


| Year 13   |               | English  | Maths  | Science  | Art, Design and Technology   | Performing Arts   | Social Sciences  | Computer Science/ Media Studies   | Humanities  | PE A LEVEL / NCFE   | MFL  |
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|  <p><b>Intent</b><br/>What students will cover / style of task</p> | <b>Week 1</b> | <p>English Language:<br/>Individual Variation – consolidation of frameworks and theories, essay writing skills; coursework redrafting</p> <p>Child Language Acquisition – consolidation of frameworks and theories, essay writing skills</p> <p>English Literature:<br/>Modern Poetry – Analysis and exploration of ‘Giuseppe’ and ‘the Gun’</p> | <p>A Level Maths:<br/>Binomial Theorem, Sequences and Series</p> <p>A Level Further Maths:<br/>- Polar coordinates</p> <p>Core Maths:<br/>- Probabilities and estimation</p> | <p><b>Biology</b><br/>End of chapter review<br/>Respiration RP</p> <p>Chemistry<br/>PAG 5.2</p> <p>Physics<br/>Centripetal acceleration (ELV)<br/>Binding energy (BLF)</p> | <p>Fine Art: Review of work completed over summer break based on RECORDING from original photos and studies using a variety of recording methods to develop ideas.</p> <p>Photography:<br/>Review/ Refine Component 1- Self Directed Study.<br/>Review research<br/>Evaluate summer work<br/>Evaluate practical recording</p> <p>Graphics</p> <p>Use guidance from live lesson to further develop coursework.<br/>Update folio work.</p> <p>Textiles</p> | <p><b>Music</b><br/>Bach Violin Concerto<br/>Movement 3 analysis<br/>Exam question<br/>Piano Music of Chopin<br/>Develop composition work<br/>Practice final performance piece</p> <p><b>Performing Arts</b></p> <p>Unit 3 - What is a stimulus?, Unit 28 - Elements of Variety performance , Work shop 1 - clown skills- plate spinning, diablo, juggling (double), What are the key features of variety performance ?</p> | <p><b>Sociology</b><br/>Theories of religion</p> <p><b>Business Learning</b><br/><b>Aim C</b><br/><b>C Planning</b> and developing a marketing campaign<br/><b>C1</b> Marketing campaign activity<br/><b>C2</b> Marketing mix<br/><b>C3</b> The marketing campaign<br/><b>C4</b> Appropriateness of marketing campaign</p> | <p><b>MEDIA STUDIES</b><br/><b>Exam practice – Proposal part 1 detailed technical overview of pitched idea</b></p> <p><b>Coursework: Development and completion of pre-production materials Scripts and Storyboard</b></p> <p><b>COMPUTING</b><br/><b>Development of COMP3 documentation</b></p> <p><b>ICT</b></p> <p><b>Data modelling how can spreadsheets be used to help business model data analysis write up.</b></p> | <p><b>Economics:</b><br/>Markets, consumers, demand and labour<br/><b>Geog:</b> Superpowers and water cycle<br/><b>Hist:</b> Miners’ strike source practice/poll tax (Britain) and review of Bolshevik Russia (Russia)<br/><b>Law:</b> Definitions, tort and liability<br/><b>Politics:</b> Liberalism<br/><b>Psychology:</b> The design a study question.<br/>- Revision.<br/>- End of Topic Test.<br/><b>RE:</b> Retrieval exercise and tasks on prior learning: Phil – Plato<br/>Ethics – Business Ethics.<br/>Information booklet explained with key terminology, academic language and writing frames.</p> | <p><b>A Level PE CRL</b></p> <p>Types and methods of practice:<br/>Massed method<br/>Distributed method<br/>Fixed method<br/>Varied method</p> <p>Transfer of skill:<br/>Discussion based starter to introduce topic and feedback on HWK task<br/>Situations linked to proactive/retroactive transfer<br/>Optimising positive effects<br/>Limiting negative effects</p> <p><b>UNW</b><br/><b>Energy for exercise – glycolytic and aerobic</b></p> | <p>La inmigración – Los beneficios y los aspectos negativos</p> <p>Discuss the positive and negative aspects of immigration.</p> |

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|               |   |  |  |   | Use guidance from live lesson to further develop coursework. Update folio work.  |  | Learning Aim a and B<br>Workbook Completion<br><b>DL</b><br><b>25.09.2020</b>   |   |  | system – online lesson  |  |
| <b>Week 2</b> | <p>English Language:<br/>Individual Variation – consolidation of frameworks and theories, essay writing skills; coursework redrafting</p> <p>Child Language Acquisition – consolidation of frameworks and theories, essay writing skills</p> <p>English Literature:</p> | <p>A Level Maths: Binomial Theorem, Sequences and Series</p> <p>A Level Further Maths:<br/>- Polar coordinates</p> <p>Core Maths:<br/>- Probabilities and estimation</p> | <p><b>Biology</b><br/>Food chains<br/>Energy transfers<br/>Assessment review</p> <p>Chemistry<br/>Assessment week<br/>PAG 9.1</p> <p>Physics<br/>Centripetal force examples (ELV)<br/>Fission and fusion (BLF)</p> | <p>Fine Art:<br/>Research on artists and developmental compositions to help steer work and develop it.</p> <p>Photography:<br/>Development of Component 1- Self Directed Study topic.<br/>Analysis of artists and genres of photography in detail for</p> | <p><b>Music</b><br/>Bach Violin Concerto<br/>Movement 3 (finish)<br/>10 mark exam question practice</p> <p>Piano Music of Chopin<br/>Develop composition work<br/>Practice final performance piece</p> <p><b>Performing Arts</b><br/>Unit 3 - Exploring themes taken from a stimulus, , unit</p> | <p><b>Sociology</b><br/>Religion and social change</p> <p><b>Business</b><br/>Unit<br/>Introduction<br/>Discussion of expectations</p> | <p><b>MEDIA STUDIES</b><br/>Exam practice – Proposal part 2<br/>Logistical planning pf pitched idea</p> <p><b>Coursework: Development and completion of pre-production materials Shot lists and call sheets</b></p> <p><b>COMPUTING</b><br/>Computational Methods</p> | <p><b>Economics:</b><br/>Markets, consumers, demand and labour<br/><b>Geog:</b> Changing pattern of power and storm hydrographs<br/><b>Hist:</b> Extra-parliamentary opposition/the Falklands (Britain) and how did political authority change under Stalin? (Russia)<br/><b>Law:</b> Definitions, tort and liability<br/><b>Politics:</b> Liberalism</p> | <p><b>A Level PE</b><br/><b>CRL</b><br/>Assessment 1<br/>Assessment 1 Review</p> | <p>La inmigración en el mundo hispánico</p> <p>Learn more about immigration in the Spanish speaking world</p> |  |

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|  |  | Modern Poetry – Analysis and exploration of ‘The Deliverer’ and ‘Look We Have Coming To Dover’ |  | <p>chapter 2 of essay.</p> <p>Graphics</p> <p>Use guidance from live lesson to further develop coursework. Update folio work.</p> <p>Textiles</p> <p>Use guidance from live lesson to further develop coursework. Update folio work.</p> | 28 - Workshop 2 - mime / slapstick2b - Mischief scene, Tasks 1-6 research preparation of Variety Performance | <p><b>Explanation of AO's.</b></p> <p>WAGGOLL</p> <p>Modelling</p> <p>Discuss rigours of the exam</p> <p>Walk and talk through mark scheme</p> <p>Class discussion</p> <p>Teacher led demos</p> <p>Questioning</p> <p>Research Paired work</p> <p>Mind map</p> <p>Case study</p> <p>Independent work</p> <p>Learning Aim C</p> <p>Workbook Completion</p> <p><b>DL</b></p> <p><b>02.10.2020</b></p> | <p>ICT</p> <p><b>Data modelling</b></p> <p><b>how can spreadsheets be used to help business model data evaluation write up.</b></p> | <p><b>Psychology:</b> The design a study question.</p> <p>- Revision.</p> <p>- End of Topic Test.</p> <p><b>RE:</b> Retrieval exercise and tasks on prior learning: Phil – Aristotle Ethics – Business Ethics</p> |  |  |
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|  |  |  |  |   |  |   | <b>Health and Soc</b><br>Exam:<br>Responsibilities of professionals in HSC<br>CWK:<br>adaptations and support needed by individuals with additional needs                     |   |  |  |  |
| <b>Implementation</b><br>How content will be set               | Instructions shared via Show My Homework and Google Classroom. All work set and submitted via Google Classroom.                        |  |  |   |  |   |   |   |  |  |  |
| <b>Impact</b><br>How/when content completion will be monitored | Reading homework tasks<br><br>Low-stakes quizzes on Google Classroom<br><br>Staff will monitor completion of tasks on Google Classroom | Assessment in Google Meet lessons<br><br>Class teacher monitoring Mymaths tasks<br><br>Tasks submitted to Google Classroom |  | Sketchbooks and digital portfolios will be developed to show progress, this will be monitored and feedback given. | GC analysis and exam question practice | GC assessments and Classwork 10 markers | Preparation for unit 8 exam and completion of learning aim B for unit 4 and 10.<br><br>COMPUTING Work will be submitted via Google Classroom and monitored and fed back upon. | Google classroom for assessments and class work | Google classroom and assessments for class work<br><br>Everlearner checkpoint tasks and videos |  |  |