

Subject	Term 1	Term 2	Term 3
Geography	<p><b>Urban Issues and Challenges (NEE) (Paper 2)</b></p> <ul style="list-style-type: none"> <li>• A growing percentage of the world's population lives in urban areas.</li> <li>• Urban growth creates opportunities and challenges for cities in LICs and NEEs.</li> </ul> <p><b>UK Physical Landscapes (Paper 1)</b></p> <ul style="list-style-type: none"> <li>• The UK has a range of diverse landscapes.</li> </ul> <p><b>River Landscapes in the UK (Paper 1)</b></p> <ul style="list-style-type: none"> <li>• The shape of river valleys changes as rivers flow downstream.</li> <li>• Distinctive fluvial landforms result from different physical processes.</li> <li>• Different management strategies can be used to protect river landscapes from the effects of flooding.</li> </ul>	<p><b>Urban Issues and Challenges (HIC) (Paper 2)</b></p> <ul style="list-style-type: none"> <li>• Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</li> <li>• Urban sustainability requires management of resources and transport.</li> </ul> <p><b>Resource Management: Overview (Paper 2)</b></p> <ul style="list-style-type: none"> <li>• Food, water and energy are fundamental to human development.</li> <li>• The changing demand and provision of resources in the UK create opportunities and challenges.</li> </ul>	<p><b>Geographical Applications: Issue Evaluation Example (Paper 3)</b></p> <ul style="list-style-type: none"> <li>• Revision of previous topic and practice of issue evaluation and critical thinking skills. Decision Making Exercise.</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise.</li> <li>• Human fieldwork investigation is based on urban regeneration in Stratford.</li> <li>• Physical fieldwork investigation is based on river enquiry in Epping Forest.</li> </ul>
History	<p><b><u>Conflict and Tension 1945 - 1972</u></b></p> <p><b>Origins of the Cold War</b></p> <ul style="list-style-type: none"> <li>• Yalta and Potsdam</li> </ul>	<p><b>Cold War in Asia</b></p> <ul style="list-style-type: none"> <li>• Mao's Communism</li> <li>• Korean War</li> <li>• Vietnam War</li> </ul>	<p>Berlin Wall</p> <p><b>Transformation of the Cold War</b></p> <ul style="list-style-type: none"> <li>• Bay of Pigs</li> </ul>

	<p>Conferences</p> <ul style="list-style-type: none"> <li>• Atomic Bomb</li> <li>• Iron Curtain</li> <li>• Truman Doctrine</li> <li>• Marshall Plan</li> <li>• Comecon and Cominform</li> <li>• Berlin Blockade</li> <li>• Berlin Airlift</li> </ul> <p>Exam skills:</p> <ul style="list-style-type: none"> <li>• Source Analysis</li> <li>• Write an Account</li> </ul>	<p><b>Development of the Cold War</b></p> <ul style="list-style-type: none"> <li>• NATO and WARSAW PACT</li> <li>• Space Race</li> <li>• Arms Race</li> <li>• Hungarian Uprising</li> <li>• McCarthyism and Red Scare</li> <li>• U2 Crisis</li> <li>• Paris Peace Summit</li> </ul>	<ul style="list-style-type: none"> <li>• Cuban Revolution</li> <li>• Prague Spring</li> <li>• Brezhnev Doctrine</li> <li>• Detente</li> </ul> <p><b><u>Elizabethan England</u></b> <b>Elizabeth and her Government</b></p> <ul style="list-style-type: none"> <li>• Elizabeth's childhood and character</li> <li>• The Privy Council and Parliament</li> <li>• The role of court</li> <li>• The succession Crisis</li> <li>• Essex Rebellion</li> </ul>
Sociology	<p><b><u>Crime and Deviance (Paper 2)</u></b></p> <ul style="list-style-type: none"> <li>• Social Construction of Crime</li> <li>• Social Control</li> <li>• Merton's Strain Theory</li> <li>• Becker's Labelling Theory</li> <li>• Cohen's Moral Panic Theory</li> <li>• London Riots case study</li> <li>• Class, Age, Gender and Ethnicity factors</li> </ul>	<p><b><u>Crime and Deviance (Paper 2)</u></b></p> <ul style="list-style-type: none"> <li>• The Prison system</li> <li>• Data on Crime</li> <li>• Research Methods in Context</li> </ul> <p><b><u>Sociology of Education (Paper 1)</u></b></p> <ul style="list-style-type: none"> <li>• Functions of Schooling</li> <li>• Marxist Perspective of Education</li> <li>• Feminist Perspective of</li> </ul>	<p><b><u>Sociology of Education (Paper 1)</u></b></p> <ul style="list-style-type: none"> <li>• External factors for achievement; <ul style="list-style-type: none"> <li>- Material Deprivation</li> <li>- Bourdieu Cultural Capital</li> <li>- Role of Parents</li> </ul> </li> <li>• Internal processes of school <ul style="list-style-type: none"> <li>- Teacher expectations</li> <li>- Streaming versus Setting</li> </ul> </li> <li>• The future of schooling</li> <li>• International comparisons</li> </ul>

		<p>Education</p> <ul style="list-style-type: none"> <li>• Education Policy since 1945</li> <li>• Types of schools in UK today, including alternative education</li> </ul>	<ul style="list-style-type: none"> <li>• Research Methods in Context</li> </ul>
Spanish	<p><b>Theme 2:</b> <b>Local, national and global areas of interest</b></p> <ul style="list-style-type: none"> <li>• Talking about past holidays</li> <li>• Booking accommodation</li> <li>• Holiday disasters</li> <li>• Extended writing</li> </ul> <p><b>Key grammar points</b></p> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Past tense</li> <li>• Imperfect tense</li> </ul>	<p><b>Theme 2:</b> <b>Local, national and global areas of interest</b></p> <ul style="list-style-type: none"> <li>• Talking about your region</li> <li>• Planning what to do</li> <li>• Talking about issues in your town</li> <li>• Extended spoken answers</li> </ul> <p><b>Key grammar points</b></p> <ul style="list-style-type: none"> <li>• Future</li> <li>• Past tense/ imperfect</li> <li>• Antonyms</li> </ul>	<p><b>Theme 3:</b> <b>Current and future study and employment</b></p> <ul style="list-style-type: none"> <li>• Talking about school</li> <li>• Describing your uniform</li> <li>• School rules and problems</li> <li>• Talking about activities and achievements</li> </ul> <p><b>Key grammar points</b></p> <ul style="list-style-type: none"> <li>• Reinforce the three tenses</li> <li>• Near future tense</li> <li>• Using negatives</li> </ul>
French	<p><b>Theme 1: Identity &amp; Culture</b></p> <p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>• Friends and family</li> <li>• Going out</li> <li>• Talking about your childhood</li> <li>• Discussing role-models</li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>• Sport</li> <li>• Your life online</li> <li>• Hobbies</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Near future tense</li> <li>• Perfect tense</li> <li>• Imperfect tense</li> </ul>	<p><b>Theme 1: Identity &amp; Culture</b></p> <p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>• Daily routine</li> <li>• Special meals</li> <li>• Family celebrations</li> <li>• Festivals and traditions</li> </ul> <p><b>Theme 2:</b> <b>Local, national &amp; global areas of interest</b></p> <p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>• My local area</li> <li>• Describing my town</li> <li>• Discussing what to see and do</li> <li>• Weather</li> </ul>	<p><b>Theme 2:</b> <b>Local, national &amp; global areas of interest</b></p> <p><b>Unit 5</b></p> <ul style="list-style-type: none"> <li>• Ideal holidays</li> <li>• Booking and reviewing hotels</li> <li>• Ordering in a restaurant</li> <li>• Travel plans &amp; holiday disasters</li> <li>• Buying souvenirs</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Conditional tense</li> <li>• Reflexive verbs in Perfect tense</li> </ul> <p>Revision</p>

	<ul style="list-style-type: none"> <li>• Superlatives &amp; comparatives</li> <li>• Direct object pronouns</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Modal verbs</li> <li>• Combining tenses</li> <li>• Higher linguistic structures</li> <li>• Negatives</li> <li>• Question words</li> </ul>	<ul style="list-style-type: none"> <li>• Key topic vocabulary</li> <li>• Extended writing</li> <li>• Speaking skills</li> <li>• Confidence with multiple tenses</li> </ul>
BTEC Digital Information Technology	<b>Component 2: Collecting, Presenting and Interpreting Data</b>  A: Investigate the role and impact of using data on individuals and organisations.	<b>Component 2: Collecting, Presenting and Interpreting Data</b>  A: Investigate the role and impact of using data on individuals and organisations.  B: Create a dashboard using data manipulation tools.	<b>Component 2: Collecting, Presenting and Interpreting Data</b>  B: Create a dashboard using data manipulation tools  C: Draw conclusions and review data presentation methods
BTEC Health and Social Care	<b>Component 2: Health and Social Care Services and Values</b> <ul style="list-style-type: none"> <li>• Learning aim A: Understand the different types of health and social care services and barriers to accessing them.</li> </ul>	<b>Component 2: Health and Social Care Services and Values</b> <ul style="list-style-type: none"> <li>• Learning aim A: Understand the different types of health and social care services and barriers to accessing them.</li> </ul>	<b>Component 2: Health and Social Care Services and Values</b> <ul style="list-style-type: none"> <li>• Learning aim B: Demonstrate care values and review own practice.</li> </ul>
BTEC Enterprise	<b>Component 2: Planning for and Pitching an Enterprise Activity</b>  A Explore ideas and plan for a micro-enterprise activity  B Pitch a micro-enterprise activity	<b>Component 2: Planning for and Pitching an Enterprise Activity</b>  A Explore ideas and plan for a micro-enterprise activity  B Pitch a micro-enterprise activity	<b>Component 2: Planning for and Pitching an Enterprise Activity</b>  A Explore ideas and plan for a micro-enterprise activity  B Pitch a micro-enterprise activity

	C Review own pitch for a micro-enterprise activity.	C Review own pitch for a micro-enterprise activity..	C Review own pitch for a micro-enterprise activity.
BTEC Sport and Fitness	<p><b>Component 3: Applying the Principles of Sport and Activity</b></p> <p><b>Learning Aims:</b></p> <p>A Understand the fundamentals of sport and activity leadership</p> <p>B Planning sessions for target groups</p> <p>C Delivering and reviewing sessions for target groups</p>	<p><b>Component 3: Applying the Principles of Sport and Activity</b></p> <p><b>Learning Aims:</b></p> <p>A Understand the fundamentals of sport and activity leadership</p> <p>B Planning sessions for target groups</p> <p>C Delivering and reviewing sessions for target groups</p>	<p><b>Component 3: Applying the Principles of Sport and Activity</b></p> <p><b>Learning Aims:</b></p> <p>A Understand the fundamentals of sport and activity leadership</p> <p>B Planning sessions for target groups</p> <p>C Delivering and reviewing sessions for target groups</p>
Food Preparation and Nutrition	<p><b>Food Hygiene and Safety</b></p> <ul style="list-style-type: none"> <li>• Probiotics and pathogens</li> </ul> <p><b>Bread</b></p> <ul style="list-style-type: none"> <li>• Breads and culture</li> <li>• Carbohydrates theory review</li> <li>• Advanced bread products</li> <li>• NEA 1 practice: Flours in pizza dough</li> </ul> <p><b>Pastry</b></p> <ul style="list-style-type: none"> <li>• Adapting fat content</li> <li>• Fats and oils theory review</li> <li>• Advanced pastry products</li> <li>• NEA 1 practice: Fats in</li> </ul>	<p><b>Cake</b></p> <ul style="list-style-type: none"> <li>• Sugars and syrups theory</li> <li>• Mass production</li> <li>• Advanced cake products</li> <li>• NEA 1 practice: Vimto cake challenge</li> </ul> <p><b>Proteins</b></p> <ul style="list-style-type: none"> <li>• Cooking with proteins</li> <li>• Amino acids and combinations proteins</li> <li>• Specialist diets</li> <li>• NEA 1 practice: Vegetarian bolognese</li> </ul>	<p><b>Fruit and Vegetables</b></p> <ul style="list-style-type: none"> <li>• Organic and Fairtrade food production</li> <li>• Fibre in recipes</li> <li>• Vitamins and minerals theory review</li> <li>• NEA 1 practice: Vegetable cakes</li> </ul> <p><b>Cereals</b></p> <ul style="list-style-type: none"> <li>• Satiety and palatability</li> <li>• Food security</li> <li>• Advanced cereals recipes</li> <li>• NEA 1 practice: Sugars in cakes</li> </ul>

	shortcrust pastry		
Design and Technology	<p><b>Designer Inspired Lamp</b></p> <ul style="list-style-type: none"> <li>• Electronic circuit and systems theory</li> <li>• Documenting the design process</li> <li>• Using the work of others to influence designs</li> </ul> <p><b>Sports Trophy</b></p> <ul style="list-style-type: none"> <li>• Client and consumer needs influencing designing</li> <li>• Cultural and indigenous materials selection</li> <li>• High fidelity modelling</li> </ul>	<p><b>Interactive Charity Collection Product</b></p> <ul style="list-style-type: none"> <li>• Mechanisms theory</li> <li>• High quality modelling</li> <li>• User/client needs theory review</li> </ul> <p><b>Written Exam Skills</b></p>	<b>NEA GCSE Project Launch</b>
Drama			
Art	<p><b>Unit 1: Coursework &amp; Portfolio Me, Myself &amp; I</b></p> <p>AO1 Artist Exploration  AO2 Experimenting with media  Drawing facial features / Create a portrait using a drawing frame  Create a self portrait using a grid</p> <p>Artist Research: Palesa Monareng  Frida Kahlo (colour pencils)/ Lina Iris Viktor (oil pastels &amp; digital collage) /  Lucian Freud (oil pastels &amp; biro pen)/  Julian Opie &amp; Roy Lichtenstein (acrylic paint) / Picasso (oil pastels)</p>	<p><b>Unit 1: Coursework &amp; Portfolio Me, Myself &amp; I</b></p> <p>AO3 Developing Ideas  Mind Maps / Mood Boards  Development sketches  Further media experiments  AO4 Create an original final piece showcasing skills and critical understanding</p>	<p><b>Unit 1: Coursework &amp; Portfolio Fragments</b></p> <p>AO1 Artist Exploration  Artist research / Artist studies  Critical analysis / Compare &amp; contrast  AO2 Experimenting with media and analysing / Artist responses  AO3 Developing Ideas and evaluating progress  Mind Maps / Mood Boards  Development sketches / Photographs  Statement of intent  AO4 Create an original final piece showcasing skills and critical understanding</p>