YEAR 13 CURRICULUM MAP

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Art	Students develop a small body of work informed by year 12 outcome.	Review, refinement and consolidation of project work.	Exam paper released. Students choose a theme and develop a body of work in response.	Students continue to develop their work in response to their chosen starting point and plan for an outcome to be made during the 15-hour supervised time.	Students' complete outcome in x3 5 hour supervised sessions.	
Biology	3.5 Energy transfers in and between organisms & 3.6 Organisms respond to changes in their internal and external environment	3.5 Energy transfers in and between organisms & 3.6 Organisms respond to changes in their internal and external environment	3.7 Genetics, populations, evolution and ecosystems	3.7 Genetics, populations, evolution and ecosystems & 3.8 The control of gene expression	3.7 Genetics, populations, evolution and ecosystems & 3.8 The control of gene expression	
Business Studies (A)	**Theme 2: Managing business activities** **2.1 - 2.2** Students will learn how businesses raise finance and use financial planning tools, including budgets, cash flow forecasts, and break-even analysis, to support decision-making and achieve business objectives. **Theme 3: Business decisions and strategy** **3.1 - 3.2** Students will learn how businesses set objectives and develop strategies for growth, including organic growth, mergers, takeovers, and international expansion.	**Theme 2: Managing business activities** **2.2.- 2.3** Students will learn how businesses set objectives and develop strategies for growth, including organic growth, mergers, takeovers, and international expansion. **Theme 3: Business decisions and strategy** **3.2 - 3.3** Students will learn how businesses set objectives and develop strategies for growth, including organic growth, mergers, takeovers, and international expansion.	**Theme 2: Managing business activities** **2.3 - 2.4** Students will learn how businesses manage their resources effectively, including managing capacity, productivity, stock, and operational efficiency. **Theme 3: Business decisions and strategy** **3.3 - 3.4** Students will learn how businesses manage their resources effectively, including managing capacity, productivity, stock, and operational efficiency.	**Theme 2: Managing business activities** **2.4 - 2.5** Students will learn how businesses manage their resources effectively, including managing capacity, productivity, stock, and operational efficiency. **Theme 3: Business decisions and strategy** **3.4 - 3.5** Students will learn how businesses manage their resources effectively, including managing capacity, productivity, stock, and operational efficiency.	**Revision and exam skills – Specific focus on Paper 3** Students will learn how businesses manage their resources effectively, including managing capacity, productivity, stock, and operational efficiency. **Theme 3: Business decisions and strategy** **3.5 - 3.6** Students will learn how businesses manage their resources effectively, including managing capacity, productivity, stock, and operational efficiency.	

Chemistry	**Module 5** **Reaction Rates** Methods of monitoring the rate of reaction through change is mass/volume/colorimetry Reaction graphs and reaction orders Rate equations and the rate constant The Arrhenius equation **Module 5** **Equilibrium, and Acids and Bases** The equilibrium constant and calculating the K values in reactions involving gases and solutions, Definition of acids and bases Calculating the pH of acids using the acid dissociation constant Explaining the use of buffer solutions .pH curves and titrations	**Module 5** **Enthalpy, Entropy and Free Energy** Enthalpy calculations of lattices and solutions Born-Haber cycles Definition of entropy Calculation and Determination of Gibbs free energy **Module 5** **Redox and electrode potentials** Redox titration calculations Electrochemical cells and Fuel cells	**Module 5** **Transition Metals** Identification and uses of transition metals Complex ions Ligand substitution Precipitation reactions Tests for transition metal ions **Module 6** **Aromatic Compounds and Carbonyls** Benzene and the Kekule model Reactions of Benzene Phenols and their reactions Aldehydes and Ketones Carbonyls Carboxylic acids Acyl Chlorides Esters	**Module 6** **Nitrogen Compounds** Amines and Amides Amino acids Chirality Addition Polymers Condensation Polymers **Module 6** **Organic synthesis** Making carbon-carbon bonds Practical techniques in organic synthesis	**Module 6** **Analysis** Tests for organic functional groups Chromatography NMR Spectroscopy C-13 NMR Spectroscopy Proton NMR Spectroscopy **Review of core Year 12 content, focusing on making links to Year 13 content and application to summative style questions.**	

Child Development	**Unit 3 Play and Learning** The concept of play, the influence of theories and curriculum approaches to play, and the benefits of play and learning activities for children. (Pearson Set Assignment)	**Unit 3 Play and Learning** **Unit 4 Research and Reflective Practice in an Early Childhood Setting (PSA)** How research findings influence policy and provision for children and are able to reflect on how this influences their own behaviour and expectations in the work placement environment. (Pearson Set Assignment) *50 hours of placement experience required for this unit.	**Resits of External Assessments** **Unit 4 Research and Reflective Practice in an Early Childhood Setting** (Pearson Set Assignment)	**Unit 4 Research and Reflective Practice in an Early Childhood Setting** (Pearson Set Assignment)	**Unit 4 Research and Reflective Practice in an Early Childhood Setting** (Pearson Set Assignment) **Resits of External Assessments**	

Computer Science	**1.2.2 Application Generation** Covering how software applications are designed, developed, tested and maintained. In Year 13, students build on programming knowledge from earlier topics and explore how different development approaches and technologies can be used to create effective software solutions. **1.2.3/1.2.4 Software Development/ Types of Programming languages** Students will explore different development methodologies and programming paradigms, including procedural, object-oriented and declarative programming. Students also examine low- and high-level languages, translators, compilation and interpretation, and consider how different programming languages are selected for specific applications. **3.3 Design section completed / Development** Students apply their knowledge of software development to their own project, progressing from the completed design stage into implementation.	**1.4.3 Boolean Algebra** Students develop an understanding of Boolean algebra and its application to logic circuits and computer systems. Working with Boolean expressions, truth tables and logic gates, using Boolean laws and rules to simplify and manipulate expressions. **1.4.2 Data Structures (Graphs, Binary Search trees, Hash tables)** Understanding of advanced data structures and their applications. Exploring graphs, binary search trees and hash tables, including their structure, operations, traversal and searching algorithms, and how they can be used to store and efficiently retrieve data. **3.3 Development** Students implement their planned software solution, applying programming techniques to develop a functional and robust system. They focus on coding, testing, debugging and refinement.	**2.1.4/ 2.1.5/ 1.1.1/1.2.1/1.3.3 Thinking logically / Thinking concurrently / Structure and function of processors / System software / Networks** Students consolidate and apply their knowledge across key areas of A Level Computer Science, including logical and concurrent thinking, processor structure and function, system software, and computer networks. They revisit key concepts, algorithms and terminology, making connections between topics and applying their understanding to exam-style questions. **2.1.1/ 2.1.2/2.3.1 Thinking Abstractly / Thinking Ahead / Algorithms** Students develop their ability to abstract complex problems, plan effective computational solutions and design efficient algorithms. They will explore abstraction, decomposition, pattern recognition and algorithmic thinking.	**2.3.1 Algorithms** Students develop their understanding of algorithms and how they are used to solve computational problems. They explore common algorithms for searching, sorting and graph traversal, as well as algorithm design, tracing, correctness and efficiency. Students apply Big O notation to analyse algorithmic complexity and compare the suitability of different algorithms for a given problem. **FINAL SUBMISSION -NEA- March** Students complete and submit their **Non-Exam Assessment (NEA)** project, ensuring the final solution is fully developed, tested, documented and evaluated against the original requirements.	**REVISION**	**REVISION /EXAM**

Criminology	**Unit 3** Personnel involved in criminal investigations Trial processes and evidence in criminal cases	**Unit 3** Techniques in criminal investigations Key influences affecting the outcomes of criminal cases	**Controlled assessment Unit 3** **Unit 4** Forms of social control Law making	**Unit 4** Models of criminal justice and organisation of the criminal justice system Aims of punishment	**Unit 4** Roles of agencies in social control - Police - CPS - Prisons - Judiciary - Probation - Charities and pressure groups	
Economics	**Theme 2 – 2.1 Measures of Economic Performance** Students will learn how economists measure the health of an economy using indicators such as economic growth, inflation, unemployment, and the balance of payments. **Theme 3 – 3.6 Government Intervention** Students will learn how governments intervene in markets through regulation, taxation, subsidies, competition policy, and privatisation to influence business behaviour and economic outcomes.	**2.2 Aggregate demand (AD)/2.3 Aggregate supply (AS)** Students will learn how aggregate demand and aggregate supply determine national output and price levels, and how changes in economic conditions affect the macroeconomy. **3.5 Labour market/** **Theme 4: A global perspective** **4.1 International economics** Students will learn how labour markets operate, including wage determination and labour market flexibility, as well as the benefits and costs of international trade, globalisation, and economic integration.	**2.4 National income/2.1 Measures of economic performance** Students will learn how national income is measured, the circular flow of income, and how national income data can be used to assess economic performance and living standards. **4.2 Poverty and inequality/ 4.5 Role of the state in the macroeconomy** Students will learn the causes and consequences of poverty and inequality, and evaluate how governments use fiscal, monetary, and supply-side policies to influence economic performance.	**2.5 Economic growth/2.6 Macroeconomic objectives and policies** Students will learn about the causes of economic growth, the importance of productivity, and how governments use policies to achieve key macroeconomic objectives such as low inflation, low unemployment, and sustainable growth. **4.3 Emerging and developing economies** Students will learn about the characteristics of emerging and developing economies, the challenges they face, and the factors that influence economic development and growth.	**2.6 Macroeconomic objectives and policies** Students will learn about the characteristics of emerging and developing economies, the challenges they face, and the factors that influence economic development and growth. **4.4 The financial sector** Students will learn about the characteristics of emerging and developing economies, the challenges they face, and the factors that influence economic development and growth.	

English Literature	**Knowledge about Poetry:** analysing revelatory enjambment; internal rhyme; mythological, biblical and fairytale imagery; allusion; enumeration; anthology structure **Comparative Coursework: Frankenstein:** analysing Shelley's authorial method; comparison with own choice of text	**Knowledge about Poetry continued:** allegory; critical interpretations	**Revision Programme:** quote memorisation, exam techniques and time management strategies; question practice	**Revision Programme continued:** therapies to address misconceptions/fluency errors/weaknesses	**Revision Programme continued:** therapies to address misconceptions/fluency errors/weaknesses	
Film Studies	• **Paper 2 Section C – Global Film –** Pan's Labyrinth • **NEA** – Final Project	• **Paper 2 Section C – Global Film –** City of God • **NEA** – Final Project	• **Paper 2 Section B – Documentary Film –** Sisters in Law • **NEA** – Final Project	• **Paper 2 Section D – Experimental Film –** Cleo From 5-7 • **NEA** – Final Project	**Revision**	

Government & Politics	**Gov - US Elections & Electoral Systems (3.2.1.5)** Presidential and congressional elections, primaries and caucuses, the Electoral College, campaign finance, voting behaviour and direct democracy at state level. **Gov - US Congress (3.2.1.2)** The structure, powers and functions of Congress, representation, legislation, committees and oversight, and its relationship with the executive and Supreme Court **Part -** **European Union (3.1.1.6)** The aims and institutions of the European Union and its impact on UK politics and policy making.	**Gov -** **UK Prime Minister & Executive (3.1.1.3)** The powers of the Prime Minister and Cabinet, how government policy is made, ministerial responsibility and the relationship between government and Parliament. **Part - Core Ideologies – Liberalism (3.3.1.1)** Liberal ideas about human nature, freedom, the individual, society, the state and the economy, including the development of classical and modern liberalism.	**Gov -** **US Presidency & Executive (3.2.1.3)** The formal and informal powers of the President, constraints on presidential power and relationships with Congress, the Supreme Court, Cabinet and federal government. **Gov - UK Supreme Court & Judiciary (3.1.1.4)** The role and powers of the judiciary and Supreme Court, judicial independence, appointments, judicial review and the judiciary's influence on government and policy **Part - Core Ideologies – Conservatism (3.3.1.2)** Conservative ideas about human nature, authority, tradition, property, society, the state and the economy, including traditional conservatism and the New Right	**Gov - US Supreme Court & Judiciary (3.2.1.4) US Civil Rights (3.2.1.8)** The powers and political significance of the Supreme Court, judicial appointments and landmark rulings, alongside the development and protection of civil rights and liberties **Gov - UK Pressure Groups & Other Influences (3.1.2.4)** How pressure groups influence politics, their methods and relative power, alongside the influence of think tanks, lobbyists, corporations and the media **Part - Core Ideologies – Socialism (3.3.1.3)** Socialist ideas about human nature, equality, society, the state and the economy, including different traditions and the development of socialist thought	**Gov - US Pressure Groups (3.2.1.7)** The role, methods and influence of US pressure groups, political pluralism, electoral finance, lobbying, PACs and Super PACs **Part - Non-Core Ideology – Feminism (3.3.2.2)** Feminist ideas about human nature, society, the state and the economy, including different strands of feminism and debates about equality and patriarchy	

Health & Social Care	**Unit 3: Principles of HSC Practice** The principles that underpin meeting the care and support needs of individuals, which are the foundation of all services within health and social care. (Pearson Set Assignment)	**Unit 3: Principles of HSC Practice** (Pearson Set Assignment_	**Unit 6: Safe Environments in Health and Social Care** The importance of safe working practices, professional responsibilities and record keeping in maintaining safe environments and quality care in line with national standards in health and social care settings. (Pearson Set Assignment)	**Unit 6: Safe Environments in Health and Social Care** (Pearson Set Assignment)	**Revision of Unit 1 and Unit 2 for Resits** (External Exams)	
Geography	**NEA:** writing up your fieldwork investigation **Hazards:** volcanic hazards **Global Systems and Global Governance:** globalisation; global systems, international trade & access to markets	**NEA:** writing up your fieldwork investigation **Hazards:** seismic hazards **Global Systems and Global Governance:** global governance; global commons	**Hazards:** Tropical cyclone hazards **Global Systems and Global Governance:** Antarctica & the Southern Ocean; the protection of Antarctica **Glacial Systems and Landscapes:** nature & distribution of cold environments	**Hazards:** fires in nature **Glacial Systems and Landscapes:** systems & processes in glaciers & glacial landscapes **Glacial Systems and Landscapes:** glacial systems & landscapes	**Glacial Systems and Landscapes:** human occupation & development **Revision and Exams** Focused teacher led revision using past examination papers and exemplars	**Revision and Exams** Focused teacher led revision using past examination papers and exemplars

History	**Early Tudors** Henry VIII the 1540s **Russia 1894-1941** Lenin and the Civil War **Civil Rights in USA** Women's Civil Rights, 1960s-1990s. Native American civil rights	**Early Tudors** Edward VI government and religious change **Russia 1894-1941** Stalin and the power struggle **Civil Rights in USA** Native American civil rights	**Early Tudors** Mary I gender and administration **Russia 1894-1941** Stalin's modernisation of the USSR **Civil Rights in USA** Trade Union and Labour rights before 1940	**Early Tudors** Mary I religion **Russia 1894-1941** Stalin's control of the USSR **Civil Rights in USA** Trade Union and Labour rights 1940-1980s.	**Early Tudors** Revision: Revolts, key women and religious change **Russia 1894-1941** Revision: Rule of Nicholas, 1917 revolutions, Rule of Stalin **Civil Rights in USA** Revision: African Americans, women, Native Americans and labour rights.	
Law	**Unit 9** Capacity defences + Necessity defences - Covers defences based on **mental or physical capacity**, including insanity and automatism, and **necessity**, where a person acts to prevent greater harm. **Unit 10**- Liability in negligence for economic loss and psychiatric injury- Covers when negligence can result in liability for **financial loss** and **psychiatric injury**, including key legal rules, requirements and case law. **Unit 11** Nuisance and the escape of dangerous things - Covers **private nuisance** and liability for the **escape of dangerous things**, including the key legal principles and relevant case law.	**Unit 12** Vicarious liability - Covers when an employer can be held liable for the **wrongful acts of an employee**, including key principles, requirements and relevant case law. **Unit 13** –Nature of Law +Law and Society +Justice +Morality. - Covers the **purpose and nature of law**, its relationship with **society**, and the concepts of **justice and morality** in the legal system.	**Unit 14 Human rights Law** Article 2, Article 5 and Article 8 Covers key rights under the **European Convention on Human Rights**, including **Article 2** (right to life), **Article 5** (right to liberty and security), and **Article 8** (right to respect for private and family life).	**Unit 14 Human rights Law** Article 10 and Article 11-this covers **Article 10** (freedom of expression) and **Article 11** (freedom of assembly and association), including key principles, limitations and relevant case law. Revision of all topics and practise exam questions	Revision of all topics and practise exam questions	

Maths	Algebra 3 Functions, graphs & Transformations Kinematics & Projectiles	Sequences & Series Trigonometry 2 Forces 2	Differentiation 2 Moments Probability 2	Parametric Equations Integration Normal Distribution Hypothesis testing 2	Numerical Methods Vectors	
Medical Science	**Unit 3 – Practical Microbiology and Infectious Diseases** Investigation of the effect of antimicrobial agents on the growth of microorganisms, by selecting and applying knowledge of microorganisms and infectious diseases. They will draw on their wider scientific understanding and skills to plan and carry out a range of practical techniques. (Pearson Set Assignment)	**Unit 3 – Practical Microbiology and Infectious Diseases**	**Unit 3 – Practical Microbiology and Infectious Diseases**	**Unit 1 and Unit 2 Resit Revision**		

Music	**Into the 20th century** Poulenc set work- *Trio for Oboe, Piano and Bassoon* Debussy set work revised- *Nuages* Impressionism, Expressionism and Neo-Classicism revisited Wider Listening- Prokofiev, Poulenc, Stravinsky and Schoenberg **Musical Theatre** Set composers revised – Schoenberg, Rogers, Bernstein, Lloyd-Webber, Sondheim and Schwartz The A Level comparison question **Development of the Symphony** Mendelssohn *Symphony No.4 Italian* set work Haydn *Symphony No.104* 2nd movement set work study Score reading, error identification and dictation Wider Listening- Brahms, Schuman, Schubert, Liszt **Composition** Free Compositions finished and paperwork completed Brief Compositions started **Performance** 2 mock recitals- October one performance piece, December two performance pieces		**Into the 20th century** Poulenc and Debussy set works revised Wider Listening- Stravinsky, Ravel, Debussy, Webern and Berg **Musical Theatre** Set composers revised – Schoenberg, Rogers, Bernstein, Lloyd-Webber, Sondheim and Schwartz **Development of the Symphony** Haydn *Symphony No.104* 4th movement set work study Score reading, error identification and dictation Wider Listening- Tchaikovsky, Mahler, Smetana **Composition** Brief Compositions finished and paperwork completed **Performance** A Level recital to a live examiner, date TBC February- April		**Composition** Both compositions finished and submitted to the exam board **Exam Preparation for June exam** Revision of all four set works (Haydn, Mendelssohn, Debussy and Poulenc) Score reading, error identification and dictation	
Philosophy	**Features of mind. Dualist Theories:** Examines substance and property dualism, evaluating arguments for a non-physical mind or non-physical mental properties and the philosophical challenges facing these views.	**Physicalist Theories and Functionalism.** Explores philosophical behaviourism, mind–brain type identity theory and eliminative materialism, evaluating their accounts of mental states and challenges concerning consciousness and subjective experience	**The concept and nature of God** Explores the coherence of God's attributes and evaluates arguments seeking to establish God's existence through reason and the concept of God alone.	**Arguments relating to the existence of God** Examines arguments for God's existence based on causation, contingency and order in the universe, evaluating their reasoning and major philosophical objections.	**The Problem of Evil and Religious Language:** Examines whether evil is compatible with an all-powerful, wholly good God and explores whether religious statements make meaningful claims through debates about verification and falsification.	
Physics	Thermal Physics – Ideal gases, Gas Laws and development of theories Electric fields – Potential and comparison with gravitational fields	Nuclear Physics – Rutherford scattering, decay, half-life, fission and fusion Capacitors – energy stored, dielectrics and time constant	Option A – Astrophysics Magnetic fields – flux, Lenz's law, AC and transformers	Option A – Astrophysics - telescopes, stars as black bodies, Hertzsprung-Russell diagrams, Big Bang theory	Revision for A level exams	

Psychology	Component 3: Schizophrenia: Characteristics, causes and treatments	Component 3: Crime: Characteristics, causes and treatments	Component 3: Autism - Characteristics, causes and treatments	C2. Revision/Past papers C1 + 3 Revision Crossover C3. Synoptic Debates	Revision for A-Level Exams	
Sociology	Functionalist and interactionist theories on crime Ownership and control of the media	Marxist and realist theories on crime New media Media, globalisation and popular culture	Gender and ethnicity in relation to crime and justice Selection and presentation of the content of the news	Crime and the media Globalisation, green and state crime Media representations of age, social class, ethnicity, gender, sexuality and disability	Control punishments and victims Media, their content and presentation, and audiences.	
3D Design	Component 1: Personal Investigation	Component 1: Personal Investigation	Component 1: Personal Investigation Completed by February ready for Live Exam Question	Component 2: LIVE Exam Question	Component 2: LIVE Exam Question Comp 1 + 2 Submitted by 31st May.	