



**KS5 Course Handbook
2023-2024
Information for families and
students**



**Valuing Everyone
Caring for Each Other
Achieving Excellence**

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Welcome

Sixth Form is the stage of school where you begin to focus on and develop your academic passions. At Tapton, students can choose three or four subjects from a broad curriculum offer allowing a focus on the subjects that really matter to them in preparation for further study post-18. Sixth Form is also the final stage of compulsory education before students enter into the adult world. At Tapton we take this seriously. Alongside high expectations for attendance, punctuality and behaviour, all our students experience a personal development programme that prepares them for the challenges of independent living - including a focus on managing mental health and well-being. This complements the pastoral support provided by form tutors and the wider Sixth Form team as our students prepare for adulthood.

Our students are also encouraged to engage in a wide range of super and extra-curricular activities to help them grow as individuals and members of our school community.

Access to independent advice and guidance about careers and post-18 destinations is also essential as students in Sixth Form begin to plan their next steps beyond school. At Tapton, our students experience a wide range of opportunities from guest speakers to external events that support their decision making.

Supported by our broad curriculum, this means that our students can progress to a wide variety of destinations allowing them the opportunity to become who and what they want to be.

Our Sixth Form community is made up not only of students from Tapton, but also of students from over thirty different schools in Sheffield, South Yorkshire and Derbyshire. This makes Tapton a diverse and vibrant community. It also means that we have a clear focus on the importance of transition. We make close ties with the schools that our students join us from and involve them in a transition programme - supported by the National Citizen Service - designed to help them to feel part of Tapton before they begin Year 12 in September. Our students thrive when they feel part of Sixth Form.

Key Contacts – Key Stage 5

Please use the key contacts if you do have a question or queries regarding your child's pastoral care or academic progress:

Head of Sixth Form A Wright, awright9@taptonschool.co.uk

Year Leader for Y12: N Harris, nharris@taptonschool.co.uk

Year Leader for Y13: J Winters, jwinters@taptonschool.co.uk

Learning and Inclusion Coordinator: L Ridal, lridal@taptonschool.co.uk

KS5 Safeguarding: R Moorwood & L Mitchell, ks5safeguarding@taptonschool.co.uk

Academic Mentor and 16-19 Bursary Administrator: L Deakin, lideakin@taptonschool.co.uk

Sixth Form Administrator: J Peacock, jpeacock@taptonschool.co.uk

UCAS & Destinations Administrator; M Bower, mbower@taptonschool.co.uk

SENDCo: S Rippin, srippin@taptonschool.co.uk

Careers Leader (Work Experience and Volunteering): jwilliams@taptonschool.co.uk

Health and Wellbeing Coordinator: J Cadman, jcadman@taptonschool.co.uk

Designated Safeguarding Lead: K Tabani, ktabani@taptonschool.co.uk

Curriculum Plan Overview

We are pleased to offer a broad range of subjects for AS and A Level. However, it is important to note that some subjects are the full two-year course only. This should be taken into consideration, especially if you are choosing to take four subjects. The majority of students who start with four subjects will drop down to three after a year, having taken an AS Level in their fourth subject.

Can be completed at AS or A Level	Can be completed only at A Level
Biology	Art and Design
Business Studies	DT Engineering
Chemistry	DT Product Design
Computer Science	DT Textiles
Economics	Geography
English Language	Music
English Literature	Physical Education
Film Studies	Politics
French	
Further Maths	
German	
History	
Maths	
Physics	
Psychology	
Religious Studies	
Sociology	
Spanish	
Theatre Studies	

Sixth Form at a glance

This is what we expect a typical journey through Sixth Form to look like:

Year 11	Year 12	Year 13
November Open Evening	September First day: Form Tutor time Freshers Fair	September Tracking, including UCAS Predicted Grades Update Progress Evening
December internal applicants 1:1 meetings with a member of the Sixth Form Team	October Tracking	October Early applicant deadline (Oxford, Cambridge, Medicine, Veterinary and Dentistry)
December to January Applications through Sheffield Progress – deadline 31 st January	December Charity Week	December Charity Week
Early March External applicants 1:1 meetings with a member of Sixth Form Team for all those who have been made an offer	January Assessment and Tracking	January UCAS deadline for all other applications
June/July Induction, (a chance to meet Form Tutor and subject teachers) including NCS programme	February Progress Evening AS Options support for those on 4 subjects	February Y13 Trial Exams Tracking
August Results and Registration	May/June AS Exams (External exams)	March Y13 Assessment Week Tracking
	June/July UCAS Registrations; Post 18 Evening; Destinations Day; Year 12 Trial Exams, UCAS Predicted Grades and Reports	May/June Study Leave A Level Exams Leaving Party

Curriculum Intent

Our ambitious and bespoke curriculum is designed to allow all students to realise their life chances and dreams. Inclusion and destinations drive all our decision making. We aim to ensure that every child is fully engaged in learning and gains and retains a deep body of knowledge. This ensures they are ready for a successful transition to the next stage of learning and onwards to employment.

We value everyone, care for each other and achieve excellence.

Every child has the right to a broad and balanced curriculum with a quality experience in the Arts, Technology, Science, Religious Education, Physical Education, a Modern Foreign Language and the Humanities, alongside a strong core subject experience in English and Maths.

The school is committed to a three-year KS3 experience. At every key stage we build the composite knowledge and skills for progress and future success. Our broad, knowledge rich curriculum ensures engagement and allows students to discover their own passions and make appropriate learning and life choices. Our vision is to embed cultural capital across all groups.

We believe the heart of our curriculum must be academic because this is the best guarantee for student destinations and removes obstacles for social mobility. Our curriculum offer is personalised to the individual needs of young people, particularly those at risk of disengagement and exclusion. As a Vision Support school, we deliver independent living skills for VI students and where appropriate other students with high needs.

We are a values driven school that celebrates the diversity of our community. RE is an integral part of the curriculum for every student from Year 7 to 11. Universal values of tolerance and understanding are deeply embedded within our RE, Personal Development lessons and Form Time programme as are LGBTQ+, anti-sexism, anti-racism and anti-bullying.

Assessment

Formal Assessments

Formal assessments are calendared, all subjects need to complete a formal assessment at this time. The data generated by the assessment weeks will be shared with families and will support interventions going forward.

Y12

Autumn Tracking Y12

Rationale

Intervention - To promptly identify students in Y12 in need of additional support.

January Tracking Y12

Rationale

Options and Intervention - To support students with the Y12 Options process (e.g. students on four subjects deciding which subject to complete at AS and which subjects to continue to Y13); to identify and support students who are not Currently Recommended for Progression to A Level.

March Tracking Y12 AS Only and Not Currently Recommended for Progression to A Level

Rationale

Preparation for AS Level and Intervention – To provide students with a full experience of AS Level Exams prior to May; to continue to identify and support students who are not Currently Recommended for Progression to A Level through additional assessment and feedback.

June Tracking and Reports

Rationale

Assessment of Y12 Content and Intervention – To assess students on Y12 content; to continue to identify and support students who are not Currently Recommended for Progression to A Level through additional assessment and feedback; to provide students with a MLO (Most Likely Outcome) and a UCAS predicted grade; to provide reports which form the basis of UCAS references.

Y13

October Tracking

Rationale

Destinations and Interventions – To provide students with a MLO (Most Likely Outcome) and an updated UCAS Predicted Grade.

March Tracking

Rationale

Preparation for A Level Exams, Destinations and Interventions – To provide students with a full experience of A Level Exams prior to the exams in June; To provide students with a MLO (Most Likely Outcome).

Homework, Study Skills & Directed Study

Meaningful: Homework tasks are embedded into the curriculum and relevant to the learning in the classroom. All homework set supports students and facilitates their in-class performance or revision for assessments.

Manageable: Homework tasks are designed to be short and regular to encourage good study habits in preparation for later study, revision and working life.

Predictable: At Key Stage Five we expect students to receive weekly homework from each teacher for every two hours taught. Homework should take approximately a minimum of two hours and thirty minutes to complete per subject, per week and students should complete a minimum of nine hours of independent study and homework a week. Homework tasks do not have to be written and could take the form of reading, learning or revision and in mastery subjects (Maths and MFL) students will receive weekly homework to help with their proficiency in these areas.

Homework is set using the online platform Satchel:One. Homework is shared by class teachers on this system on the day it is set before 5pm. Students should be given a minimum of three nights to complete any homework set. Parents and carers can also access Satchel:One to monitor their child's homework and deadlines.

Homework Monitoring - Systems & Procedures

All students receive feedback and praise for completed homework be it verbal, whole-class feedback or written feedback.

Classroom teachers will deal directly with any non-completion of homework by having a conversation with anyone who has not completed a task and logging it as a non-completion on Bromcom which will create a text notification to parents and carers. If the piece of homework is still not completed a sanction is put in place by the class teacher (i.e a break or lunch detention) and students complete the work at the agreed time and a second non-completion log is put on to Bromcom and a text is sent home.

Any further non-completion of homework will be addressed by the Subject Leader, Year Leader or SLT as appropriate.

Becoming an Independent Learner (BILs)

The most successful students at Sixth Form and beyond are also independent learners. During Year 12 students will focus on the following areas:

- Time Management and Organisation
- Note-taking
- Super Curricular Activities
- Academic Language
- Exam Practice and Understanding
- Non-Examined Assessment (NEA)

Directed Study

To support independent learning, all Year 13 students have a timetabled hour of Directed Study in the Library for each subject that they are taking.

Super and Extra Curricular activities

As well as enjoying your studies, and getting the qualifications needed for the next step, we really love to see our students having great experiences outside the classroom. This may be pushing your knowledge further (super curricular) or learning something different to your usual lessons (extra-curricular)

We are proud to work alongside the National Citizen Service and have been awarded Champion School status. We believe the experiences that they offer to young people are incredibly valuable. Indeed, NCS is recognised by UCAS and employers, and is endorsed by the government. NCS promotes teamwork and independence for young people, whilst building an individual's confidence and leadership skills. Each year, we encourage those joining us in Year 12 to take part in their Summer programme. This supports students with making new friends ahead of starting in September, whilst also taking part in social action and learning key life skills.



We have a wide range of clubs and groups, and these will develop and change depending on the interests of our students. If there is something you feel is missing, you are welcome to look at starting a new club.

- Film Club
- Paired Reading (supporting younger members of the school by listening to them read)
- KS5 Book Club
- Sixth Form Theatre Company
- Social Sciences Film, Book and Podcast Club
- Science Wednesdays - Motor Neurone Project, Cosmic Mining, DNA Origami, Journal Club
- Tapton Talks – Science Lectures in association with The University of Sheffield
- Music Ensembles – including Senior Orchestra, Brass Band, Choir, Guitar Ensemble & more!
- Student Cooking on a Budget
- Duke of Edinburgh Gold
- LBGTQ+ Group
- Cultural Newsletter
- Christian Union
- VI Running Club & Paired Reading (supporting Visually Impaired students in our school)
- Medical Society/Dental Society
- PE Activities – including Netball, Football, Badminton, Climbing, Hockey, Gymnastics & Table Tennis
- KS5 STEM and Humanities Diploma

Work Experience

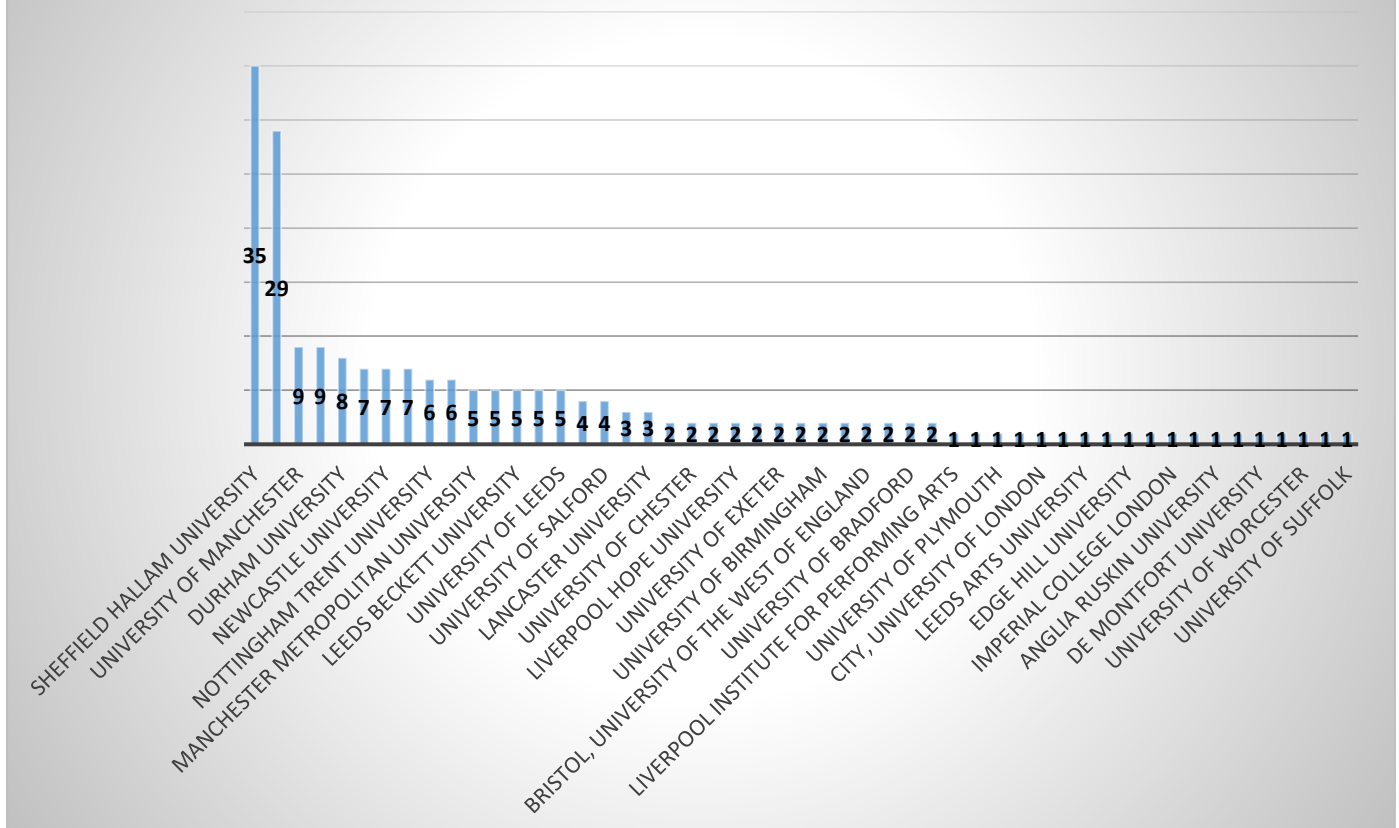
At Tapton School Sixth Form we encourage students from both year 12 and year 13 to build a portfolio of work experience and workplace encounters. As this is a requirement of some Post-18 destinations, we particularly encourage this in areas such as healthcare, education and social work etc. We work in partnership with such as the National Health Service, Uptree and Speaker for Schools who offer work experience and workplace encounters. Opportunities are shared via Satchel:One. If the shared opportunities are not for an individual, it's good practice for students to find and secure their own placements though we offer support through the Careers Leader, Ms Williams, to contact employers in the area of interest.

Destinations

Our strong links with local and national universities ensure that you will receive exceptional support as you apply for Higher Education and begin the transition into university life. Over 90% of our students successfully apply to university, with many gaining admission into the most competitive institutions in the country. When you receive an interview from a university, we ask an experienced professional to offer you a trial interview before the real thing. This is a unique opportunity to experience an interview and receive feedback on your performance. Tapton offer a broad range of subjects which will allow you to apply to a wide range of University courses.

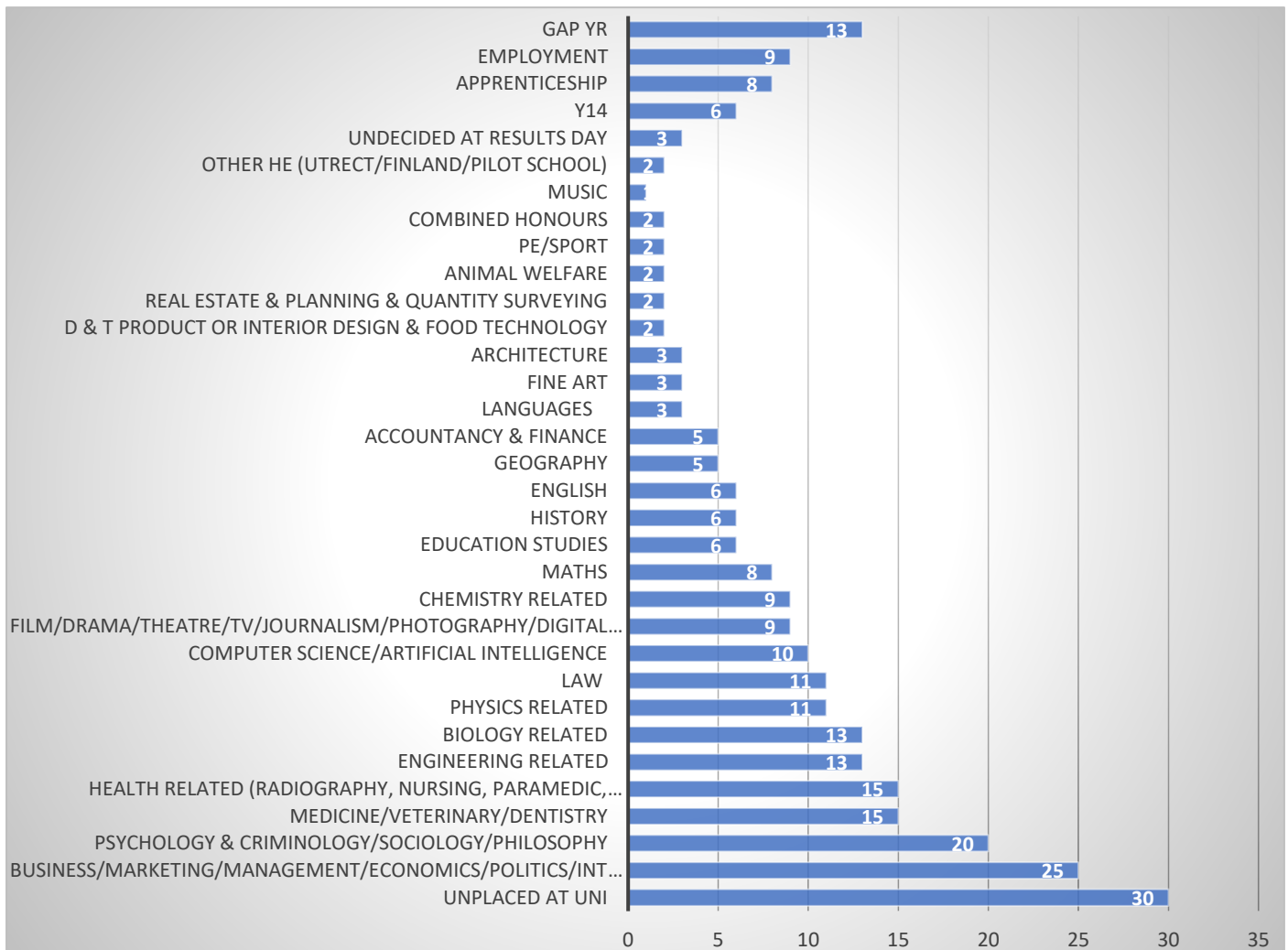
Higher and Degree apprenticeships combine time in the workplace, gaining skills, experience and earning a salary, with studying towards a university degree – the same qualification as a full time undergraduate. As with other apprenticeships, the cost of course fees are shared between the government and employers, meaning that you can earn a full bachelors, or even masters degree, without paying any fees. You may choose to go straight into employment after your study. Our Careers Advisor provides advice and support to students that wish to move onto apprenticeships or employment. Opportunities are regularly promoted, and students can attend employer events held at Tapton School.

Post 18 Destinations - Which University



Destinations

Post 18 Destinations - which subjects?



Biology

Curriculum Intent: To ensure students maintain and develop their curiosity and excitement about the natural world. To develop all to be `scientists` by embedding a culture of confidence and mastery underpinned by scientific enquiry. To develop their ability to see connections between science subject areas and become aware of some of the big ideas for understanding the world and to provide a high challenge, high quality science education for all our learners.

Year 12	Year 13
<p>Core knowledge: Biological molecules – including carbohydrates, lipids, proteins, enzymes and nucleic acids, cell structure, microscopy, transport across cell membranes, immunity, exchange with the environment, mass transport in animals and plants, the genetic code, genetic diversity and biodiversity.</p> <p>Procedural knowledge (how to.): Use scientific theories and explanations to develop hypothesis Evaluate methods and suggest possible improvements Apply a knowledge of sampling techniques to ensure any samples collected are representative Apply a knowledge of a range of techniques, apparatus, and materials to select those appropriate for both field work and for experiments Translate data from one form to another Represent distributions of results and make estimates of uncertainty Carry out and represent mathematical and statistical analysis Explain everyday technological applications of science Use a variety of concepts and models to develop scientific explanations Appreciate the power of limitations of science and consider ethical issues</p> <p>Assessment: Assessment 1: Cells & Biochemistry Assessment 2: Enzymes & transport across cell membranes Assessment 3: End of topic 1 Assessment 4: End of topic 2 Assessment 5: End of topic 3 Assessment 6: End of topic 4 Assessment 7: End of year – all Year 12 content</p> <p>Homework: Write-up of experimental work Weekly review of work covered Revision for tests x 7</p> <p>Links to careers and personal development include: Enabling students to recognise risks to their own wellbeing. Social development: Practice using a range of social skills in different situations.</p>	<p>Core knowledge: Photosynthesis, respiration, energy in ecosystems, inheritance, population genetics, ecology, response to stimuli, nerves and muscles, homeostasis, gene expression, and recombinant DNA technology.</p> <p>Procedural knowledge (how to.): Use scientific theories and explanations to develop hypothesis Evaluate methods and suggest possible improvements Apply a knowledge of sampling techniques to ensure any samples collected are representative Apply a knowledge of a range of techniques, apparatus, and materials to select those appropriate for both field work and for experiments Translate data from one form to another Represent distributions of results and make estimates of uncertainty Carry out and represent mathematical and statistical analysis Explain everyday technological applications of science Use a variety of concepts and models to develop scientific explanations Appreciate the power of limitations of science and consider ethical issues</p> <p>Assessment: Assessment 1: Inheritance Assessment 2: Photosynthesis & respiration Assessment 3: End of topic 7 Assessment 4: End of topic 5 Assessment 5: A level paper 1 Assessment 6: A level paper 2 Assessment 7: A level paper 3</p> <p>Homework: Write-up of experimental work Weekly review of work covered Revision for tests x 8</p> <p>Links to careers and personal development include: Enabling students to recognise risks to their own wellbeing.</p>

Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

Social development: Practice using a range of social skills in different situations.

Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

Chemistry

Curriculum Intent: To ensure students maintain and develop their curiosity and excitement about the natural world. To develop all to be `scientists` by embedding a culture of confidence and mastery underpinned by scientific enquiry. To develop their ability to see connections between science subject areas and become aware of some of the big ideas for understanding the world and to provide a high challenge, high quality science education for all our learners.

Year 12

Atomic structure and bonding, Calculations in Chemistry, Reaction Energetics and Kinetics, Reactions at Equilibria and Redox reactions. Trends in the properties of period 3, group 2 and group 7 elements. Naming Organic compounds, Properties and reactions of Alkanes, Halogenoalkanes, Alkenes and Alcohols. Analysis of Organic Compounds.

Procedural knowledge (how to..):

Use scientific theories and explanations to develop hypothesis
Evaluate methods and suggest possible improvements
Apply a knowledge of sampling techniques to ensure any samples collected are representative
Apply a knowledge of a range of techniques, apparatus, and materials to select those appropriate for both field work and for experiments
Translate data from one form to another
Represent distributions of results and make estimates of uncertainty
Carry out and represent mathematical and statistical analysis
Explain everyday technological applications of science
Use a variety of concepts and models to develop scientific explanations
Appreciate the power of limitations of science and consider ethical issues

Assessment:

Unit test x 9
TSAT exam x 2

Homework:

Assessed homework booklet x 9
Revision for tests x11

Links to careers and personal development include:

Enabling students to recognise risks to their own wellbeing.
Social development: Practice using a range of social skills in different situations.
Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

Year 13

Core knowledge:

Thermodynamics, Quantitative reaction kinetics, Gaseous reactions at equilibria, Electrochemistry and Acids, Bases and Buffers.
Reactions of period 3 elements and compounds, Transition metal chemistry and reactions of inorganic compounds in solution.
Naming Organic compounds, Properties and reactions of carbonyl compounds, Arenes and Amines. Biochemistry and Structure Determination.

Procedural knowledge (how to..):

Use scientific theories and explanations to develop hypothesis
Evaluate methods and suggest possible improvements
Apply a knowledge of sampling techniques to ensure any samples collected are representative
Apply a knowledge of a range of techniques, apparatus, and materials to select those appropriate for both field work and for experiments
Translate data from one form to another
Represent distributions of results and make estimates of uncertainty
Carry out and represent mathematical and statistical analysis
Explain everyday technological applications of science
Use a variety of concepts and models to develop scientific explanations
Appreciate the power of limitations of science and consider ethical issues

Assessment:

Unit test x 11
TSAT exam x 2

Homework:

Assessed homework booklet x11
Revision for tests x 13

Links to careers and personal development include:

Enabling students to recognise risks to their own wellbeing.
Social development: Practice using a range of social skills in different situations.
Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

Physics

Curriculum Intent: To ensure students maintain and develop their curiosity and excitement about the natural world. To develop all to be `scientists` by embedding a culture of confidence and mastery underpinned by scientific enquiry. To develop their ability to see connections between science subject areas and become aware of some of the big ideas for understanding the world and to provide a high challenge, high quality science education for all our learners.

Year 12

Core knowledge:

Physical quantities and units, making measurements and analysing data, nature of quantities. Motion, forces in action, work, energy and power, materials Newton's laws of motion and momentum. Charge and current, energy, power and resistance, electrical circuits, waves, quantum physics.

Procedural knowledge (how to.):

Use scientific theories and explanations to develop hypothesis
 Evaluate methods and suggest possible improvements
 Apply a knowledge of sampling techniques to ensure any samples collected are representative
 Apply a knowledge of a range of techniques, apparatus, and materials to select those appropriate for both field work and for experiments
 Translate data from one form to another
 Represent distributions of results and make estimates of uncertainty
 Carry out and represent mathematical and statistical analysis
 Explain everyday technological applications of science
 Use a variety of concepts and models to develop scientific explanations
 Appreciate the power of limitations of science and consider ethical issues

Assessment:

Unit test x 10
 TSAT exam/mock x 2

Homework:

Isaac Physics / Worksheets / Past Papers set weekly.
 Revision for tests x 12

Links to careers and personal development include:

Enabling students to recognise risks to their own wellbeing.
 Social development: Practice using a range of social skills in different situations.
 Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

Year 13

Core knowledge:

Physical quantities and units, making measurements and analysing data, nature of quantities. Thermal physics, circular motion, oscillations, gravitational fields, astrophysics and cosmology. Capacitors, electric fields, electromagnetism, nuclear and particle physics, medical imaging.

Procedural knowledge (how to.):

Use scientific theories and explanations to develop hypothesis
 Evaluate methods and suggest possible improvements
 Apply a knowledge of sampling techniques to ensure any samples collected are representative
 Apply a knowledge of a range of techniques, apparatus, and materials to select those appropriate for both field work and for experiments
 Translate data from one form to another
 Represent distributions of results and make estimates of uncertainty
 Carry out and represent mathematical and statistical analysis
 Explain everyday technological applications of science
 Use a variety of concepts and models to develop scientific explanations
 Appreciate the power of limitations of science and consider ethical issues

Assessment:

Unit test x 9
 TSAT exam/mock x 2

Homework:

Isaac Physics / Worksheets / Past Papers set weekly.
 Revision for tests x 11

Links to careers and personal development include:

Enabling students to recognise risks to their own wellbeing.
 Social development: Practice using a range of social skills in different situations.
 Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

Mathematics

Curriculum Intent: We build confidence with mathematical reasoning which is essential for everybody's future. We ensure that all students have the mathematical fluency, reasoning, and problem-solving skills to not only excel in assessments, but to fulfil their hopes and dreams in the world beyond. We motivate, challenge, and inspire a very able cohort, whilst supporting and nurturing students who lack confidence and those that struggle with mathematics. We deliver a curriculum which allows students to achieve the best they can.

Core knowledge:

A Level Mathematics builds on the skills, knowledge and understanding from GCSE Mathematics. Core knowledge is guided by the subject content of the A Level Mathematics curriculum, under the headings:

- Pure Mathematics
- Statistics
- Mechanics

The Year 12 end of year assessment and the Year 13 Trial assessments will examine all of the headings above. The exact content of core curriculum is defined by the schemes of work for each year group.

Pure Mathematics

- Proof
- Algebra & Functions
- Co-ordinate Geometry
- Sequences & Series
- Trigonometry
- Exponentials & Logarithms
- Differentiation
- Integration
- Numerical Methods
- Vectors

Statistics

- Statistical Sampling
- Data Presentation & Interpretation
- Probability
- Statistical Hypothesis Testing

Mechanics

- Quantities & Units
- Kinematics
- Forces & Newton's Laws
- Moments (Y13 only)

Procedural knowledge (how to..):

A Level Mathematics will encourage learners to:

- understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study
- extend their range of mathematical skills and techniques
- understand coherence and progression in mathematics and how different areas of mathematics are connected
- apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly
- reason logically and recognise incorrect reasoning
- generalise mathematically
- construct mathematical proofs

- use their mathematical skills and techniques to solve challenging problems which require them to decide on the solution strategy
- recognise when mathematics can be used to analyse and solve a problem in context
- represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them
- draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions
- make deductions and inferences and draw conclusions by using mathematical reasoning
- interpret solutions and communicate their interpretation effectively in the context of the problem
- read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding
- read and comprehend articles concerning applications of mathematics and communicate their understanding
- use technology such as calculators and computers effectively and recognise when such use may be inappropriate
- take increasing responsibility for their own learning and the evaluation of their own mathematical development.

Assessment:

- Teacher questioning in lessons.
- Regular review questions at the beginning of lessons to check on prior learning.
- Regular exam question practice with either whole class or individual feedback.
- Basic Skills assessment in October of Y12, followed by exam weeks in January and May / June of Year 12.
- Pure Mathematics assessment in November of Y13, followed by trial exam weeks in February and April of Year 13.
- Final A Level exams in June of Year 13.

Homework:

- Weekly homework is set using predominantly the course textbook, alongside other resources.
- Revision tasks are also set as homework to prepare for the assessments.

Links to careers and personal development include:

- Mathematical knowledge, skills and their application to problem solving is key and requires resilience and the willingness to make mistakes and learn from them.
- The curriculum is linked to the real world wherever possible.
- We make cross curricular links with science, technology, geography, food etc wherever possible.
- We support students to get the best grades that they can so they have as much career choice as possible

Further Mathematics

Curriculum Intent: We build confidence with mathematical reasoning which is essential for everybody's future. We ensure that all students have the mathematical fluency, reasoning and problem-solving skills to not only excel in assessments, but to fulfil their hopes and dreams in the world beyond. We motivate, challenge, and inspire a very able cohort, whilst supporting and nurturing students who lack confidence and those that struggle with mathematics. We deliver a curriculum which allows students to achieve the best they can.

Core knowledge:

A Level Further Mathematics is designed for students who wish to study beyond an A Level in Mathematics and provides a solid foundation for progression into further study particularly in mathematics, engineering, computer science, the sciences and economics.

Core knowledge is guided by the subject content of the A Level Further Mathematics syllabus, under the headings:

- Further Pure Core Mathematics
- Further Statistics
- Further Mechanics

The Year 12 end of year assessment and the Year 13 Trial assessments will examine all of the headings above. The exact content of core curriculum is defined by the schemes of work for each year group.

Further Pure Core Mathematics

- Proof by Induction
- Complex Numbers
- Matrices
- Further Vectors
- Further Algebra
- Series
- Hyperbolic Functions
- Further Calculus
- Polar Co-ordinates
- Differential Equations

Further Statistics

- Probability
- Discrete Random Variables
- Continuous Random Variables
- Linear Combinations of Random Variables
- Hypothesis Tests & Confidence Intervals
- Chi-Squared Tests
- Non-parametric Tests
- Correlation & Linear Regression

Further Mechanics

- Dimensional Analysis
- Work, Energy & Power
- Impulse & Momentum
- Centre of Mass
- Motion in a Circle
- Further Dynamics & Kinematics

Procedural knowledge (how to..):

A Level Mathematics will encourage learners to:

- understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study
- extend their range of mathematical skills and techniques
- understand coherence and progression in mathematics and how different areas of mathematics are connected

- apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly
- reason logically and recognise incorrect reasoning
- generalise mathematically
- construct mathematical proofs
- use their mathematical skills and techniques to solve challenging problems which require them to decide on the solution strategy
- recognise when mathematics can be used to analyse and solve a problem in context
- represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them
- draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions
- make deductions and inferences and draw conclusions by using mathematical reasoning
- interpret solutions and communicate their interpretation effectively in the context of the problem
- read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding
- read and comprehend articles concerning applications of mathematics and communicate their understanding
- use technology such as calculators and computers effectively and recognise when such use may be inappropriate
- take increasing responsibility for their own learning and the evaluation of their own mathematical development.

Assessment:

- Teacher questioning in lessons.
- Regular review questions at the beginning of lessons to check on prior learning.
- Regular exam question practice with either whole class or individual feedback.
- Exam week in January based on Pure Core Mathematics.
- End of year exam in May or June of Year 12 – 3 papers, one for each of Pure Core, Statistics & Mechanics.
- Trial exam weeks in February and April of Year 13, based on all content.
- Final A Level exams in June of Year 13 – 4 papers, two Pure Core, one Statistics, one Mechanics.

Homework:

- Weekly homework is set using predominantly the course textbook, alongside other resources.
- Revision tasks are also set as homework to prepare for the assessments.

Links to careers and personal development include:

- Mathematical knowledge, skills and their application to problem solving is key and requires resilience and the willingness to make mistakes and learn from them.
- The curriculum is linked to the real world wherever possible.
- We make cross curricular links with science, technology, geography, food etc wherever possible.
- We support students to get the best grades that they can so they have as much career choice as possible

Core Maths B Level 3 Certificate

Curriculum Intent: We build confidence with mathematical reasoning which is essential for everybody's future. We ensure that all students have the mathematical fluency, reasoning, and problem-solving skills to not only excel in assessments, but to fulfil their hopes and dreams in the world beyond. We motivate, challenge and inspire a very able cohort, whilst supporting and nurturing students who lack confidence and those that struggle with mathematics. We deliver a curriculum which allows students to achieve the best they can.

Core knowledge:

Core Maths is a one-year course, taught in Year 12 only. Equal in size and UCAS tariff points to an AS Level, they are aimed at students who are not studying AS or A Level Maths but need mathematical skills to support their other subjects and for future study and employment. Students should have passed GCSE Mathematics at grade 4 or better.

Core knowledge is guided by the subject content of the A Level Mathematics curriculum, under the headings:

- Introduction to Quantitative Reasoning (IQR)
- Statistical Problem Solving (SPS)

The Year 12 Trial assessments will examine all of the headings above.

Introduction to Quantitative Reasoning (IQR)

- Use of Technology
- Modelling
- Statistics
- Finance
- Working with Exponentials
- Working with Graphs & Gradients
- Risk

Statistical Problem Solving (SPS)

- Problem Analysis
- Data Collection
- Process & Presentation
- Reporting / Interpretation

Procedural knowledge (how to..):

The intention is to prepare learners to tackle mathematical problems. The aim is to emphasise and encourage the following widely recognised and desirable outcomes:

- Sound understanding of mathematical concepts, skills and techniques from GCSE and beyond.
- Fluency in procedural skills, common problem-solving skills and strategies.
- Confidence in applying mathematical and statistical thinking and reasoning in a range of new and unfamiliar contexts to solve real life problems.
- Competency in interpreting and explaining solutions of problems in context.

Assessment:

- Teacher questioning in lessons.
- Regular review questions at the beginning of lessons to check on prior learning.
- Regular exam question practice with either whole class or individual feedback.
- Exam week in January of Year 12.
- Trial exam week in February of Year 12.
- Final exams in May / June of Year 12.

Homework:

- Weekly homework is set using predominantly the course textbook and the Integral online resources.
- Revision tasks are also set as homework to prepare for the assessments.

Links to careers and personal development include:

- Mathematical knowledge, skills and their application to problem solving is key and requires resilience and the willingness to make mistakes and learn from them.
- The curriculum is linked to the real world wherever possible.
- We make cross curricular links with science, technology, geography, food etc wherever possible.
- We support students to get the best grades that they can, so they have as much career choice as possible

Computer Science

Curriculum Intent: To give our A level students the opportunity to learn 'powerful knowledge' through a curriculum with computational thinking at its core. To develop our students as Computer Scientists; building the capability, ethical awareness, resilience, knowledge, and skills required to become creative problem solvers in a digital world. Practical coding is central to our approach and students will build their skills to enable the application of computing principles such as algorithms, data representation and data structures. Students develop the skills to independently design, implement, refine, and evaluate programs.

Year 12	Year 13
<p>Core knowledge: The characteristics of contemporary processors Input, output and storage devices Software and software development Exchanging data Data types, data structures and algorithms Legal, moral, cultural and ethical issues Elements of computational thinking Problem solving and programming Algorithms to solve problems and standard algorithms</p> <p>Procedural knowledge (how to.): Apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation Be able to use algorithms to describe problems Be able to analyse a problem by identifying its component parts The capacity to think creatively, innovatively, analytically, logically and critically The capacity to see relationships between different aspects of computer science Be able to apply mathematical skills including Boolean logic and algebra Use a range of programming techniques The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology Be able to identify stakeholders in contextualised questions and write application A02 responses The literacy skills to write technical, extended exam responses that demand evaluative A03 responses The ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology</p> <p>Assessment: Teacher questioning in lessons. Regular review questions at the beginning of lessons to check on prior learning and challenge misconceptions</p>	<p>Core knowledge: Software and software development Exchanging data Data types, data structures and algorithms Legal, moral, cultural and ethical issues Elements of computational thinking Problem solving and programming Algorithms to solve problems and standard algorithms</p> <p>Procedural knowledge (how to.): Apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation. Be able to use algorithms to describe problems Be able to analyse a problem by identifying its component parts The capacity to think creatively, innovatively, analytically, logically and critically The capacity to see relationships between different aspects of computer science Be able to apply mathematical skills including Boolean logic and algebra Be able to identify stakeholders in contextualised situations and write A02 application responses. The literacy skills to write technical, extended exam responses that demand evaluative A03 responses Use a range of project skills to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. For example, write a technical specification based on user needs. To identify measurable success criteria. The literacy and software application skills to write extended technical reports Be able to apply appropriate principles from an agile development approach to project development The ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology</p> <p>Assessment: Teacher questioning in lessons. Regular review questions at the beginning of lessons to check on prior learning and challenge misconceptions</p>

Regular MCQ quizzes to check on prior learning and challenge misconceptions.

Regular exam question practice with either whole class or individual feedback embedded into workbooks.

Review of workbooks to assess understanding of the learning

Formal assessments which more broadly assess the curriculum including several topics in one assessment paper.

TSAT Assessments: Formal assessments which more broadly assess the curriculum including several topics in one assessment paper.

January 2024 TSAT Assessment – Class Based

Students will be assessed on Topics from Year the Autumn Term. The assessment will be in class. A guide to the assessment will be on Satchel:One

June 2024 TSAT Trial Exam in Exam Location

Students will be assessed on Topics from both components taught in the Autumn, Spring and Summer Term. A guide to the assessment will be on Satchel:One

Homework:

Homework is set **once per week** by each teacher
Expect to spend up to 2 hours 30 minutes on your homework in total

All homework tasks will be set via Satchel:One

Typical homework will include but is not limited to:

Cornell notes made using online tutorials (pre-learning)

MCQ review questions to consolidate key ideas from the A level course through Smart Revise and Isaac Computing

Wider reading tasks to broaden your computer science knowledge

Revision for end of topic assessments and main assessment points

Practice exam questions to develop exam technique
Learning keywords definitions and spellings which may take the form of online MCQ Quizzes or be embedded into the workbooks and Cornell notes.

Links to careers and personal development include:

A-level Computer Science can open doors to various career opportunities in data science, web development, product management, engineering, software development and communications or prepare students for higher education at university. Computer Scientists often become proficient in other subjects and develop significant transferable skills. Examples of careers are discussed in lessons.

We work with local employers such as ARM, The DJRFF foundation and encourage our students into summer placements and work experience with employers and foundations offering Computer

Regular MCQ quizzes to check on prior learning and challenge misconceptions.

Regular exam question practice with either whole class or individual feedback embedded into workbooks.

Review of workbooks to assess understanding of the learning

Formal assessments which more broadly assess the curriculum including several topics in one assessment paper.

Homework:

Homework is set **once per week** by each teacher
Expect to spend up to 2 hours 30 minutes on your homework in total

All homework tasks will be set via Satchel:One

Typical homework will include but is not limited to:

Cornell notes made using online tutorials (pre-learning)

MCQ review questions to consolidate key ideas from the A level course through Smart Revise and Isaac Computing

Wider reading tasks to broaden your computer science knowledge

Revision for end of topic assessments and main assessment points

Practice exam questions to develop exam technique
Learning keywords definitions and spellings which may take the form of online MCQ Quizzes or be embedded into the workbooks and Cornell notes.

Completing the NEA which has been started in class with short term deadlines- deadlines will be on SatchelOne.com

January 2024 TSAT Trial Exam in Exam Location

Students will be assessed on Topics from both components taught in Year 12 and the Autumn and spring of year 13. A guide to the assessment will be on Satchelone.com

March 2024 TSAT Assessment – Class Based

Students will be assessed on Topics from Year 13 spring term. The assessment will be in class. A guide to the assessment will be on Satchelone.com

NEA Coursework:

- Programming Project
- 20% Of final Marks

Links to careers and personal development include:

A-level Computer Science can open doors to various career opportunities in data science, web development, product management, engineering, software development and communications or prepare students for higher education at university. Computer Scientists often become proficient in other

Science related internships and summer schools, (Nuffield, CyberFirst, PWC, Oxford UNIC)
In particular, the study of Computer Science builds the resilience of students, solving problems computationally is hard and coding is hard it requires sustained practice

subjects and develop significant transferable skills. Examples of careers are discussed in lessons
We work with local employers such as ARM, The DJRFF foundation and encourage our students into summer placements and work experience with employers and foundations offering Computer Science related internships and summer schools, (Nuffield, CyberFirst, PWC, Oxford UNIC)
In particular, the study of Computer Science builds the resilience of students, solving problems computationally is hard and coding is hard it requires sustained practice

Sociology

Curriculum Intent: To develop student's ability to be insightful and reflective about their behaviour, mental processes and the world around us. To develop ability to apply Psychological and Sociological principles to personal and community relationships. To develop curiosity and creativity in the area of Social Science. To develop an understanding of applying a research-based approach in the real world

Year 12	Year 13
<p>Core knowledge: Education Families and Households Research Methods Research Methods in Context</p> <p>Procedural knowledge (how to.): Construct a sociological essay Evaluate perspectives in sociology Evaluate how sociological research is conducted</p> <p>Assessment: Ongoing assessment in lessons with quizzes, past exam questions and class discussions Formal assessments; timed work in class, both essays and short answer questions; 2 per half term.</p> <p>Homework: Weekly homework from each teacher with a variety of activities such as reading/listening tasks, creating glossaries, organising notes and revision tasks.</p> <p>Links to careers and personal development include: Prepare learners for future success in education, employment, and training. Character: reflect wisely, learn eagerly, behave with integrity, and co-operate Promoting inclusivity of all protected characteristics Use social skills Understand cultural influence that shape individuals</p>	<p>Core knowledge: Crime and Deviance Theories and Research Methods Beliefs in Society</p> <p>Procedural knowledge (how to.): Construct a sociological essay Evaluate perspectives in sociology Evaluate how sociological research is conducted Form an argument as part of a debate</p> <p>Assessment: Ongoing assessment in lessons with quizzes, past exam questions and class discussions Formal assessments; timed work in class, both essays and short answer questions; 2 per half term.</p> <p>Homework: Weekly homework from each teacher with a variety of activities such as reading/listening tasks, creating glossaries, organising notes and revision tasks.</p> <p>Links to careers and personal development include: Prepare learners for future success in education, employment, and training. Character: reflect wisely, learn eagerly, behave with integrity, and co-operate Promoting inclusivity of all protected characteristics Use social skills Understand cultural influence that shape individuals</p>

Psychology

Curriculum Intent: To develop student's ability to be insightful and reflective about their behaviour, mental processes and the world around us. To develop ability to apply Psychological and Sociological principles to personal and community relationships. To develop curiosity and creativity in the area of Social Science. To develop an understanding of applying a research-based approach in the real world.

Year 12	Year 13
<p>Core knowledge: Social Influence Memory Attachment Approaches in Psychology Psychopathology Research Methods</p> <p>Procedural knowledge (how to.): Construct a psychological essay Evaluate psychological research Conduct psychological research ethically Analyse data from psychological research and draw conclusions from this</p> <p>Assessment: Ongoing assessment in lessons with quizzes, past exam questions and class discussions Formal assessments; one timed essay and test for each topic</p> <p>Homework: Weekly homework from each teacher with a variety of activities such as reading/listening tasks, creating glossaries, organising notes and revision tasks.</p> <p>Links to careers and personal development include: Prepare learners for future success in education, employment and training Character: reflect wisely, learn eagerly, behave with integrity and co-operate Promoting inclusivity of all protected characteristics Use social skills Understand cultural influence that shape individuals</p>	<p>Core knowledge: Biopsychology Gender Schizophrenia Forensic Psychology Issues and Debates Research methods</p> <p>Procedural knowledge (how to.): Construct a psychological essay Evaluate psychological research Conduct psychological research ethically Analyse data from psychological research and draw conclusions from this Form an argument as part of a debate</p> <p>Assessment: Ongoing assessment in lessons with quizzes, past exam questions and class discussions Formal assessments; one timed essay and test for each topic</p> <p>Homework: Weekly homework from each teacher with a variety of activities such as reading/listening tasks, creating glossaries, organising notes and revision tasks.</p> <p>Links to careers and personal development include: Prepare learners for future success in education, employment and training Character: reflect wisely, learn eagerly, behave with integrity and co-operate Promoting inclusivity of all protected characteristics Use social skills Understand cultural influence that shape individuals</p>

History

Curriculum Intent: To provide students with critical skills of analysis and evaluation, not simply to study the past, but also to deal with the world around them. To provide students with a sense of how the past has shaped the world they are growing up in, locally, nationally and globally.

Core knowledge:

Germany 1919-63

The Later Tudors, 1553-1603

Civil Rights in the USA, 1865-1992

Procedural knowledge (how to..)

AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

AO2 Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.

AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Assessment:

Formal assessment; three exams at the end of Year Thirteen;

Paper 1 – The Later Tudors, 1547-1603 – 1 hour 30 minutes, 25% of the marks.

Paper 2 – Germany, 1919-1963 – 1 hour, 15% of the marks.

Paper 3 – Civil Rights in the USA, 1865-1992, 2 hours 30 minutes, 40% of the marks.

Additionally, students will complete one piece of non-examined assessment (NEA). The NEA will be started at the end of Y12 and completed by the end of the autumn term in Y13. 20% of the marks.

Formative assessment – students will complete practice questions throughout the course and receive feedback on this work. They will also have examination weeks in Year 12 and 13 when they will practice A-level papers.

Homework:

Students will be set approximately one piece of homework by each of their teachers every week. Homework will include completing and preparing for practice exam questions, learning key vocabulary and completing on-line learning using Seneca Learning.

All homework will be set on Satchel One; students will always have at least three days to complete a piece of homework.

Links to careers and personal development include:

British Values: Democracy, individual liberty, rule of law, mutual respect and tolerance

Character: Reflect Wisely, learn eagerly, behave with integrity, cooperate

Promoting **inclusivity** and diversity of all protected characteristics

Prepare learners for future success in education, employment and training

Cultural development: Understanding the wide range of cultural influences that shape individuals

Geography

Curriculum Intent: Geographers are the heroes of tomorrow; they are engaged by the study of planet Earth and learn how to creatively solve problems for a sustainable future. **Geographers are critical thinkers;** they apply their knowledge and understanding to the human and natural world appreciating the interconnectedness between different systems. **Geographers are global citizens;** they understand their own place in the world but can also think with empathy to consider the attitudes and values of other stakeholders too. **Geographers enjoy learning beyond the classroom;** they undertake fieldwork to test the theories of our subject and gain first-hand experience of geography in action.

Year 12	Year 13
<p>Core knowledge: Earth's life support systems Changing spaces making places Glaciated landscape systems Disease dilemmas</p> <p>Procedural knowledge (how to.): Use, analyse and create a range of different types of maps at different scales. Present and analyse geographic data and perform mathematical processes including statistical tests. Read and understand geographical texts. Learn fieldwork skills at Kelham Island and the Lake District Plan the concept and methods for the geography independent investigation</p> <p>Assessment: Teacher questioning in lessons. Regular review questions at the beginning of lessons to check on prior learning. Regular exam question practice with either whole class or individual feedback End of topic tests to assess understanding of the learning. Formal assessments which more broadly assess the curriculum including several topics in one assessment paper.</p> <p>Homework: Homework is set once per week by each teacher Expect to spend up to 2 hours 30 minutes on your homework in total All homework tasks will be set via Satchel:One</p> <p>Typical homework will include but is not limited to: Practice exam questions to develop exam technique Review questions to consolidate key ideas from the A level course Wider reading tasks to broaden your geographical knowledge A3 revision sheets to summarise learning ahead of assessments Revision for end of topic assessments and main assessment points Completing NEA which has been started in class with short term deadlines</p>	<p>Core knowledge: Hazardous earth Global migration Human rights</p> <p>Procedural knowledge (how to.): Use, analyse and create a range of different types of map at different scales. Present and analyse geographic data and perform mathematical processes including statistical tests. Read and understand geographical texts. Carry out the data collection for the independent geographical investigations followed by the presentation, analysis and evaluation of the results.</p> <p>Assessment: Teacher questioning in lessons. Regular review questions at the beginning of lessons to check on prior learning. Regular exam question practice with either whole class or individual feedback End of topic tests to assess understanding of the learning. Formal assessments which more broadly assess the curriculum including several topics in one assessment paper.</p> <p>Homework: Homework is set once per week by each teacher Expect to spend up to 2 hours 30 minutes on your homework in total All homework tasks will be set via Satchel:One</p> <p>Typical homework will include but is not limited to: Practice exam questions to develop exam technique Review questions to consolidate key ideas from the A level course Wider reading tasks to broaden your geographical knowledge A3 revision sheets to summarise learning ahead of assessments Revision for end of topic assessments and main assessment points</p>

Learning keywords definitions and spellings which may take the form of online quizzes

Links to careers and personal development include:

The topics studied in Year 12 may inspire students to investigate a range of careers spanning the physical, social and environmental sciences. Examples will be given in lessons.

Class notice boards will also have displays showcasing various careers in which students may use their geographic knowledge, understanding and skills in the future.

In particular, the study of geography will help with students' cultural development. Understanding the wide range of cultural influences that shape individuals and different places.

Completing NEA which has been started in class with short term deadlines

Learning keywords definitions and spellings which may take the form of online quizzes

Links to careers and personal development include:

The topics studied in Year 13 may inspire students to investigate a range of careers spanning the physical, social and environmental sciences. Examples will be given in lessons.

Class notice boards will also have displays showcasing various careers in which students may use their geographic knowledge, understanding and skills in the future.

In particular, the study of geography will help with students' cultural development. Understanding the wide range of cultural influences that shape individuals and different places.

English Literature

Curriculum Intent: We teach English to enable students to become better communicators: better at reading, better at writing and better at speaking and listening. In English, we follow a spiral curriculum. This means that all core skills are revisited each year with an increased level of challenge as the years progress.

Year 12	Year 13
<p>Core knowledge: Aspects of tragedy:</p> <ul style="list-style-type: none"> • Othello • The Remains of the Day • Death of a Salesman • Keats Poetry <p>Procedural knowledge (how to...): Read and study literature through the lens of genre (tragedy), encouraging the independent study of a range of texts within a shared context, giving logic and meaning to the way that texts are grouped together. Explore how authors shape meanings within their texts and consider relevant contexts to do with the production of the text at the time of its writing, how the text has been received over time, and how the text can be interpreted by readers / audiences. Independently study, interpret and appreciate literature in multiple ways to arrive at independent interpretations and become confident autonomous readers. Read critically, analyse, evaluate, and undertake independent research. Write critically, analytically, discursively, and coherently. Develop the knowledge and skills needed for external examinations (both closed book and open book).</p> <p>Assessment: January Week Assessment sit AS Level Paper 1 to track progress / performance and feedback formatively / advise on AS exam entry. Ongoing 'lower stakes' exam practice opportunities in class and at home. Potential AS candidates sit Paper 1 and 2 Mock in March to determine entry / identify areas for development. AS candidates sit Paper 1 and Paper 2 AS exams in May. All other learners complete an internal exam in during the June Exam Week: A Level Paper 1.</p> <p>Homework: Weekly teacher set task, by both teachers, via Satchel:One, linking to the week's learning: these typically include reading / research; exam practice opportunities; knowledge retention and retrieval opportunities; knowledge organisation opportunities.</p>	<p>Core knowledge: Aspects of tragedy:</p> <ul style="list-style-type: none"> • Othello • Death of a Salesman • Keats Poetry <p>Social and Political Protest writing:</p> <ul style="list-style-type: none"> • Unseen text • A Doll's House • Blake's Poetry • The Kite Runner <p>Coursework: Theory and Independence</p> <ul style="list-style-type: none"> • Prose and Poetry NEA <p>Procedural knowledge (how to..): Deepen the skill set already embedding at Y12 via the study of new genre. Independently produce two formal academic responses to prose and poetry for a coursework portfolio informed by different theoretical and critical methods.</p> <p>Assessment: Submission of the Prose and Poetry NEA [coursework] Prose and Poetry NEA [20% of final award] in September.</p> <p>February Controlled Conditions Exam Week Paper 2 to track progress / performance and feedback formatively to advise on A Level exam skills. March Assessment Week Paper 1 to track progress / performance and feedback formatively to advise on A Level exam skills.</p> <p>Ongoing 'lower stakes' exam practice opportunities in class and at home. A Level candidates sit Paper 1 and Paper 2 A Level exam in June.</p> <p>Homework: Weekly teacher set tasks by both teachers, via Satchel:One, linking to the week's learning: these typically include reading / research; exam practice opportunities; knowledge retention, retrieval, and extension opportunities; knowledge organisation opportunities.</p>

Links to careers and personal development include:

With its focus on communication in a range of contexts, Advanced Level English Literature prepares learners for careers in all walks of life, ranging from Journalism and Broadcasting and Publishing to careers in Law, Medicine, Education and beyond. This curriculum is designed to foster integrity, co-operation, mutual respect, and tolerance; it instils confidence, resilience, and a love of knowledge; it promotes inclusivity of all protected characteristics, preparing learners for future success.

Links to careers and personal development include:

With its focus on communication in a range of contexts, Advanced Level English Literature prepares learners for careers in all walks of life, ranging from Journalism and Broadcasting and Publishing to careers in Law, Medicine, Education and beyond.

Personal development: this curriculum is designed to address a range of personal development aims including mutual respect and tolerance; confidence, resilience, and knowledge; preparing learners for future success; social and cultural development.

This curriculum is designed to foster integrity, co-operation, mutual respect, and tolerance; it instils confidence, resilience, and a love of knowledge; it promotes inclusivity of all protected characteristics, preparing learners for future success.

English Language

Curriculum Intent: We teach English to enable students to become better communicators: better at reading, better at writing and better at speaking and listening. In English, we follow a spiral curriculum. This means that all core skills are revisited each year with an increased level of challenge as the years progress.

Year 12	Year 13
<p>Core knowledge: Introduction to Advanced Level language study/methods/linguistics [grammar, lexis and semantics, discourse, pragmatics, phonology, graphology including vocabulary/terminology] Understanding of textual variety introducing students to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation in a variety of discourses. Sociolinguistic knowledge and understanding, including focus upon language and gender, regional/non-Standard varieties, occupational language. Advanced Level academic writing skills and discourse production for non-specialist audiences.</p> <p>Procedural knowledge (how to.): Discourse analysis and evaluative skills, including understanding of the discourse context and application of linguistic methods in a systematic and perceptive fashion under time pressure. Comparative analytical skills, enabling learners to make relevant and insightful connections across discourses. Capacity to write in a variety of styles, with emphasis on formal, academic register and vocabulary required at this level. Authorial awareness of audience, genre requirements and the purpose of the discourse being written. Ability to understand the implications of data, applying it to discuss linguistic concepts and issues in a considered manner that demonstrates a secure understanding of wider social contexts.</p> <p>Assessment: Baseline independent learning project [mini-investigation] first half-term to gauge level of knowledge, skills, learning behaviours. Baseline formal assessment [Paper 2 exam-style task] to formatively assess academic progress/performance in the first half-term. January formal 'mock' assessment to track progress/performance and feedback formatively/advise on AS exam entry. Potential AS candidates sit 'mocks' in February to determine entry/identify areas for development. AS candidates sit x2 AS exams [AQA 7701: Paper 1 – Language and the Individual; Paper 2 – Language Varieties] in May/June.</p>	<p>Core knowledge: Deepening knowledge and understanding of the Y12 curriculum, including a more in depth look at aspects of language diversity including ethnicity and language, language and technology, attitudes to variation globally. New topic: Language Change – This topic covers how the language is evolving/change processes and attitudes to change in the UK and globally New topic: Language Acquisition – This topic covers theories about how language is acquired, the stages of acquisition, how children learn to read and write</p> <p>Procedural knowledge (how to.): Deepening the skills set already embedding at Y12, but with greater emphasis on higher order skills [e.g. evaluation, synthesis of ideas, higher level inferential skills, more secure use specialist methods and terminology]. Learners are required to produce a formal academic investigation of language data they have chosen and we develop the formal methodology and higher order skills required. Learners continue to grow as writers, aiming for 'expertise' in both their Original Writing coursework and media discourses about language produced in exam conditions.</p> <p>Assessment: NEA [coursework] Investigation/Original Writing in Autumn term [20% of final award] February/March formal 'mock' assessments to track progress/performance and feedback formatively/advise on A Level exam skills. Ongoing 'lower stakes' exam practice opportunities in class/at home.</p> <p>Homework: Weekly tasks set on Satchel:One These typically include: reading/research; exam practice opportunities; knowledge retention and retrieval opportunities [e.g. quizzes and similar]; knowledge organisation opportunities</p> <p>Links to careers and personal development include: With its focus on communication in a range of contexts, Advanced Level English Language prepares learners for careers in all walks of life, ranging from the more obvious [e.g. journalism,</p>

All other learners do internal exams in June – x2 Papers as per AS.

Homework:

Weekly tasks set on Satchel:One

These typically include: reading/research; exam practice opportunities; knowledge retention and retrieval opportunities [e.g. quizzes and similar]; knowledge organisation opportunities

Links to careers and personal development include:

With its focus on communication in a range of contexts, Advanced Level English Language prepares learners for careers in all walks of life, ranging from the more obvious [e.g. journalism, linguistics, speech and language therapy] to careers in Law, Medicine, Education and beyond. Personal development: This curriculum is designed to address a range of personal development aims including mutual respect and tolerance; confidence, resilience and knowledge; preparing learners for future success; social and cultural development.

linguistics, speech and language therapy] to careers in Law, Medicine, Education and beyond. Personal development: This curriculum is designed to address a range of personal development aims including mutual respect and tolerance; confidence, resilience and knowledge; preparing learners for future success; social and cultural development.

Film Studies

Curriculum Intent: To nurture an already existing love of film. To explore a range of diverse and challenging films. To support the development of independent learning skills and behaviours. To provide pathways into higher education.

Year 12

Core knowledge:

American Cinema:

- Section A **Casablanca** (Curtiz USA 1942) & **Bonnie and Clyde** (Penn USA 1967)
- Section B **Captain Fantastic** (Ross USA 2015)

European Cinema:

- Section A **Trainspotting** (Boyle UK 1996) & **Fish Tank** (Arnold UK 2009)
- Section B **Pan's Labyrinth** (del Toro Spain 2006)

Procedural knowledge (how to...):

Explore film analytically, via the consideration of the filmmakers' use of sound, editing, cinematography, mise-en-scene and performance, along with narrative codes and conventions.

Study of a range of film texts independently, within a shared context, broadening and deepening the experience of film.

Explore how filmmakers construct meanings within their texts and how this can elicit differing responses from spectators and consider relevant contexts to do with the production of the film at the time of its production, and how the text can be interpreted by spectators / audiences now.

Study independently, interpret and appreciate film in multiple ways and to arrive at independent interpretations, becoming confident autonomous learners.

Read critically, analyse, evaluate, and undertake independent research.

Write critically, analytically, discursively, and coherently.

Develop the knowledge and skills needed for screenwriting.

Develop the knowledge and skills needed for external examinations.

Assessment:

Baseline independent learning project [sound in film] in the first half-term to gauge level of knowledge, skills and learning behaviours.

Baseline exam assessment [Captain Fantastic] to formatively assess academic progress / performance in the first half-term.

January Assessment Week AS Paper 1 to track progress / performance and feedback formatively / advise on AS exam entry.

Potential AS candidates sit AS Level Paper 1 and 2 Mock in March to determine entry / identify areas for development.

AS candidates complete and submit their coursework portfolio in May.

Year 13

Core knowledge:

Varieties of Film and Filmmaking:

- Section A **Casablanca** (Curtiz USA 1942) & **Bonnie and Clyde** (Penn USA 1967)
- Section B **Captain Fantastic** (Ross USA 2015) & **Nomadland** (Zhao USA 2020)
- Section C **Trainspotting** (Boyle UK 1996) & **Fish Tank** (Arnold UK 2009)

Global Filmmaking Perspectives:

- Section A **Pan's Labyrinth** (del Toro Spain 2006) & **City of God** (Mereilles Brazil 2002)
- Section B **Amy** (Kapadia UK 2015)
- Section C **Sunrise** (Murnau USA 1927)
- Section D **Memento** (Nolan USA 2000)

Coursework: Production

- The Short Film NEA – Screenplay or Film, Digital Storyboard and an Evaluative Analysis

Procedural knowledge (how to...):

Deepen the skill set already embedded in Y12 via the study of new genres, modes, and contexts: global filmmaking, documentary, silent cinema, and experimental film.

Construct a coursework portfolio: independently create a Short Film and to produce this either via the medium of Screenwriting or Film; produce an accompanying Digital Story Board and produce an Evaluative Analysis.

Assessment:

NEA [coursework] Short Film Production [30% of final award] in December.

February Controlled Conditions Exam Week Paper 1 to track progress / performance and feedback formatively to advise on A Level exam skills.

March Assessment Week Paper 2 to track progress / performance and feedback formatively to advise on A Level exam skills.

Ongoing 'lower stakes' exam practice opportunities in class and at home.

A Level candidates sit Paper 1 and Paper 2 A Level exams in June.

Homework:

Weekly teacher set tasks by both teachers, via Satchel:One, linking to the week's learning; these typically include reading / research; exam practice opportunities; knowledge retention, retrieval, and

AS candidates sit Paper 1 and Paper 2 AS exams in May.

All other learners complete an internal exam in during the June Exam Week: a paper that comprises two A Level tasks.

Ongoing 'lower stakes' exam practice opportunities in class and at home.

Homework:

Weekly teacher set tasks by both teachers, via Satchel:One, linking to the week's learning: these typically include reading / research; exam practice opportunities; knowledge retention, retrieval, and extension opportunities; knowledge organisation opportunities.

Links to careers and personal development include:

With its focus on the study of this vital medium of communication, in a dynamic field of the economy that will only continue to grow over the next two decades, Advanced Level Film Studies prepares learners for careers ranging from Film Production, Film Post-Production and Marketing to Journalism, Broadcasting Publishing, Education and beyond. Personal development: this curriculum is designed to address a range of personal development aims including mutual respect and tolerance; confidence, resilience, and knowledge; preparing learners for future success; social and cultural development.

extension opportunities; knowledge organisation opportunities.

Links to careers and personal development include:

With its focus on the study of this vital medium of communication, in a dynamic field of the economy that will only continue to grow over the next two decades, Advanced Level Film Studies prepares learners for careers ranging from Film Production, Film Post-Production and Marketing to Journalism, Broadcasting Publishing, Education and beyond. Personal development: this curriculum is designed to address a range of personal development aims including mutual respect and tolerance; confidence, resilience, and knowledge; preparing learners for future success; social and cultural development.

Business Studies

Curriculum Intent: Learning about running a business and developing a critical understanding of organisations through numeracy skills, essay writing, creating arguments and evaluating decisions. Using up-to-date real-life examples of the activities of local, national, and global business to contextualise theory.

Year 12

Core knowledge:

- **Theme 1: Marketing and People**
 - Meeting customers' needs
 - The market
 - Marketing mix and strategy
 - Managing people
 - Entrepreneurs and leaders
- **Theme 2: Managing business activities**
 - Raising finance
 - Financial planning
 - Managing finance
 - Resource management
 - External influences

Procedural knowledge (how to.):

Students will learn how to use quantitative and qualitative data when assessing business problems. Students will learn to develop a critical understanding of organisations.

Students will learn to use their business knowledge to critically evaluate business ideas and problems and suggest solutions.

Students will learn how to structure exam answers in preparation for case studies and extended written responses.

Students will also develop their understanding of organisational design, income/price elasticity of demand and leadership styles

Assessment:

Retrieval tasks at the start of every lesson.

Worksheets and real-life case studies.

Exam questions and past papers over a sequence of learning.

There are 2 exam papers at **AS Level**, both lasting 1 hour and 30 minutes each. Each paper is worth 50% of the AS.

Paper 1 consists of 3 sections, the first two sections focus on theme 1 and the third section requires students to make connections between theme 1 and 2. Paper 2 also consists of 3 sections, the first two sections focuses on theme 2 and the third section requires students to make connections between theme 1 and 2. Both papers consists of 3 case studies and has a mixture of short and longer answer questions.

Year 13

Core knowledge:

- **Theme 3: Business decisions and strategy**
 - Business objectives and strategy
 - Business growth
 - Decision making techniques
 - Influences of business decisions
 - Assessing competitiveness
 - Managing change
- **Theme 4: Global business**
 - Globalisation
 - Global markets and expansion
 - Global marketing
 - Global industries and companies

Procedural knowledge (how to.):

Students will learn how to use quantitative and qualitative data when assessing business problems. Students will learn to develop a critical understanding of organisations.

Students will learn to use their business knowledge to critically evaluate business ideas and problems and suggest solutions.

Students will learn how to structure exam answers in preparation for case studies and extended written responses.

Students will build on prior core and procedural knowledge with the introduction of key financial concepts such as gearing, liquidity and business failure.

Students will also develop their understanding of business growth, the main methods, advantages and disadvantages to organic and inorganic growth.

Assessment:

Retrieval tasks at the start of every lesson.

Worksheets and real-life case studies.

Exam questions and past papers over a sequence of learning.

Students will sit 3 papers at the end of Year 13. Paper 1 is based on Themes 1 and 4, Paper 2 is Themes 2 and 3.

Their final paper is a pre-release on a specific industry such as sport, entertainment and the car industry which assesses all 4 themes.

All papers are worth 100 marks and last 2 hours in duration.

Homework:

Students will be set at least two homework tasks each week which can range from note taking, quizzes and their Knowledge Organiser. Homework may also include work from their Knowledge Books used in class – if these are lost students are expected to make up their notes to ensure there are no gaps in their learning ahead of their AS and A-level exams.

Over the summer, students may be set a calculation booklet to ensure they have a good understanding and application of key formulas and quantitative skills

Links to careers and personal development include:

In the future students may want to develop their own businesses and the AS business course will help them with the skills to do that.

There are more apprenticeships in business than any other curriculum areas.

Students will learn about some aspects of personal finance which will help with their personal development.

Introduction of Business ethics and how a wide array of stakeholders are affected.

Students will look at the external influences on a business such as legislation, environmental and political concerns.

Homework:

will be set at least two homework tasks each week which can range from note taking, quizzes and their Knowledge Organiser.

Homework may also include work from their Knowledge Books used in class – if these are lost students are expected to make up their notes to ensure there are no gaps in their learning ahead of their AS and A-level exams.

Links to careers and personal development include:

In the future students may want to develop their own businesses and the AS business course will help them with the skills to do that.

There are more apprenticeships in business than any other curriculum areas.

Students will learn about some aspects of personal finance which will help with their personal development.

Introduction of Business ethics and how a wide array of stakeholders are affected.

Students will look at the external influences on a business such as legislation, environmental and political concerns.

Economics

Curriculum Intent: Developing a good knowledge of developments in the UK Economy and government policy and a critical approach to economic theories and models

Year 12

Core knowledge:

The operation of markets and market failure

- Economic methodology and the economic problem
- Price determination in a competitive market
- Product, costs and revenue
- Competitive and concentrated markets
- The market mechanism, market failure and government intervention in markets

The national economy in a global context

- The measurement of macroeconomic performance
- How the macro economy works: The circular flow of income, AD/AS analysis and related concepts
- Economic performance
- Macroeconomic policy

Procedural knowledge (how to..):

Students will learn how to use quantitative and qualitative data when assessing economic problems. Students will learn to develop a critical understanding of economic theory and models.

Students will learn to use their economic knowledge to critically evaluate economic problems.

Students will learn how to structure exam answers in preparation for their year 12 exams.

Assessment:

For the AS Course students will sit 2 written exams, both last for 1hr30. Each Paper makes up 50% of the AS Qualification.

Paper 1: Component of markets and Market Failure. This paper includes multiple choice questions, and 1 data response question from a choice of 2.

Paper 2: The national economy in a global context. This paper includes multiple choice questions and 1 data response question from a choice of 2.

Homework:

Students will be set at least two homework tasks each week which can range from note taking, quizzes and their Knowledge Organiser.

Homework may also include wider reading from the Financial Times, the Economist and BBC news to link theory covered in class to real life and current news.

Links to careers and personal development include:

Frequently studied alongside Mathematics, Geography and English, but increasingly with a wide spread of other subjects. Economics is becoming an essential element

Year 13

Core knowledge:

Individuals, firms, markets and market failure

- The economic problem and methodology
- Individual economic decision making
- Price determination in a competitive market
- Production, costs and revenue
- Perfect Competition, imperfectly competitive markets and monopoly
- The Labour market
- The distribution of income and wealth: poverty and inequality
- The market mechanism, market failure and government intervention in markets

The national and international economy

- The measurement of economic performance
- How the macro-economy works: circular flow of income, aggregate demand/ aggregate supply analysis
- Economic performance
- Financial markets and monetary policy
- Fiscal policy and supply side policies
- The international economy

Procedural knowledge (how to..):

Students will learn how to use quantitative and qualitative data when assessing economic problems. Students will learn to develop a critical understanding of economic theory and models.

Students will learn to use their economic knowledge to critically evaluate economic problems.

Students will learn how to structure exam answers in preparation for their year 13 exams.

Assessment:

For the A-level course students will sit 3 exams, both last for 2 hours. Each paper makes up 33.3% of the total A-level.

Paper 1: Component of market and Market Failure. This paper includes 1 data response question from a choice of 2 and 1 essay from a choice of 3.

Paper 2: National and international economy. This paper includes 1 data response question from a choice of 2 and 1 essay from a choice of 3.

Paper 3: Economic principles and issues: This paper includes multiple choice questions and 1 case study with questions.

Homework:

Students will be set at least two homework tasks each week which can range from note taking, quizzes and their Knowledge Organiser.

of study in a variety of HE courses from Law to Engineering, including of course Business/Management Economics is a useful background subject for further study in a variety of areas, e.g. journalism, law, but is also a key element of subjects such as marketing, finance, accounting and insurance as well as courses including retail or sports management, and urban planning. Of course, the subject remains a key area of knowledge and understanding for all future citizens, consumers and producers.

Homework may also include wider reading from the Financial Times, the Economist and BBC news to link theory covered in class to real life and current news.

Links to careers and personal development include:

Frequently studied alongside Mathematics, Geography and English, but increasingly with a wide spread of other subjects. Economics is becoming an essential element of study in a variety of HE courses from Law to Engineering, including of course Business/Management Economics is a useful background subject for further study in a variety of areas, e.g. journalism, law, but is also a key element of subjects such as marketing, finance, accounting and insurance as well as courses including retail or sports management, and urban planning. Of course, the subject remains a key area of knowledge and understanding for all future citizens, consumers and producers.

Government and Politics

Curriculum Intent: Produce critical thinkers who are able to analyse and evaluate political systems, concepts and events. Produce capable and thoughtful global citizens. Foster a general political engagement and critical thinking, alongside an encouragement and expectation of engagement with wider current political events.

Year 12	Year 13
<p>Core knowledge: Democracy and Participation in the UK (current systems of democracy, suffrage, pressure groups and rights) Political parties (principles of political parties, established and minor parties, and the role of parties in the UK) Electoral systems (including referendums) Voting behaviour and the media (including case studies on the 1979, 1997 and 2019 elections) The constitution (nature and sources of the constitution, reform since 1997, impacts of devolution and debates on future reform of the constitution) Parliament (comparative powers and roles of the Commons and the Lords, legislation and interaction with the executive) PM and the executive (structure, role, powers, ministerial responsibility and case studies of prominent PMs) Relations between the branches (Supreme Court, relations between Parliament and the executive, the EU and the locations of sovereignty in the UK)</p> <p>Procedural knowledge (how to..): Learning how to identify different arguments on key political questions Analysing those arguments to highlight the strengths and weaknesses Organising and structuring arguments to link together themed issues Analysing extended pieces of writing to identify, amplify and evaluate the arguments within it Forming a clear line of argument based on analysis of competing positions Integrating real life examples to support and extend written arguments Engaging with contemporary debates on significant issues such as political sovereignty and referendums Analyse the political structures that govern our everyday lives Suggest detailed and thoughtful solutions to issues facing Britain today</p> <p>Assessment: Combination of source and essay questions, all 30 marks, at the end of each module 2 assessment windows (November and June) with full papers</p>	<p>Core knowledge: Liberalism (core principles, tensions and thinkers) Conservatism (core principles, tensions and thinkers) Socialism (core principles, tensions and thinkers) Feminism (core principles, tensions and thinkers) US Constitution and federalism (history and nature of the Constitution, key features and characteristics, interactions and debates and comparisons with the UK) US Congress (structure, functions, interpretations, debates and comparisons with the UK) US presidency (formal and informal sources of power, interpretations and debates around the presidency, and comparisons with the UK) Supreme Court and civil rights (nature, role and appointments process of the court; role of the court in public policy; protection of civil liberties and rights; race and rights in contemporary US politics; interpretations and debates around the court and rights; and comparison with the UK) US democracy and participation (electoral systems, key ideas and principles of the Republican and Democratic parties, interest groups, interpretations and debates, and comparisons with the UK)</p> <p>Procedural knowledge (how to..): Learning how to identify different arguments on key political questions Analysing those arguments to highlight the strengths and weaknesses Organising and structuring arguments to link together themed issues Analysing extended pieces of writing to identify, amplify and evaluate the arguments within it Forming a clear line of argument based on analysis of competing positions Integrating real life examples to support and extend written arguments Engaging with contemporary debates on significant issues such as civil rights protection and constitutional reform Analyse the political structures that govern our everyday lives Compare and contrast British and American political systems Understand the political ideas that have shaped our political structures and debates Analyse issues such as the impact of the patriarchy on politics across the UK Engage with and utilise a range of comparative theories to analyse reasons for differences in UK and US systems</p>

<p>Homework: Subject knowledge organisers 2 items of developed reading for each module Revision and preparation for assessments</p> <p>Links to careers and personal development include: Analysis and engagement with British political values Prepare learners for future success in education, employment and training</p>	<p>Assessment: Essay questions at the end of every module (combination of 24 mark and 30-mark questions) 2 assessment windows with full papers for each</p> <p>Homework: Subject knowledge organisers 2 items of developed reading for each module Revision and preparation for assessments</p> <p>Links to careers and personal development include: Analysis and engagement with British political values Prepare learners for future success in education, employment and training</p>
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Religious Studies

Curriculum Intent: A Level Religious Studies at Tapton builds on the knowledge, understanding and skills that students may have developed through the study of GCSE Religious Studies. Learners will be introduced to a more advanced approach to Religious Studies, and will develop a deeper understanding of the beliefs, teachings and philosophy they study. Our students will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas. Students will develop their interest in a rigorous study of religion and belief and will be able to relate their study to the wider world. Our goal is that our students will develop a high level of knowledge and understanding that is appropriate to a specialist study of religion as well as a deep understanding and appreciation of religious thought and its contribution to individuals, communities, and societies.

Year 12	Year 13
<p>Core knowledge: OCR AS Religious Studies H173</p> <ul style="list-style-type: none"> • H173-01 Philosophy of Religion: Philosophical language and thought, the existence of God; God and the world. • H173-02 Religion and Ethics: Normative ethical theories (religious); Normative ethical theories; Applied Ethics • H173-03 Developments in Christian Thought: Insights; Foundation; Living <p>Procedural knowledge (how to.): Understanding of religion and belief including religious, philosophical and/or ethical thought and teaching, the influence of beliefs, teachings and practices on individuals, communities and societies, the cause and significance of similarities and differences in belief, teaching and practice. Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence, and study.</p> <p>Assessment: Verbal questioning in lessons Regular knowledge retrieval e.g., low stakes quizzes and tests Regular timed essays completed in lessons Formal assessments using past papers</p> <p>Homework: Wider reading and note-taking Planning of timed essays</p> <p>Links to careers and personal development include: Due to its highly relevant, engaging material, study of contemporary issues, and emphasis on critical analysis A Level Religious Studies offers a worthwhile course of study for those who do not wish to progress onto a higher level of education, as well as a strong foundation for progression directly a wide range careers such as medicine, journalism, retail and law. Students will develop an interest in Religious Studies which extends beyond the classroom and can be applied to the world around them.</p>	<p>Core knowledge: OCR A Level Religious Studies H573</p> <ul style="list-style-type: none"> • H573-01 Philosophy of Religion: Theological and philosophical developments; Religious language • H573-02 Religion and Ethics: Ethical language; Significant ideas; Developments in ethical thought • H573-03 Developments in Christian Thought: Development; Society; Challenges <p>Procedural knowledge (how to.): Understanding of religion and belief including religious, philosophical and/or ethical thought and teaching, the influence of beliefs, teachings and practices on individuals, communities and societies, the cause and significance of similarities and differences in belief, teaching and practice. Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence, and study.</p> <p>Assessment: Verbal questioning in lessons Regular knowledge retrieval e.g. low stakes quizzes and tests Regular timed essays completed in lessons Formal assessments using past papers</p> <p>Homework: Wider reading and note-taking Planning of timed essays</p> <p>Links to careers and personal development include: Due to its highly relevant, engaging material, study of contemporary issues, and emphasis on critical analysis A Level Religious Studies offers a worthwhile course of study for those who do not wish to progress onto a higher level of education, as well as a strong foundation for progression directly a wide range careers such as medicine, journalism, retail and law. Students will develop an interest in Religious Studies which extends beyond the classroom and can be applied to the world around them</p>

French

Curriculum Intent: We are passionate that all students enjoy the right to learn a language at Tapton, regardless of their background and we believe our strength lies in our diversity. We have a challenging curriculum which encourages students to become global citizens with a clear pathway into both higher education and the world of work. Cultural and social horizons are broadened and self – esteem is built, not only in lessons but also through wider opportunities such as trips and visits. We guarantee depth and breadth, developing students' written and verbal communication skills and literacy.

Year 12	Year 13
<p>Core knowledge: <i>Listening, reading, writing, speaking and translation skills continue to be developed throughout A level. Additionally, film and literature analysis are introduced as is the skill of being able to summarise both listening and reading texts.</i></p> <p>Term 1 Changing families Cybersociety The role of volunteering La Haine – film study Grammar</p> <p>Term 2 A culture proud of its heritage Francophone contemporary music The 7th art form - Cinema La Haine – film study Grammar</p> <p>Term 3 Exam skills Paper 1 – listening, reading, summarising, translation Paper 2 – translation and essay writing Paper 3 - Speaking Begin the Y13 course after the AS exams</p> <p>Procedural knowledge (how to.): Grammatical terminology continues to be explicitly taught and referred to throughout the KS5 course. Assessment rubrics are explained and referred to frequently throughout the KS5 course. The key skills of listening, reading, speaking, summarising, essay writing and translation are interweaved throughout the AS course, using a variety of strategies to facilitate language acquisition to allow students to understand and produce work in the target language. The students employ a range of techniques acquired throughout KS4 to facilitate a deeper understanding of lexical and grammatical concepts, enabling them to better communicate in the TL. A range of strategies are used throughout Y12 to support the transition between KS4 and KS5, promoting familiarisation with the expectations of the A level course and permitting access to the new areas of study – film analysis, essay writing. Further guidance is given to enable students to understand how to manipulate language independently, which in turn prepares them for the increased rigour of the A level.</p>	<p>Core knowledge: <i>Listening, reading, writing, speaking and translation skills continue to be developed throughout A level. Additionally, film and literature analysis are continued as is the skill of being able to summarise both listening and reading texts.</i></p> <p>Term 1 Positive aspects of a diverse society Life for the marginalised How we treat criminals Young people, the right to vote and political engagement Kiffe Kiffe Demain – literature study Continued study of La Haine – film Introduction of the IRP speaking exam Grammar</p> <p>Term 2 Protests and strikes Politics and immigration Kiffe Kiffe Demain – literature Continued study of La Haine – film Preparation of the IRP speaking exam Grammar</p> <p>Term 3 Exam skills Paper 1 – listening, reading, summarising, translation Paper 2 – translation and essay writing Paper 3 - Speaking</p> <p>Procedural knowledge (how to.): Grammatical terminology continues to be explicitly taught and referred to throughout the A Level course. Assessment rubrics are explained and referred to frequently throughout the A Level course. The key skills of listening, reading, speaking, summarising, essay writing and translation are interweaved throughout the A level course, using a variety of strategies to facilitate language acquisition to allow students to understand and produce work in the target language. The students employ a range of techniques acquired throughout KS4 and AS level to demonstrate a deeper understanding of lexical and grammatical concepts, enabling them to communicate fluently in the TL. A range of strategies are used throughout Y13 to prepare for the final examination and the visit from the speaking examiner. The new areas of study – film and literature</p>

Students also enjoy an hour's speaking practice with the FLA each week which promotes confidence and provides invaluable insights into the language

Assessment

Assessment Point 1 – January

Written paper, involving features of Paper 1 – listening, reading, translation on topics covered so far in Y12

Assessment Point 2 – February

Paper 1 – Listening, reading, summarising & translation

All topics covered on the AS course

Assessment Point 3 – June

Paper 1 – Listening, reading, summarising & translation

All topics covered on the AS course

Paper 2 – Translation and essay writing

All topics covered on the AS course

Paper 3 – Speaking cards

Some students will also sit the external AS exam in May/June if they are not continuing the course into Y13. If this is the case, additional assessment opportunities will be provided.

In addition to the three assessment points, throughout the Y12 course students are assessed through a variety of low-stakes vocabulary and grammar tests as part of their weekly lessons.

Homework

The purpose of homework set in MFL is to consolidate the learning that happens in the classroom & develop the key skills of reading, listening, writing, speaking & translation.

In the MFL department students should expect to receive homework on a weekly basis from all staff who teach them. Some booklets are issued to consolidate learning and the homework itself will take a variety of forms including:

- Reading comprehension exercises
- Listening comprehension exercises
- Vocabulary learning
- Grammar consolidation
- Written pieces
- Research and further reading around the topic areas
- Preparation for speaking tasks

Links to careers and personal development include:

Preparation for future success

Wellbeing

Confidence, Resilience and Knowledge

Mutual respect and tolerance

Character – Resilience, organisation, and hard work

Moral and social development

Inclusivity

analysis, enhanced essay writing and preparation of the IRP are given more prominence. Continued guidance is given to enable students to understand how to successfully increase their independent language manipulation, which in turn prepares them for their external examination and for Higher education study, not only in MFL, but across a range of subject areas.

Students also enjoy an hour's speaking practice with the FLA each week which promotes confidence and provides invaluable insights into the language.

Assessment:

Assessment Point 1 – February

Paper 1 – Listening, reading, writing

Paper 2 - Writing (essay paper)

Assessment Point 2 – March

Paper 1 – Listening, reading, writing

Paper 2 – Writing (essay paper)

In addition to the three assessment points, throughout the Y13 course students are assessed through a variety of low-stakes vocabulary and grammar tests as part of their weekly lessons. Students will also be given the opportunity to sit a mock speaking exam (Paper 3) in the spring term. Details tbc nearer the time.

All students will sit the external A Level exams in May/June.

Homework:

The purpose of homework set in MFL is to consolidate the learning that happens in the classroom & develop the key skills of reading, listening, writing, speaking & translation.

In the MFL department students should expect to receive homework on a weekly basis from all staff who teach them. Some booklets are issued to consolidate learning and the homework itself will take a variety of forms including:

- Reading comprehension exercises
- Listening comprehension exercises
- Vocabulary learning
- Grammar consolidation
- Written pieces
- Research and further reading around the topic areas
- Preparation for speaking tasks

Links to careers and personal development include:

Preparation for future success.

Wellbeing

Confidence, Resilience and Knowledge

Mutual respect and tolerance

Character – Resilience, organisation and hard work

Moral and social development –

Inclusivity

German

Curriculum Intent: We are passionate that all students enjoy the right to learn a language at Tapton, regardless of their background and we believe our strength lies in our diversity. We have a challenging curriculum which encourages students to become global citizens with a clear pathway into both higher education and the world of work. Cultural and social horizons are broadened and self – esteem is built, not only in lessons but also through wider opportunities such as trips and visits. We guarantee depth and breadth, developing students' written and verbal communication skills and literacy.

Year 12	Year 13
<p>Core knowledge: <i>Listening, reading, writing, speaking and translation skills continue to be developed throughout A level. Additionally, film and literature analysis are introduced as is the skill of being able to summarise both listening and reading texts.</i></p> <p>Term 1 The family in change Digital world Youth Culture Good Bye Lenin! – film study Grammar</p> <p>Term 2 Festivals and traditions Art & architecture Berlin Cultural life: yesterday, today & tomorrow Good Bye Lenin! – film study Grammar</p> <p>Term 3 Exam skills Paper 1 – listening, reading, summarising, translation Paper 2 – translation and essay writing Paper 3 - Speaking Begin the Y13 course after the AS exams</p> <p>Procedural knowledge (how to.): Grammatical terminology continues to be explicitly taught and referred to throughout the KS5 course. Assessment rubrics are explained and referred to frequently throughout the KS5 course. The key skills of listening, reading, speaking, summarising, essay writing and translation are interweaved throughout the AS course, using a variety of strategies to facilitate language acquisition to allow students to understand and produce work in the target language. The students employ a range of techniques acquired throughout KS4 to facilitate a deeper understanding of lexical and grammatical concepts, enabling them to better communicate in the TL. A range of strategies are used throughout Y12 to support the transition between KS4 and KS5, promoting familiarisation with the expectations of the A level course and permitting access to the new areas of study – film analysis, essay writing. Further guidance is given to enable students to understand how to manipulate language independently, which in turn prepares them for the increased rigour of the A level.</p>	<p>Core knowledge: <i>Listening, reading, writing, speaking and translation skills continue to be developed throughout A level. Additionally, film and literature analysis are continued as is the skill of being able to summarise both listening and reading texts.</i></p> <p>Term 1 Immigration Integration Racism Germany and the EU <i>Der Besuch der alten Dame</i> – literature Continued study of Good Bye Lenin! – film Introduction of the IRP speaking exam Grammar</p> <p>Term 2 Politics and young people. Reunification and its consequences <i>Der Besuch der alten Dame</i> – literature. Continued study of Good Bye Lenin! – film Preparation of the IRP speaking exam Grammar</p> <p>Term 3 Exam skills Paper 1 – listening, reading, summarising, translation Paper 2 – translation and essay writing Paper 3 - Speaking</p> <p>Procedural knowledge (how to.): Assessment rubrics are explained and referred to frequently throughout the A Level course. The key skills of listening, reading, speaking, summarising, essay writing and translation are interweaved throughout the A level course, using a variety of strategies to facilitate language acquisition to allow students to understand and produce work in the target language. The students employ a range of techniques acquired throughout KS4 and AS level to demonstrate a deeper understanding of lexical and grammatical concepts, enabling them to communicate fluently in the TL. A range of strategies are used throughout Y13 to prepare for the final examination and the visit from the speaking examiner. The new areas of study – film and literature analysis, enhanced essay writing and preparation of the IRP are given more prominence. Continued guidance is given to enable students to understand how to successfully increase their independent language manipulation, which in turn prepares them</p>

Students also enjoy an hour's speaking practice with a German-speaking teacher each week which promotes confidence and provides invaluable insights.

Assessment:

Assessment Point 1 – January

Written paper, involving features of Paper 1 – listening, reading, translation on topics covered so far in Y12

Assessment Point 2 – February

Paper 1 – Listening, reading, summarising and translation

All topics covered on the AS course

Assessment Point 3 – June

Paper 1 – Listening, reading, summarising & translation

All topics covered on the AS course

Paper 2 – Translation and essay writing

All topics covered on the AS course

Paper 3 – Speaking cards

All topics covered on the AS course

Some students will also sit the external AS exam in May/June if they are not continuing the course into Y13. If this is the case, additional assessment opportunities will be provided.

In addition to the three assessment points, throughout the Y12 course students are assessed through a variety of low-stakes vocabulary and grammar tests as part of their weekly lessons.

Homework:

The purpose of homework set in MFL is to consolidate the learning that happens in the classroom & develop the key skills of reading, listening, writing, speaking & translation.

In the MFL department students should expect to receive homework on a weekly basis from all staff who teach them. Some booklets are issued to consolidate learning and the homework itself will take a variety of forms including:

- Reading comprehension exercises
- Listening comprehension exercises
- Vocabulary learning
- Grammar consolidation
- Written pieces
- Research and further reading around the topic areas
- Preparation for speaking tasks

Links to careers and personal development include:

Preparation for future success

Wellbeing

Confidence, Resilience and Knowledge

Mutual respect and tolerance

Character – Resilience, organisation, and hard work

Moral and social development and Inclusivity

for their external examination and for Higher education study, not only in MFL, but across a range of subject areas.

Students also enjoy an hour's speaking practice with a German-speaking teacher each week which promotes confidence and provides invaluable insights into the language.

Assessment:

Assessment Point 1 – February

Paper 1 – Listening, reading, writing

Paper 2 - Writing (essay paper)

Assessment Point 2 – March

Paper 1 – Listening, reading, writing

Paper 2 – Writing (essay paper)

In addition to the three assessment points, throughout the Y13 course students are assessed through a variety of low-stakes vocabulary and grammar tests as part of their weekly lessons. Students will also be given the opportunity to sit a mock speaking exam (Paper 3) in the spring term. Details tbc nearer the time.

All students will sit the external A Level exams in May/June.

Homework:

The purpose of homework set in MFL is to consolidate the learning that happens in the classroom & develop the key skills of reading, listening, writing, speaking & translation.

In the MFL department students should expect to receive homework on a weekly basis from all staff who teach them. Some booklets are issued to consolidate learning and the homework itself will take a variety of forms including:

- Reading comprehension exercises
- Listening comprehension exercises
- Vocabulary learning
- Grammar consolidation
- Written pieces
- Research and further reading around the topic areas
- Preparation for speaking tasks

Links to careers and personal development include:

Preparation for future success.

Wellbeing

Confidence, Resilience and Knowledge

Mutual respect and tolerance

Character – Resilience, organisation and hard work

Moral and social development and Inclusivity

Spanish

Curriculum Intent: We are passionate that all students enjoy the right to learn a language at Tapton, regardless of their background and we believe our strength lies in our diversity. We have a challenging curriculum which encourages students to become global citizens with a clear pathway into both higher education and the world of work. Cultural and social horizons are broadened and self – esteem is built, not only in lessons but also through wider opportunities such as trips and visits. We guarantee depth and breadth, developing students' written and verbal communication skills and literacy.

Year 12	Year 13
<p>Core knowledge: <i>Listening, reading, writing, speaking and translation skills continue to be developed throughout A level. Additionally, film and literature analysis are introduced as is the skill of being able to summarise both listening and reading texts.</i></p> <p>Term 1 Modern and traditional values Cyberspace in our society Equal rights – the equality of the sexes – Pan's labyrinth – film study Grammar</p> <p>Term 2 Spanish regional identity Modern day idols Cultural heritage Pan's labyrinth – film study Grammar</p> <p>Term 3 Exam skills Paper 1 – listening, reading, summarising, translation Paper 2 – translation and essay writing Paper 3 - Speaking Begin the Y13 course after the AS exams</p> <p>Procedural knowledge (how to..): Grammatical terminology continues to be explicitly taught and referred to throughout the KS5 course. Assessment rubrics are explained and referred to frequently throughout the KS5 course. The key skills of listening, reading, speaking, summarising, essay writing and translation are interweaved throughout the AS course, using a variety of strategies to facilitate language acquisition to allow students to understand and produce work in the target language. The students employ a range of techniques acquired throughout KS4 to facilitate a deeper understanding of lexical and grammatical concepts, enabling them to better communicate in the TL. A range of strategies are used throughout Y12 to support the transition between KS4 and KS5, promoting familiarisation with the expectations of the A level course and permitting access to the new areas of study – film analysis, essay writing. Further guidance is given to enable students to understand how to manipulate language independently, which in turn prepares them for the increased rigour of the A level.</p>	<p>Core knowledge: <i>Listening, reading, writing, speaking and translation skills continue to be developed throughout A level. Additionally, film and literature analysis are continued as is the skill of being able to summarise both listening and reading texts.</i></p> <p>Term 1 Immigration Racism The youth of today, citizens of tomorrow Monarchies and dictatorships La casa de Bernarda Alba – literature Continued study of Pan's labyrinth – film Introduction of the IRP speaking exam Grammar</p> <p>Term 2 Racism Living together Monarchies and dictatorships Popular movements La casa de Bernarda Alba – literature Continued study of Pan's labyrinth – film Preparation of the IRP speaking exam Grammar</p> <p>Term 3 Exam skills Paper 1 – listening, reading, summarising, translation Paper 2 – translation and essay writing Paper 3 - Speaking</p> <p>Procedural knowledge (how to..): Grammatical terminology continues to be explicitly taught and referred to throughout the A Level course. Assessment rubrics are explained and referred to frequently throughout the A Level course. The key skills of listening, reading, speaking, summarising, essay writing and translation are interweaved throughout the A level course, using a variety of strategies to facilitate language acquisition to allow students to understand and produce work in the target language. The students employ a range of techniques acquired throughout KS4 and AS level to demonstrate a deeper understanding of lexical and grammatical concepts, enabling them to communicate fluently in the TL. A range of strategies are used throughout Y13 to prepare for the final examination and the visit from the speaking examiner. The new areas of study – film and literature</p>

Students also enjoy an hour's speaking practice with the FLA each week which promotes confidence and provides invaluable insights into the language

Assessment

Assessment Point 1 – January

Written paper, involving features of Paper 1 – listening, reading, translation on topics covered so far in Y12

Assessment Point 2 – February

Paper 1 – Listening, reading, summarising & translation

All topics covered on the AS course

Assessment Point 3 – June

Paper 1 – Listening, reading, summarising & translation

All topics covered on the AS course

Paper 2 – Translation and essay writing

All topics covered on the AS course

Paper 3 – Speaking cards

All topics covered on the AS course

Some students will also sit the external AS exam in May/June if they are not continuing the course into Y13. If this is the case, additional assessment opportunities will be provided.

In addition to the three assessment points, throughout the Y12 course students are assessed through a variety of low-stakes vocabulary and grammar tests as part of their weekly lessons.

Homework

The purpose of homework set in MFL is to consolidate the learning that happens in the classroom & develop the key skills of reading, listening, writing, speaking & translation.

In the MFL department students should expect to receive homework on a weekly basis from all staff who teach them. Some booklets are issued to consolidate learning and the homework itself will take a variety of forms including:

- Reading comprehension exercises
- Listening comprehension exercises
- Vocabulary learning
- Grammar consolidation
- Written pieces
- Research and further reading around the topic areas
- Preparation for speaking tasks

Links to careers and personal development include:

Preparation for future success

Wellbeing

Confidence, Resilience and Knowledge

Mutual respect and tolerance

Character – Resilience, organisation, and hard work

Moral and social development and Inclusivity

analysis, enhanced essay writing and preparation of the IRP are given more prominence. Continued guidance is given to enable students to understand how to successfully increase their independent language manipulation, which in turn prepares them for their external examination and for Higher education study, not only in MFL, but across a range of subject areas.

Students also enjoy an hour's speaking practice with the FLA each week which promotes confidence and provides invaluable insights into the language.

Assessment:

Assessment Point 1 – February

Paper 1 – Listening, reading, writing

Paper 2 - Writing (essay paper)

Assessment Point 2 – March

Paper 1 – Listening, reading, writing

Paper 2 – Writing (essay paper)

In addition to the three assessment points, throughout the Y13 course students are assessed through a variety of low-stakes vocabulary and grammar tests as part of their weekly lessons. Students will also be given the opportunity to sit a mock speaking exam (Paper 3) in the spring term. Details tbc nearer the time.

All students will sit the external A Level exams in May/June.

Homework:

The purpose of homework set in MFL is to consolidate the learning that happens in the classroom & develop the key skills of reading, listening, writing, speaking & translation.

In the MFL department students should expect to receive homework on a weekly basis from all staff who teach them. Some booklets are issued to consolidate learning and the homework itself will take a variety of forms including:

- Reading comprehension exercises
- Listening comprehension exercises
- Vocabulary learning
- Grammar consolidation
- Written pieces
- Research and further reading around the topic areas
- Preparation for speaking tasks

Links to careers and personal development include:

Preparation for future success.

Wellbeing

Confidence, Resilience and Knowledge

Mutual respect and tolerance

Character – Resilience, organisation and hard work

Moral and social development and Inclusivity

Art and Design

Curriculum Intent: Engaging with an Art and Design curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop a broad range of skills and techniques allowing them to engage with artists, designers, concepts, issues and build cultural awareness. Students are encouraged to record, refine, develop and respond to design briefs allowing them to build confidence and creativity. Written work encourages the use of key terminology, analysis, evaluation, and self-critique along with contextual writing in reference to artists and designers. We endeavour to provide opportunities to understand and explore a wider art and design culture through the introduction of a broad range of current and past artists, traditions and cultures, gallery visits and opportunities to work with outside agencies including involvement in The Big Draw and other competitions. We are passionate about supporting and leading our students with their own style and creativity to become life-long practitioners with the skills to communicate effectively in a range of media. We believe that all students should have the opportunity to engage with the Arts and develop cultural and creative understanding and abilities.

Year 12	Year 13
<p>Core knowledge: Following on from KS4, students will continue to develop their understanding of the formal elements, including line, form, tone, colour, texture, shape, space, composition, light. Development of research skills by responding to a design brief, extending annotation skills to talk about both the work of the artist and their own work. Workshop skills are contextualised to broaden the knowledge around each skill and artist, learning how to personally develop ideas in response to a chosen brief. Recording skills are refined, through the development of a range of media techniques, as well as photography, using both primary and secondary sources. Students continue to learn how to personally respond to a brief, thought explain their though process and decision making throughout.</p> <p>Procedural knowledge (how to.): Workshop skills and refinement of: large scale drawing, acrylic painting, felting, machine embroidery, silk painting, 3D modelling, ceramics, etching, weaving, photography among others. Research skills – how to correctly source research and site websites. Where and how to complete good quality, accurate research. How to explore the wider context of a project or brief to demonstrate understanding. How to annotate the work of both artists and students, purposefully and critically using subject specific language. How to create and refine creative ideas, synthesizing the work of artists, designers and craftspeople. Responding personally and meaningfully to a response, develop and refining ideas to realise intentions.</p>	<p>Core knowledge: Continuing from Year 12, students will continue to develop their understanding of the formal elements, including line, form, tone, colour, texture, shape, space, composition, light. Development of research skills by responding to a design brief, extending annotation skills to talk about both the work of the artist and their own work. Workshop skills are contextualised to broaden the knowledge around each skill and artist, learning how to personally develop ideas in response to a chosen brief. Recording skills are refined, through the development of a range of media techniques, as well as photography, using both primary and secondary sources. Students continue to learn how to personally respond to a brief, thought explain their though process and decision making throughout.</p> <p>Procedural knowledge (how to.): Workshops skill specific to student needs, including installation work, architectural drawing, textile and fashion skills etc. Research skills – how to correctly source research and site websites. Where and how to complete good quality, accurate research. How to explore the wider context of a project or brief to demonstrate understanding. How to annotate the work of both artists and students, purposefully and critically using subject specific language. How to create and refine creative ideas, synthesizing the work of artists, designers and craftspeople. Responding personally and meaningfully to a response, develop and refining ideas to realise intentions. Extended critical writing, how to analyse and respond to artwork, informing the personal investigation coursework. Time management and organisation skill s to support the external exam process.</p>

<p>Assessment: AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2: Explore and select appropriate resources, media, materials, techniques, and processes, reviewing and refining ideas as work develops. AO3: Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress. AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p> <p>Homework: Homework in Art will be set as an extension of classwork, continuing work on the current project, it will be explained in lesson and set on Satchel:One. Students are expected to spend 3 hours per week on Art homework. The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons and to continue development of the coursework project. The content will either focus on research, development, recording, personally responding or annotating work. Homework should be completed to a high standard, mirroring the standard of work in lessons.</p> <p>Links to careers and personal development include: Character Confidence, Resilience and Knowledge Cultural development Social development Prepare for future successes</p>	<p>Assessment: AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p> <p>Homework: Homework in Art will be set as a continuation of lesson work, continuing work on coursework and essay work, it will be explained in lesson and set on Satchel:One. Students are expected to spend 3 hours per week on Art homework and use directed study time to work in the Art department. The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons and to continue development of the coursework project. The content will either focus on research, development, recording, personally responding or annotating work. Homework should be completed to a high standard, mirroring the standard of work in lessons.</p> <p>Links to careers and personal development include: Character Confidence, Resilience and Knowledge Cultural development Social development Prepare for future successes</p>
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Fashion and Textiles

Curriculum Intent: Engaging with an Art and Design curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop a broad range of skills and techniques allowing them to engage with artists, designers, concepts, issues and build cultural awareness. Students are encouraged to record, refine, develop and respond to design briefs allowing them to build confidence and creativity. Written work encourages the use of key terminology, analysis, evaluation and self-critique along with contextual writing in reference to artists and designers. We endeavour to provide opportunities to understand and explore a wider art and design culture through the introduction of a broad range of current and past artists, traditions and cultures, gallery visits and opportunities to work with outside agencies including involvement in The Big Draw and other competitions. We are passionate about supporting and leading our students with their own style and creativity to become life-long practitioners with the skills to communicate effectively in a range of media. We believe that all students should have the opportunity to engage with the Arts and develop cultural and creative understanding and abilities.

Year 12	Year 13
<p>Core knowledge: Materials and their properties Performance characteristics of materials Methods of joining and using components The use of finishes Modern industrial and commercial practice Digital design and manufacture Design communication Designing methods and processes Design theory Critical analysis and evaluation Selecting appropriate tools, equipment and processes Accuracy in design and manufacture</p> <p>Procedural knowledge (how to.): Construction techniques, pattern making and development and responding creatively to a brief, culminating in manufacture of a childrenswear product and supporting folder. Exploration into the history of fashion and influential designers, through a research, development, and manufacture project. This includes a primary research visit to the Victoria and Albert Museum and the Textile Museum to extend knowledge. Students produce a corset inspired by a design era, demonstrating their awareness of the time period, key designers and design theory in a supporting coursework folder. Industrial and commercial practice is taught through practical skills and the exploration of tolerance, production lines and the use of industrial techniques. Core knowledge is taught in conjunction with procedural knowledge through coursework and practical making work, developing a through portfolio in preparation for the year 13 Personal Investigation.</p>	<p>Core knowledge: Enhancement of materials The requirements for textile and fashion, design and development Health and Safety Protecting designers and intellectual property Design for manufacturing, maintenance, repair and disposal Feasibility studies Enterprise and marketing in the development of products How technology and cultural changes effect the work of designers Design theory Critical analysis and evaluation Selecting appropriate tools, equipment and processes Accuracy in design and manufacture National and international standards in product design</p> <p>Including the revision of all core knowledge taught in year 12.</p> <p>Procedural knowledge (how to.): Enhancement of materials are taught alongside construction techniques, forming the development section of the year 13 NEA. Students explore a range of surface decoration and enhancement techniques in response to their chosen brief, analysing and evaluating their successes and suitability. Core knowledge is integrated into the teaching of the year 13 NEA, ensuring that students respond and answer their chosen brief in an iterative and through way. Students explore how textiles legalities and requirements relate to their project, as well as the wider design world and cultural changes. Throughout year 13 students complete their NEA project which embed and extends core learning, leading to the manufacture of a final garment or product.</p> <p>Assessment:</p>

<p>Assessment: AO1: Identify, investigate and outline design possibilities to address needs and wants. AO2: Design and make prototypes that are fit for purpose. AO3: Analyse and evaluate Design decisions and outcomes, including for prototypes made by themselves and others. Wider issues in design technology. AO4: Demonstrate and apply knowledge and understanding of technical principles and design and making principles.</p> <p>Homework: Homework in Textiles will be set twice a week, it will be explained in lesson and set on Satchel:One. Students are expected to spend 3 hours on Textile homework per week. The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons – Theory work and exam practice, and to continue development of the coursework project – Coursework and Manufacture. Homework should be completed to a high standard, mirroring the standard of work in lessons.</p> <p>Links to careers and personal development include: Confidence, Resilience and Knowledge Cultural development British Values Social development Prepare for future successes</p>	<p>AO1: Identify, investigate and outline design possibilities to address needs and wants. AO2: Design and make prototypes that are fit for purpose. AO3: Analyse and evaluate Design decisions and outcomes, including for prototypes made by themselves and others. Wider issues in design technology. AO4: Demonstrate and apply knowledge and understanding of technical principles and design and making principles.</p> <p>NEA : Personal investigation – 50% Paper 1: Technical Principles – 30% Paper 2: Design and Making Principles – 20%</p> <p>Homework: Homework in Textiles will be set twice a week, it will be explained in lesson and set on Satchel:One. Students are expected to spend 3 hours on Textile homework per week. The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons – Theory work and exam practice, and to continue development of the coursework project – Coursework and Manufacture. Homework should be completed to a high standard, mirroring the standard of work in lessons.</p> <p>Links to careers and personal development include: Confidence, Resilience and Knowledge Cultural development British Values Social development Prepare for future successes</p>
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Drama

Curriculum Intent: Curriculum Intent: Drama at Tipton School intends to develop exceptional actors, directors and designers whilst nurturing our students' passion of theatre as informed and critically engaged audience members. We want our students to be exposed to the best theatrical experiences with a diverse range of practitioners, playwrights and theatre professionals. We intend to develop confident performers with a genuine understanding and passion for the subject; providing a strong foundation to study the subject beyond GCSE & A-level and if not a career in the arts, we aim to foster well rounded individuals with excellent communication skills to support any career they pursue. Our curriculum is designed to deliver a challenging, engaging, broad and accessible range of theatrical core and procedural knowledge across all three key stages. In each Key Stage we teach a skill based spiral curriculum that builds on students' basic ability with a focus on acting, directing and design skills. We study innovative practitioners, theatre companies, theatrical genres and develop creative writing, evaluation and analytical skills. Our curriculum introduces and develops performance skills, such as, the use of movement, voice, interaction and proxemics to communicate meaning; these are explored in a variety of creative and dynamic units of work. Students are able to gain knowledge of relevant contemporary and historical issues in depth and from different perspectives through performance analysis, the study of a range of historical and contemporary play texts and when devising their own original pieces of theatre. They explore how theatre has developed over history and how it has been used to document and shape our culture throughout the ages. Our curriculum intends to develop passionate dramatists and nurture well rounded individuals that encompass the core values of Tipton in an environment that values and cares for each other to achieve excellence in their study of Drama.

Year 12	Year 13
<p>Core knowledge: The application of skills to be an effective actor. The art of directing and designing for theatre. Being an informed member of an audience through analysis and evaluation.</p> <p>Areas of the A-level covered in Y12:</p> <p>Autumn & Spring Term: C1: Theatre Workshop Non-exam assessment: internally assessed, externally moderated. 20% of qualification</p> <p>All Year: C3: Text in Performance Written examination: 2 hours 30 minutes 40% of qualification Autumn: Section B focus Spring: Section B & C Summer: Section A, B & C</p> <p>Procedural knowledge (how to..): Interpretation of character – character interaction, vocal skills, movement skills etc. Exploration of rehearsal techniques that develop characterisation for performance. Application of skills to create performance work – consideration given to creating mood and atmosphere, performance conventions etc. Realisation of design – set, lighting, sound, props, costume, hair and make-up.</p>	<p>Core knowledge: The application of skills to be an effective actor. The art of directing and designing for theatre. Being an informed member of an audience through analysis and evaluation.</p> <p>Areas of the A-level unit covered in Y13:</p> <p>Autumn & Spring Term: C2: Text in Action Non exam assessment: externally assessed by a visiting examiner 40% of the qualification</p> <p>All Year: C3: Text in Performance Written examination: 2 hours 30 minutes 40% of qualification Autumn: Section B & C Spring: Section A, B & C Summer: Section A, B & C</p> <p>Procedural knowledge (how to..): Interpretation of character – character interaction, vocal skills, movement skills etc. Exploration of rehearsal techniques that develop characterisation for performance. Application of skills to create performance work – consideration given to creating mood and atmosphere, performance conventions etc. Realisation of design – set, lighting, sound, props, costume, hair and make-up. Appreciation and understanding of theatre design.</p>

Being an effective cast member – communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative. Interpretation of plays – from the point of view of a director, actor and designer. Exploration of the social, cultural, historical and political contexts. How do we communicate to audiences?

Exploration of the structure of plays – plot/theme/form/style/genre/dialogue

Exploration into the history of theatre – exploration of the original performance conditions of the set text.

Exploration of Contemporary Theatre Companies – supports the devising process for C1.

Understanding theatre practice – exploration of theatre practitioners.

Understanding theatre space – the four main staging configurations, stage positioning, proxemics, actor/audience relationship, actor interaction and audience awareness

Experience of live theatre – opportunities to attend the theatre across the year and access to Drama Online. It is an essential part of C3 – responding to the experience of live theatre.

Analysing and evaluating theatre is an essential part of the coursework and written examination.

Assessment:

During whole school examination weeks students will be assessed on C3: Text in Performance. This will require revision of the set texts and live theatre analysis.

During Term 2 students will complete C1: Theatre Workshop. They will be assessed on their performance and supporting coursework. This will be assessed internally and externally moderated.

Homework:

The setting of homework will vary depending on the unit of work being studied. Students will be set homework weekly by each class teacher.

Homework will be set with the purpose of:

1. Developing students' evaluative and analytical written skills in response to practical work completed in lessons.
2. Developing students' analytical skills with regards to responding to a play or live production.
3. Practise exam technique through setting of exam style essays.
4. Completing coursework.
5. Providing an opportunity to develop a creative piece of work independently – e.g. script writing, creative designs etc.
6. Summarising students' understanding of Drama vocabulary and terminology.
7. Rehearsal of performance work.

Students must make notes in lessons in order to help with the completion of their homework tasks.

Links to careers and personal development include:

Being an effective cast member – communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative. Interpretation of plays – from the point of view of a director, actor and designer. Exploration of the social, cultural, historical and political contexts. How do we communicate to audiences?

Exploration of the structure of plays – plot/theme/form/style/genre/dialogue

Exploration into the history of theatre – exploration of the original performance conditions of the set text.

Exploration of Contemporary Theatre Companies – supports the devising process for C1.

Understanding theatre practice – exploration of theatre practitioners.

Understanding theatre space – the four main staging configurations, stage positioning, proxemics, actor/audience relationship, actor interaction and audience awareness

Experience of live theatre – opportunities to attend the theatre across the year and access to Drama Online. It is an essential part of C3 – responding to the experience of live theatre.

Analysing and evaluating theatre is an essential part of the coursework and written examination.

Assessment:

During whole school examination weeks students will be assessed on C3: Text in Performance. This will require revision of the three set texts and live theatre analysis. The formal examination of C3 will take place in the summer exam season.

During Term 2 students will complete C2: Text in Action. They will be assessed on two performances, a devised piece and a scripted piece these will be performed to an external examiner, and they will submit their supporting coursework a week after their examination to the exam board. The whole component is marked externally

Homework:

The setting of homework will vary depending on the unit of work being studied. Students will be set homework weekly by each class teacher. Homework will be set with the purpose of:

1. Developing students' evaluative and analytical written skills in response to practical work completed in lessons.
2. Developing students' analytical skills with regards to responding to a play or live production.
3. Practise exam technique through setting of exam style essays.
4. Completing coursework.
5. Providing an opportunity to develop a creative piece of work independently – e.g. script writing, creative designs etc.
6. Summarising students' understanding of Drama vocabulary and terminology.
7. Rehearsal of performance work.

Students must make notes in lessons in order to help with the completion of their homework tasks.

Careers in the theatre industry – including acting, directing, playwrighting, stage design, costume design, sound design, lighting design, stage management, set construction.
Personal & social development – including confidence building, communication skills, team working skills, leadership skills.
If not a career in the arts, we intend to foster well rounded individuals with excellent communication skills to support any career they pursue.

Links to careers and personal development include:

Careers in the theatre industry – including: acting, directing, playwrighting, stage design, costume design, sound design, lighting design, stage management, set construction.
Personal & social development – including: confidence building, communication skills, team working skills, leadership skills.
If not a career in the arts, we intend to foster well rounded individuals with excellent communication skills to support any career they pursue.

Music

Curriculum Intent: The music curriculum and provision at Tipton is inclusive, broad ranging, challenging, fun, and does not shy away from teaching mastery of the more complex musical skills. Our spiral curriculum enables equal and continuous development of the three main musical skills: performing, listening, and composing, and we study music from all of the three main areas of study (Western Classical, Popular Music, Traditional Music). This well-established provision provides students with a thorough grounding in all areas of the subject, so that all students are able to progress to the next stage of music study if they wish, regardless of their prior musical experiences or opportunities outside of school. We do not just teach to exam specifications but aim to provide students with all of the tools needed to succeed in music at a high level. This is evident in the destinations of our students after leaving us. Our robust curriculum offer is linked to, and strongly supported by, our outstanding extra-curricular programme and we work closely with our large team of visiting peripatetic instrumental and vocal teachers. All students have access to an established route through from beginner to high quality senior ensembles, and there are many opportunities for students to perform in our extensive concert programme. We teach, and provide opportunities for, students specialising in all areas of music, whether that is classical music, music technology/production, composition, or musicology, and we have strong links with external music organisations in Sheffield and further afield. At Tipton we aim to pass on our own passion for music to our students and nurture the musical development of every child.

Year 12	Year 13
<p>Core knowledge: Technical vocabulary linked to each of the musical elements in DR P SMITH – Dynamics, Rhythm, Pitch, Structure/Style, Melody/Metre, Instrumentation, Texture/Tonality, Harmony. Stylistic features of the Baroque solo concerto, including detailed analysis of Purcell's <i>Sonata for trumpet and strings in D major Z.850</i>, Vivaldi's <i>Flute Concerto in D Il Gardellino op.10 no.3 RV428</i>, and Bach's <i>Violin concerto in A minor BWV1041</i>. Stylistic features of the music for theatre by the following composers: Kurt Weill, Richard Rodgers, Stephen Sondheim, Claude-Michel Schönberg, Jason Robert Brown. The harmonic conventions used in species counterpoint and Bach Chorales</p> <p>Procedural knowledge (how to.): Listen to music analytically and write about it using technical vocabulary in essay form. Aurally identify all aspects of DR P SMITH. Read and use music notation. Perform as both a soloist and as part of an ensemble on one main instrument or voice. Compose music to a given brief as well as in a style of choice using traditional written notation.</p> <p>Assessment: Self, peer, and teacher feedback throughout. Regular verbal and written feedback for all three skills. Term 1 – we will assess all three skills and average them together (<i>music for theatre listening assessment, solo performing recording, composition techniques portfolio including a Bach chorale</i>). Term 2 – mock listening exam (<i>covering music for theatre and the Baroque solo concerto plus general</i></p>	<p>Core knowledge: Technical vocabulary linked to each of the musical elements in DR P SMITH – Dynamics, Rhythm, Pitch, Structure/Style, Melody/Metre, Instrumentation, Texture/Tonality, Harmony. Stylistic features of Romantic piano music, including detailed analysis of: Chopin's <i>Ballade no.2 in F major op. 38</i> and <i>Nocturne in E minor op.72 no.1</i>; Brahms' <i>Intermezzo in A major op.118.no. 2</i> and <i>Ballade in G minor op.118 no. 3</i>; Greig's <i>Norwegian March op.54 no. 2</i> and <i>Notturmo op.54 no. 4</i>. Stylistic features of art music from 1910 by the following composers: Dmitri Shostakovich; Olivier Messiaen; Steve Reich; and James MacMillan. The harmonic conventions used in species counterpoint and Bach Chorales.</p> <p>Procedural knowledge (how to.): Listen to music analytically and write about it using technical vocabulary in essay form. Aurally identify all aspects of DR P SMITH. Read and use music notation. Perform as both a soloist and as part of an ensemble on one main instrument or voice. Compose music to a given brief as well as in a style of choice using traditional written notation.</p> <p>Assessment: Self, peer, and teacher feedback throughout. Please see the Music NEA documentation regarding how this works throughout the NEA process. Term 2 – full mock listening exam, performing recital (10 minutes of music), composition NEA deadline (both Bach chorales and free composition).</p>

aural skills and use of technical vocabulary) and performing recital (*6 minutes of music*).
Term 3 – composition deadline and listening exam

Homework:

Two per week.

Links to careers and personal development include:

Students are expected to participate in our strong extra-curricular and concert programme.
Ongoing conversations about careers in music and future study.

Homework:

Two per week

Links to careers and personal development include:

Students are expected to participate in our strong extra-curricular and concert programme.
Ongoing conversations about careers in music and further study

Design Engineering

Curriculum Intent:

To demonstrate their knowledge, understanding and skills through interrelated iterative processes that 'explore' needs, 'create' solutions and 'evaluate' how well the needs have been met.

Year 12	Year 13
<p>Core knowledge:</p> <ol style="list-style-type: none"> 1. Identifying requirements 2. Learning from existing products and practice 3. Implications of wider issues 4. Design thinking and communication 5. Material considerations 6. Technical understanding 7. Manufacturing processes and techniques 8. Viability of design solutions 9. Health and safety. <p>Procedural knowledge (how to...): Core knowledge is delivered through students completing booklets for one lesson per week.</p> <p>Extensive theory and focussed practical tasks within the areas of Electronic Engineering, Software Development, Mechanical Engineering and Pneumatics. We also cover Structural Engineering and smart and modern technologies.</p> <p>Electronic Engineering unit covering technical understanding, focussed practical tasks and a design and make project.</p> <p>Mechanical Engineering unit covering technical understanding, focussed practical tasks and a design and make project.</p> <p>Assessment: Verbal and informal formative feedback Weekly quizzes on core content Summative levels for each project Assessed and graded exams at assessment weeks.</p> <p>Homework: Additional mastery of the specialism concepts. Later on, NEA work each week.</p> <p>Links to careers and personal development include: Level 3, 4, 5 or 6 (degree) apprenticeships, depending on attainment at A-Level, Engineering or other technical degrees and careers.</p>	<p>NEA: Non examined assessment (coursework) is the main focus of year 13. This is split into weekly chunks and involves researching, designing, trialling, making and evaluating a prototype product or system.</p> <p>Procedural knowledge (how to...): Completing a NEA (coursework) project from June 1st Y12 until March Y13 A thorough exam preparation course between March and summer of Y11 including past paper questions, exam techniques and revision.</p> <p>Assessment: Weekly assessment of NEA (not shared with students) Assessed and graded exams at assessment weeks. Assessed past paper questions.</p> <p>Homework: NEA work each week. Revision</p> <p>Links to careers and personal development include: Degrees in Engineering or technical subjects. Level 3,4,5 or 6 apprenticeships. Degrees in Engineering or other technical areas.</p>

Product Design

Curriculum Intent: To demonstrate their knowledge, understanding and skills through interrelated iterative processes that 'explore' needs, 'create' solutions and 'evaluate' how well the needs have been met.

Year 12	Year 13
<p>Core knowledge:</p> <ol style="list-style-type: none"> 1. Identifying requirements 2. Learning from existing products and practice 3. Implications of wider issues 4. Design thinking and communication 5. Material considerations 6. Technical understanding 7. Manufacturing processes and techniques 8. Viability of design solutions 9. Health and safety. <p>Procedural knowledge (how to...): Core knowledge is delivered through students completing booklets for one lesson per week.</p> <p>The learning of the skills required for the course will be taught through two projects - A new architectural project tasks students with analysing and redesigning a problematic area of their school. Through sketches and models, they propose creative solutions to improve functionality and aesthetics. It fosters critical thinking, problem-solving, sketching, model making and empowers students to shape their school environment into a more inspiring space.</p> <p>Secret Storage project, students tackle the challenge of theft prevention by designing a product that incorporates secret storage compartments. Through the use of timbers, polymers, and metals, they develop innovative solutions that merge security with functional design, showcasing their creativity and problem-solving skills.</p> <p>Assessment: Verbal and informal formative feedback Weekly quizzes on core content Summative levels for each project Assessed and graded exams at assessment weeks.</p> <p>Homework: Additional mastery of the specialism concepts. Later, NEA work each week</p> <p>Links to careers and personal development include: By pursuing Product Design, A-Level, you open up a world of diverse career opportunities in the realm of design and innovation. Potential paths include becoming a Product Designer, where you collaborate with companies to create and develop new products with a focus on functionality and aesthetics. Industrial Design offers a specialization in</p>	<p>Core knowledge:</p> <ol style="list-style-type: none"> 1. Identifying requirements 2. Learning from existing products and practice 3. Implications of wider issues 4. Design thinking and communication 5. Material considerations 6. Technical understanding 7. Manufacturing processes and techniques 8. Viability of design solutions 9. Health and safety. <p>Procedural knowledge (how to...): Completing a NEA (coursework) project from June 1st Y12 until March Y13 A thorough exam preparation course between March and summer of Y13 including past paper questions, exam techniques and revision.</p> <p>Assessment: Weekly assessment of NEA (not shared with students) Assessed and graded exams at assessment weeks. Assessed past paper questions</p> <p>Homework: NEA work each week. Revision</p> <p>Links to careers and personal development include: By pursuing Product Design, A-Level, you open up a world of diverse career opportunities in the realm of design and innovation. Potential paths include becoming a Product Designer, where you collaborate with companies to create and develop new products with a focus on functionality and aesthetics. Industrial Design offers a specialization in improving the visual and ergonomic aspects of products, working alongside engineers and manufacturers. Alternatively, you can venture into Furniture Design, Packaging Design, UX Design, Design Engineering, or Design Research. Additionally, the skills gained from this A-Level can empower you to start your own design-focused business or offer consultancy services. Exploring internships and further education can further enrich your career prospects.</p>

<p>improving the visual and ergonomic aspects of products, working alongside engineers and manufacturers. Alternatively, you can venture into Furniture Design, Packaging Design, UX Design, Design Engineering, or Design Research. Additionally, the skills gained from this A-Level can empower you to start your own design-focused business or offer consultancy services. Exploring internships and further education can further enrich your career prospects.</p>	
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Physical Education

Curriculum Intent:

To deliver the AQA A level PE course and ensure students are fully prepared for their examination. To develop a lifetime love PE and physical activity.

Year 12 and Year 13

Core knowledge:

Students will learn the following content across 2 papers as well as completing a non-examination assessment.

Paper 1

- Anatomy & Physiology
- Skill acquisition
- Sport and society
- Biomechanical movement

Paper 2

- Exercise physiology and biomechanics
- Sport Psychology
- Sport and society and the role of technology in physical activity and sport

Non- examination assessment

- Practical performance
- Analysis and evaluation (coursework)

Procedural knowledge (how to.):

Develop the ability to 'learn topics' that are challenging

Understand the difference between A01, A02 and A03 and what is needed in each question to gain marks

Develop the ability to work effectively at home.

Develop revision tools to ensure revision is productive.

Learn how to write answers using the correct structure, grammar and punctuation.

Assessment:

The final formal assessment will take place in the summer of y13 where students will complete a 2 hour paper 1 and a 2 hour paper 2.

There will be a number of opportunities to sit full papers in full exam conditions to prepare students fully.

By Easter of Y13 their practical performance and coursework mark will have been submitted.

Regular assessments will be set throughout the year to look at student progress.

Homework:

Homework will be set every week to consolidate knowledge

This will be a mixture of past paper questions, quizzes and reading.

All homework will be explained in class and will also be set on Satchel:One.

Links to careers and personal development include:

Enabling students to recognise risks to their own wellbeing

Promoting inclusivity and diversity of all protected characteristics

Social development: Practice using a range of social skills in different situations

Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships

Personal Development

At Tapton all students in will have one hour per week of timetabled Personal Development taught by Specialist Staff. The curriculum for 2023-24 is outlined below:

Year 12	Year 13
<ul style="list-style-type: none"> • Business employment and trade unions • Personal safety, relationships, abuse and honour-based violence • Sex • Drugs • Personal Branding and online presence • Finance Budgeting, housing, car ownership and retirement • British values • Mental health • Life goals and aspirations • First Aid 	<ul style="list-style-type: none"> • Food and Nutrition • Financial contracts, payday loans and debt • Addiction • Equality and diversity • Travel • Financial ventures including illegal ventures • Health services and personal safety • Mental health

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