"> <li>Ongoing through the course – students are to complete either their team/ individual/ officiating video evidence during competitions both in and out of school</li> </ul> <p><b>Enrichment:</b> Officiating of Year 7,8 and 9 competitions. Primary competitions. Coaching opportunities of KS3 pupils. Inter-school fixtures/ competitions. Sports Day</p>
<p><b>Information Technology</b></p>	<p>Understanding computer hardware</p> <p>Understanding computer software</p> <p>Virtual and augmented reality:</p> <ul style="list-style-type: none"> <li>Virtual and augmented reality and how they may be used</li> </ul> <p><b>Enrichment:</b> NHS Virtual Reality</p>	<p>Software troubleshooting</p> <p>Understanding employability and communication skills used in an IT environment</p> <p>Understand ethical and operational issues and threats to computer systems</p> <p><b>Enrichment:</b> Working alongside IT team within school to troubleshoot</p>	<p>Revision</p> <p>Virtual and augmented reality:</p> <ul style="list-style-type: none"> <li>Design virtual and augmented reality resources</li> <li>Create virtual and augmented reality resources</li> <li>Predict future applications for virtual and augmented reality</li> </ul> <p><b>Enrichment:</b> NHS Virtual Reality</p>