

Y11 CURRICULUM	1	2	3	4	5	6
English (8)	Re-cap and revision of Non-fiction Language Shakespeare: Othello or Romeo and Juliet. Revision of poetry anthology.	Re-cap and revision of Non-fiction Language Shakespeare: Othello or Romeo and Juliet. Revision of poetry anthology.	Re-cap and revision of Language Fiction Literature paper 2 revision: An Inspector Calls, Unseen Poetry and A Christmas Carol.	Re-cap and revision of Language Fiction Literature paper 2 revision: An Inspector Calls, Unseen Poetry and A Christmas Carol.	Personalised Exam Prep	
Maths (8) - Higher	<b>Circle theorems:</b> Radii and chords, Tangents, Angles in circles, Applying circle theorems  <b>Algebra:</b> Rearranging formulae, Algebraic fractions, Simplifying algebraic fractions, More algebraic fractions, Surds, Solving algebraic fraction equations, Functions, Proof	<b>Vectors and geometric proof:</b> Vectors and vector notation, Vector arithmetic, Parallel vectors and collinear points, Solving geometric problems	<b>Proportion and graphs:</b> Direct proportion, More direct proportion, Inverse proportion, Exponential functions, Non-linear graphs, Translating graphs of functions, Reflecting and stretching graphs of functions	<b>Pinpoint Intervention &amp; Revision</b>	<b>Pinpoint Intervention &amp; Revision</b>	
Maths (8) - Foundation	<b>Constructions, loci and bearings:</b> 3D solids, Plans and elevations, Accurate drawings 1, Scale drawings and maps, Accurate drawings 2, Constructions, Loci and regions, Bearings  <b>Quadratic equations and graphs:</b> Expanding double brackets, Plotting quadratic graphs, Using	<b>Perimeter, area and volume 2:</b> Circumference of a circle 1, Area of a circle, Semicircles and sectors, Composite 2D shapes and cylinders, Pyramids and cones, Spheres and composite solids	<b>18 Fractions, indices and standard form:</b> Multiplying and dividing fractions, The laws of indices, Writing large numbers in standard form, Writing small numbers in standard form, Calculating with standard form  <b>Congruence, similarity and vectors:</b> Similarity and enlargement, More	<b>Pinpoint Intervention &amp; Revision</b>	<b>Pinpoint Intervention &amp; Revision</b>	

	quadratic graphs, Factorising quadratic expressions, Solving quadratic equations algebraically		similarity, Using similarity, Congruence, Vectors  <b>Algebra:</b> Graphs of cubic and reciprocal functions, Non-linear graphs, Solving simultaneous equations graphically, Solving simultaneous equations algebraically, Rearranging formulae, Proof			
Science (12)	<p><b>Biology All.</b> Cells recap. <b>Homeostasis.</b> Importance of homeostasis. The nervous system, reflexes and reaction time. Hormones, menstrual cycle and issues around fertility. <b>Biology Separates. Homeostasis.</b> Brain, eye and body temperature. Plant hormones.</p> <p><b>GCSE Chemistry</b> Oxidation &amp; reduction (HT), electrolysis &amp; half equations, energy transfer in reactions, reaction profiles, cells &amp; batteries, rate of reaction.</p> <p><b>Chemistry Trilogy HT</b> Reactions of metals and acids, neutralisation &amp; salts, pH scale, strong &amp; weak acids (HT),</p>	<p><b>Biology All.</b> Cells recap. <b>Homeostasis.</b> Control of blood sugar, nitrogen and water levels. <b>Biology Separates.</b> Culturing microorganisms. Monoclonal antibodies and their uses. <b>Homeostasis.</b> Brain, eye and body temperature. Plant hormones.</p> <p><b>GCSE Chemistry</b> Rate of reaction, Reversible reactions and energy changes, test of gases.</p> <p><b>Chemistry Trilogy HT</b> Energy transfer in exothermic and endothermic reactions, reaction profiles, bond energy calculations, test for gases, pure substances &amp;</p>	<p><b>Biology. Inheritance, variation and evolution.</b> Reproduction – sexual v. asexual reproduction, meiosis, DNA and the genome, inheritance of genetic disorders and sex determination. Variation and evolution including selective breeding and engineering. <b>Biology Separates.</b> Advantages and disadvantages of different types of reproduction, DNA structure and cloning.</p> <p><b>GCSE Chemistry</b> Equilibrium, effect of changing equilibrium, Haber process, tests for ions, instrumental methods, corrosion and prevention, alloys.</p> <p><b>Chemistry Trilogy HT</b> Rate of reaction, reversible reactions &amp; energy changes.</p>	<p><b>Biology. Inheritance, variation and evolution.</b> Development and understanding of genetics by looking at evidence for evolution, fossils, extinction and antibiotic resistant bacteria. <b>Biology Separates.</b> Theory of evolution, speciation and genetics.</p> <p><b>GCSE Chemistry</b> Crude oil, fractional distillation, properties of hydrocarbons, cracking, alkenes, reactions of alkenes, Addition and condensation polymerisation, DNA, ceramics, polymers and composites.</p> <p><b>Chemistry Trilogy HT</b> Equilibrium, Effect of changing conditions (HT), Crude oil, hydrocarbons &amp; properties, fractional</p>	<p><b>Biology. Inheritance, variation and evolution.</b> Classification. <b>GCSE Chemistry</b> Volume of gases Focused revision Metal reactivity, Acids and bases, Titrations</p> <p><b>Chemistry Trilogy HT</b> Extraction of metals, oxidation &amp; reduction, alternative methods of extracting metals. Revision.</p>	

	<p>electrolysis, half equations (HT)</p> <p><b>Physics Forces:</b></p> <p><b>Trilogy</b></p> <p>Momentum (HT)</p> <p>Waves:</p> <p>Properties of waves</p> <p>Properties of electromagnetic waves</p> <p><b>GCSE Physics</b></p> <p>Properties of waves</p> <p>Reflection</p> <p>Refraction</p> <p>Lenses</p> <p>Visible light</p> <p>Properties of electromagnetic waves</p>	<p>formulations, chromatography, Life cycle assessment, Reducing use of resources.</p> <p><b>Physics Waves:</b></p> <p><b>Trilogy</b></p> <p>Refraction (HT)</p> <p>Mock preparation (FT)</p> <p>All: Infrared radiation</p> <p><b>GCSE Physics</b></p> <p>Black body radiation</p> <p>Infrared radiation</p> <p>Sound</p> <p>Seismic waves</p>	<p><b>Physics Trilogy</b></p> <p>Magnetism and electromagnetism:</p> <p>Magnetic fields</p> <p>Mock review</p> <p>Electromagnets</p> <p><b>GCSE Physics</b></p> <p>Magnetism and electromagnetism</p> <p>Magnetic fields</p> <p>Mock review</p> <p>Electromagnets</p> <p>Fleming's left-hand rule (HT)</p> <p>Electric motors (HT)</p>	<p>distillation, cracking, using resources, potable water, waste water treatment, metals oxides, metal reactivity series.</p> <p><b>Physics Trilogy</b></p> <p>Fleming's left-hand rule (HT)</p> <p>Electric motors (HT)</p> <p>Skills teaching; data analysis, interpreting graphs, practical skills (FT)</p> <p><b>GCSE Physics</b></p> <p>Generators and transformers</p> <p>Static electricity</p> <p>Space Physics</p>	<p><b>Physics Trilogy</b></p> <p>Review of forces</p> <p>Resolving forces (HT)</p> <p>Acceleration</p> <p>Focused revision</p> <p><b>GCSE Physics</b></p> <p>Review of forces</p> <p>Resolving forces</p> <p>Acceleration</p> <p>Moments</p> <p>Pressure</p>	
French (5)	<p><b>Theme 2: Ma ville</b></p> <p>Les attractions/ ce qu'on peut faire/ les conseils aux touristes/ la meteo/ les problemes de ma ville/ les solutions/ role-play at the tourist office/ ville ou campagne: future plans</p> <p><u>Linguistic objectives:</u></p>	<p><b>Theme 2: l'environnement et les problemes sociaux + les vacances</b></p> <p>Discussing the environmental problems today / which is the most worrying/ what we can do daily / what the Government should do/ Experience of volunteering / le</p>	<p><b>Theme 3: le college et la vie scolaire</b></p> <p>Les matieres/ les opinions/ l'emploi du temps/ comparaison avec la France/ les clubs/ l'equipement: description du college/ les regles/ l'uniforme.</p> <p><u>Linguistic objectives:</u></p>	<p><b>Theme 3: jobs and career</b></p> <p>Future plans after GCSE / Future plans long term/ for or against marriage / ideal job/ work experience/ For or against taking a gap year</p> <p><u>Linguistic objectives:</u></p> <p>Future tense</p>	<p>Intense practice for speaking examination:</p> <ul style="list-style-type: none"> <li>• Conversation questions</li> <li>• role-plays</li> <li>• photo cards</li> </ul> <p>Listening practise: past papers + revision guide CGP</p>	

	<p>Describe your town and area Use Depuis (recall) Imperfect tense (say how it changed) All 3 tenses: un week-end dans ta ville Negations: ne...aucun/ ne...pas assez de Conditional and "si" structures: advice Quand + Future structures</p>	<p>service civique/ good points and bad points of le service civique/ booking a hotel / the problems on holidays</p> <p><u>Linguistic objectives:</u> Specific vocabulary for environmental issues Advanced opinions: agreeing/ disagreeing Advanced debating structures and connectives (on the one hand, on the other hand...) Conditional Mood <u>Stretch and challenge:</u> subjunctive mood. Il faut que + SUBJ</p>	<p>Modal verbs in Present + Future + Conditional + Imperfect Clothes recall Discussing pros and cons of the rules and the uniform Subjunctive: expressing wishes/ what you would like changing</p>	<p>Advanced "quand" structures All tenses Verbs to describe what you do at work</p>	<p>Reading practice: Zigzag resource pack</p> <p>Writing practice: Kate Languages pack</p>	
German (5)	<p>Tourism: transport, hotel booking, buying train tickets, accommodation, problems, directions, ordering food, shopping for souvenirs, word order (v,v), wenn + subjunctive</p>	<p>Holidays: destinations, weather, different types of holidays, experiences, plans, all tenses combined, pluperfect, idioms</p>	<p>Work: jobs and careers, job descriptions, job applications, dream job, um...zu..., modal verbs in imperfect</p>	<p>Events: Describing international festivals, events and sporting events, passive, adjectival nouns</p>	<p>Social issues: homelessness, poverty, environment, international and local campaigns</p>	
Spanish (5)	<p>Interests and influences: Free time, entertainment, programmes, technology</p>	<p>My City: Hometown, neighbourhood, travel and tourism, problems</p>	<p>Life as Usual: Mealtimes, reflexives, illnesses and injuries, reflexives, and reflexives in</p>	<p>Current and future study and employment, jobs, ambitions, work experience, careers, gap</p>	<p>The environment: Houses, housing, social issues, global issues, healthy life-</p>	

	in everyday life, role models, imperfect, perfect tenses.	in town, shopping, clothes, presents, used, demonstratives, using se puede.	other tenses, customs and festivals and comparing festivals, expressions followed by infinitives.	years, plans for the future, all future and conditional tenses.	styles, international sporting events, natural disasters, grammar in translations, the pluperfect tense, subjunctive and using se deberia.	
Why History (5)	<p><b>Cold War</b> units 1 &amp; 2 including the development of the Cold War culminating in the Berlin Blockade &amp; Airlift. Key Cold War Crises – Hungarian Uprising, Berlin Wall, Cuban Missile Crisis &amp; Prague Spring</p> <p>Assessment – Two consequences of, write an analytical narrative and how does X affect Y</p>	<p><b>Cold War</b> – complete unit 2 and 3 including Detent, Russians in Afghanistan, Second Cold War, Reagan and Gorbachev and end of the Cold War (fall of Berlin Wall and Warsaw Pact)</p> <p>Assessment – Two consequences of, write an analytical narrative and how does X affect Y</p>	<p>Complete <b>Cold War</b> units.</p> <p>Assessment – Two consequences of, write an analytical narrative and how does X affect Y</p>	<p>Guided revision – knowledge and skills all units.</p>	<p>Guided revision – knowledge and skills all units.</p>	
Geography (5)	<p><b>DYNAMIC DEVELOPMENT</b> Global distribution of AC, EDC, LIDC Measures of Development and HDI Barriers to development Zambia case study – Rostow, Zig Zag path, MDGs Trade vs Aid Bottom up vs Top Down development.</p>	<p><b>RESOURCE RELIANCE</b> Global food shortages in Food, Water, Energy and their distribution Solutions to these problems Environmental impacts of various approaches to solving food security problems. Can we feed 9 billion? Case studies in Tanzania on different scales.</p>	<p><b>SUSTAINING ECOSYSTEMS</b> Interdependence in ecosystems Global distribution in Biomes Nutrient cycles, food chains Adaptations to climate conditions Case study of TRF and Polar biomes – human impacts on them.</p>	<p><b>URBAN FUTURES</b> Urban models across all levels of development Urbanisation and global patterns Squatter settlements in LIDCS Comparative case studies on transport, housing and sustainability across Istanbul and Liverpool.</p>	<p><b>PAPER 3 PREPARATION</b> Geographical skills, cartographic, Statistical and Numeric Synopticity  Case studies and practice papers</p>	

RE (4)	<p><b>Christian beliefs</b> Introduction. What is God like? Why do we suffer / problem of evil? What is the Trinity? What do Christians believe about creation? What happens when we die? Incarnation, Crucifixion, Resurrection and ascension. Sin and Salvation</p>	<p><b>Christian practices</b> Introduction / denominations. Worship. Baptism and Eucharist. Pilgrimage and festivals. Church and Community. Mission and Evangelism. Church growth, World wide church. Persecution. Poverty.</p>	<p><b>Revise Islam beliefs and practices</b></p>	<p><b>Revise Themes</b></p>		
Computing(5)						
Creative I-Media (5)						
PE (3)	<p>The focus is to provide opportunities to develop lifelong participation in sport and exercise, by providing variety, choice and encouraging students to participate in physical activity in order reduce stress and improve mental wellbeing. Students rotate around the learning environments each half term where a variety of activities can be done in that space.</p>					
	<p><b>Sports Hall</b> <i>Invasion games (basketball, handball, dodgeball)</i> <u>OR</u> <i>Net/wall games (badminton, table tennis)</i></p>	<p><b>Hard courts</b> <i>Invasion games (tag rugby, netball, basketball).</i> <u>OR</u> <i>Net/wall games (tennis)</i></p>	<p><b>Fitness room</b> <i>Fitness (circuit training, boxercise, step aerobics, yoga/pilates, HIIT)</i> <u>OR</u> <i>Dance (should be done in dance studio)</i></p>	<p><b>Astro</b> <i>Invasion games (football, hockey, handball, pop lacrosse, tag rugby).</i></p>	<p><b>Sefton park</b> <i>Striking and fielding games (rounders, softball, cricket, golf)</i></p>	
PE exam (5)	<p><b>NEA3- coursework completion</b></p> <p><b>Sports Psychology</b></p> <ul style="list-style-type: none"> <li>• Skill and ability</li> <li>• Classification of skill</li> <li>• Definitions of types of goals</li> </ul>	<p><b>Socio-cultural influences and well-being in physical activity and sport- Paper 2</b></p> <p><b>The use of goal setting and SMART targets to</b></p>	<p><b>Socio-cultural influences and well-being in physical activity and sport- Paper 2</b></p> <p><b>Engagement patterns of different social groups in physical activity and sport</b></p> <ul style="list-style-type: none"> <li>• Engagement patterns of</li> </ul>	<p><b>Socio-cultural influences and well-being in physical activity and sport- Paper 2</b></p> <p><b>Ethical and socio-cultural issues in physical activity and sport</b></p> <ul style="list-style-type: none"> <li>• Spectator behaviour</li> </ul>	<p><b>Guided Revision</b></p>	

		<p><b>improve and/or optimise performance</b></p> <ul style="list-style-type: none"> <li>• Evaluation and setting performance and outcome goals</li> <li>• The use of SMART targets to improve and/or optimise performance</li> </ul> <p><b>Basic information processing</b></p> <ul style="list-style-type: none"> <li>• Basic information processing model</li> </ul> <p><b>Guidance and feedback</b></p> <ul style="list-style-type: none"> <li>• Identify examples and evaluate the effectiveness of types of guidance</li> <li>• Identify examples and evaluate the effectiveness of types of feedback</li> </ul> <p><b>Mental preparation for performance</b></p> <ul style="list-style-type: none"> <li>• Arousal</li> <li>• Inverted-U Theory</li> </ul>	<p>different social groups and factors affecting participation</p> <p><b>Commercialisation of physical activity and sport</b></p> <ul style="list-style-type: none"> <li>• Commercialisation</li> <li>• Types of sponsorship and the media</li> <li>• Positive and negative impacts of sponsorship and the media</li> <li>• Positive and negative impacts of technology</li> </ul> <p><b>Ethical and socio-cultural issues in physical activity and sport</b></p> <ul style="list-style-type: none"> <li>• Conducts of performers</li> <li>• Prohibited substances</li> <li>• Prohibited methods (blood doping)</li> <li>• Drugs subject to certain restrictions (beta blockers)</li> <li>• Types of performers may use different types of performance enhancing drugs (PEDs)</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons why hooliganism occurs</li> <li>• Strategies employed to combat hooliganism</li> </ul> <p><b>Physical, emotional and social health, fitness and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Linking participation in physical exercise and sport to health, wellbeing and fitness</li> </ul> <p><b>The consequences of a sedentary lifestyle</b></p> <ul style="list-style-type: none"> <li>• The consequences of living a sedentary lifestyle</li> <li>• Obesity and how it may affect performance in sport and physical activity</li> <li>• Somatotypes</li> </ul> <p><b>Energy use, diet, nutrition and hydration</b></p> <ul style="list-style-type: none"> <li>• Energy use</li> <li>• Nutrition- reasons for having a balanced diet</li> <li>• Nutrition- role of carbohydrates,</li> </ul>		
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		<ul style="list-style-type: none"> <li>• Optimal arousal differing according to skill or sport being performed</li> <li>• Controlling arousal through stress management techniques before and during performance</li> <li>• Difference between direct and indirect aggression</li> <li>• Introvert and extrovert personality types</li> <li>• Intrinsic and extrinsic motivation</li> </ul>	<ul style="list-style-type: none"> <li>• The advantages and disadvantages of taking PEDs for the performer</li> <li>• The disadvantages to sport of performers taking PEDs</li> </ul>	<p>fat, protein and vitamins/minerals</p> <ul style="list-style-type: none"> <li>• Reasons for maintaining water balance (hydration)</li> </ul>		
Design & Technology (5)	<b>Investigation Skills</b> <i>Smart &amp; Modern Materials</i> <i>Energy generation &amp; storage</i> <i>Ergonomics &amp; Anthropometrics</i> <i>Others designers work</i> <b>Coursework:</b> <i>Research methods</i> <i>Client profile</i>	<b>Design Approaches</b> <i>Design strategies</i> <i>Iterative design</i> <b>Motions &amp; Forces</b> <i>Types of Force</i> <i>Types of Motion</i> <i>Mechanical Devices</i> <i>Improving Functionality</i> <b>Coursework:</b> <i>Initial ideas</i> <i>Development of Ideas</i>	<b>Making Principles</b> <i>Material Selection and components</i> <i>Tolerances</i> <i>Material management/marking out</i> <i>Specialist tools</i> <i>Surfaces treatment and finishes</i> <i>Making</i> <b>Coursework:</b>	<b>Industry</b> <i>Industry &amp; Enterprise</i> <i>Sustainability &amp; the environment</i> <i>Production Techniques &amp; Systems/Review scales of production</i> <i>Systems approach to designing (review flow charts)</i> <b>Coursework:</b>	<b>Review &amp; Consolidation</b> <i>Materials essentials</i> <i>New &amp; Emerging Technologies in Industry</i> <i>Design in the Wider World</i> <i>Industry</i>	



	<i>Situation &amp; product analysis</i> <i>Design Brief &amp; Spec Writing</i>	<i>Sketch modelling</i> <i>Use of CAD</i>	<i>Finalising a design idea</i> <i>Working drawings</i> <i>Construction</i> <i>CAD/CAM</i>	<i>Producing a prototype</i> <i>Final evaluation</i> <b><u>HAND-IN PRIOR TO EASTER</u></b>	<i>Examination skills &amp; practice</i>	
Food and Nutrition (5)	<b>Nutrition in Menu Planning</b> Functions of nutrients in the human body, nutritional needs of specific groups, effects of deficiency and malnourishment, impact of cooking methods on nutritional value. Menu planning: starters/desserts. Beef satay, chicken wings, mini pavlova, fruit tart, carrot cake, ice cream, custard meringue.	<b>Menu Planning</b> Factors to consider when proposing dishes, enviromental issues, carbon foot print, food provenance, food miles, climate change, sustainability. How dishes meet customer needs. Plan a production of dishes. Advanced pastry making, dessert options & presentation, free choice practical to develop menus & preferred style of cooking	<b>Cooking &amp; preparation of Dishes</b> Use acquired techniques & preparation of commodities, quality assurance, range of cooking techniques, completing dishes using presentation techniques, food safety in the kitchen. Preparation for Controlled assessment.	<b>Cooking &amp; preparation of Dishes</b> Use acquired techniques & preparation of commodities, quality assurance, range of cooking techniques, completing dishes using presentation techniques, food safety in the kitchen. Preparation for Controlled assessment.	<b>Expanding Cultural Capital</b> Food from other cultures, research methods, advanced specialist practical skills.	
Engineering (5)	<b>Responding to a Brief</b>	<b>Engineered Products</b>	<b>Design Decisions</b>	<b>Cultural Capital</b>	<b>Cultural Capital</b>	

	<p>Design Briefs &amp; Specifications          Prototypes &amp; Modelling (inc methods)          Product Assembly          Handling Materials, &amp; Equipment (Safety)          Research Skills (Recording findings using graphs &amp; lines of best fit)          Evaluating, concluding &amp; Recommendations</p>	<p>Features of engineered products          Selecting Materials          Manufacturing processes          Design          Communication: Redesign, Skething &amp; Exploded Diagrams</p>	<p>Justifying design solutions &amp; processes          Engineering Drawings &amp; Information          Reflecting on and improving design solutions          Presenting a design solution</p>	<p>The world of work:          interview skills          Exploring Apprenticeships          Exploring Local Employers          Exploring national Employers          Which industry &amp; route suits me as an individual?</p>	<p>Extended practical project: free choice from given briefs.          Opportunity to expand specialist skills &amp; explore real life engineering          Introduction to trade professions: Heating, plumbing, domestic electrics, building.</p>	
Music (5)	<p><b>The Baroque Period</b>  <b>Composition</b>  <b>Performance</b>          Pupils will study the two set works – one Bach and one Purcell and be able to name, identify describe and explain key characteristics and features of both through listening and class activities. Pupils will learn a plethora of new terminology., At the same time pupils will be continuing to work on their composition (final one) and their ensemble performance) During this term pupils will also look at music theory.</p>		<p><b>Film Music – Star Wars</b>          Final work on Composition and Performance          Pupils will study the one set work in this area and be able to name, identify, describe and explain key characteristics and features. Pupils will submit their coursework.</p>	<p><b>Revision</b>          Pupils will complete a plethora of exam style questions and revise the set works looked at un year 10.          Pupils will have the option to find out their coursework mark before it is submitted to the board.          Pupils will use Focus on Sound as a revision tool.</p>	<p><b>Revision</b>          again, exam style questions, preparing and revision.</p>	
Art (5)	<p>Independent work in response to a choice of given themes.</p>	<p>Gallery Based Learning          Photoshop</p>	<p>Design and planning          Reflection and refinement</p>	<p><b>Externally Set Assignment.</b> Exam paper issued by the board.</p>	<p>10 hour exam          Refining coursework</p>	

	<p>Collecting primary source work through photography and drawing. Research and analysis Experimentation and refinement Annotation and Reflective recording</p> <p>Artists chosen by students</p>	<p>Experimentation and refinement Display work – practise final pieces</p>	<p>Extended independent work –final piece Presenting work for display</p>	<p>Gathering primary source work through photography and drawing. Artist research and analysis Experimentation and refinement Annotation and Reflective recording of processes Planning and design Practise final piece</p>	<p>Presenting work for display</p>	
Drama (5)	<p>Extracts: performance of two extracts from one play Component 3</p>	<p>Extracts: performance of two extracts from one play Component 3</p>	<p>Extracts: performance of two extracts from one play Component 3</p>	<p>Exam preparation</p>	<p>Exam preparation</p>	
Psychology (5)	<p>Criminal psychology- how learning theories can be used to explain criminality; how biological explanations can be used to explain criminality; the effects of punishment on whether criminals reoffend.</p>	<p>Criminal psychology- ways in which criminals are rehabilitated to encourage prosocial behaviour in prisons: token economy and anger management.  Key studies: Bandura, Ross and Ross (1961) and Charlton (2000).</p>	<p>The self- concepts of the self and self-concept; the role of identity and free will in the development of the self; the humanistic explanation of the self; internal and external influences on the self and self-esteem.</p>	<p>The self- how personality can be measured; the use of trait theory as a measure of personality.  Key studies: Vohs and Schooler (2008) and Van Houtte and Jarvis (1995).</p>	<p>Revision and exam preparation.</p>	
Sociology (5)	<p>Research methods – different types / advantages and disadvantages.</p>	<p>Understanding social structures – social stratification / power / authority. Different</p>	<p>Social stratification – wealth, poverty and life chances.</p>	<p>Theoretical perspective – Marxism, Functionalism, Feminism and the New Right.</p>	<p>Revision techniques / time based classroom assessment.</p>	

		theoretical perspectives.	Crime and Deviance – causes / role of the police	Issues with official stats.		
Business Studies (5)	<p><b>The role of the finance function</b> The purpose of the finance function The influence of the finance function on business activity</p> <p><b>Sources of finance</b> The reasons why businesses need finance Ways of raising finance Loan Overdraft Trade Credit Retained profit Sale of Assets Owners' capital New Partner Share Issues Crowdfunding How and why different sources of finance are suitable for new and established businesses</p>	<p><b>Revenues, cost, profit and loss</b> Review of the concept of revenue, costs, and profit and loss in business and their importance in business decision making Calculation and interpretation of profitability ratios Calculation and interpretation of average rate of return</p>	<p><b>Break-even</b> The concept of breakeven Simple calculation of break even quantity The usefulness of break-even in business decision making</p> <p><b>Cash and Cash Flow</b> The importance of cash to a business The difference between cash and profit The usefulness of cash flow forecasting to a business Completion of cash flow forecasts</p>	<p><b>Interdependent nature of business</b> The interdependent nature of business operations, finance, marketing and human resources within a business context How these interdependencies underpin business decision making The impact of risk and reward on business activity The use of financial information in measuring and understanding business performance and decision making.</p>	Revision sessions and time based exam.	
Health and Social Care (5)	<p><b>Health and Well being Learning Aim A</b> – Factors that affect health and well being Health and Social Care Values Assignment – <b>Learning Aim 2B</b></p>	<p><b>Learning Aim B</b> Interpreting Health indicators <b>Learning Aim C</b> Person centred health and well being</p>	<p>Health and Social Care Learning Aim A Understanding the different types of health services and barriers to accessing them</p>	<p><b>Health and Social Care Learning Aim A-</b> Understanding the different types of social care services and barriers to access them</p>	<b>Assignment Learning aim 2A</b>	

ASDAN (5)	<b>Healthy Living</b> Key elements of a healthy lifestyle and advising others: <ul style="list-style-type: none"> <li>• Diet</li> <li>• Exercise</li> <li>• Personal hygiene</li> <li>• Smoking</li> <li>• Alcohol</li> </ul>	<b>Healthy Living</b> Key elements of personal healthy lifestyle and improvement challenge	<b>In the work place</b> Gaining experience of applying for and receiving an interview for a role as an adult	<b>The future</b> Careers advice Applications Mock post-16 interviews	<b>Revision support</b>	
Personal Development (2)	<b>Being Me in My world</b> Plotting my year ahead Not 'losing the plot' Tools for the year pt1 (CV development) Tools for the year pt2 Next steps Time to jump in	<b>Celebrating Differences</b> Dreams and goals within my grasp Now or later Changing dreams and goals 'what if' (CV development) Personal goals It's up to you!	<b>Dreams and Goals</b> Managing anxiety Relaxation Better sleep Exam preparation (CV development) Healthy attitudes to sexual relationships Healthy attitudes to sexuality	<b>Healthy Me</b> Privacy settings in your relationships Are these healthy relationships The results Media influences on relationships Remaining an individual (CV development) Am I ready for a sexual relationship?	Revision strategies, preparation for college years.	